

4th Grade

Building Life Castles

by Cherie Noel

4th Grade: Building Life Castles

Copyright © 1990, 2005, 2009 by Positive Action for Christ, Inc., P.O. Box 700, 502 W. Pippen Street, Whitakers, NC 27891.

www.positiveaction.org

All rights reserved. No part may be reproduced in any manner without permission in writing from the publisher.

Short stories appearing in the teacher's manual are used by permission from Children's Bible Hour, Grand Rapids, MI 49501.

Third Edition 2009
2019 Printing

Printed in the United States of America

Print ISBN: 978-1-59557-057-4
PDF ISBN: 978-1-59557-215-8

Author: Cherie Noel
Curriculum Consultant: Helen Boen
Layout and Design: Shannon Brown
Artwork: Del Tompson



Preface

The primary goal throughout the Positive Action Bible Curriculum is to make the Word of God more meaningful to the lives of your students. After working with elementary students for many years and using a variety of curriculum approaches, I found that my students had mastered a lot of material and factual knowledge at a relatively young age without really having seen the truth of the Scriptures at work in their lives.

It is my desire through this curriculum to help students find knowledge, wisdom, and understanding for themselves from the Word of God. It is my goal that they learn that the Word of God can teach them how to live from their earliest childhood experiences.

Therefore, a key emphasis in this curriculum is establishing students in the Word of God so that they begin to find answers for themselves. Students will begin during the second semester of first grade to find easily located Scriptures to answer questions. Second and third grade students will focus on a specific book of the Bible and follow the story line through the book to find scriptural truth. Fourth through sixth grade students will be able to use the entire Bible as their source with passages from various books used in each lesson.

While it is important to begin with the factual knowledge of the Scriptures, students need to go beyond this to grow in wisdom and understanding. They need to be presented with the kind of material that will help them comprehend, discern, apply, analyze and evaluate a variety of concepts for themselves. The material in this series has been written in such a way that it will help students form personal convictions, supporting these from their own study of God's Word.

In addition, one of the primary goals of this curriculum is to allow the Holy Spirit to work in the lives of the students to "conform them to the image" of Jesus Christ (Rom. 8:29). Therefore, a strong emphasis is placed on character development with practical lessons enabling the students to make life-changing decisions for themselves even at a young age.

Character qualities are brought to life by:

- Studying and defining important character traits.
- Analyzing the character trait through the life of a Bible character.
- Answering questions that directly teach students how to practice that character quality.
- Using a variety of methods including puzzles, artwork, skits, compositions, and discussion to research and emphasize the character trait.
- Encouraging the students to make commitments to develop these qualities in their own lives.

In order to accomplish these goals, two basic points need to be emphasized. First, teachers must spend the necessary time in class teaching their students how to use God's Word to help them come to know God through His Word and to learn how God's Word applies to their everyday lives. The teacher must be an integral part of the Bible class, helping students to find answers and to learn how to handle God's Word for themselves. You cannot assume that the job has been done simply because the students are left to complete a workbook assignment on their own. Secondly, once lessons are completed, they should be used as a basis for adequate class discussion to make sure that Bible principles are understood and life applications have been made. Facts and general Bible knowledge may be gained, but adequate discussion will help make these facts more real to the students.

There is adequate material and enough variety to keep Bible class interesting and fun. Some students may not be able to comprehend every aspect of each lesson, while others may be challenged to complete all the material along with outside projects. The curriculum can therefore provide a program to meet the needs and interests of all students.

Most importantly, make Bible the center of the day's activities with every other activity emanating from this source. Enjoy watching your students grow in the Lord.

Cherie Noel

Elementary Curriculum Goals And Objectives

1. Elementary students will study the entire Word of God for themselves.
 - K-4: *Exploring God's Love*. Preschoolers will discover God's love from the wonders of Creation to the resurrection of Jesus Christ. Scripture memory helps to reinforce basic doctrinal truths.
 - K-5: *Learning About God*. By studying the lives of the major characters throughout the entire Bible, kindergarteners will learn about God's work and His character. Suggested activities help children understand and apply these Bible truths.
 - Grade 1: *Enjoying God's Gifts*. First graders will explore the many gifts of love that God has given to us, focusing on aspects of creation, our families, friends, possessions, Jesus Christ, and God's care.
 - Grade 2: *Finding God's Promises*. Studying the life of Moses in the Book of Exodus, students will discover and examine God's promises. They will see that both the Israelites and Moses experienced victory and hardship while learning about God.
 - Grade 3: *Growing With God*. Third grade students will delve into the lives of Joseph in the Book of Genesis, and Daniel in the Book of Daniel, noting God's providence.
 - Grade 4: *Building Life Castles*. This study engages students in the life of Christ from the Gospels and presents a study of the Holy Spirit from the Gospels, Acts, and the Epistles. By also studying Paul's epistles and the life of Paul from Acts, students will examine how to develop Christian character.
 - Grade 5: *Possessing The Land*. Surveying the Old Testament, students will see a pattern of God's work among His people as He displays His unchanging character.
 - Grade 6: *Winning The Race*. Drawing from the entire Word of God, sixth grade students will learn how God's principles personally affect their lives. Students will study characters in the Old and New Testaments, as well as the life of Christ and an overview of the Book of Revelation.
2. Young people will learn that they can find answers in the Word of God for themselves.
3. Our Bible curriculum recognizes the various levels and types of thinking skills necessary to develop the minds of young people. Lesson questions are therefore designed to focus on a variety of thought processes including...
 - Knowledge—learning factual knowledge
 - Comprehension—understanding concepts and ideas; seeing sequential patterns
 - Discernment—discerning truth based on facts and concepts
 - Application—using information learned; applying knowledge gained to personal life
 - Analyzing—analyzing information and knowledge from various viewpoints
 - Evaluation—drawing conclusions; interpreting values to form personal decisions and supporting these decisions
4. Scriptures are used as a study guide for the following purposes:
 - To study the history of God's dealings with mankind
 - To understand how God thinks
 - To analyze the lives of Bible characters for personal examples of how God deals with individuals
 - To study a variety of Bible topics
5. All lessons ultimately focus on the development of internal character as discussed in Romans 8:28–29. Character qualities are brought to life through...
 - Defining the character quality.

- Analyzing the quality in the life of a Bible character.
 - Completing puzzles that research the truth of the quality.
 - Listening to stories that emphasize the practical uses of the quality.
 - Using a variety of means to further integrate the quality into life (e.g. skits, compositions, artwork, poetry, and discussions).
6. A pattern of Scripture memorization is developed through...
 - Memorizing passages that are applicable to the students' lives.
 - Memorizing key passages rather than just single verses.
 - Encouraging families to memorize Scripture together.
 7. An active prayer life is encouraged through keeping class notebooks on prayer requests and answers to prayer.
 8. An understanding of biblical vocabulary is built through the constant introduction, definition, and use of biblical terms.
 9. An understanding of the land of Israel is gained through map work and related skills.

