

# THE BIGGEST STORY CURRICULUM



**VOLUME 1**  
**PENTATEUCH**

 **CROSSWAY**  
WHEATON, ILLINOIS

*The Biggest Story Curriculum, Volume 1*

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# How to Use This Curriculum

*The Biggest Story Curriculum* includes 104 lessons designed to help children understand God’s plan to redeem the world through his Son, Jesus, by leading them through the overarching story of the Bible over the course of roughly two years. Created from the ground up by a team of pastors, children’s ministry workers, and content creators, the curriculum features guided lessons that can be used in Sunday school, children’s church, or homeschooling contexts.

A major strength of *The Biggest Story Curriculum* is its modular design, allowing teachers to pick and choose which components to use based on the age of the students, specific educational goals, or available time.

The chart below shows suggested components for 30-, 45-, and 60-minute class times. For a complete set of sample lesson plans for Sunday school, children’s church, and homeschooling contexts, see Sample Lesson Plans on page x.

Available Time for Lesson				
Lesson Components		30 minutes	45 minutes	60 minutes
Teach	The Big Picture (5 minutes)		✓	✓
	Tell the Story (5–10 minutes)	✓	✓	✓
	Teach the Story (10 minutes)		✓	✓
	Gospel Connection (5 minutes)	✓	✓	✓
Engage	Discuss the Story (10 minutes)			✓
	Activities (10–15 minutes)	✓	✓	✓
	Crafts (10–15 minutes)			✓



## Lesson Components

The lesson components are grouped into three major lesson phases: Read, Teach, and Engage. The Read phase includes a brief set of prelesson prompts including the most important step—reading and meditating on the Bible passage itself. The Teach phase includes all the tools needed to help kids understand the story and how it fits into the grand narrative of the Bible. The Engage phase includes multiple components to help kids thoughtfully, creatively, and physically engage with the story in memorable ways. Below is a description of each component within these three phases.

---

### **1** **Read**

#### **BEFORE THE LESSON**

This section highlights the Bible passage that teachers should read and meditate on before teaching the lesson. For a few lessons that cover longer passages, this section offers a focus passage to review within that larger context. It also includes a simple checklist designed to guide teachers as they review the lesson and prepare to teach.

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### **2** **Teach**

#### **THE BIG PICTURE**

*5 minutes*

This section helps the teacher understand and summarize how the lesson connects with previous lessons and the overarching story of the Bible. Teachers are encouraged to review this section ahead of time, summarizing it in their own words at the beginning of the class.

#### **TELL THE STORY**

*5–10 minutes*

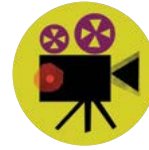
After reviewing how the lesson fits into the preceding lessons and the overarching story of the Bible, teachers progress to telling the current week's story. This can be done in one of three ways: (1) reading the relevant Bible passage out loud to the class, (2) reading the relevant story from *The Biggest Story Bible Storybook*, or (3) watching the relevant animated video for that particular story (found at [TheBiggestStory.com](http://TheBiggestStory.com)). In each lesson, these options will be presented to you in the following way:



Read the  
Bible passage  
together



Read from  
*The Biggest Story*  
Bible Storybook



Play *The*  
*Biggest Story*  
video

## TEACH THE STORY

*10 minutes*

This section provides some suggested teaching points to emphasize as teachers seek to reiterate the key themes from the story. While this section is written as a script, it can also be used as a launching pad for teachers to unpack the story for their class in ways that will serve their specific students. Don't miss the Big Truth. In the margin next to this section, teachers will find the Big Truth—a short sentence summarizing the main point of the lesson. Consider emphasizing the Big Truth throughout the lesson by saying it together as a class, incorporating it into an activity, or writing it on a craft.

## GOSPEL CONNECTION

*5 minutes*

Similar to the Teach the Story section, this section can be used as a script or as a guide to help teachers show their kids how the lesson connects to the Bible's big story of redemption through Christ. Teachers are encouraged to close the teaching portion of the lesson by emphasizing how the story points to Jesus—the Snake Crusher—and his plan to save people from their sin.

## DISCUSS THE STORY

*10 minutes*

Designed for use in smaller groups, the discussion questions listed in this section are a great way to help kids go deeper in their understanding of the story and why it matters. The questions listed here are intended to foster interactive group conversation between teachers and students.

3

**Engage**

Don't miss the Memory Verse. In the margin next to this section, teachers will find a Memory Verse for the lesson. These verses reinforce the main point of the lesson and are short enough for kids to memorize in a week. Consider handing out a Biggest Story Verse Card to each child as a fun tool to take home as they seek to memorize the verse. Learn more about the Verse Cards at [TheBiggestStory.com](http://TheBiggestStory.com).

## ACTIVITIES

*10–15 minutes*

Each lesson includes a number of suggested activities that are designed to pair well with the story. These activities are broken up into two age ranges (K–2nd and 3rd–5th) and include simple instructions along with a list of necessary supplies. Teachers can also download and print a coloring page and an activity page for each lesson for each student to work on in class or take home.

## CRAFTS

*10–15 minutes*

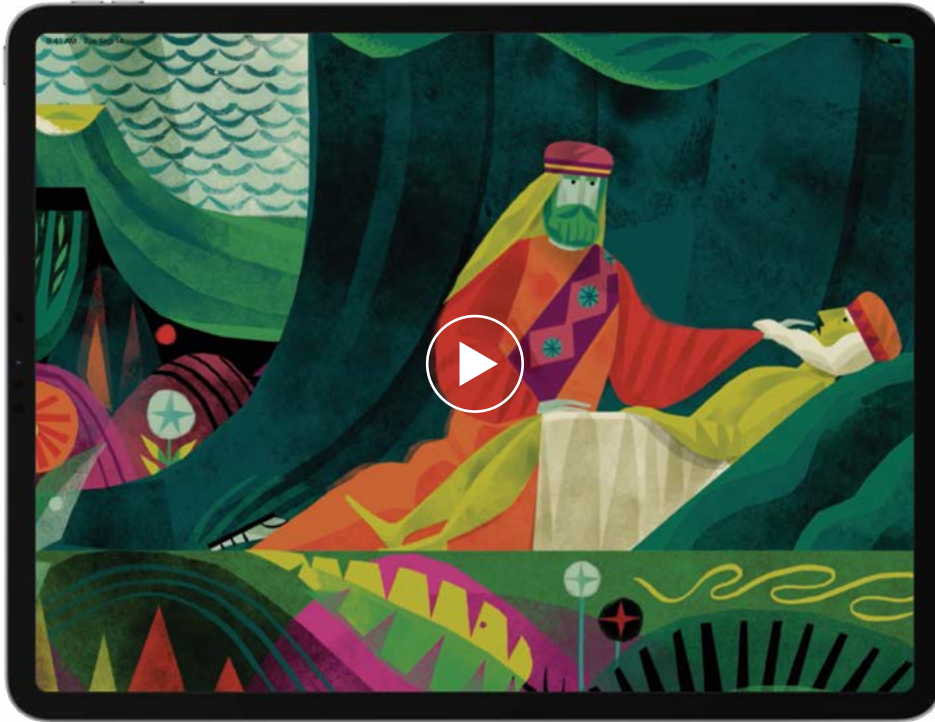
Each lesson includes a number of suggested crafts that connect to the story in some way. These crafts are broken up into two age ranges (K–2nd and 3rd–5th) and include recommended preparation before the class begins, a list of necessary supplies, and simple instructions for doing the craft in class.

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## A Note on Artwork

Users will notice that some stories within *The Biggest Story Curriculum* include pictures of Jesus. The illustration style shows that these are not meant to be depictions of Jesus as he really was on earth. Instead, the artwork used here recognizes that Jesus is indeed the main character of the Biggest Story.





TheBiggestStory.com

## TheBiggestStory.com

Visit [TheBiggestStory.com](https://TheBiggestStory.com) to stream or download free materials designed to complement *The Biggest Story Curriculum*.

Featuring beautiful animation and custom sound design, *The Biggest Story Bible Storybook Videos* help bring the Bible to life for children in a home or classroom setting. The videos are available to stream for free.

Downloadable and printable worksheets give kids fresh ways to engage with and review each of the 104 Bible lessons from *The Biggest Story Curriculum*. Each activity page encourages children to recap key points from the story, helping them apply what they have learned throughout the week, and the coloring pages give them a creative way to meditate on the story.

## Sample Lesson Plans

*The Biggest Story Curriculum* consists of lesson components that can be customized for various church, home, and classroom contexts. The following sample lesson plans are intended to serve as inspiration as you develop the plan that is right for your context. A blank worksheet is provided at the end of this section for you to build your own lesson plan.

### ● Sunday School: Small Group/Large Group Plan

This 60-minute lesson plan was developed for a Sunday school format that includes small groups led by volunteer leaders and a single large group teaching time led by a primary teacher.

Time/Day	Duration	Lesson Component	Notes
8:30 a.m.	5 min	Welcome, Activity Sheets	Led by small group volunteers
	5 min	Transition to large group	
8:40 a.m.	5 min	The Big Picture	Led by large group teacher
	5 min	Tell the Story	Video or Storybook
	10 min	Teach the Story	
	5 min	Gospel Connection	
	5 min	Transition to small groups	
9:10 a.m.	10 min	Discuss the Story	Led by small group volunteers
	10 min	Craft or Activity	

### ● Sunday School: Simple Plan

This 45-minute lesson plan was developed for a one-room Sunday school context. It is simple and fast-moving to help younger kids stay engaged.

Time/Day	Duration	Lesson Component	Notes
9:30 a.m.	5 min	Welcome, Coloring Sheets	Room Leader, Volunteer 1
	10 min	Activity	Volunteer 2
9:45 a.m.	10 min	Tell the Story	Room Leader, Video or Storybook
	5 min	Gospel Connection	Room Leader
10:00 a.m.	5 min	Snack	Volunteer 3
10:05 a.m.	10 min	Craft	Volunteer 1

## ● Homeschool or Classroom: Daily Plan

This lesson plan was developed for a daily homeschool or classroom learning environment. Two stories are covered each week and Fridays are used for review and Scripture memory.

Time/Day	Duration	Lesson Component	Notes
Mon	5 min	The Big Picture (Story 1)	
	10 min	Tell the Story (Story 1)	Storybook or Video
	10 min	Craft or Activity (Story 1)	
Tue	10 min	Teach the Story (Story 1)	
	5 min	Gospel Connection (Story 1)	
	10 min	Discuss the Story (Story 1)	
Wed	5 min	The Big Picture (Story 2)	
	10 min	Tell the Story (Story 2)	Storybook or Video
	10 min	Craft or Activity (Story 2)	
Thu	10 min	Teach the Story (Story 2)	
	5 min	Gospel Connection (Story 2)	
	10 min	Discuss the Story (Story 2)	
Fri	5 min	Review	
	10 min	Scripture Memory	Choose one of the two verses
	10 min	Bonus Craft or Activity	

## Build Your Own Plan Worksheet

Use this worksheet to build your own lesson from the components listed below.

## Lesson Components

## The Big Picture (5 min)

**Tell the Story: Bible (5–10 min)**

**Tell the Story: Storybook (5 min)**

Tell the Story: Video (5 min)

### Teach the Story (10 min)

Gospel Connection (5 min)

Discuss the Story (10 min)

Memory Verse (5 min)

### Activity Sheet (5 min)

### Coloring Sheet (5 min)

Activity (10 min)

Craft (10 min)

*Non-Curriculum Components:*

*Snack (5–10 min)*

Worship/Singing (5–10 min)

Room Transitions (5 min)

Attendance (5 min)

Free Time (10 min)

## Build Your Own Plan Worksheet

Use this worksheet to build your own lesson from the components listed below.