Effective Teaching Strategies

Classroom atmosphere

It's so important! Teacher, make sure you prepare for success by establishing the right atmosphere in your classroom. Discussion times are of prime importance as we work through the lessons this year. The atmosphere must encourage our children to be open and feel a part of the discussion process. We want children to be free to share their thoughts, their attitudes and their common problems without fear of embarrassment. Make sure that students understand that we do not condone sin, but we must learn to overcome sin.

It will be up to each classroom teacher to establish a positive, healthy, accepting class atmosphere so children will be free to share and grow in the Lord. The climate of the class is therefore of prime importance.

Emphasis on study skills

It is easy to present facts and drill this material for mastery. Students, however, need to go beyond this basic level of thinking. The material for this series recognizes the various levels of thinking skills. Make certain that concepts are not retained simply as head knowledge but become personal standards and convictions from the heart.

1. Lesson questions are designed to focus on a variety of thought processes including:
 - Knowledge—mastering factual information.
 - Comprehension—understanding concepts and ideas; seeing sequential patterns.
 - Discernment—identifying truth based on facts and concepts.
 - Application—using information learned; integrating knowledge gained to personal life.
 - Analyzing—considering information and knowledge from various viewpoints.
 - Evaluation—drawing conclusions; interpreting values to form personal decisions.
2. In order that your students learn to think on these different levels, it is important that the following attitudes be prevalent in your classroom:
 - Become an integral part of your class. Use every opportunity to talk to and work with your students.
 - Do not assume that because a workbook assignment has been completed and checked that a lesson has been learned or that the Lord has worked in a student's heart.
 - Recognize that factual knowledge cannot be equated with heart conviction. Students need to be guided in their thinking. Help them learn how to analyze material and come to their own conclusions.

- Make the discussion time the heart of your Bible class. Spend adequate class discussion time, and make sure Bible principles are understood and life applications are made.
3. It is difficult for many children to go beyond relating to factual information. Often this is all they have been used to. Do not expect them to handle the types of questions they will be asked to think through easily, especially if this is new to them. You will have to be their guide and gradually bring them to the point of thinking through information on a different level.

Also, be aware of the importance of the use of visuals in communicating ideas to children. The core curriculum of our lower elementary Bible studies (grades 1–3) may be enhanced by the systematic use of supplementary visuals such as flannelgraph materials. Perhaps you already have access to these materials from existing school resources.

The following suggestions may help you to involve your students in the thinking process:

- Complete the first question with your students and let them complete the rest on their own. This works well with charts and sequential types of exercises.
- Have students work in pairs, sharing ideas and coming to conclusions together. They can then share their answers together, which may give them more confidence.
- Take your students step by step through a series of questions. Let them look up material in their Bibles and complete answers. When conclusions must be made or concepts analyzed, work on the idea together. Slowly begin to give them more material to cover on their own. Always discuss their answers so they can begin to have more insight into these concepts.
- Lead students step by step to analyze what they are learning. Do not give them answers but lead the discussion in a way that will guide their thinking. You may ask a question to guide their thoughts or give them a clue to relate their thinking to the concept at hand.
- Discuss a particularly difficult concept with your class before they see the lesson. After a thorough discussion, have them turn to the lesson and complete it themselves. Have a review discussion afterwards to insure these concepts are understood.
- Material should never be completed without some type of discussion or follow-up. This will help your students to learn to think on a deeper level as they discover truth they had not considered earlier. If this is not done, your lessons will become an academic exercise only and not a convicting spiritual experience. During discussion times, do not be judgmental of a student's answers. Accept all reasonable answers, redirecting the emphasis if necessary. Ask pertinent questions to direct their thinking until they can come to a proper conclusion.

Note: Do not be discouraged if your students do not easily handle the levels of thinking required at first. Thinking abilities are learned skills. You are teaching students to think about God and how to live for Him. You will be thrilled as you begin to see your students develop in this area and begin to see God work in their lives. You will also see that this level of development will penetrate into every other subject as well.

Character trait activities

One of the goals of this curriculum is to encourage the students to yield to the Holy Spirit's work in their lives to conform them to the image of Jesus Christ (Rom. 8:29). Therefore, a strong emphasis is placed on character development with practical lessons enabling the students to make life-changing decisions for themselves. The following activities should be included as much as possible each week to cause the trait to become a part of the lives of your students:

- Introduce the character trait and teach the definition.
- Apply the character trait to that week's lesson.

- Have your students use suggested activities to think about the application of the trait in their own lives.
- Encourage students to make commitments to the Lord to make that trait a part of their lives.
- Keep the character trait in front of your students as much as possible. Have a place in the room to write the character trait and its definition each week as a continual reminder to your students. As situations arise, refer to the trait being studied.
- Find opportunity in classes outside of Bible to emphasize the character trait. Students need to see character emphasized throughout every area of study. The traits can apply to material in history. Compositions, stories and news reports can be written using a character quality as the basis. Character Trait Activities can also be used to produce artwork of many kinds.
- As situations in your class or with individual students surface, bring up past character traits or lessons to reinforce your teachings. The use of the character traits should be ongoing lessons that truly help your children to grow in the Lord on a continual basis.
- Let parents know the weekly character trait so they can follow up at home as well.

Life application sections

The general format of these sections is to enable students to personalize the principles taught throughout the week. We want students to form personal convictions based on the Word of God—from “head knowledge to life applications.”

Students will therefore be expected to analyze and apply information and draw conclusions for their own lives.

It is of utmost importance that an atmosphere of acceptance and openness be established. We do not want to condone sin but rather to recognize that we all have sin problems to deal with. Children need to feel free, not necessarily to admit sin openly in the classroom, but to discuss areas of common problems.

Your children will probably feel somewhat inhibited at first. As you continue to guide their thinking and use discussion times to share common issues, this section should become the most engrossing activity of the week.

Vocabulary

Suggested vocabulary words are introduced on the first page of many of the teacher’s lessons. Go over the meanings of the words, but do not belabor them, since they will be usually be explained through the activities in the student’s manuals as well. At times, students will be expected to define vocabulary terms within the body of the lesson. They will also be asked to use them to complete puzzles or answer questions.

You may find that you do not need to explain all the vocabulary words that are listed in the teacher lesson. We have tried to identify the more difficult words from the Bible translations that are used most often. Depending on which translation you are using, you may not need to explain some words, or you may find additional words that your students will need to have explained to them. We encourage you to look ahead through the week’s lessons and especially the quiz to identify additional words that you may want to explain. Almost every chapter in the Student Manuals contains a box with blanks for the students to record the vocabulary words and definitions that you provide.

Weekly Lesson Plans

5-Day Week

| | |
|-------------------|--|
| Day One: | <ul style="list-style-type: none">• Introduce new Scripture memory verses for the week.• Introduce new vocabulary and discuss.• Introduce lesson using ideas from the teacher's manual.• Have students begin working through first section of material.• Spend time on hymn for month and choruses. |
| Day Two: | <ul style="list-style-type: none">• Drill Scripture memory verses for the week.• Continue to work through sections of material in student's manual.• Provide discussion time to make concepts well understood.• Continue to work on hymn and choruses. |
| Day Three: | <ul style="list-style-type: none">• Drill Scripture memory verses.• Review and drill material from the last two days.• Finish lesson including the final section focusing on internal conviction; include discussion time to make concepts well understood.• Introduce character trait for the week with its definition and show how it applies to the lesson for the week. |
| Day Four: | <ul style="list-style-type: none">• Drill Scripture memory verses.• Give time for extra puzzles, etc. not yet completed in student's manual.• Spend time on character trait activity.• Continue to work on hymn and choruses. |
| Day Five: | <ul style="list-style-type: none">• Check Scripture memory report sheets.• Use extra time for sword drill, etc.• Use other Character Trait Activities.• Spend time on hymn and choruses. |

4-Day Week

| | |
|-------------------|--|
| Day One: | <ul style="list-style-type: none">• Introduce Scripture memory verses and discuss meanings.• Introduce vocabulary words.• Introduce lesson and assign material for individual work.• Work on hymn and choruses for the month. |
| Day Two: | <ul style="list-style-type: none">• Drill Scripture memory verses briefly.• Continue to work through sections in the student's manual.• Provide good time of discussion to make certain that concepts are understood.• Introduce the character trait and definition, correlating the trait into the lesson.• Sing hymn and choruses. |
| Day Three: | <ul style="list-style-type: none">• Drill Scripture memory verses.• Complete lesson material focusing on final section.• Provide good time of discussion.• Use character trait activity if you have time.• Sing hymns and choruses. |
| Day Four: | <ul style="list-style-type: none">• Check Scripture memorization report sheets.• Spend time on character trait activity. |

3-Day Week

| | |
|-------------------|--|
| Day One: | <ul style="list-style-type: none">• Introduce Scripture memory verses.• Introduce vocabulary words.• Introduce lesson and allow students to work on assigned material. (Evaluate which material you will focus on during the week, and leave the remainder for extra-credit work.) |
| Day Two: | <ul style="list-style-type: none">• Drill Scripture memory verses.• Continue to assign material, working through most of the material together and focusing on key ideas and discussing material as it is covered. |
| Day Three: | <ul style="list-style-type: none">• Discuss the character trait and apply it to concepts learned during week.• Check Scripture memory report sheets. |

Scripture Memory Program

Goals and objectives

- To provide a cyclical Scripture memory program so that verses are memorized at least twice during the elementary years
- To design the Scripture memory program so that families will be concentrating on only one set of verses each week
- To help students memorize passages of Scripture in context rather than isolated verses taken out of context
- To select a small section of Scripture that can be easily memorized each week without diminishing the importance of Scripture memorization programs used within the local church
- To have parents listen to their children quote Scripture in order to involve the home in the spiritual training of the child
- To use Scripture that is easily related to the everyday lives of the students and to spend the necessary time to make these verses “come alive” to the students

How to use the program

1. Each student has a copy of the Scripture memorization report sheet in the student's manual. This is to be kept at home and brought to school once a week with the parent's signature to indicate to the teacher that the verses have been memorized by the student. (This form is provided in both the teacher's and student's manuals. You may use the form in their books or make a copy of it.)
2. Each week in class, spend time discussing the meaning of the verses that are assigned for that week. This is of the utmost importance if your Scripture memory program is to be a success. It would be easy to leave the Scripture memorization in the hands of the students, but this would not fulfill all the goals of this program. These Scriptures need to be adequately discussed, and life applications need to be made.
3. As you drill the verses each week, continue to drill and review verses from the passages that were learned in previous weeks. We want these verses to become a part of your students' lives so that the principles contained in them will not be forgotten.
4. Have your students quote their verses to their parents at home. (Perhaps other arrangements might need to be made for some of your students whose parents may not wish to participate in such a program.) This accomplishes two purposes: (1) valuable class time is not spent by your having to listen to each student quote his or her verses, and (2) the parents become involved in the spiritual training of the child.
5. Notice that review weeks are provided during which the entire passage that has previously been learned can be thoroughly reviewed and quoted as a whole. If your students are drilled on the verses week by week, quoting the entire passage during this review week will be easy for most of them.
6. The danger in any Scripture memory program is that the children memorize words only to meet a deadline and then move on to the next group of words. We should make sure that these Scripture verses become more than just words to our students and then do all we can to see that they understand their true meaning and make them an integral part of their everyday lives. Design a system that rewards students who demonstrate that they have truly memorized all the Scripture for the year.

Scripture memory options

Six sets of Scripture memory programs are included in this curriculum. These sets may be used in one of two ways according to what you feel is appropriate for your school.

1. Option 1

Every year the Scripture memory programs would be the same for each grade.

- Grade 1—*Enjoying God's Gifts* Scripture memory program
- Grade 2—*Finding God's Promises* Scripture memory program
- Grade 3—*Growing With God* Scripture memory program
- Grade 4—*Building Life Castles* Scripture memory program
- Grade 5—*Possessing The Land* Scripture memory program
- Grade 6—*Winning The Race* Scripture memory program

The advantage to this option is that you would be using the Scripture memory programs exactly as they are outlined in the student's manual.

2. Option 2

- Year 1
 - Grades 1–3—*Enjoying God's Gifts* Scripture memory program
 - Grades 4–6—*Building Life Castles* Scripture memory program
- Year 2
 - Grades 1–3—*Finding God's Promises* Scripture memory program
 - Grades 4–6—*Possessing The Land* Scripture memory program
- Year 3
 - Grades 1–3—*Growing With God* Scripture memory program
 - Grades 4–6—*Winning The Race* Scripture memory program

The advantage of this option is that the parents would be able to work with their children on the same Scripture memory program even if the children were in different grades. (The passages for students in grades 1–3 and 4–6 would be similar except that the students in grades 1–3 would be memorizing fewer verses.) Also, with the entire elementary school memorizing verses from the same passages, these passages could be reinforced by the weekly chapel programs. Thus it would serve to coordinate the Scripture memory programs for all elementary grades. On the following pages, we have provided the Scripture memory forms for all three grades of your level in case you decide to choose this option.

Before you choose this option, please be aware that the Scripture memory program for grade 1 is related to the lessons in that study and also includes shorter, simpler verses. If you choose option two, then the year you use the grade 1 Scripture memory program for grades 1–3 you may wish to use the program as is for grade 1 but make some adjustments in the program for grades 2 and 3 to make it more challenging for them.