## Lesson Components

## The Big Picture (5 min)

Tell the Story: Bible (5–10 min)

Tell the Story: Storybook (5 min)

Tell the Story: Video (5 min)

### Teach the Story (10 min)

Gospel Connection (5 min)

Discuss the Story (10 min)

Memory Verse (5 min)

### Activity Sheet (5 min)

### Coloring Sheet (5 min)

Activity (10 min)

Craft (10 min)

*Non-Curriculum Components:*

*Snack (5–10 min)*

*Worship/Singing (5–10 min)*

Room Transitions (5 min)

Attendance (5 min)

Free Time (10 min)







## PART 1

# THE PENTATEUCH

## GENESIS–DEUTERONOMY

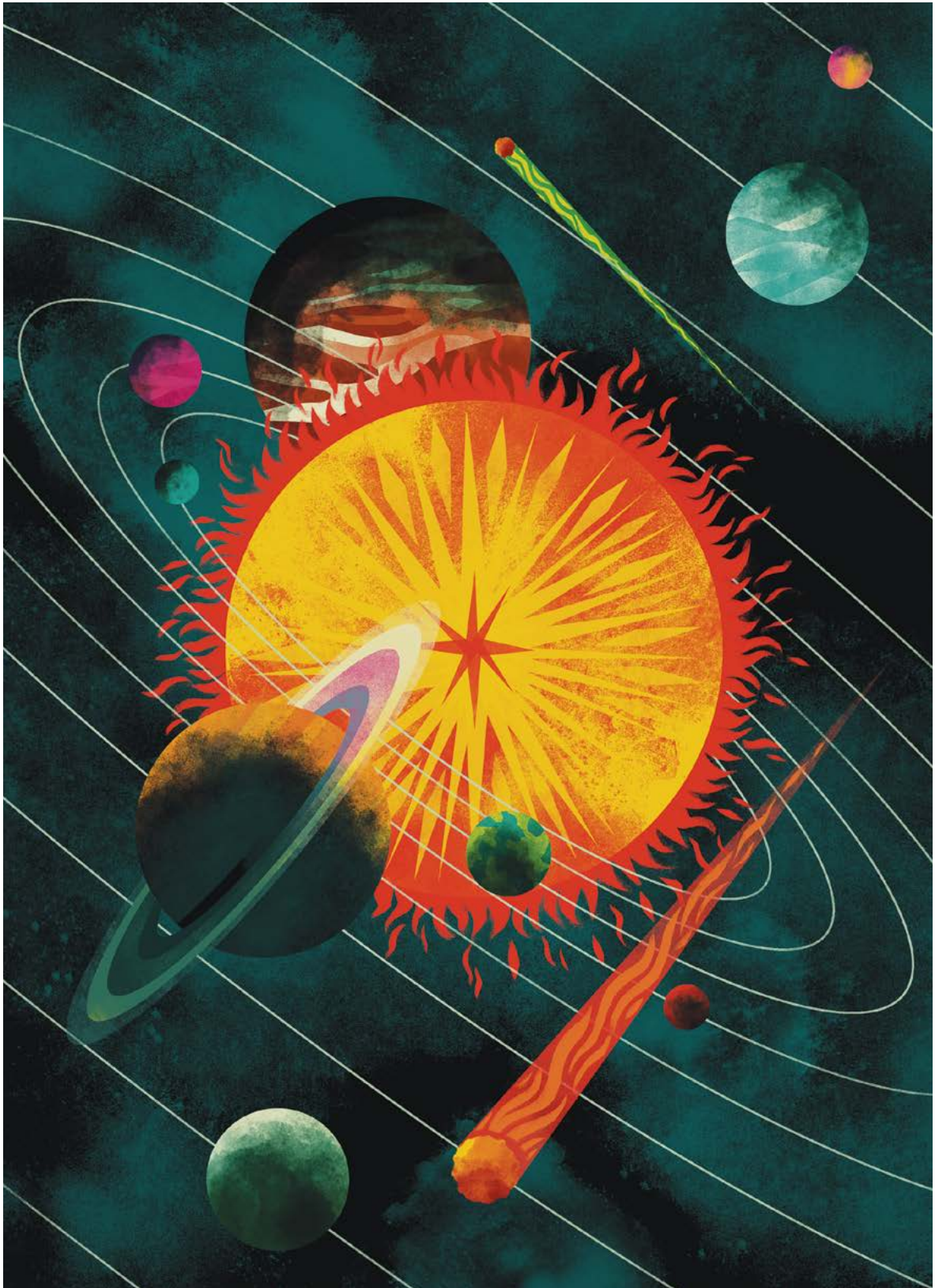
The Bible was originally written in two different languages. The Old Testament was written in Hebrew (okay, there's a tiny bit of Aramaic in there too), and the New Testament was written in Greek.

The books of the Hebrew Bible are separated into three categories: Torah (Teaching), *Nevi'im* (Prophets), and *Ketuvim* (Writings). Some people take the first letter of these three Hebrew words and call the Hebrew Bible the Tanakh.

The books in the Tanakh are the same books in what Christians call the Old Testament, but the order is different. Moreover, the three categories (Teaching, Prophets, and Writings) don't neatly line up with the way most Christians think of the books and divisions of the Old Testament. To avoid confusion, then, our sections will stick with the more familiar categories: Pentateuch, History, Poetry, and Prophets.

The first five books of the Bible were written by Moses and are sometimes called the Torah, which, as we've seen, means "teaching" or "law." The other name for Genesis, Exodus, Leviticus, Numbers, and Deuteronomy is the Pentateuch (the prefix *penta* means "five"). If we are going to make sense of the storyline of the Bible, we must take time to understand how the story begins. Knowledge of the Pentateuch is essential for being mature, biblically literate Christians. In the first five books of the Bible we discover not only how the universe came into being, how we came into being, and how sin entered the world, but we also learn about God's plan to set his people free and set them on a path of obedience and blessing.

Many of the Bible's most famous stories can be found in the Pentateuch. In this first part we will work through twenty different Bible stories. Our aim is to understand and enjoy these amazing stories, but also to understand how each story fits in with the Biggest Story.



## STORY 1

# And So It Begins

## GENESIS 1–2

### BEFORE THE LESSON

- Read Genesis 1–2.
- Pray for God's help. Ask for the Spirit's help in understanding the passage and for the Lord to open the children's eyes to see who he is, what he has done, and how they should respond to him.
- Study the lesson plan below. Use these sections as suggestions. Think of ways to teach it in your own voice.

1

Read

### THE BIG PICTURE

Help children see how this story connects with the other lessons. Build anticipation by introducing the setting and the significance of what is about to happen in this week's story. {5 minutes}

2

Teach

The Bible is a big book made of sixty-six smaller books. Genesis is the first book, one of the oldest books, and it is important for understanding everything that follows. Like most of the Old Testament, it was originally written in Hebrew. [Hold up a picture of the Hebrew alphabet.] Can you imagine trying to read the Bible in Hebrew? We should be so thankful people have translated the Bible into English. We can thank God that we have the Bible in our own native tongue. The Old Testament has four different parts. The first part is called the Pentateuch. Does that sound like a strange word? *Penta* means “five,” and *teuch* means “book.” So, the Pentateuch is just the first five books of the Old Testament. God used Moses to write them, and Moses is the main human character. However, God is the main character in all five books.

Genesis begins with God: “In the beginning, God” (Gen. 1:1a). That’s the first line of the Bible! Before “God created the heavens and the earth” (1:1b), God was. He always was. But what did he do before he created everyone and everything? Was he lonely? No. Bored? Of course not. Scared? Certainly not. Why? God is one God in three persons—Father, Son, and Spirit. The three persons of the Trinity have always been marked by love, and it is out of this love that he created every person, place, and thing.

## TELL THE STORY

*Share the story in one of these three ways. {5–10 minutes}*



Read the  
Bible passage  
together



Read from  
*The Biggest Story  
Bible Storybook*



Play *The  
Biggest Story*  
video

## TEACH THE STORY

*Retell the story with an emphasis on what it says about God and about us. {10 minutes}*

### Big Truth

A very good  
God makes  
a very good  
world, with  
humans as his  
very good image  
bearers.

Out of nothing God creates everything. Amazing! He created everything in the heavens and on the earth in six days. He didn’t need six days or even six seconds to create everything. He could have done it with one word or in one second. So why did he do it that way? He did it to give us an example of how to live our lives: Six days of work. One day of rest. Now, God doesn’t get tired, so he doesn’t need rest. But we need rest because our bodies get tired, and we also need to spend a day worshiping our Creator God. Oh how God cares for us and knows what we need most!

Now, let’s get back to the six days and go through them one by one. On day one, God created light and he separated the light from the darkness. The light he called day and the darkness night. On day two, he separated the sky from the seas, the clouds above from the oceans below. On day three, he created the land with plants yielding seed and trees bearing fruit. Can you see the apple trees



## Story

### 1

## Genesis

1-2

and orange trees, smell the roses, and feel the cactuses? Ouch! (Maybe don't touch the cactuses.) On days four, five, and six, he filled what he made with more amazing creations: the sun, moon, and stars for the sky; fish for the sea and birds for the sky; and animals and insects on the earth. The North Star was created. The White Tiger. The Bald Eagle. The Black Widow. The Hammerhead Shark. (Watch out for his sharp teeth too!)

God is good. His creation is good.

On the sixth day God's good creation got even better. God (Father, Son, and Spirit) said, "Let us make man in our image." God created people: Adam and Eve. A man and a woman. A husband and a wife. And he put these beautiful people in a beautiful place called the garden of Eden. Paradise. Their job, as people made in God's image, was to show what God was like (sort of like a mirror shows you what you look like) and to grow a family that would go everywhere and also show what God was like ("be fruitful and multiply and fill the earth," Gen. 1:28). What a perfect beginning to the beginning.

God is very good. And so, people are very good. Just like a mirror, we show how very good God is. So tremendously terrific!

## GOSPEL CONNECTION

*Show how the story points to Jesus and his rescue mission as the Snake Crusher.*  
{5 minutes}

The story of creation is just the first story of the Biggest Story. In Genesis we will learn that, because of sin, people aren't very good mirrors. We don't reflect God very well. But "the Word" (John 1:1) came as "the image of the invisible God" (Col. 1:15). He perfectly showed what God is like, and he made a way for our broken mirrors to be repaired so that we could again do the job God created us to do.

But the Word isn't just our Savior. He, with the Father and the Spirit, created everything. This is why, when John begins his Gospel, he uses words like the ones in Genesis 1:1. "In the beginning was the Word, and the Word was with God, and the Word was God. He was in the beginning with God. All things were made through him, and without him was not any thing made that was made" (John 1:1-3). Paul also says of the Son of God that "all things were created, in heaven and on earth, . . . through him and for him" (Col. 1:16). The sun, moon, and stars? Yes! The sea and sky? Yes! The land and plants? Yes! The fish, birds, animals, and humans? Yes! Everything!



# 3

## Engage

### DISCUSS THE STORY

*Discuss the story in smaller groups. {10 minutes}*

**Memory Verse**  
In the beginning,  
God created the  
heavens and  
the earth.

**GENESIS 1:1**

1. **QUESTION:** What's something cool you've created recently? What did you use to create it? What did God use to create the world?

**TAKEAWAY:** God created the world out of nothing simply by his powerful word.

2. **QUESTION:** Can you imagine what the world would be like if God had made it in black and white without color? What would it be like if God made all our food taste like dry crackers? What does creation tell us about God? Was God happy with what he created? How do we know that from the Bible?

**TAKEAWAY:** God is an amazing Creator, and he made all things beautiful and good.

3. **QUESTION:** What did God do on the seventh day after he created the world? What day does your family set aside for rest and worship? What are some ways that day should be different than the others? What are some steps you can take to make sure you are setting aside time to rest and worship Jesus?

**TAKEAWAY:** God gives us a day for worship and rest, and we shouldn't neglect it.

4. **QUESTION:** God made us in his image. Our job as image bearers is to show how good God is. What are some ways we can do this?

**TAKEAWAY:** Our job as image bearers is to bring God glory by showing to the world around us how good God is.

5. **QUESTION:** How do we know that Jesus, along with the Father and Spirit, created the world? In the New Testament, who does Paul say the whole world was created through and for?

**TAKEAWAY:** Jesus, along with the Father and Spirit, is the Creator of the world.



## ACTIVITIES

Download coloring pages and activity pages from *TheBiggestStory.com*, or choose from the following activity suggestions. {10–15 minutes}

K–2nd

### Option 1: “God Said”

*Supply List: none*

Have the children stand up. The leader gives an instruction like, “God said, ‘Let there be light, so jump up and down,’” or “God said, ‘Let there be birds, so fly like a bird.’” Alternate by sometimes giving a command without starting with “God said.” Say something like, “Let there be water! So, pretend to swim.” If any child does this action, they have to sit down because you didn’t say, “God said.”

### Option 2: Dough Creations

*Supply List: modeling dough*

*Before Class: Gather supplies.*

Give each child a lump of modeling dough to make something that God created. Then take away the modeling dough and ask them to make something. Make the point that only God can make something from nothing.

3rd–5th

### Option 1: Create-a-Human

*Supply List: whiteboard, dry-erase marker*

*Before Class: Gather supplies.*

Teacher writes a series of dashes on a whiteboard. The dashes correspond with how many letters are in a word or phrase. For example, for the word *platypus* the teacher writes eight dashes on the board, and each round the kids guess a letter. If a child guesses a wrong letter, the teacher draws a human body part (head, body, two arms, two legs). The students lose if they create the entire human by guessing wrong letters, or win by guessing the right letters and solving the puzzle. You can decide how many wrong guesses equals a fully created human (suggestion: six).



Story

1

Genesis

1–2

## Option 2: Charades

*Supply List: stopwatch/timer*

*Before Class: Gather supplies.*

Teacher selects a child to act out something that God created (student can choose). The child will have thirty seconds to act it out. The rest of the class tries to guess what it is before the time is up. Whoever guesses correctly has the option either to be the next person to act or to choose another student to go next.

---

## CRAFTS

*Choose from the following craft suggestions depending on time, age ranges, and group size. {10–15 minutes}*

K–2nd

### Option 1: Make a Mirror

*Supply List: construction paper, strips of brown construction paper, aluminum foil, glue sticks, permanent marker*

*Before Class: Gather supplies. Cut out rectangular pieces of aluminum foil and strips of brown construction paper, cut so they fit around the aluminum foil (one set per child).*

Give each child one sheet of construction paper. Place brown strips, aluminum foil, glue sticks, and permanent marker on tables. Have children glue down a sheet of aluminum foil in the middle of their piece of construction paper and add a frame around it by gluing down the strips of brown paper. Have teacher or child write “God saw” above it and “and it was very good” below it. Remind children that God made us to reflect him as his image bearers.

### Option 2: Creation Wheel

*Supply List: white paper (two pieces per child), crayons/markers, brass fasteners*

*Before Class: Gather supplies. Cut out two eight-inch-diameter circles per child. Divide the first circle into four equal sections, and label them Sky, Land, Water, and Your Choice! In the second circle, cut out a section slightly less than one-fourth the size of the circle and write “God saw that it was good” on the remaining portion. (Keep the center of the circle uncut so the brass fastener can secure the two circles together at the center).*



Provide children with the circle divided into four sections. Have children draw something that belongs in each of the four sections. Provide children with the second circle with a section cut out of it. Fasten the second circle on top of the first with a brass fastener.

3rd–5th

### Option 1: Creation Mural

*Supply List: large sheet of paper (like butcher paper or poster board), watercolor paints/markers/colored pencils*

*Before Class: Gather supplies.*

Children work together using watercolor paints, markers, or colored pencils to make a mural of some of the things God created.

### Option 2: Tissue Paper “It Is Good”

*Supply List: “It Is Good” white paper, small squares of colored tissue paper, paper plates, liquid glue, pen/pencil*

*Before Class: Gather supplies. Make copies of white paper with “It Is Good” written in big bubble letters on it. Create a sample craft.*

Give each child a paper plate, a pen or pencil, and an “It Is Good” paper. On each table, distribute tissue paper squares and a paper plate with a large amount of liquid glue in the center. Children will wrap a single square of tissue paper around the end of a pencil/pen, dip it in glue and stick it on the bubble letter. They continue until the bubble letters are completely filled in.



Visit [TheBiggestStory.com](https://TheBiggestStory.com) for downloadable coloring pages, activity pages, and craft templates for this lesson.





## STORY 2

# A Very Bad Day

## GENESIS 3

### BEFORE THE LESSON

- Read Genesis 3.
- Pray for God's help. Ask for the Spirit's help in understanding the passage and for the Lord to open the children's eyes to see who he is, what he has done, and how they should respond to him.
- Study the lesson plan below. Use these sections as suggestions. Think of ways to teach it in your own voice.

1

Read

### THE BIG PICTURE

Help children see how this story connects with the other lessons. Build anticipation by introducing the setting and the significance of what is about to happen in this week's story. {5 minutes}

2

Teach

Last lesson we explored how our amazing God created everything out of nothing. He created the sun, moon, and stars. The land and waters. The animals, birds, insects, and fish. It was good day after good day. Then, on the sixth day, God made man and woman. That was a very good day!

Next, our very good God placed his very good people in a very perfect place: the garden of Eden. This is the special place that Adam and Eve would work, play, and raise their family. It was the most beautiful place you can ever imagine. There was a clear blue river that flowed throughout the garden and watered all the trees. The trees grew. And each tree was amazing to look at and had delicious fruit. Maybe they ate coconuts, apples, and oranges. Yum! There was a special tree in the garden called the tree of the knowledge of good and evil. The Lord

God gave Adam one command: “You may surely eat of every tree of the garden, but of the tree of the knowledge of good and evil you shall not eat, for in the day that you eat of it you shall surely die” (Gen. 2:16–17). This tree was off-limits. Do you think Adam will keep this command? Let’s find out.

## TELL THE STORY

*Share the story in one of these three ways. {5–10 minutes}*



Read the  
Bible passage  
together



Read from  
The Biggest Story  
Bible Storybook



Play The  
Biggest Story  
video

## TEACH THE STORY

*Retell the story with an emphasis on what it says about God and about us. {10 minutes}*

**Big Truth**  
Sin, suffering,  
and death came  
into the world  
because Adam  
disobeyed God.

Remember all the trees in the garden? Remember the off-limits tree? Remember God’s command to Adam? “You can eat of every tree except the tree of the knowledge of good and evil.” Remember the warning? “For if you eat of that tree you shall surely die” (see Gen. 2:16–17) This special tree was a testing tree. God put it in the garden to see if Adam and Eve would obey and trust him to tell them right from wrong.

But did Adam and Eve listen to God? No. They listened to Satan. One day Satan, in the form of a snake, slithered into the garden. Adam and Eve were not afraid of snakes because all of God’s creatures were created good. Adam named a snake “snake,” just like he named a dog “dog,” a beaver “beaver,” and a Raspberry crazy ant, well, “Raspberry crazy ant.” That’s a real bug!

The snake slithered around Eve. He wanted to trick and deceive her. He asked, “Did God actually say, ‘You shall not eat of any tree in the garden?’” She replied, “We may eat of the fruit of all the trees except the tree in the middle. Because if you even touch that tree you will die” (see Gen. 3:2–3). The snake hissed, then laughed. “Ha!” He said, “You won’t die. God just wants to keep good things from you!”

But is that true? Did God lie? She looked at the tree. She was tempted. Tricked. Adam was too. In fact, he was there with her. He should have said, “Stop, Eve!





Story

2

Genesis 3

Trust God.” But he said nothing. He wanted knowledge like only God had. He wanted to be more than God’s image bearer. He wanted to be God. He had believed Satan’s lie. The fruit looked so beautiful and so good. Too good not to touch, taste, and eat. Eve grabbed the fruit from the off-limits tree. She bit it. She gave Adam a bite too. They had disobeyed God’s one command. Right away, Adam knew it. Eve knew it. God knew it.

God sent them out of the garden. And he cursed his perfect world. The ground would be hard. Work would be hard. Marriage would be hard. Having babies would be hard. And death would soon come to everyone. It was a very bad day.

## GOSPEL CONNECTION

*Show how the story points to Jesus and his rescue mission as the Snake Crusher.*  
{5 minutes}

It was a very bad day. God cursed the snake, the man, and the woman. He promised that hardship and death would come to every human. (And it has!) But he also promised a new start. A fresh start. Adam and Eve would die, but not right away. Eve would have children. More than that (much more than that!), one of her offspring—a child that would come from her children’s children’s children’s children—would deal with the snake. Let’s call him the Snake Crusher. We know him as Jesus.

Jesus fulfilled the mysterious promise God made:

I will put enmity between you [Satan] and the woman,  
and between your offspring and her offspring;  
he shall bruise your head,  
and you shall bruise his heel. (Gen. 3:15)

Satan would hurt Eve’s offspring. He “bruised” Jesus. Jesus died. And yet, the Bible tells us that when Jesus died, he destroyed Satan. He crushed the snake! And God kept his amazing promise to Adam and Eve. Yes, Jesus’s worst day was our best day.

## DISCUSS THE STORY

*Discuss the story in smaller groups. {10 minutes}*

- 1. QUESTION:** After God gave Adam a command not to eat from one special tree, what did the snake say to Eve to try to get her to disobey God? How did Adam and Eve respond? How do you think they should have responded?

3

Engage

**TAKEAWAY:** Sin is doubting God and choosing to disobey him.

2. **QUESTION:** When Adam and Eve ate the fruit, who were they choosing to believe? What happened to them because they listened to the snake? What are some ways choosing to sin has damaged you and your relationship with God?

**TAKEAWAY:** We all choose to sin for different reasons, but it always damages us and our relationship with God.

3. **QUESTION:** What happened to the whole world as a result of Adam's sin?

**TAKEAWAY:** Sin, suffering, and death came into the world through Adam's disobedience.

4. **QUESTION:** What promise did God make to Adam and Eve after they disobeyed? How did God keep it?

**TAKEAWAY:** Jesus crushed the snake by dying on the cross. God kept his promise!

### Memory Verse

I will put enmity  
between you and  
the woman, and  
between your  
offspring and her  
offspring; he shall  
bruise your head,  
and you shall  
bruise his heel.

GENESIS 3:15

## ACTIVITIES

Download coloring pages and activity pages from [TheBiggestStory.com](http://TheBiggestStory.com), or choose from the following activity suggestions. {10–15 minutes}

K–2nd

### Option 1: Obedience Tag

*Supply List: two sheets of white paper, tape, black marker*

*Before Class: Gather supplies. Write Obey on both sheets of paper and tape on two walls facing each other.*

Have the class line up on one side of the classroom. Choose one “snake” for every five to ten kids in class and ask them to come to the middle of the room. Tell the class the goal is to “obey” by running to the opposite wall without getting tagged by a snake. Tell the snakes that the goal is to tag as many kids as possible. If a snake tags someone, that child is out. Go until there is either only one student left (obedience wins!) or the snakes are left (snakes win!). Remind students that Satan will often try to stop us from obeying, but it is always good to obey.



Story

2

Genesis 3

## Option 2: Domino Reaction

*Supply List: ten dominoes for every two students*

*Before Class: Gather supplies.*

Provide ten dominoes to every two children. Show them how to make a “train” of dominoes and then ask them to make their own train using the ten dominoes. After knocking down the dominoes, talk about how one sin often leads to more sins and impacts many people.

3rd–5th

## Option 1: Obedience Tag

*Supply List: two sheets of white paper, tape, black marker*

*Before Class: Gather supplies. Write Obey on both sheets of paper and tape on two walls facing each other.*

Have the class line up on one side of the classroom. Choose one “snake” for every five to ten kids in your class and ask them to come to the middle of the room. Tell the class the goal is to “obey” by running to the opposite wall without getting tagged by a snake. Tell the snakes that the goal is to tag as many kids as possible. If a snake tags someone, that child is out. Go until there is either only one student left (obedience wins!) or the snakes are left (snakes win!). Remind students that Satan will often try to stop us from obeying, but it is always good to obey.

## Option 2: Two Truths and a Lie

*Supply List: none*

Have children sit in a circle. Give them a minute to think of two true things about themselves and one lie. Go around the circle allowing each child to share his or her three statements. (Example: “I have a pet turtle. I sing in the shower. I went to Iceland for my birthday.”) Other children raise their hands and guess which statement the child shared is a lie. Remind students that God wants us to know truth and not be tricked by the lies of Satan.

## CRAFTS

Choose from the following craft suggestions depending on time, age ranges, and group size. {10–15 minutes}

K–2nd

### Option 1: Sin vs. Obedience Signs

*Supply List: paper plates, popsicle sticks, decorating items (markers/crayons, stickers, mini pom-poms, sequins, ribbon, etc.), tape, stapler*

*Before Class: Gather supplies. Teacher labels one paper plate with the word Obey and one paper plate with the word Sin (make one set for each child).*

Give each student their set of two labeled plates. Ask students to decorate the Obey plate as beautifully as possible and to decorate the Sin plate as ugly as possible. When students are done, tape the popsicle stick to the back of one plate. Then staple the two plates together so that the decorations are facing outwards. These signs can remind children how wonderful obedience is and how horrible sin is.

### Option 2: Watercolor Crayon Obey Artwork

*Supply List: watercolor paints, cups of water, paintbrushes, white crayons, cardstock paper*

*Before Class: Gather supplies. Prepare cardstock paper by writing OBEY in bubble letters on each sheet (one per child).*

Use white crayon to color in bubble letters that say OBEY. Encourage children to press hard with the white crayon and fill in the letters completely. Next, have children use watercolors to paint the entire picture with different colors of their choosing. The wax of the crayon will keep the word OBEY white. Remind children that obedience stands out. Note: You may want to do this craft at the beginning of class so the paint has time to dry.



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## STORY 3

# From Bad to Worse

## GENESIS 3–4

### BEFORE THE LESSON

- Read Genesis 3–4 (and 5).
- Pray for God's help. Ask for the Spirit's help in understanding the passage and for the Lord to open the children's eyes to see who he is, what he has done, and how they should respond to him.
- Study the lesson plan below. Use these sections as suggestions. Think of ways to teach it in your own voice.

1

Read

### THE BIG PICTURE

Help children see how this story connects with the other lessons. Build anticipation by introducing the setting and the significance of what is about to happen in this week's story. {5 minutes}

2

Teach

Life outside of Eden was not good. Sin was now in the world—people were disobeying God. Genesis 4 shows that sin was everywhere and in everyone. Because of sin, death came into the world too. Genesis 5 tells us about that. Adam dies. Seth, his son, dies. Six more people die. One generation after the other. Adam and Eve have made quite a mess of the world! Sin and death. A cursed planet.

And there was no turning back. Even if Adam and Eve wanted to return to the garden of Eden, they couldn't. They couldn't get to the beautiful trees and the tasty fruit, including the live-forever tree, because there was a mighty angel with a flaming sword guarding the entrance. So they lived outside of Eden. Life was hard. Adam had to work the ground, hour after hour, day after day. The earth

was filled with thorns and thistles. Farming wasn't easy. He sweat a lot in the hot sun. Having children and raising children wasn't easy either. Giving birth was painful! (Ask your mom.) What was also painful was that their children had bad hearts like their mom and dad. Hearts full of evil thoughts, mouths full of hateful words, and hands full of evil actions.

## TELL THE STORY

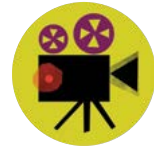
*Share the story in one of these three ways. {5–10 minutes}*



Read the  
Bible passage  
together



Read from  
*The Biggest Story*  
Bible Storybook



Play *The*  
*Biggest Story*  
video

## TEACH THE STORY

*Retell the story with an emphasis on what it says about God and about us. {10 minutes}*

**Big Truth**  
*Sin was everywhere  
and in everyone.*

After Adam and Eve sinned, God sent them out of Eden. But he still loved and cared for them. Remember he promised to send the Snake Crusher to crush, well, the snake! To rescue them from Satan. That Snake Crusher would come from one of Adam and Eve's descendants (one of their children's children's children's children). Well, Genesis 4 begins with a birth announcement: Eve is pregnant! And one, two, three, four, five, six, seven, eight, nine months later, she gave birth to a boy. Do you see God's promise beginning to take place? Adam and Eve had seen amazing creatures—hummingbirds, cheetahs, penguins, and kangaroos. But nothing was so amazing as this first baby.

Then God gave them another baby! The first they named Cain; the second Abel. Cain liked to make things grow, so he became a farmer. Abel loved animals, so he became a shepherd. Perhaps Adam and Eve taught their boys how to grow crops and protect flocks, as well as about God, their sin, the curse, and the promise. And they taught them to bring God a gift—an offering—from their work.

One day Cain brought an offering from the ground; Abel brought his firstborn sheep. God accepted Abel's sacrifice but not Cain's, because Abel trusted God and his promises while Cain did not (see Heb. 11:4). This made Cain angry.



Story

3

Genesis

3–4

Red-in-the-face angry. God said, “Why are you angry? Do what is right, and I will accept your gift. Don’t let sin grab hold of your heart.”