Building Life Castles Scripture Memorization Report Sheet

Name: _____ Grade: _____ Teacher: _____

| Week | Scripture | Due Date | Signature |
|------|----------------------|----------|-----------|
| 1 | 1 Cor. 13:1 | | |
| 2 | 1 Cor. 13:2-3 | | |
| 3 | 1 Cor. 13:4-5 | | |
| 4 | 1 Cor. 13:6-7 | | |
| 5 | 1 Cor. 13:1-7 | | |
| 6 | Eph. 6:1-3 | | |
| 7 | Eph. 6:4-5 | | |
| 8 | Eph. 6:1-5 | | |
| 9 | Eph. 6:6-7 | | |
| 10 | Eph. 6:8-9 | | |
| 11 | Eph. 6:6-9 | | |
| 12 | Psalm 1:1-2 | | |
| 13 | Psalm 1:3-4 | | |
| 14 | Psalm 1:5-6 | | |
| 15 | Psalm 1:1-6 | | |
| 16 | Phil. 4:4-5 | | |
| 17 | Phil. 4:6-7 | | |
| 18 | Phil 4:8-9 | | |
| 19 | Phil. 4:4-9 | | |
| 20 | John 1:1-2 | | |
| 21 | John 1:3-4 | | |
| 22 | John 1:5-6 | | |
| 23 | John 1:7-8 | | |
| 24 | John 1:1-8 | | |
| 25 | John 1:9-10 | | |
| 26 | John 1:11-12 | | |
| 27 | John 1:13-14 | | |
| 28 | John 1:9-14 | | |
| 29 | John 1:15-16 | | |
| 30 | John 1:17-18 | | |
| 31 | John 1:15-18 | | |
| 32 | Psalm 23:1-2 | | |
| 33 | Psalm 23:3-4 | | |
| 34 | Psalm 23:5-6 | | |
| 35 | Psalm 23:1-6 | | |

Possessing The Land Scripture Memorization Report Sheet

Name: _____ Grade: _____ Teacher: _____

| Week | Scripture | Due Date | Signature |
|------|------------------------|----------|-----------|
| 1 | Eph. 6:11-12 | | |
| 2 | Eph. 6:13-14 | | |
| 3 | Eph. 6:15-16 | | |
| 4 | Eph. 6:17-18 | | |
| 5 | Eph. 6:19-20 | | |
| 6 | Eph. 6:11-20 | | |
| 7 | Matt. 6:19-20 | | |
| 8 | Matt. 6:21-22 | | |
| 9 | Matt. 6:23-24 | | |
| 10 | Matt. 6:19-24 | | |
| 11 | Matt. 6:25-26 | | |
| 12 | Matt. 6:27-28 | | |
| 13 | Matt. 6:29-30 | | |
| 14 | Matt. 6:31-32 | | |
| 15 | Matt. 6:33-34 | | |
| 16 | Matt. 6:25-34 | | |
| 17 | Psalms 119:1-2 | | |
| 18 | Psalms 119:3-4 | | |
| 19 | Psalms 119:5-6 | | |
| 20 | Psalms 119:7-8 | | |
| 21 | Psalms 119:1-8 | | |
| 22 | Psalms 119:9-10 | | |
| 23 | Psalms 119:11-12 | | |
| 24 | Psalms 119:13-14 | | |
| 25 | Psalms 119:15-16 | | |
| 26 | Psalms 119:9-16 | | |
| 27 | 1 John 4:7-8 | | |
| 28 | 1 John 4:9-10 | | |
| 29 | 1 John 4:11-12 | | |
| 30 | 1 John 4:13-14 | | |
| 31 | 1 John 4:7-14 | | |
| 32 | 1 John 4:15-16 | | |
| 33 | 1 John 4:17-19 | | |
| 34 | 1 John 4:20-21 | | |
| 35 | 1 John 4:15-21 | | |

Winning The Race Scripture Memorization Report Sheet

Name: _____ Grade: _____ Teacher: _____

| Week | Scripture | Due Date | Signature |
|------|------------------------|----------|-----------|
| 1 | Matt. 5:1-3 | | |
| 2 | Matt. 5:4-6 | | |
| 3 | Matt. 5:7-9 | | |
| 4 | Matt. 5:1-9 | | |
| 5 | Matt. 5:10-12 | | |
| 6 | Matt. 5:13-14 | | |
| 7 | Matt. 5:15-16 | | |
| 8 | Matt. 5:10-16 | | |
| 9 | Rom. 8:28-30 | | |
| 10 | Rom. 8:31-32 | | |
| 11 | Rom. 8:33-34 | | |
| 12 | Rom. 8:35-37 | | |
| 13 | Rom. 8:38-39 | | |
| 14 | Rom. 8:28-39 | | |
| 15 | Prov. 3:1-2 | | |
| 16 | Prov. 3:3-4 | | |
| 17 | Prov. 3:5-6 | | |
| 18 | Prov. 3:1-6 | | |
| 19 | Prov. 3:7-8 | | |
| 20 | Prov. 3:9-10 | | |
| 21 | Prov. 3:11-12 | | |
| 22 | Prov. 3:7-12 | | |
| 23 | 1 Thes. 4:13-14 | | |
| 24 | 1 Thes. 4:15-16 | | |
| 25 | 1 Thes. 4:17-18 | | |
| 26 | 1 Thes. 4:13-18 | | |
| 27 | James 1:1-2 | | |
| 28 | James 1:3-4 | | |
| 29 | James 1:5-6 | | |
| 30 | James 1:7-8 | | |
| 31 | James 1:1-8 | | |
| 32 | John 14:1-2 | | |
| 33 | John 14:3-4 | | |
| 34 | John 14:5-7 | | |
| 35 | John 14:1-7 | | |

Music Curriculum

The purpose of having an outline for music is to make sure students learn a variety of songs and that new music is continually being introduced to our students. It is good that students continue to sing songs with which they are very familiar, but we also believe it is important that they begin to learn the traditional hymns of the faith.

We introduce one hymn a month for our students to learn. (In grades one and two, some hymns are studied for two months.) Al Smith's *Treasury of Hymn Histories* is the source we use because the background of the hymn and often the writer is presented. This background information will make the meaning of the song even more significant to you and your students. Introduce the hymn by reading its story from Hymn Histories at the beginning of the month. Then go over the meaning of the words to the song, perhaps even having your class look up some of the words in a dictionary. Then decide how many verses of the hymn you will encourage your students to memorize.

In addition to the monthly hymn, up to three choruses are introduced each month. The only month in which a hymn is not suggested is December since it is usually given over to Christmas music. Children should spend time each month singing favorite choruses they already know and continuing to review choruses learned earlier in the year. The new choruses should also be introduced and memorized. Three new choruses should be the maximum number introduced each month, but you may find that you only need to introduce one. The important thing to remember is the need to continually introduce new choruses to your students in a systematic fashion. Chorus lyrics may be found at the back of the Teacher's Manual (grades 1–6) and Student Manual (grades 2–6). You can listen to the musical version of these choruses on the accompanying music CD (available for purchase separately), or by finding your own music online.