Cain didn’t listen. He let sin grab hold of his heart even more. One day, when he and his brother were working in the field, Cain killed Abel. He murdered his little brother. How terrible. Wicked! Sad. God saw this terrible, wicked, sad thing and punished him. “Now, when you are farming,” God said, “it will be really, really hard. And,” God said, “you shall be a fugitive and wanderer on the earth” (see Gen. 4:12). Which meant he would be without a home and without his mother and father. How very sad. He wandered away, farther east of Eden.

## GOSPEL CONNECTION

*Show how the story points to Jesus and his rescue mission as the Snake Crusher.*  
{5 minutes}

Wouldn’t you like to live in the garden of Eden? The refreshing river. The amazing animals. The delicious food. Getting to live with God. How amazing! I’m sure Adam and Eve missed it. They wished they had not disobeyed God’s word so they could still live with him. They wished they didn’t have to live with sin and death. They saw their son Cain kill their son Abel. How awful!

The days that followed their very bad day (remember last week!) were also very bad. What hope did they have? What hope do we, as their children, have? Could they just fight the mighty angel and return to Eden? No. Could they fly to heaven to be with God? Of course not! All they could do was trust God’s promise. Remember the Snake Crusher? God would not leave his people in this curse forever. He so loved us that he sent Jesus. And Jesus so loved us that he paid for our sins by dying on the cross. Now, if we believe in him, we can walk with God and talk with God. A return to Eden! Better than Eden. What good news!

## DISCUSS THE STORY

*Discuss the story in smaller groups. {10 minutes}*

**1. QUESTION:** In today’s lesson, what signs are there that life outside the garden isn’t very good?

**TAKEAWAY:** Sin and death are now in the world—everywhere and in everyone.

3

Engage

**Memory Verse**

Just as sin came  
into the world  
through one man  
[Adam], and death  
through sin, and  
so death spread to  
all men because  
all sinned.

ROMANS 5:12

2. **QUESTION:** Why is it wrong to make an offering to God without faith, like Cain did? How did Cain's disobedience ruin his life? How did it impact the lives of those around him?

**TAKEAWAY:** If you don't say no to sin, it can ruin relationships and our lives.

3. **QUESTION:** How do we know that sin is still around now? How do we see it inside of us? How do we see it outside of us? What are some of the bad things that happen when we sin?

**TAKEAWAY:** Choosing to disobey God hurts us, others, and our relationship with our good God.

4. **QUESTION:** What promise did God make to Adam and Eve that is still true for us today? Who will crush sin and Satan under his foot, and rescue us from the curse?

**TAKEAWAY:** God promised that Eve's offspring would crush Satan and rescue us from the curse.

---

## ACTIVITIES

Download coloring pages and activity pages from [TheBiggestStory.com](http://TheBiggestStory.com), or choose from the following activity suggestions. {10–15 minutes}

K–2nd

### Option 1: Contagion

*Supply List: none*

Have children sit quietly with their heads down and eyes closed. Choose one child to be "Contagion." Have Contagion go around as quietly as possible. When Contagion taps someone on the shoulder, that child gets up and puts their hands on Contagion's shoulders, forming a chain. They continue to move around as quietly as possible. Contagion continues to tap people until everyone is in the chain. Tell children that sin is like Contagion. It spreads everywhere and to everyone until we are all caught up in it.



Story

3

Genesis

3-4

## Option 2: Sheep and Grain

*Supply List: large bowl, mini marshmallows, corn kernels, two empty bowls, two spoons*

*Before Class: Gather supplies. In the large bowl mix mini marshmallows and corn kernels.*

Divide children into two teams and have teams line up single file. Give each team an empty bowl and spoon. On the opposite side of the room, place the large bowl of mini marshmallows (representing sheep—Abel’s offering) and corn kernels (representing crops—Cain’s offering). On “Go,” the first child on each team must run across the room to the large bowl and scoop only marshmallows out with the spoon. When the child has a spoonful of marshmallows, he or she must return to the team and place all marshmallows left on the spoon into the team’s bowl (any marshmallows that drop must be left on the ground). They then give the spoon to the next child, who repeats the process. Play continues for five minutes. The team with the most mini marshmallows in their bowl after five minutes wins. If any corn kernels end up in a team’s bowl, they must subtract the number of corn kernels from their total score. Remind children that God accepted Abel’s sacrifice but not Cain’s, because Abel trusted God and his promises while Cain did not.

3rd–5th

## Option 1: Blob Tag

*Supply List: none*

Have children spread out in the room. Choose one child to be the “Blob.” Start a game of tag. The Blob is “It.” When the Blob tags someone, the tagged child links arms with the Blob. Continue play until everyone is a part of the Blob. Tell children that sin is like the Blob. It spreads everywhere and to everyone so that we are all caught up in it.

## Option 2: Sin Is Crouching at Your Door

*Supply List: none*

Divide children into teams and have teams line up single file. Have the first child from each team crouch down and walk in this position as quickly as she can from the starting line to the other side of the room and back. When the first person returns to the starting line, have her tag the next person, who repeats the process. The first team to have all participants finish the race wins. Remind children that God warned Cain that sin was crouching at his door.



## CRAFTS

Choose from the following craft suggestions depending on time, age ranges, and group size. {10–15 minutes}

K–2nd

### Option 1: Coffee Filter Art

*Supply List: coffee filters, hole punch, string, washable markers, spray bottle*

*Before Class: Gather supplies. Punch a hole at the top of each coffee filter (one per child). Cut string into one-foot lengths (one per child).*

Place supplies on tables. Have children use washable markers to color a coffee filter with a design of their choice, leaving some white space in the design. Have them take the water bottle, lightly spray the coffee filter with water, and watch the colors spread. Have children put the string through the hole in the filter for hanging. Remind children that sin spreads. Cain's anger spread into bigger sin in his heart. That sin spread to impact other people and his relationship with God.

### Option 2: Heart Jars

*Supply List: jars or bottles, vegetable (or other) oil, water, funnels (if using small mouth jars/bottles), glitter, food coloring, sequins, small pom-poms*

*Before Class: Gather supplies. Fill jars or bottles halfway with equal parts oil and water.*

Place glitter, food coloring, sequins, and small pom-poms on tables. Distribute one jar to each child. Have children add provided supplies to their jars. Have them put on the lid and shake their jar to mix up the items, then hold them still and watch the items settle into separate layers. While the layers are settling, remind children that Cain let anger shake him up until he exploded. We don't want to be like Cain; we need to let our hearts settle down when we are angry.



### Option 1: Coffee Filter Art

*Supply List: coffee filters, hole punch, string, washable markers, spray bottle*

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## STORY 4

# Rain, Rain, Go Away

## GENESIS 6–9

### BEFORE THE LESSON

- Read the focus passage (Gen. 6:5–7:19; 8:13–9:17) or the whole passage (Genesis 6–9).
- Pray for God’s help. Ask for the Spirit’s help in understanding the passage and for the Lord to open the children’s eyes to see who he is, what he has done, and how they should respond to him.
- Study the lesson plan below. Use these sections as suggestions. Think of ways to teach it in your own voice.

1

Read

### THE BIG PICTURE

Help children see how this story connects with the other lessons. Build anticipation by introducing the setting and the significance of what is about to happen in this week’s story. {5 minutes}

2

Teach

*Good. Good. Good. Good. Good. Good. Very Good.* Remember those words? God said them at creation. But ever since Adam and Eve ate from the off-limits tree, we might say that the words *bad, bad, bad, bad, bad, bad*, and *very bad* best describe what has happened. It was bad that Eve got tricked by the serpent. Bad that Adam disobeyed God. Bad that Cain killed his brother. Bad that Cain had to live away from family. And what happens next is very bad.

Adam and Eve continued to have children—Seth and many others. Cain too had lots of kids. Now there were people all over the earth. The only problem was that most people did not love God and each other. This “grieved God to his heart” (see Gen. 6:6). The Bible tells us that “The LORD saw that the wickedness

of man was great in the earth, and that . . . his heart was only evil continually. . . . So the LORD said, ‘I will blot out man whom I have created from the face of the land . . . for I am sorry that I have made them’” (Gen. 6:5–7). Wow! It does not look good. How will God keep his promise to crush the snake?

## TELL THE STORY

*Share the story in one of these three ways. {5–10 minutes}*



Read the  
focus passage  
together



Read from  
*The Biggest Story  
Bible Storybook*



Play *The  
Biggest Story*  
video

## TEACH THE STORY

*Retell the story with an emphasis on what it says about God and about us. {10 minutes}*

**Big Truth**  
God sent  
a flood to  
judge all the  
wickedness  
on earth.

God loved the world he made. It was so good. But he didn’t love what man had become. Most people had bad thoughts, spoke mean words, and were very naughty—all the time. God saw this. He didn’t like it, and he did something about it. God decided to send a flood to destroy everything he had made. Everything except one family and one pair of every living creature. But why only one family? Because only one man, Noah, listened to God and did things God’s way.

God told Noah he was going to destroy the earth with a flood. He also said that Noah and his family would be rescued. How would God protect them? God had a plan. He told Noah to build an ark. A really big boat. It would be 450 feet long, 75 feet wide, and 45 feet high. It wasn’t as big as the Titanic, but it sure was big! Noah believed everything God told him, so he obeyed. It took Noah over one hundred years to build such a huge boat. What patience! What hard work! What obedience!

At last, the boat was finished. Noah and his family, along with at least two of every kind of animal, were safe in the ark. God sealed the door. Two peacocks peeked out the window. Two giraffes stretched their necks. Two aardvarks did whatever aardvarks do. Then, God kept his promise. It started to rain. The





Story

4

Genesis

6–9

Bible says, “On that day all the fountains of the great deep burst forth, and the windows of the heavens were opened. And rain fell upon the earth forty days and forty nights” (Gen. 7:11–12). Can you imagine that much rain? Everything and everyone outside the boat was destroyed.

Months later, when the people and animals came out of the ark to live on the land, God made a covenant—a special promise—with Noah that he will never again destroy the world with water. Then God gave a sign to remember his promise: a rainbow. The world had a new beginning.

## GOSPEL CONNECTION

*Show how the story points to Jesus and his rescue mission as the Snake Crusher.*  
{5 minutes}

Have you ever heard a Christian say, “I’m saved”? What does someone mean when they say that? Some people think of being saved from a sickness or breaking a really bad habit. God can and does save people from these things. But when the Bible talks about salvation, it teaches that God saves us from sin and Satan—and also from God’s coming judgment, when God will punish and destroy all that is not good.

The New Testament teaches us about Jesus, who was raised from the dead and whom God sent to save us from the punishment to come. Today is not so different than Noah’s day. Some people ignore God. Other people hate God. And lots of people hate one another. God does not like this, and he has promised to judge all sin. He will not destroy people with a flood. Remember the rainbow? But he will punish and destroy all that is not good with fire (2 Peter 3:7: “the heavens and the earth that now exist are stored up for fire, being kept until the day of judgment and destruction of the ungodly”). But here is the good news. If we come to Jesus, we will be saved from the coming judgment. Just like Noah was saved! And we too will have a new beginning.

---

## DISCUSS THE STORY

*Discuss the story in smaller groups. {10 minutes}*

- 1. QUESTION:** What are some words to describe the people when Noah was alive? How did God feel about how people in that day were living?

3

Engage

Memory Verse  
Rain fell upon the  
earth forty days  
and forty nights.  
GENESIS 7:12

**TAKEAWAY:** God loved the world he made, but he didn't love what people had become due to sin.

2. **QUESTION:** How does it make you feel to know that God can see everything you do and think? Happy? Scared? A bit of both? What did God do when he saw the wickedness of people?

**TAKEAWAY:** God sees sin and punishes people for acting sinfully.

3. **QUESTION:** Did God's flood destroy everyone? Why did God save Noah and his family? What does this tell us about God?

**TAKEAWAY:** God punishes, but he also saves.

4. **QUESTION:** What would have happened if Noah hadn't obeyed God when he asked him to build the ark? How do you think we should respond to God's word?

**TAKEAWAY:** Like Noah, we should obey God's word.

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## ACTIVITIES

*Download coloring pages and activity pages from [TheBiggestStory.com](https://TheBiggestStory.com), or choose from the following activity suggestions. {10–15 minutes}*

K–2nd

### Option 1: Follow the Leader

*Supply List: none*

One leader moves around the room doing various actions (hopping, skipping, crawling, stomping, etc.) as the children follow along behind the leader and copy the action the leader does. The teacher goes first, and then chooses children to take turns being the leader. Remind children that Noah walked with God. He obeyed God even though no one else around him did. We need to follow God too.



Story

4

Genesis

6-9

## Option 2: Animal Picture Guessing Game or Charades

*Supply List: stopwatch/timer, whiteboard and dry-erase marker (if doing picture guessing game)*

*Before Class: Gather supplies.*

Select a child to act out or draw an animal (student chooses the animal they act out or draw). The child will have thirty seconds to act out or draw it. The rest of the class tries to guess what the animal is before the time is up. Whoever guesses correctly has the option either to be the next person to act out or draw or to choose another student to go next.

3rd–5th

## Option 1: Noah's Animals Memory Game

*Supply List: none*

Have children sit in a circle. One person starts by saying, "Noah went on the ark and took a pair of [names an animal]." The person next to them then says, "Noah went on the ark and took a pair of [names animal that first person named, and then a new pair of animals]." The third person names the animals that the first and second person named and adds their own pair of animals to the list. Continue around the circle until all children have had an opportunity to participate. At the end, have the whole class say the whole list together!

## Option 2: Animal Picture Guessing Game

*Supply List: stopwatch/timer, whiteboard, dry-erase marker*

*Before Class: Gather supplies.*

Select a child to draw an animal (student chooses the animal they draw). The child will have thirty seconds to draw it. The rest of the class tries to guess what the animal is before the time is up. Whoever guesses correctly has the option either to be the next person to draw or to choose another student to go next.

## CRAFTS

Choose from the following craft suggestions depending on time, age ranges, and group size. {10–15 minutes}

K–2nd

### Option 1: God Keeps His Promises

*Supply List: white paper (one per child); red, orange, yellow, green, blue, and purple construction paper; scissors; tape/glue sticks; crayons or other writing utensil*

*Before Class: Gather supplies. Cut narrow strips of paper using red, orange, yellow, green, blue, and purple construction paper. Make a sample craft.*

Provide children with a sheet of white paper and a narrow strip of each of the rainbow colors. Have children cut out a cloud (about the size of their hand) using the white paper. Then have children arrange the colored strips of paper side by side. Attach the cloud to the top of the strips of paper using glue sticks or tape. Write “God keeps his promises” on the cloud (teacher may need to help the younger children).

### Option 2: Build an Ark

*Supply List: modeling dough*

*Before Class: Gather supplies.*

Have children use modeling dough to build an ark. Have them make animals if they have extra time.



### Option 1: Rainbow Plates

*Supply List: construction paper in the colors of the rainbow, glue, paper plates, writing utensil*

*Before Class: Gather supplies. Make a sample craft.*

Give each child one paper plate. On the bottom half, have children write “God keeps his promises.” On the top half, children will create a rainbow using torn-up pieces of paper. Provide children with glue and red, orange, yellow, green, blue, and purple construction paper. Have children tear the paper into small pieces. Use those pieces to form a rainbow. Start by gluing the red pieces on the outer edge of the top half of the paper plate and continue forming the rainbow from there.

### Option 2: Simple Origami Animals

*Supply List: origami paper (or copy paper cut into 6-inch squares)*

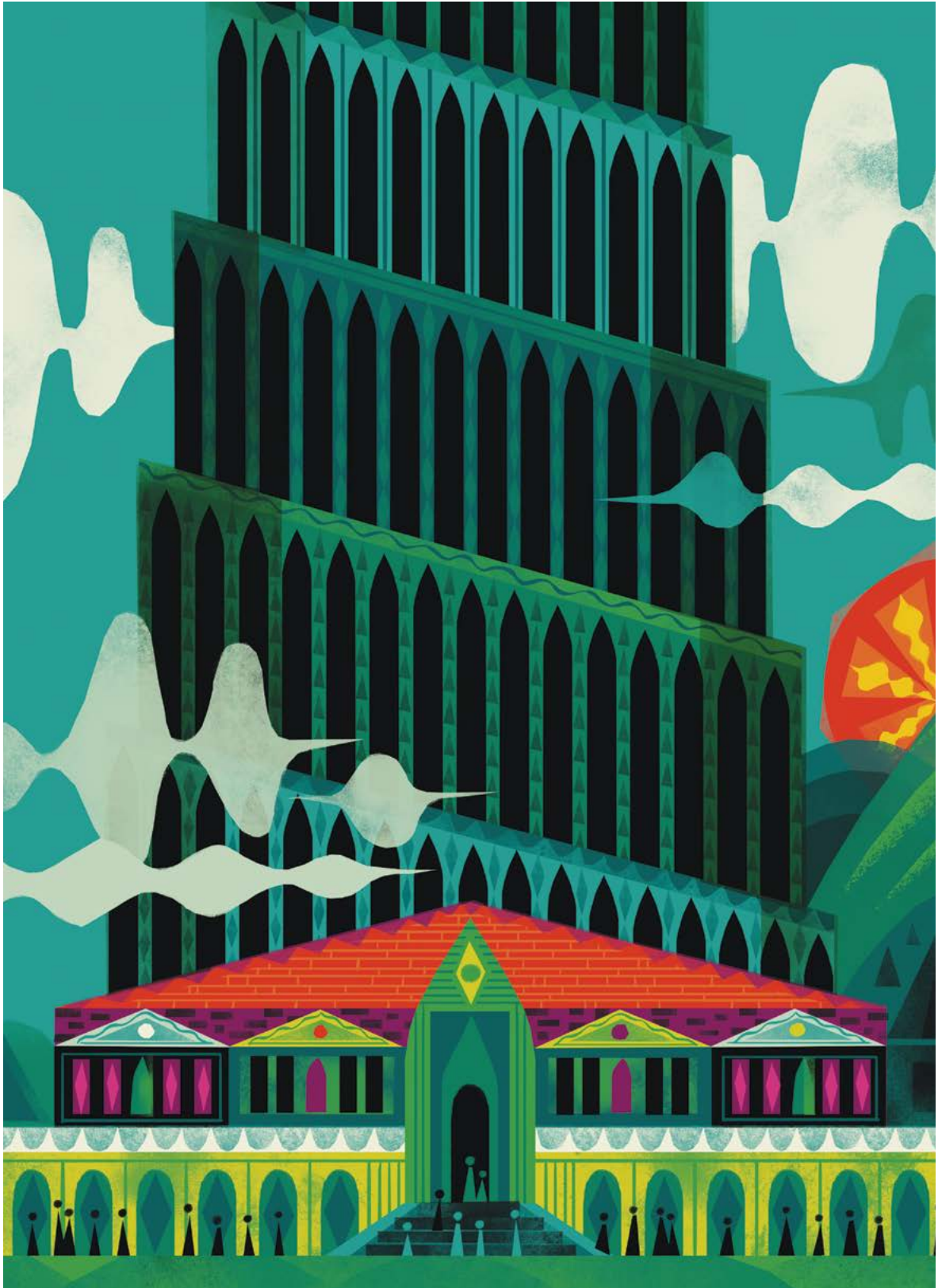
*Before Class: Gather supplies. If not using origami paper, cut paper into 6-inch squares. Identify and practice a few simple origami animals.*

Distribute 6-inch-square paper to students. Teach students how to make a few simple origami animals.



Visit [TheBiggestStory.com](https://TheBiggestStory.com) for downloadable coloring pages, activity pages, and craft templates for this lesson.





## STORY 5

# A Table and a Tower

## GENESIS 10–11

### BEFORE THE LESSON

- *Read Genesis 10–11.*
- *Pray for God's help. Ask for the Spirit's help in understanding the passage and for the Lord to open the children's eyes to see who he is, what he has done, and how they should respond to him.*
- *Study the lesson plan below. Use these sections as suggestions. Think of ways to teach it in your own voice.*

1

Read

### THE BIG PICTURE

*Help children see how this story connects with the other lessons. Build anticipation by introducing the setting and the significance of what is about to happen in this week's story. {5 minutes}*

2

Teach

What country are you from? The United States of America? England? India? South Africa? Do you know anyone from other countries? Maybe someone from Iceland? Cuba? Kenya? Mars? (Wait, that's not a country, it's a planet.) Anyway, you likely have not met a Martian from Mars, but maybe you have met a Canadian from Canada. And do you know what language Canadians speak? Some speak French, but most speak English. Oui? Yes!

Why are there so many nations? And why are there so many languages? Over six thousand today! And why do so many Chinese people speak Mandarin, so many Russians speak Russian, and so many Saudi Arabians speak Arabic? Do you know? The Bible shares a story about how God created the nations, gave people different languages, and scattered them around the world. It might sound

like a fun story. But it's actually another sad story. Or, it starts fun and ends sad. It starts with God's image bearers' keeping God's command to be fruitful and multiply (start lots of families!). But it ends with God's image bearers' wanting to make themselves as great as God, instead of showing how great God is.

## TELL THE STORY

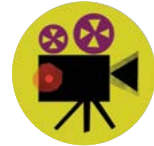
*Share the story in one of these three ways. {5–10 minutes}*



Read the  
Bible passage  
together



Read from  
*The Biggest Story  
Bible Storybook*



Play *The  
Biggest Story*  
video

## TEACH THE STORY

*Retell the story with an emphasis on what it says about God and about us. {10 minutes}*

### Big Truth

People wanted to  
be great, but only  
God is great.

*[The teacher should begin the lesson with a Bible in hand. Flip through the Bible and show a few title pages.]*

The Bible is a big book made up of many books—like Genesis, Exodus, Leviticus, Numbers, and Deuteronomy. Each of those books has lots of little stories that are all telling the Biggest Story. We also learn the Biggest Story from the songs, laws, letters, and lists we find in the Bible. The lists are called genealogies (family trees). Have you ever seen your family tree? It has lots and lots of names. Like your mom, your cousin, and your grandpa.

Well, Genesis 10 records a list of seventy names. *[Open to Genesis 10 and show the names.]* Do you see them? This list is sometimes called the Table of Nations. The word *table* is just another name for *list*. This table starts with the sons of Noah—Shem, Ham, and Japheth. How would you like to be called Ham? “Hey, Ham, can you make me a ham sandwich?” Ham (the person, not the sandwich) had lots of children. So did his brothers. From them came all the nations—tribes that spread across the earth after the flood.

All of these different nations, who all spoke the same language, came up with a brilliant idea. (Or they thought it was.) “Let’s stay in one place and build a great city and a tall tower!” There is nothing wrong with building something great



and tall. Noah built something really big. The problem is that God told them to fill the earth—not stay in one place. Plus, they wanted to show off. “Look how amazing we are! We can create like God!” Well, God hates pride and disobedience. Do you know what pride is? These people showed us. They thought and acted like they were number one and God and everyone else was number two. But God destroyed their prideful plan by confusing their language. The place where it happened was called Babel, which means “confusion.” And God scattered them from that place so they filled the earth.

## GOSPEL CONNECTION

*Show how the story points to Jesus and his rescue mission as the Snake Crusher.*  
{5 minutes}

Imagine building the Tower of Babel. One day you say, “Hey, Joe, can you get me more bricks?” And he does. But the next day, after God confused the language, Joe can’t understand a word you say and you can’t understand a word he says. How can you possibly finish building a tower? You can’t, and they didn’t. The people back then were so frustrated that each tribe (the ones who spoke the same language) decided to spread over the earth and find a new place to live. Even this was part of God’s good plan for his people to fill the earth.

When Jesus came, he didn’t just save his own tribe (the Jews), but people from every language and tribe and nation (the Gentiles). That is what happened. First, people from Jerusalem believed in him. Then, people from the Middle East, Africa, and Europe. Then, people from the Americas and Asia. From the North Pole to the South! And it’s still happening today. Someday, in heaven, God will be praised by people from every nation in languages that all God’s people will understand. And, then and there, we will finally work together to show just how amazing God is.

---

## DISCUSS THE STORY

*Discuss the story in smaller groups. {10 minutes}*

- 1. QUESTION:** Why did the people want to build the tower? What are some ways we can put ourselves first like the people at Babel? Is it better to make ourselves look good or to show how great God is? What are some ways we can show how great God is?

**TAKEAWAY:** People wanted to be great, but only God is great.

3

Engage

**2. QUESTION:** Why was God angry with the people for building the tower? What was the consequence for their sin?

**TAKEAWAY:** God hates and judges pride and disobedience.

**3. QUESTION:** After God scattered the people and confused their language, what good plan did he have for these nations?

**TAKEAWAY:** As part of God's good plan, through Jesus, God will save people from every nation and language.

### Memory Verse

Its name was  
called Babel,  
because there the  
LORD confused  
the language of  
all the earth. And  
from there the  
LORD dispersed  
them over the face  
of all the earth.

GENESIS 11:9

### ACTIVITIES

Download coloring pages and activity pages from [TheBiggestStory.com](https://TheBiggestStory.com), or choose from the following activity suggestions. {10–15 minutes}

K–2nd

#### Option 1: Toothpick Tower

*Supply List: paper plates, mini marshmallows, toothpicks*

*Before Class: Gather supplies. Set one paper plate out for each child and place twenty to thirty marshmallows and twenty to thirty toothpicks on the plate for them.*

Children build a tall tower using mini marshmallows and toothpicks. Praise their work, but also remind them how small even our best efforts are compared to what God can do.

#### Option 2: Cup Stacking Relay

*Supply List: sturdy plastic cups (ten cups needed per team), table/flat surface*

*Before Class: Have cups ready to distribute and a table set up on the far side of a larger space. Multiple tables may be needed depending on the number of teams and the size of the table.*

Divide the class into teams of five to ten children, and distribute ten cups per team. Some children will have two cups and run twice (they can only place one cup at a time). The goal of the relay is to build a pyramid-shaped tower



using their cups (4 on bottom, 3 next level, 2 next level, and 1 on top). When you say “Go,” the first child should run to a table on the opposite side of the room and place the cup upside down as the first cup on the pyramid base, then run back to their team and tag the next person in line. The second child runs and adds their cup to the pyramid. If the tower falls, the child at the table can rebuild the tower before returning to the team. Repeat until the team has finished their pyramid.

3rd–5th

### Option 1: Toothpick Tower

*Supply List: paper plates, mini marshmallows, toothpicks*

*Before Class: Gather supplies. Set one paper plate out for each child and place twenty to thirty marshmallows and twenty to thirty toothpicks on the plate for them.*

Children build a tall tower using mini marshmallows and toothpicks. Praise their work, but also remind them how small even our best efforts are compared to what God can do.

### Option 2: Cup Stacking Relay

*Supply List: sturdy plastic cups (fifteen cups needed per team), table/flat surface*

*Before Class: Have cups ready to distribute and a table set up on the far side of a larger space. Multiple tables may be needed depending on the number of teams and the size of the table.*

Divide the class into teams of five to ten children, and distribute fifteen cups per team. Some children will have two cups and run twice (they can only place one cup at a time). The goal of the relay is to build a pyramid-shaped tower using their cups (5 on bottom, 4 next level, 3 next level, 2 next level, and 1 on top). When you say “Go,” the first child should run to a table on the opposite side of the room, place the cup upside down as the first cup on the pyramid base, then run back to their team and tag the next person in line. The second child runs and adds their cup to the pyramid. If the tower falls, the child at the table can rebuild the tower before returning to the team. Repeat until the team has finished their pyramid.