The following book is needed for this music curriculum. It may be ordered through Positive Action for Christ, P.O. Box 700, Whitakers, NC 27891-0700.

Smith, Alfred B. *Treasury of Hymn Histories*. Greenville, South Carolina: Better Music Publications, 1985.

Fourth Grade Music Curriculum

| Month | Hymn (From <i>Hymn Histories</i>) | Choruses |
|------------------|---|--|
| September | "How Great Thou Art" p. 2 | "I Belong To Jesus" "Hallelu, Hallelujah!" |
| October | "The Old Rugged Cross" p. 140 | "There Were Twelve Disciples" "The Good Shepherd" |
| November | "America The Beautiful" p. 288 | "Jesus, Jesus Is Our Song" "Fishers Of Men" "We Thank Our Loving Father, God" |
| December | "O Little Town Of Bethlehem" p. 211 | |
| January | "Amazing Grace" p. 60 | "I Am The Door" "His Sheep Am I" |
| February | "I Love To Tell The Story" p. 144 | "For God So Loved The World" "I Am The Resurrection" "Wait On The Lord" |
| March | "What A Friend We Have In Jesus" p. 232 | "Rolled Away" "He Holds My Hand" "We Will Run The Race Of Life" |
| April | "My Faith Looks Up To Thee" p. 30 | "One Door And Only One" "Down In My Heart" "Prayer Is The Key" |
| May | "Stand Up, Stand Up For Jesus" p. 228 | "Following Jesus" "The Wise May Bring Their Learning" "One God and One Mediator" |

Contents

| | | |
|-----------|---------------------------------|-----|
| 1 | Who Is Jesus Christ? | 18 |
| 2 | God's Promises Come True | 26 |
| 3 | The Boy Jesus | 33 |
| 4 | Victory Over Temptation | 40 |
| 5 | The Land Where Christ Lived | 47 |
| 6 | Miracles In Galilee And Samaria | 53 |
| 7 | Christ Reveals His Power | 60 |
| 8 | Responses To Christ's Power | 67 |
| 9 | Christ Teaches Parables | 74 |
| 10 | Christ Teaches About Salvation | 80 |
| 11 | The Disciples Of Christ | 87 |
| 12 | The Crucifixion Of Christ | 94 |
| 13 | The Resurrection Of Christ | 102 |
| 14 | Who Is The Holy Spirit? | 108 |
| 15 | What The Spirit Does For Us | 114 |
| 16 | The Fruit Of The Spirit | 121 |
| 17 | Who Controls Your Life? | 128 |
| 18 | Having Confidence In The Lord | 134 |

| | | |
|-----------|----------------------------------|-----|
| 19 | God's Concern For You | 141 |
| 20 | Your Inner Character | 147 |
| 21 | Humility: Doing Things God's Way | 153 |
| 22 | Learning To Be Submissive | 160 |
| 23 | Learning To Obey | 167 |
| 24 | Learning To Trust God | 173 |
| 25 | A Forgiving Spirit | 179 |
| 26 | Making Wise Choices | 186 |
| 27 | Compassion For Others | 193 |
| 28 | Courage To Stand Alone | 200 |
| 29 | Saul, The Persecutor | 207 |
| 30 | Saul's Conversion | 214 |
| 31 | Paul's Missionary Journeys | 221 |
| 32 | The Earthquake At Philippi | 227 |
| 33 | Paul Faces Opposition | 233 |
| 34 | Paul's Final Journeys | 240 |
| 35 | The Character Of Paul | 246 |
| | Music Curriculum | 250 |

LESSON 1

Who Is Jesus Christ?

Scripture Memory: 1 Corinthians 13:1

Hymn: How Great Thou Art, p. 2 (HH)

Chorus: I Belong To Jesus

Vocabulary

Deity: God

Beget: to become the father of someone

Exist: to live

Lineage: a family line of descendants; from grandfather to father to son, etc.

Messias (Messiah): the long awaited Deliverer or Savior of the Jews; Jesus

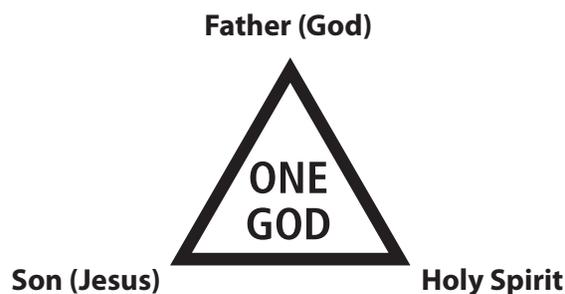
Rabbi (Master): a teacher of Jewish law

Target Truths

- Jesus is God.
- Jesus has always existed.
- Jesus created all things.
- Jesus is the Word of God.

This lesson begins a study of the life of Christ. It emphasizes the fact that Jesus' life did not begin in Bethlehem. Jesus Christ had always lived. He was the Creator. The names of Jesus found in both John 1 and Isaiah 9:6 are evidence in both the Old and New Testaments that Jesus is the true God. The story of the birth in Bethlehem is the culmination of this study of who Jesus is.

The teaching of who Jesus is can be difficult or simple, depending on how it is approached. If you approach the teaching simply, explaining that it is a mystery that we cannot completely understand until we are with Jesus in heaven, your students may be satisfied, but you might miss an opportunity to help them grow in their awe for the majesty of God. The understanding of the Trinity is basic to understanding why Jesus had the power to save. Using the following diagram is the easiest way for young people to understand the concept of the three-in-one:



Most lessons will include a section entitled “Building Your Life Castle” to help your students make personal application from the truths in the lesson. If there is adequate and meaningful discussion,

students should feel the need to change their behavior, attitudes, or actions in some way. It should serve as a time for helpful discussion and application.

The application of “Building Your Life Castle” in this lesson is to help your students realize the importance of the deity of Christ. If Christ was not truly God, His birth would be insignificant, because He would have been like any other child. But since we have established that Jesus was the true God, then He is truly the Savior also. Students may not be used to thinking through an answer such as this. After they have copied 1 John 4:14, discuss the verse in light of what they have studied throughout the week. Help them understand why the studies during the week are so important to understanding why we can trust Jesus as our Savior. It is important for us that the true God was born because no one but God could save us from our sins. After the discussion, allow your students to write in their own answers.

Character Trait Activities

Creativity

Definition: Using the talents God has given me in a creative way for His glory

- Discuss the creativity of God as you consider the fact that Jesus is the Creator of all things. Review Genesis 1 and 2 and think through the great mind of God (Jesus) as He brought into being out of nothing all those things that we take for granted in the world.
- Lead your students to consider in what ways they are each most creative—i.e. music, art, writing, etc. Some students will not feel they have an area of special talent; they need to learn that they do and that they should begin to find what abilities God has given them.
- Give students an opportunity to use their special abilities and share them with the rest of the class. Let some share a story they have written or play a song on the piano.