Story

5

Genesis

10–11

## CRAFTS

Choose from the following craft suggestions depending on time, age ranges, and group size. {10–15 minutes}

K–2nd

### Option 1: “God Is #1” Hand

*Supply List: construction paper (two pieces per child), crayons/markers, stapler/staples*

*Before Class: Gather supplies. Make a sample craft.*

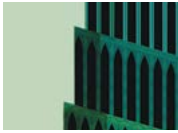
Ask the children if they have ever been to a sporting event where the fans held up a big foam hand that declared that their team was number one. Give each child two pieces of construction paper. Have children draw a large hand that is making the “#1” gesture on each piece of paper (hands should be the same size). Have children write (or have the teacher write) “God Is #1” in the middle of one hand. Decorate both hands using the crayons/markers. Staple the two construction paper hands together so that their hand can be inserted into the bottom.

### Option 2: Pipe Cleaner Towers

*Supply List: eight to ten pipe cleaners per child*

*Before Class: Gather supplies.*

Give each child eight to ten pipe cleaners. Ask them to create the tallest building they can using the pipe cleaners. Provide helpful tips if they are having a hard time getting started. Praise their work, but also remind them how small even our best efforts are compared to what God can do.

**Option 1: “God Is #1” Hand**

*Supply List: construction paper (two pieces per child), crayons/markers, stapler/staples*

*Before Class: Gather supplies. Make a sample craft.*

Ask the children if they have ever been to a sporting event where the fans held up a big foam hand that declared that their team was number one. Give each child two pieces of construction paper. Have children draw a large hand that is making the “#1” gesture on each piece of paper (hands should be the same size). Have children write (or have the teacher write) “God Is #1” in the middle of one hand. Decorate both hands using the crayons/markers. Staple the two construction paper hands together so that their hand can be inserted into the bottom.

**Option 2: Pipe Cleaner and Aluminum Foil Towers**

*Supply List: eight to ten pipe cleaners, two sheets of aluminum foil per child*

*Before Class: Gather supplies.*

Give each child eight to ten pipe cleaners and two sheets of aluminum foil. Ask them to create the tallest building they can using the materials. Provide helpful tips if they are having a hard time getting started. Praise their work, but also remind them how small even our best efforts are compared to what God can do.



Visit [TheBiggestStory.com](https://TheBiggestStory.com) for downloadable coloring pages, activity pages, and craft templates for this lesson.



## STORY 6

# The Father of Nations

## GENESIS 11–13

### BEFORE THE LESSON

- Read Genesis 11–13.
- Pray for God's help. Ask for the Spirit's help in understanding the passage and for the Lord to open the children's eyes to see who he is, what he has done, and how they should respond to him.
- Study the lesson plan below. Use these sections as suggestions. Think of ways to teach it in your own voice.



### THE BIG PICTURE

Help children see how this story connects with the other lessons. Build anticipation by introducing the setting and the significance of what is about to happen in this week's story. {5 minutes}



The flood showed us God's holy judgment. Remember the forty days and forty nights of rain? But God is also gracious. He saved Noah and gave people a new start. The Tower of Babel was also a holy judgment. Remember how God confused the languages and scattered people around the world? But God still had a plan for the nations.

Do you remember the first time we saw God's judgment, back in the garden with the snake? But God also had a rescue plan: the Snake Crusher, who would come from Eve! Soon enough, Seth was born. Later Noah. Then Noah's son, Shem. And from Shem's family came Abraham. Abraham was from a place called Ur. That funny town's name sounds like *fur*, just as God's *plan* sounds like *Abraham*. *Abraham* would be God's *man* to carry out God's *plan*. The plan was awesome. God would give him a promised land. He would also give him

lots of children. And through one of those children God's promise to save and bless people from every nation would come true. Sure enough, Abraham had a son named Isaac. Isaac had a son named Jacob. Jacob had twelve sons, and one of them, Judah, would be the great-great-great-great- (you get the idea) grandfather of the Snake Crusher. He would crush Satan and save God's people from among all the nations.

## TELL THE STORY

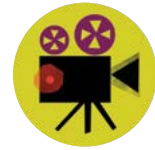
*Share the story in one of these three ways. {5–10 minutes}*



Read the  
Bible passage  
together



Read from  
*The Biggest Story*  
Bible Storybook



Play *The*  
*Biggest Story*  
video

## TEACH THE STORY

*Retell the story with an emphasis on what it says about God and about us. {10 minutes}*

**Big Truth**  
God promises to  
bless the nations  
through Abraham.

The story of Abraham starts in Ur. Remember Ur, the place that rhymes with *fur*? Ur was a long way from Eden. Yet God set his love on this person and his family. He came to Abraham and spoke to him: “Abraham, I want you to move from Ur to a land far away.” God promised that he would make “a great nation” out of his children. This all must have surprised Abraham, because he was seventy-five years old. His wife Sarah was also old. And they had no children. Do you know anyone who has a baby when they are older than your grandparents? No!

This is hard to believe, but Abraham *did* believe that God would give him both land and a baby. He believed that God would make his name great so that he would be a blessing to all the families of the earth. In faith Abraham left Ur and journeyed with his wife and his nephew, Lot. When they arrived in the land of Canaan (which would later be called the promised land), the Lord appeared to him and said, “To your offspring I will give this land” (Gen. 12:7). Abraham was so amazed by God and his words that he stopped right there and worshiped.

Once Abraham arrived in the land, he realized that he and Lot had so many possessions that they needed separate land to fit everyone and everything. So





Story

6

Genesis

11–13

Lot made a home in a beautiful place that was “well watered everywhere like the garden of the LORD” (13:10), and Abraham found a *spot* west of Lot. (Hey, that rhymes too!) Once they settled, God spoke again (see 13:14–17): “Lift up your eyes.” Abraham looked north, south, east, and west. “All the land that you see,” God said, “I will give you. And you will have as many children and grandchildren and great-great-great grandchildren as there is dust on the earth.” A few days later, God said, “Look toward heaven, and number the stars. So shall your offspring be.” Abraham looked up. He might have started counting “one, two, three . . .” and never stopped. How would God do it? But Abraham believed God’s word and obeyed.

## GOSPEL CONNECTION

*Show how the story points to Jesus and his rescue mission as the Snake Crusher.*  
{5 minutes}

God made some amazing promises to Abraham: “I will give you the promised land. I will give you a son. I will make you a great nation. I will bless all the families of the earth through your family” (see Gen. 12:1–3). Abraham believed, and then he obeyed.

Of course, at that time he had no idea how God would keep these promises. But the rest of the Bible tells us how. First, God gave Abraham a son, Isaac. Then Isaac had a son who had lots of sons. Soon, Abraham’s children and grandchildren and great-grandchildren were a great nation called the people of Israel. God led Israel to the promised land and gave it to them, just as he said he would. But there’s even more to the story. God kept adding people to the family. Here’s how. When Jesus came, he made a way so that all the families of the earth could be part of God’s family, even people who weren’t Israelites. They became known as Christians. And Jesus promised he was going to prepare a place for them—a new and better promised land. Abraham was God’s *man* to carry out God’s *plan* to bless all nations through him. And that was just what God did!

## DISCUSS THE STORY

*Discuss the story in smaller groups.* {10 minutes}

- 1. QUESTION:** Do you remember some of the ways God has judged people when they sinned? What were they? What are some ways God has kept his promise to save the nations?

3

Engage

**TAKEAWAY:** Even though the nations rebelled against God, God still moved forward with his gracious plan to save them.

**Memory Verse**

I will make  
of you a great  
nation, and I  
will bless you  
and make your  
name great, so  
that you will be  
a blessing.

**GENESIS 12:2**

2. **QUESTION:** What did God ask Abraham to do? Do you think that was easy for Abraham? How does the way that Abraham responded to God show us how we should respond to God?

**TAKEAWAY:** Like Abraham, we should obey God's call to follow him.

3. **QUESTION:** What promise did God make to Abraham? Do you think it was easy for Abraham to believe his promise? What are some reasons we might have a hard time believing that God will keep his promises? How does Abraham's example help us trust God when it is hard?

**TAKEAWAY:** Like Abraham, we should believe that God keeps his promises.

4. **QUESTION:** How is the promised Snake Crusher connected to Abraham and Abraham's family? How is he connected to the promise God made to Abraham?

**TAKEAWAY:** Jesus came from Abraham's offspring to bless the nations.

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## ACTIVITIES

*Download coloring pages and activity pages from [TheBiggestStory.com](http://TheBiggestStory.com), or choose from the following activity suggestions. {10–15 minutes}*

K–2nd

### Option 1: Follow the Leader

*Supply List: none*

For the first round, have the teacher be the leader and have the children line up behind the leader. The leader will walk around the room doing various motions and ways of walking. The children should imitate the leader as they walk behind the leader. After a short time, choose a new leader. Continue as time permits. Remind children that just as they followed the leader, Abraham followed God even though he didn't know where he was sending him.



Story

6

Genesis

11–13

## Option 2: Block Stacking Olympics

*Supply List: six wood blocks (one per name from the genealogy), marker, timer (optional: paper and tape)*

*Before Class: Gather supplies. Write the following names from Jesus's genealogy on the blocks (one name on each block: Abraham, Isaac, Jacob, Judah, David, and Jesus/Snake Crusher). If you don't want to write on the block, write the name on paper and tape it to the block.*

One at a time, give each child the set of wood blocks with the names and lay them on the table in front of them. The goal of the game is to stack the blocks in the correct order as fast as possible while being timed. Begin with a training time that allows them to practice. Place the blocks name side down before they begin and mix them around. Then have the time trials. Time each child to see how fast they can stack them in order without the blocks falling. Flip and mix them up before the next child stacks them. Then have the finals. The top two or three children compete against one another to see who stacks them in the shortest amount of time. Have the whole class recite the correct order together when you check their work.

3rd–5th

## Option 1: I'm Going on a Trip and I'm Taking a "\_\_\_\_"

*Supply List: none*

Sit children in a circle. Go around the circle and name things that they would bring if they were going on a trip. The first person will name something that begins with an *a*. The second person will repeat what the first person said and add their own idea that begins with a *b*. The rest of the class can help them if they forget an object! Continue around the circle until they name different things all the way up to the letter *z*. Remind the children that Abraham went on a very long trip when God called him to go!

## Option 2: Pack the Suitcase Relay

*Supply List: two suitcases/travel bags, various items to pack like clothing, hats, toothpaste, combs (enough items for every child in the class to pack one)*

*Before Class: Gather supplies. Place the two suitcases on one side of the room. Place all the travel items on the opposite side of the room.*

Divide the children into two teams and have them form two lines. Have each team stand behind their suitcase. The first person in line carries the suitcase to the opposite side of the room, picks up a travel item, puts it in the suitcase, and carries the suitcase back to their team. The child passes the suitcase to the next person in line, who completes the same task. Continue until the last person on the team has packed the final travel item in the suitcase and returned to their team.

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## CRAFTS

*Choose from the following craft suggestions depending on time, age ranges, and group size. {10–15 minutes}*

K–2nd

### Option 1: Genesis 12:2 Bookmark

*Supply List: light-colored cardstock, copy paper, glue sticks/tape, markers, crayons, stickers*

*Before Class: Gather supplies. Cut light-colored cardstock into four strips per page to form 8½" x 2¾" bookmarks. Cut enough for each child to have one. Print Genesis 12:2 on paper so that it will fit on the bookmark and cut out the verses to form small verse cards.*

Give each child a bookmark and Bible verse card. Have children attach (using tape or glue) the Bible verse to the bookmark and decorate the bookmark. Tell children this bookmark can help us to remember that God always keeps his promises.

### Option 2: Paper Compass

*Supply List: copy paper, scissors, brass fasteners, markers/crayons*

*Before Class: Gather supplies. Draw a large circle on a piece of paper, write "God is our guide" in the center and make copies for every child in your class. Print and cut out small arrows that will fit the compass children will make in class. Create a sample craft.*

Distribute paper and arrows to children. Have children cut out the circle and write the letters N, S, E, and W on the correct points of the compass. Have them place the base of the arrow in the center of the circle and push a brass fastener down through both the paper and arrow to form the needle on a compass. Check

with all children to make sure their arrow can move in circles. Decorate compass if time remains.

3rd–5th

### Option 1: Rescue Ladder

*Supply List: popsicle sticks (seven per child), liquid glue, markers, sealable plastic bags, paper plates*

*Before Class: Gather supplies. Create piles of seven popsicle sticks per child, and break three of the sticks in half (each child will receive four full-size and six half-size sticks). Place them in a sealable plastic bag (one per child). Write (in a place that's visible to all the children) the names for the ladder: Abraham, Isaac, Jacob, Judah, David, and Jesus/Snake Crusher. Create a sample craft.*

Say, “Firemen sometimes use a rescue ladder. Let’s build God’s rescue ladder for us!” Give each child their bag of sticks and have them glue together two sets of full-size sticks to form two longer sticks, forming the sides of the ladder. Have them write the names on the half-size sticks (one per stick). These half-sticks will form the rungs. Have them glue the rungs on the ladder, beginning with Abraham on the bottom and ending with Jesus/Snake Crusher on top. Have children assemble their ladders on a paper plate so that they can safely take their craft home before it is fully dry.

### Option 2: Genesis 12:2 Bookmark

*Supply List: light-colored cardstock, markers, crayons (optional: stickers and poster board)*

*Before Class: Gather supplies. Cut light-colored cardstock into four strips per page to form 8½" x 2¾" bookmarks. Cut enough for each child to have one. Write Genesis 12:2 in big letters on a poster (or project on a screen) so that the children can see it from where they will be seated.*

Give each child a bookmark and markers/crayons/stickers. Have children write the Bible verse on the bookmark and decorate the bookmark. Tell children this bookmark can help us to remember that God always keeps his promises.



Visit [TheBiggestStory.com](https://TheBiggestStory.com) for downloadable coloring pages, activity pages, and craft templates for this lesson.



Story

6

Genesis

11–13







## STORY 7

# Let's Make a Deal

GENESIS 15; 17

### BEFORE THE LESSON

- Read Genesis 15; 17.
- Pray for God's help. Ask for the Spirit's help in understanding the passage and for the Lord to open the children's eyes to see who he is, what he has done, and how they should respond to him.
- Study the lesson plan below. Use these sections as suggestions. Think of ways to teach it in your own voice.

1

Read

### THE BIG PICTURE

Help children see how this story connects with the other lessons. Build anticipation by introducing the setting and the significance of what is about to happen in this week's story. {5 minutes}

2

Teach

Have you ever moved from one house to another? A move can be rough, can't it? Well, remember Abraham moved not just from one house to another (or tent, as the case may be) but also from one country to another. Why? Because God asked him to. And because God promised that if he did so, he would bless him. He would give him the promised land. He would give him as many children and grandchildren and great-great-grandchildren as the stars in the sky. And through his family he would bless all the families of the earth. Remember Genesis 12:1–3? "The LORD said to Abram, 'Go . . . to the land that I will show you. And I will make of you a great nation, and I will bless you . . . and in you all the families of the earth shall be blessed.'" What amazing promises! A new people in a new place that would bless all peoples. In this lesson, the story of

Abraham continues. How will God keep his promises? Will Abraham continue to trust God? Let's find out!

## TELL THE STORY

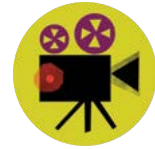
*Share the story in one of these three ways. {5–10 minutes}*



Read the  
Bible passage  
together



Read from  
*The Biggest Story*  
Bible Storybook



Play *The*  
*Biggest Story*  
video

## TEACH THE STORY

*Retell the story with an emphasis on what it says about God and about us. {10 minutes}*

**Big Truth**  
God can always  
be trusted.

In last week's lesson, God called Abraham to leave his home for the promised land when Abraham was seventy-five years old. And God promised him, if he did so, he would have both the land and a son. In today's lesson, Abraham is in the land, but his family lived in only a small part of it. And he had his wife, but he still had no son. Abraham was now much older, and he began to wonder, "Will God really keep his promise to do the impossible? How?"

God knew the doubts Abraham was having. So, one dark night, God brought Abraham outside and said, "Look up, and count the stars, if you are able to count them. I will give you as many children and grandchildren and great-grandchildren as there are stars in the sky" (see Gen. 15:5). Abraham believed God. He took him at his word. Listen to this amazing verse: Abraham "believed the LORD, and he counted it to him as righteousness" (15:6).

God was not done. He reminded Abraham of his promise to give him the land. Abraham replied, "Lord, how am I to know that you will give me the land?" (see 15:8). Then God did something strange. He had Abraham cut a bunch of animals in half. (Why? More on that in a minute!) After Abraham cut the animals, God had him fall into a deep sleep and he showed Abraham the future: after four hundred years of slavery, Abraham's offspring would inherit the land. God could be trusted to keep his word. To show how sure his promise was, God made a covenant with Abraham. To understand this better, we have to go back to those



Story

7

Genesis

15; 17

animals Abraham cut in half. In those days, this was part of a process of making a deal—or cutting a covenant. Whoever walked through the animals was promising to keep his end of the bargain, or else be torn apart like the cut-up goats and cows. Can you guess what God did? God walked through the cut-up animals! In other words, God was making a very serious promise. He would keep his word. What amazing grace!

After such an amazingly gracious promise, God asked Abraham to show that he believed. He asked him to show it through a special sign called circumcision. This special sign would remind all his family after him that they were chosen and loved. Do you know what Abraham did? He trusted God and obeyed.

## GOSPEL CONNECTION

*Show how the story points to Jesus and his rescue mission as the Snake Crusher.*  
{5 minutes}

Genesis 12:1–3 is very important because this passage includes God’s big promises about his rescue plan. Genesis 15:6 is another very important verse because it tells us how we benefit from that rescue plan. Do you remember what it said? “[Abraham] believed the LORD, and he counted it to him as righteousness.” What! Sinners like Abraham could be counted righteous? People under the curse that Adam and the snake unleashed could be made right with God? (This is what *righteous* means.) How could this be? The Bible is telling us that it is on the basis of belief. When Abraham believed God’s promise, he was counted as righteous. He wasn’t counted righteous because he was such a good person. He wasn’t counted righteous because he was so religious. He was counted righteous because he believed God. To put it differently, he was saved by faith.

But wait, there’s something more. We are sinners, too. We need to be made right with God, too. And like Abraham, the only way we can be perfectly holy in God’s sight is to believe his promises, to receive his gift of salvation by faith. Is that something you want to do?

## DISCUSS THE STORY

*Discuss the story in smaller groups. {10 minutes}*

- 1. QUESTION:** What were the amazing promises God made to Abraham (review Genesis 12:1–3, if needed)? How does God respond when Abraham has doubts about these big promises?

3

Engage

**TAKEAWAY:** God helps Abraham overcome his doubt by reminding him that he will always keep his amazing promises.

2. **QUESTION:** With God's help, what did Abraham believe about God's promises? How would you describe faith?

**TAKEAWAY:** Having faith in God means we believe that what he says is true, even when it is hard to believe.

**Memory Verse**  
He [Abraham]  
believed the  
LORD, and he  
counted it to him  
as righteousness.

**GENESIS 15:6**

3. **QUESTION:** What are some good deeds you did this week? Were all those deeds enough to make you perfect ("righteous") in the sight of a perfect and holy God? Why not?

**TAKEAWAY:** No one is perfect; everyone is sinful.

4. **QUESTION:** If everyone is sinful, and no one is holy and perfect, how could you or me be righteous in God's sight? (If the children need help answering, you could ask, "Why was Abraham considered righteous in God's sight?").

**TAKEAWAY:** Like Abraham, through faith in God (believing what he says is true), we are given God's righteousness.

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## ACTIVITIES

*Download coloring pages and activity pages from [TheBiggestStory.com](http://TheBiggestStory.com), or choose from the following activity suggestions. {10–15 minutes}*

**K–2nd**

### Option 1: Sand and Star Search

*Supply List: sand table or sand bin (a bin filled partway with sand), small plastic stars*

*Before Class: Gather supplies. Hide plastic stars in a sand table or bin.*

Have the children find and count all the stars. Remind them that God promised Abraham's offspring would be more than he could count. Ask them if they could count all the grains of sand!



Story

7

Genesis

15; 17

## Option 2: Bible Verse Relay

*Supply List: white or yellow paper, two posters with “Number the stars, if you are able to number them. . . . So shall your offspring be” (Gen. 15:5) written out.*

*Before Class: Cut out thirty paper stars, write one of the fifteen words from Genesis 15:5 on each star (make two sets of these). Place both sets of stars at the far end of the room in two separate piles. Place the two verse posters on the other side of the room, opposite the two piles.*

Divide the children into two teams. Have each team stand by their poster. At the word *Go* the first team members from each team hop down to their star pile, pick up one star, hop back to the starting line, and lay it on their poster. They tag the next person to hop down and retrieve another star. Continue until all the stars are collected. Then, the teams work together to match the words on the stars to the words on the poster. Read the verse aloud.

3rd–5th

## Option 1: Believe or Not Believe

*Supply List: various objects to stand on—some that will hold a person and some that will not (examples: step stool, chair, ladder, empty cereal box, empty milk jug with the cap off, balloon)*

*Before Class: Gather supplies.*

Call a child up to the front and place one of the objects next to him. Ask the class to vote “believe” or “not believe” on whether the object will hold him. Holding the child’s hand, have him stand on the object. This teaches a key concept: we believe God’s promises because they are trustworthy. They can hold us. It also teaches another key concept: belief is shown when we take the step of entrusting ourselves to that object. If we believe God, we entrust ourselves to him.

## Option 2: Star Search

*Supply List: two colors of construction paper, two tape dispensers, two verse posters*

*Before Class: Cut out twenty stars of one color and twenty stars of a different color, for a total of forty stars. Before children arrive, hide all the stars around the room. Decide ahead of time if the children or an adult will tape the stars to the poster.*

For the game, divide the children into two teams. Assign one of the star colors to each team. Give each team a piece of poster paper that reads, “Number the stars, if you are able to number them. . . . So shall your offspring be” (Gen. 15:5). Attach each team’s poster at the children’s height to the wall. Give each team a tape dispenser or have an adult assigned to each team to distribute tape. Tell children that when you say “Go!” they will need to find all twenty stars of their color and tape them to their poster. The goal is to be the first team to find and attach all twenty stars.

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## CRAFTS

*Choose from the following craft suggestions depending on time, age ranges, and group size. {10–15 minutes}*

K–2nd

### Option 1: Faith Fans

*Supply List: wide popsicle sticks (one per child), pieces of cardstock cut into symmetrical ovals (two per child), glue, markers/crayons*

*Before Class: Gather supplies. With each pair of cardstock ovals write “Believed God” on one and “Counted as Righteous” on the other.*

Give each child a popsicle stick and a pair of ovals. Have them decorate their ovals on the word side using markers and crayons. Have them glue the two cardstock pieces to each other, back to back, with the words facing out and the stick coming out the bottom. They’ve created a Faith Fan.

### Option 2: Faith Sign

*Supply List: white copy paper (one per child), star stickers, markers/crayons*

*Before Class: Write FAITH in large bubble letters on copy paper. Underneath FAITH write “Trusting God’s promise to save.” Make copies of the faith paper so there are enough for the whole class.*

Distribute faith copies to children and have them color in the letters. Then have children decorate the rest of the page with star stickers.





### Option 1: Paper Stars

*Supply List: cardstock (one per child), scissors, liquid glue/glue sticks, glitter/salt/rice*

*Before Class: Gather supplies. Trace a large star shape on each piece of cardstock.*

Distribute cardstock to each student and have them cut out the star. They will fill in the star with glue, and then sprinkle glitter, rice, or salt on top of the glue to make it sparkle. Note: This craft is best done at the beginning of class to give time for the glue to dry.

### Option 2: Star Garland

*Supply List: copy paper, hole punch, string (enough for a three-foot piece for each child), markers/crayons*

*Before Class: Gather supplies. On the paper, print or draw five stars per child (star size about three inches). Cut the string into three-foot sections.*

Distribute paper with stars and string to the children. Have them cut out the five stars and punch a hole in the top of each star. Have children string their stars onto the string one at time. After positioning each star, children should tie a knot to hold the star in place and prevent it from sliding. Encourage children to space their stars out by at least a few inches. When they have strung all the stars, have them write the letters *F, A, I, T, H* on the stars (one letter per star).



Visit [TheBiggestStory.com](http://TheBiggestStory.com) for downloadable coloring pages, activity pages, and craft templates for this lesson.



## STORY 8

# The Judge Judges Justly

GENESIS 18–19

### BEFORE THE LESSON

- Read Genesis 18–19.
- Pray for God's help. Ask for the Spirit's help in understanding the passage and for the Lord to open the children's eyes to see who he is, what he has done, and how they should respond to him.
- Study the lesson plan below. Use these sections as suggestions. Think of ways to teach it in your own voice.

1

Read

### THE BIG PICTURE

Help children see how this story connects with the other lessons. Build anticipation by introducing the setting and the significance of what is about to happen in this week's story. {5 minutes}

2

Teach

God has made a lot of promises to Abraham. Has Abraham always trusted God? No. Sometimes he doubted. That's not good. But God didn't give up on Abraham. Each time Abraham doubted and disobeyed, God came to him and reminded him of their covenant. He would give him the promised land and the promised son. Shortly after God made the covenant, the Lord promised to Abraham, "This time next year, Sarah shall have a son" (see Gen. 18:10). Sarah was in the nearby tent. When she heard what God said, she laughed because she couldn't believe that she would have a child when she was so old. She doubted God's promise. God knew that Sarah was doubting him and asked why she laughed. Sarah grew afraid and lied, "I did not laugh" (18:15). Not only did she not believe God, she also lied. But God still kept his promise to give Sarah a son.

Sarah wasn't the only person in the land to sin. There was a whole city full of sinners. The city was called Sodom, and today's lesson focuses on what happened to that sinful city. It wasn't pretty! We will see that while God promises good things for his people, he also promises to punish his enemies, just like we saw when God sent the flood in Noah's day.

## TELL THE STORY

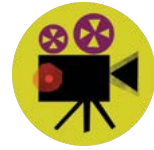
*Share the story in one of these three ways. {5–10 minutes}*



Read the  
Bible passage  
together



Read from  
*The Biggest Story*  
Bible Storybook



Play *The*  
*Biggest Story*  
video

## TEACH THE STORY

*Retell the story with an emphasis on what it says about God and about us. {10 minutes}*

**Big Truth**  
God is the  
Judge who  
judges justly.

The city of Sodom was a bad city filled with people who did really bad things. The city of Gomorrah was also a bad city filled with people who did really bad things. They were selfish, proud, rude, mean, angry, and violent.