Quiz Answers

1. God
2. Flesh
3. God
4. Jesus
5. Same
6. Son
7. Teacher (or master)
8. Bethlehem
9. Angels
10. Savior

Lesson 1 Quiz—Who Is Jesus Christ?

Name: _____ Date: _____ Score: _____

Complete the following statements by filling in the blanks:

1. Jesus is the true _____.
2. The Word became _____.
3. The Book of Genesis says that _____ created the heaven and earth.
4. The Book of John says that _____ made all things.
5. The Bible says that God (Gen. 1:1) and the Word (John 1:3) are both the Creator of everything because they are the _____ person.
6. Jesus is the only _____ of God.
7. The word “Rabbi” means _____.
8. Jesus was born in the town of _____.
9. The shepherds were told of Jesus’ birth by the _____.
10. The Father sent the Son to be _____ of the world.



LESSON 1

Who Is Jesus Christ?

VOCABULARY

| |
|--|
| |
| |
| |
| |
| |
| |
| |
| |

While most people think that the Lord Jesus Christ had His “beginning” when He came as a little baby to be born in the stable at Bethlehem, this is not so! It is true, as the books of Matthew and Luke tell us, that Jesus was born of the virgin Mary and that she laid him in the manger in Bethlehem, but God tells us much, much more about His Son. God says that the Lord Jesus Christ has always existed. This means that there never was a time when the Son of God did not exist.

Jesus Christ: The True God

 First, find 1 John 5:20. According to this verse, who is the true God? Jesus Christ

 Now turn to John 1:1–3 and 14 and answer the following questions from these verses:

1. How long has the Word existed? Since the beginning
2. Who was the Word? God
3. What other verse in the Bible begins with the words “in the beginning”? Genesis 1:1
4. According to John 1:3, who made all things? God

Genesis 1:1 says God is the Creator. John 1:3 says that the Word made all things. Since the Word made all things, and the one who made all things is God, and Jesus is the true God, we know that Jesus created all things.

We have learned that Jesus Christ is the true God. He has always lived. We can also see the deity of Christ in the many names given to Jesus that are found in just one chapter in the Bible: John 1. The Bible is filled with hundreds of such references.



Fill in the squares below with the names of Jesus found in these verses.

| | |
|----------------------|--|
| John 1:1 | The W o r d |
| John 1:1 | G o d |
| John 1:4 | The L i g h t of m e n |
| John 1:9 | The T r u e L i g h t |
| John 1:17 | J e s u s C h r i s t |
| John 1:23 | The L o r d |
| John 1:29 | J e s u s |
| John 1:29, 36 | The L a m b of G o d |
| John 1:38 | R a b b i (which means <i>teacher</i>) |
| John 1:41 | The M e s s i a h |
| John 1:45 | J e s u s of N a z a r e t h |
| John 1:49 | The K i n g of I s r a e l |
| John 1:51 | The S o n of m a n |



Jesus Christ: The Story Of His Birth



The beautiful story of the birth of Christ is found in Luke 2:1–20. Read the story and answer the questions below.

- Why did Mary and Joseph travel to Bethlehem when the baby was due to be born?
Everyone had to return to his own town to register.
- Why was Jesus laid in a manger from which the animals ate? **Because there was no room in the inn**
- Who were the first ones to hear about the coming of Jesus? **The shepherds**
- How did God tell the shepherds that their Savior had come? **An angel told them.**
- What did the angels tell the shepherds? **They told the shepherds not to be afraid and where to find Jesus.**
- Where did the shepherds find Jesus? **In a manger in Bethlehem**
- What did the shepherds do after they had seen the Christ child? **They glorified and praised God for all the things they had heard and seen.**

Building Your Life Castle



Find 1 John 4:14. Who sent the Son into the world? *The Father*



We have already learned that Jesus was the Creator and the one true God. The Christ child born in a stable in Bethlehem was this same God. According to this verse, why is it important for your life that the true God was born?

*Because He became man so that He could be the Savior
of the world*

LESSON 2

God's Promises Come True

Scripture Memory: 1 Corinthians 13:2–3

Hymn: How Great Thou Art, p. 2

Chorus: I Belong To Jesus

Vocabulary

Foretell: to describe what will happen before it happens

Fulfill: to carry out or complete a promise

Target Truths

- The Old Testament promised that Christ would come one day.
- The New Testament explains how these prophecies were fulfilled.
- The prophecies of Jesus in the Old Testament are important because they help us to understand that Jesus was the one promised by God to be our Savior.

Teaching Strategy

Have your students read the “Building Your Life Castle” section before they begin the rest of the work for this week so they will begin to think about their answers while they are completing the prophecy charts.

A prophecy is a future promise from God. The purpose of this lesson is to show that the life of Jesus that began in Bethlehem was planned from the beginning. The Old Testament prophesied the details of Christ’s life, which came true in the New Testament. By completing the prophecy and fulfillment charts, students will be able to see the truth of this. Explain that we are looking up only ten prophecies made about Jesus’ life. There are actually many, many more that we could examine. Not one of the hundreds of prophecies that was written concerning Christ’s first coming was unfulfilled. Everything came to pass just as it was written in the Word. The Word of God is true.

The final section of “Building Your Life Castle” will need some discussion before students answer the question for themselves. Have students share some of their thoughts during discussion and then have them complete the page. The second question is academic—we need to learn about the prophecies so we can know for sure who Jesus truly is and so we can understand that His purpose on earth was planned long ago. The final question is to be a more personal heart application. We need to understand the prophecies so we can believe that Jesus is who He says He is. He is truly our Savior, and we can believe that with our whole hearts.

Character Trait Activities

Orderliness

Definition: Doing everything at the proper time and in the proper order

Antonyms: Confusion; chaos

In lesson one we reviewed how Jesus created all things in a perfect way. In this lesson, we see that everything about the life of Jesus was told long before Jesus came to earth. This was not an accident. God had organized and planned these things to be written in the Old Testament so we could

know that He does nothing by accident. He has a purpose and a plan for everything He does. And everything He does is well organized and orderly.

- Plan a desk check at the end of each day or at the end of each week. Teach your students how to organize their desks, and check frequently to help them maintain an orderly desk. Teach them to use folders to take finished work home and to keep loose papers from being thrown into their desks. Spend time to teach students how to organize their notebooks so they are useful and neat.
- Have your students think about what they must do in the mornings at home in order to get ready for school. Have them list these things on paper. Then have them think through the best order to get everything done and list them in the best order to be accomplished.
- Start a classroom or individual student prayerbooks to make everyone conscious of prayers and God's answers in an orderly way. God will build their faith as they see how God works in this way. Use a chart divided into columns with the following headings: (1) Date Started, (2) Prayer Request, (3) God's Answer and (4) Date Answered.

Quiz Answers

1. E Inspiration
2. I Testament
3. B Old Testament
4. H New Testament
5. D Prophecy
6. A Foretell
7. J Fulfill
8. C 66
9. F Hundreds
10. G Christ's birth

Lesson 2 Quiz—God's Promises Come True

Name: _____ Date: _____ Score: _____

Match the following definitions with the correct corresponding item:

| | |
|--|-------------------|
| 1. The Holy Spirit's guiding the minds of the writers of Scripture | A. Foretell |
| 2. A promise of God | B. Old Testament |
| 3. Promises "Christ will come" | C. 66 |
| 4. Says "Christ has come" | D. Prophecy |
| 5. Speaking God's message, sometimes including telling the future | E. Inspiration |
| 6. To describe what will happen before it happens | F. Hundreds |
| 7. To complete a promise | G. Christ's birth |
| 8. How many books are in the Bible | H. New Testament |
| 9. How many prophecies are in the Bible | I. Testament |
| 10. How the New Testament begins | J. Fulfill |



LESSON 2

God's Promises Come True

VOCABULARY



In the last lesson, we learned that Jesus and the Word of God are the same. Before we begin this lesson, write the meaning of the following words. This will help you to understand the ideas that will be discussed.

- God-breathed (Inspiration): *The Holy Spirit's guiding the minds of the writers of Scripture so that they wrote exactly what God wanted them to write*
- Prophecy: *Speaking God's message, sometimes involving telling the future by God's influence*
- Testament: *A promise of God*

The Bible is the complete story of Jesus Christ. God used many different men to write down His Word. He wrote the Bible by "inspiring" men, or giving His message to them and causing them to write His Word. Every word of the Bible is the Word of God.

The Bible can also be seen as a book of books. The whole Bible is made up of 66 books divided into two parts. These are the Old Testament and the New Testament. The Old Testament contains 39 books, and the New Testament contains 27. Many of the Old Testament books are very large.

The Old and New Testaments tell of the promise of God to mankind. The Old Testament is a preparation for the coming of Jesus into the world. It prophesies (or foretells) the story of Christ on earth. The New Testament begins with the birth of Christ and fulfills everything that was told (or prophesied) about Jesus in the Old Testament.

The Old Testament continually promises, "Christ will come." The New Testament says, "Christ has come. Believe in Him."

 Now, in your own words, explain the difference between the Old and the New Testaments.

Answers will vary.

Prophecies Fulfilled Concerning Christ's Life

 There were hundreds of prophecies made about the life of Christ in the Old Testament. The following prophecies tell us things about Christ's life. Look up the Old Testament verse and then read the corresponding New Testament passage. Tell what prophecy was fulfilled in each pair of references.

| Old Testament | New Testament | Prophecy fulfilled |
|----------------|-----------------|---|
| Micah 5:2 | Matthew 2:1 | <i>Christ was born in Bethlehem.</i> |
| Jeremiah 31:15 | Matthew 2:16–18 | <i>Herod killed all the young boys in Bethlehem less than 2 years old.</i> |
| Hosea 11:1 | Matthew 2:13–15 | <i>Joseph and Mary were forced to escape from Herod and take Jesus to Egypt.</i> |
| Isaiah 61:1 | Luke 4:16–21 | <i>Christ preached the same message that the prophets said He would.</i> |
| Zechariah 9:9 | Matthew 21:1–10 | <i>Christ rode into Jerusalem on a donkey.</i> |





Prophecies Fulfilled Concerning Christ's Trial And Crucifixion



In a few weeks we will be studying about Jesus' death on the cross. For now, you need to learn that hundreds of prophecies were also made about His trial and crucifixion. Again, look up the prophecy made in the Old Testament verse, and see how that prophecy was fulfilled in the New Testament. Next, tell how each prophecy was fulfilled. Remember as you study that these are only five of the hundreds of prophecies that were made.

| Old Testament | New Testament | Prophecy fulfilled |
|--------------------|------------------|---|
| Zechariah 11:12-13 | Matthew 26:15 | <i>Christ was betrayed for 30 silver coins.</i> |
| Isaiah 53:7 | Matthew 27:12-14 | <i>Christ did not open His mouth to answer Pilate's questions.</i> |
| Psalms 22:18 | Mark 15:24 | <i>The soldiers cast lots for Christ's clothes.</i> |
| Psalms 34:20 | John 19:36 | <i>Not one of Christ's bones was broken.</i> |
| Isaiah 22:16 | Luke 23:50-53 | <i>Christ was buried in a tomb cut in the rock.</i> |

Building Your Life Castle



Why do you think God took such care to explain so much about His Son, Jesus, before He was born? ***Answers will vary.*** _____



Why is it important for us to learn about the Old Testament prophecies? _____



Why are they important for your life? _____

LESSON 3

The Boy Jesus

Scripture Memory: 1 Corinthians 13:4–5

Hymn: How Great Thou Art, p. 2

Chorus: Hallelu, Hallelujah!

Vocabulary

Stature: height; how tall you are

Synagogue: the building where Jews meet for worship

Waxed: grew or became

Target Truths

- Jesus Christ grew up in a typical Jewish society.
- Christ's greatest attribute as a child was obedience (see the Character Trait Activities section).
- We need to follow Christ's example by growing in wisdom, in stature, in favor with God, and in favor with man.

Teaching Strategy

This lesson teaches that Jesus grew up in a home just as your students have. Point out two important facts as they begin this study.

- Remind your students that Joseph was not Jesus' physical father. Jesus' father was God. (If you think it is necessary, have students turn to Luke 1:26–35 to see how this came to pass.) But God placed Joseph there to teach Jesus the things He would need to know while He was growing up. Joseph was there to care for Jesus when He was a child.
- Secondly, children need to be reminded that Jesus was God; therefore, He did not sin. Jesus was fully obedient and loving. He did not pout or disobey or fight with his brothers and sisters because, even as a child, He was God. He was an example for us of how to act. When we disobey or get angry, we can ask our Lord to help us to be more like the boy Jesus in our actions.

The four areas of growth are important because children need to learn that they must grow in many areas. Most children think of growth as being only physical. They need to realize that growth involves wisdom, inner character, and spiritual understanding as well. We also need to grow in how we get along with others.

The last two sections of this lesson emphasize the need to grow in obedience. Read them with your students, teaching them that even though Jesus knew more than the priests in the temple, He was willing to obey all adults over Him. He knew that this was important to provide an example for us. Have students complete the "Building Your Life Castle" section and then discuss the verses together, using the emphasis provided. First, ask what Christ's example was, and second, what He expects us to do. Have them give personal examples of ways in which they can do this. Examples might be in following through with certain chores at home or memorizing Scriptures.

Character Trait Activities

Obedience

Definition: Doing what I'm told with a sweet spirit

Antonym: Rebellion

- Break up the class into groups of three or four and have them create and produce skits which show some of the following types of situations:
 - Obeying, but not at once—putting things off or causing your authority to ask you more than once to do the chore
 - Obeying, but complaining and grumbling while you do
 - Obeying, but with a resentful, hateful attitude
 - Spiritual obedience
- Discuss areas of school life that are sometimes not enjoyable to students. This, of course, can vary with each student. One child may enjoy math, and another may not. For each area, discuss how it will be beneficial later on if there is obedience now. The principle is that we need to learn to obey God even if we do not understand why it is necessary. God always knows best what is important for our lives.
- Tell your students to pretend that they are teachers or parents. Have them write a letter to themselves as students or children explaining why it is important to obey.
- Write an acrostic using the word *obedience* or *obey*. (An acrostic is a series of lines in which the first letter in each line forms a word or message when read in sequence.)
- For each of the following, have your students list one or two areas in which they have a difficult time having a desire to obey. For example, maybe one has trouble obeying his mother's rule of putting all his toys away. First, he should think of some way that will help make the chore more enjoyable. After your students write their lists, have them write a prayer asking God to give them the desire to obey in these areas.

| Person | I Don't Like To... | How To Make It Enjoyable |
|---------|--------------------|--------------------------|
| Mother | | |
| Father | | |
| Teacher | | |

My Prayer:

Quiz Answers

1. Egypt
2. Nazareth (Galilee)
3. How to do household chores
4. The synagogue
5. They learned to read, write, and do arithmetic.
6. Wisdom
7. Stature
8. Favor with God
9. Favor with man
10. Obedience

Lesson 3 Quiz–The Boy Jesus

Name: _____ Date: _____ Score: _____

1. Where did Jesus Christ live until Herod died? _____

2. Where did Christ live while He grew up? _____

3. In Christ's day, what kinds of things did the girls learn? _____

4. Where did the boys go to school? _____

5. What kinds of things did the boys learn? _____

6–9. Name the four areas in which we must grow.

10. What character quality is the most important quality to learn while we are young? _____



LESSON 3

The Boy Jesus

VOCABULARY

| |
|--|
| |
| |
| |

Growing Up In Nazareth

Very little has been written about the life of Christ when He was young. This was because He was under the care and guidance of Joseph and Mary, just as you are under your parents in God's chain of command.

Jesus Christ grew up in Nazareth, which was a very small village. Boys and girls in Bible times learned to be obedient to their parents and learned to do many chores to help. The girls did not go to school but stayed with their mothers and learned to do all the household chores. They helped their mothers prepare the meals. The girls went to the village well to pull up water for household use.

On weekdays the boys went to the synagogue, which served as the grade school. They learned to read and write and do arithmetic. A boy learned to read from Old Testament scrolls. For writing he used a sharp stick on wax tablets or wrote with his finger in the sand. The boys sat on the floor near the teacher. Like all Jewish boys, before He was four years old, Jesus had been taught to honor and obey God. Long before boys went to school, they memorized prayers and verses from the Old Testament.

 Read Matthew 2:19-23 to learn how Jesus spent the earliest years of His life. Then fill in the blanks below.

Jesus lived in **Egypt** until **Herod** died. Then **Joseph** and **Mary** took Jesus to the land of **Israel** . When they heard that Herod's **son** was now the ruler, God told them to take Jesus to live in **Nazareth** , a city in Galilee. This was a fulfillment of an Old Testament **prophecy** .

 Read Luke 2:40 to see what God says about the growth of Jesus Christ when He was about your age. In the space below, explain what this verse teaches about how Jesus grew.

Jesus grew physically, mentally, spiritually, and socially (wording will vary).

Four Areas Of Growth

 Read Luke 2:52. This verse lists four areas in which Christ grew. These are also four areas in which we must grow and are listed on the chart below. Place each of the following items in the correct column:

| | | | |
|-------------------|-----------------------|-------------------------|--------------------------|
| Learning to read | Loving people | Keeping healthy | Worshiping God |
| Learning to write | Growing stronger | Growing taller | Thinking of others first |
| Pleasing God | Learning about nature | Memorizing Bible verses | Making others happy |

| Wisdom | Physical stature |
|---|---|
| <p><i>Learning to read</i> <i>Learning about nature</i> <i>Learning to write</i></p> | <p><i>Growing taller</i> <i>Keeping healthy</i> <i>Growing stronger</i></p> |
| Favor with God | Favor with people |
| <p><i>Worshiping God</i> <i>Memorizing Bible verses</i> <i>Pleasing God</i></p> | <p><i>Loving people</i> <i>Thinking of others first</i> <i>Making others happy</i></p> |

 Which is the one area of growth over which you have very little control? ***stature***

 List the area(s) of growth with which you are having the most problems. _____

Obeying Those In Authority

Many times boys and girls do not show proper respect to their mothers, fathers, and teachers. Later in life they show no respect for policemen, government leaders, or others God has placed in authority. Read Luke 2:41–52. This is the story of Jesus at the temple when He was twelve years old. Remember that He was truly God in human form. This story shows by His attitude that He thought it was very important to respect and obey His parents and others in authority.

Jesus had passed His twelfth birthday and soon would be called a man. Jewish boys were considered to be adults after they turned thirteen years old. But just before Jesus turned thirteen, the Passover holidays came. Jewish men went to Jerusalem for the special feast days. Some girls and women went too, but the men were required to go.

After Joseph and Mary left for home, Jesus remained in the temple courts. During those days, teachers who served in the temple came out onto the temple porches to discuss God's law. Most Jewish students were not sent away to study the Law until they were fifteen. So it is no wonder that the temple teachers were surprised that twelve-year-old Jesus knew so much. But when Joseph and Mary became worried, returned to Jerusalem, and found Jesus at the temple, He left with them, gladly obeying all the adult leaders God had given Him.





Building Your Life Castle

Jesus Christ is our example, and He has never asked us to do anything that He did not do. During His early years, He set an example through obedience, which is the most important character quality for us to learn while we are young.

 Look up the verses below and tell the example He set and what He expects of us.

| Obedience To Authority | |
|-------------------------------|--|
| The example of Christ: | |
| Philippians 2:8 | <i>He humbled Himself and became obedient to death.</i> |
| Hebrews 5:8 | <i>He learned obedience from what He suffered.</i> |
| What He expects of us: | |
| Hebrews 13:17 | <i>Obedience to our leaders and submission to authority</i> |
| Studying To Be Wise | |
| The example of Christ: | |
| Luke 2:52 | <i>He grew in wisdom.</i> |
| What He expects of us: | |
| 2 Timothy 3:14–15 | <i>To continue doing what we have learned from Scripture</i> |