People in those cities cried out to God to do something about all of this evil. God listened because he cares when people are being treated badly! And he always hates evil. God is a good God. And as a good God, he cannot let people who do bad things keep doing bad things. God decided to destroy the cities as a punishment.

Before God punished the people, he told Abraham about his plan. Abraham asked God, "You wouldn't sweep away the good people with the bad, would you? You are the Judge who will judge justly. For the sake of fifty righteous people, would you change your plan?" Amazingly, God agreed. So Abraham tried again: "What about for the sake of forty-five?" It worked again! God is so merciful, he agreed even when Abraham went all the way down to ten. But even then, it wasn't enough (see Gen. 18:23–33). The only person that found favor in God's sight was Abraham's nephew, Lot. So God chose to destroy the cities but to save



Story

8

Genesis

18–19

Lot and his family, just like he had saved Noah and his family. Everyone else would be destroyed.

God sent two angels who told Lot's family, "Run for your lives. Don't look back! God is going to rain down fire and sulfur. The town will be burnt to the ground" (see 19:14, 17). Lot and his family ran! But Lot's wife disobeyed. She loved Sodom more than God, so she turned around and looked back. And do you know what happened? She turned into a pillar of salt! God destroyed the evil cities. He took his broom of justice and swept up all the sin. Abraham saw God keep his promise to destroy the cities. He was reminded that God always keeps his promises—even his promise to judge the wicked.

## GOSPEL CONNECTION

*Show how the story points to Jesus and his rescue mission as the Snake Crusher.*  
{5 minutes}

God knows our sins. God shows us our sins. God hates our sins. God judges our sins. And (this is the most important part!) God offers to forgive all our sins in Jesus. You may not come from a city that is filled with people who do bad things all the time. You may live in a town where a lot more than ten people love God and love their neighbor. And people may not call you selfish, proud, rude, mean, angry, and violent. But that does not mean that you are perfect. In fact, there are many sins we all do every day. Just as we saw with Sodom and Gomorrah, God will judge all the earth justly. But God also gives us a way to escape—just like he did with Lot's family. God's word tells us the only way for us to escape is to believe in Jesus Christ. To believe that Jesus is the Snake Crusher, who crushed all our sin on the cross. He took on all of God's judgment for our sin when he died for us. What love! What sacrifice! What good news!

## DISCUSS THE STORY

*Discuss the story in smaller groups. {10 minutes}*

1. **QUESTION:** What does a judge do? Do you think judges are perfect? Why or why not? What did Abraham say about God as a judge?

**TAKEAWAY:** God is just, and he will make good judgments.

2. **QUESTION:** Why does God destroy the cities of Sodom and Gomorrah? Why isn't Lot destroyed by the fire? What happened to Lot's wife? Why?

3

Engage



**TAKEAWAY:** God blesses those who obey and punishes those who disobey.

3. **QUESTION:** Is there anyone who obeys God all the time? Explain. What did we just learn about how God responds when we disobey? What is the only way to escape God's judgment of sin?

**TAKEAWAY:** In Jesus, God offers the forgiveness of sins.

### Memory Verse

It is God  
who executes  
judgment,  
putting down  
one and lifting  
up another.

PSALM 75:7

### ACTIVITIES

Download coloring pages and activity pages from [TheBiggestStory.com](http://TheBiggestStory.com), or choose from the following activity suggestions. {10–15 minutes}

K–2nd

#### Option 1: "What Time Is It, Mr. Fox?"

*Supply List: none*

Start by picking one child to be Mr. or Mrs. Fox and positioning him or her at one side of the space. Line the other children up on the opposite side along a starting line (like a wall). The children ask, "What time is it, Mr. Fox?" In reply, Mr. Fox calls out a random hour of the day ("It's five o'clock!"). Players then would take five steps of any size toward the fox. Players must move toward the fox according to the hour he or she instructed, even if it causes them to be super close. If a child succeeds in passing Mr. Fox, the players win that round and everyone returns to the starting line. But the fox can say, "Lunch time!" This requires the children to run back to the starting line while Mr. Fox tries to catch them. If Mr. Fox does tag someone, that person becomes the next fox. If the fox doesn't tag anyone, he or she remains the fox until someone new is tagged. Like Mr. Fox, sin is dangerous. Stay away from sin!

#### Option 2: "Stay Away from Fire!" Tag

*Supply List: two to three balloons (preferably red or orange; alternatively draw a flame on any color balloon)*

*Before Class: Gather and inflate balloons (preferably red or orange; alternatively draw a flame on any color balloon).*





Gather the children in a specified area. Make two children “It.” They are the only ones allowed to touch the balloons. They try to hit the balloons into the other children. If someone is hit with a balloon, they are “burned up” and must sit down in that spot. Play continues until only two people remain (that are not “It”). Those two will now be “It.”

3rd–5th

### Option 1: “What Time Is It, Mr. Fox?”

*Supply List: none*

Start by picking one child to be Mr. or Mrs. Fox and positioning him or her at one side of the space. Line the other children up on the opposite side along a starting line (like a wall). The children ask, “What time is it, Mr. Fox?” In reply, Mr. Fox calls out a random hour of the day (“It’s five o’clock!”). Players then would take five steps of any size toward the fox. Players must move toward the fox according to the hour he or she instructed, even if it causes them to be super close. If a child succeeds in passing Mr. Fox, the players win that round and everyone returns to the starting line. But the fox can say, “Lunch time!” This requires the children to run back to the starting line while Mr. Fox tries to catch them. If Mr. Fox does tag someone, that person becomes the next fox. If the fox doesn’t tag anyone, he or she remains the fox until someone new is tagged. Like Mr. Fox, sin is dangerous. Stay away from sin!

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## CRAFTS

Choose from the following craft suggestions depending on time, age ranges, and group size. {10–15 minutes}

K–2nd

### Option 1: “God Judges Justly” Gavel

*Supply List: two different colors of construction paper for each child, brass fasteners (one per child), tape/glue*

*Before Class: Gather supplies. Cut one color of construction paper into rectangles that can be glued together to form a gavel (one long, narrow rectangle and one short, wide rectangle). Cut one set per child. Make a sample craft.*

Distribute one piece of construction paper and the two rectangles to each child. Have children glue or tape the two rectangles together to form a gavel. Mount the base of the gavel to the other construction paper using the brass fastener. At the top of the paper write “God Judges,” and on the gavel write “Justly.”

### Option 2: Pillar of Salt

*Supply List: black construction paper, white crayon/chalk, glue sticks, sealable plastic bag/paper cup of about one tablespoon of salt (one per child)*

*Before Class: Gather supplies. Divide salt into small containers (one per child).*

Give each child a piece of black paper. Have children do a simple drawing of Lot’s wife. Using the glue stick, cover the drawing with glue. While glue is still wet, sprinkle salt generously over the glue. To minimize mess, help the children sprinkle the excess salt into a trash can (or a bin on the table). Optional: Write the words “God Judges Justly” or the Memory Verse on the paper.



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Visit [TheBiggestStory.com](http://TheBiggestStory.com) for downloadable coloring pages, activity pages, and craft templates for this lesson.



## STORY 9

# It's a Boy!

## GENESIS 21–22

### BEFORE THE LESSON

- Read Genesis 21–22.
- Pray for God's help. Ask for the Spirit's help in understanding the passage and for the Lord to open the children's eyes to see who he is, what he has done, and how they should respond to him.
- Study the lesson plan below. Use these sections as suggestions. Think of ways to teach it in your own voice.

1

Read

### THE BIG PICTURE

Help children see how this story connects with the other lessons. Build anticipation by introducing the setting and the significance of what is about to happen in this week's story. {5 minutes}

2

Teach

We have learned a lot about God from the book of Genesis, haven't we? He is the powerful Creator, just Judge, merciful Savior, and promise keeper. Let's review some of the stories. True stories. God created everything—persons, places, and things. Solar systems and stars too! God put Adam and Eve in a beautiful garden on earth. They loved God and they loved each other. How lovely! When Adam disobeyed, God banished Adam and Eve from the garden of Eden. How unlovely. Remember that terrible, horrible, no good, very bad day? But God still loved his people. He promised that the Snake Crusher would come from their offspring. His plan would take time. But God's timing is always perfect. Part of that *plan* involved God calling Abraham. God promised Abraham that he would be a blessing to all the families of the world. That blessing would come through

the birth of a son. Abraham waited and waited and waited for his son. Would the promised son ever come? That's where today's lesson comes in. Abraham did have a son, Isaac. And that son had a near-death experience. Will God keep his promise? Will he provide? Will he bless the world through Abraham's son's son and so on? Let's find out!

## TELL THE STORY

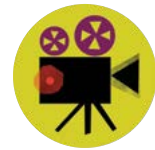
*Share the story in one of these three ways. {5–10 minutes}*



Read the  
Bible passage  
together



Read from  
*The Biggest Story*  
Bible Storybook



Play *The*  
*Biggest Story*  
video

## TEACH THE STORY

*Retell the story with an emphasis on what it says about God and about us. {10 minutes}*

**Big Truth**  
God provided  
a son and a  
sacrifice for  
Abraham, the  
man of faith.

Do you remember when you were born? Of course not! I bet your parents remember though. Do you know how old Abraham was when his baby boy was born? One hundred! Let's count to one hundred. No, let's not! That's old, isn't it? Sarah, his wife, was old too. She was ninety.

Remember when Sarah laughed when God promised she'd have a baby? She thought she and her husband were too old to have a baby. But is anything impossible for God? Nothing. Absolutely nothing. When God makes a promise, he keeps it. The "father of a multitude of nations" (Gen. 17:5) finally had a son! But his timing is not always ours. The name Isaac means "he laughs." The perfect name. His name reminded his parents that God had kept an impossible promise. There was no longer laughter of disbelief, only laughter of surprise and joy.

Many years after Isaac was born, God asked Abraham to do something shocking: "Take your son, your only son Isaac, whom you love . . . and offer him there as a burnt offering on one of the mountains [in the land of Moriah]" (Gen. 22:2). What a crazy command! Why would God ask him to sacrifice his only son? He gave this command to test if Abraham would still believe that God would keep his promises to him. Abraham passed the test. He figured that if God's plan was





Story  
9

Genesis  
21–22

to kill the promised child, then God must have another plan. Perhaps he would raise him from the dead! No matter what, Abraham believed God always keeps his promises. So Abraham took his beloved son to the mountain. Isaac carried wood for the sacrifice. Abraham tied up his son and prepared to sacrifice him. But guess what happened? Just when Abraham lifted his knife, God shouted, “Don’t do it! I see that you love me and trust me” (see 22:12).

God provided a different sacrifice—a ram. Abraham sacrificed the animal. God was so pleased. He told Abraham, “Because you have obeyed my voice, I will surely bless you. Your offspring will be as the stars of heaven and through your family all the families of the earth will be blessed” (see 22:16–18).

## GOSPEL CONNECTION

*Show how the story points to Jesus and his rescue mission as the Snake Crusher.*  
{5 minutes}

The story of Abraham’s (almost) sacrifice of his son, Isaac, is an amazing story. An even more amazing story is the story of God the Father’s (actual) sacrifice of his son, Jesus. Isaac’s story took place on a small mountain; Jesus’s story took place on a hill. Abraham’s beloved son would carry wood for the sacrifice; God’s beloved Son would carry a wooden cross. Isaac’s life was spared because God provided a ram (a male lamb) to be sacrificed in his place. But for Jesus, there would be no ram. Jesus was the sacrifice. Jesus was the Lamb. He carried the wooden cross on his back; he was nailed to the cross. He died. Just as God provided a ram so that Isaac wouldn’t die, God provided Jesus so that we don’t have to die. The promised child of Eve—the Snake Crusher—was the Lamb of God who took away the sins of the world and rescued us from death! Our Savior would die for a people who didn’t seem to love God or trust him at all. Through Jesus’s death on a cross, we can receive forgiveness for our sins. What good news. Do you believe this? How will you respond to Jesus? Wouldn’t it be wonderful if we all believed like Abraham?

## DISCUSS THE STORY

*Discuss the story in smaller groups. {10 minutes}*

- 1. QUESTION:** What promise did God make to Abraham that made Sarah laugh? How do we see God keep this promise? What have we been learning about God and his promises?

3

Engage

**TAKEAWAY:** When God makes a promise, he keeps it: Abraham finally had a son.

2. **QUESTION:** What crazy command did God give to Abraham? Why did Abraham choose to obey God? How can we be like Abraham?

**TAKEAWAY:** Like Abraham, we should completely trust God, and obey him even when it's hard.

**Memory Verse**  
Trust in the  
LORD with all  
your heart,  
and do not lean  
on your own  
understanding.

**PROVERBS 3:5**

3. **QUESTION:** Did Abraham sacrifice his son? What happened to save Isaac's life? What does that teach us about our God?

**TAKEAWAY:** God provides—he provided for Abraham; he will provide for us.

4. **QUESTION:** What is the punishment for sin? God provided the ram to save Isaac's life. Who did God provide to save our life from death? What is the only way to escape God's punishment for sin?

**TAKEAWAY:** God the Father's sacrifice of his beloved Son, Jesus, provides forgiveness for all our sins.

---

## ACTIVITIES

Download coloring pages and activity pages from *TheBiggestStory.com*, or choose from the following activity suggestions. {10–15 minutes}

**K–2nd**

### Option 1: Pass the Baby

*Supply List: baby doll, music*

*Before Class: Gather supplies.*

Children sit in a circle. The game is played like Hot Potato. When music plays, pass the baby around the circle; when the music stops, the person holding the baby stands up and says “God keeps his promises” and steps out of the circle. Then, another round begins. Continue until there is one person left. For added effect, pause for an extended time before music starts again and say, “Abraham waited and waited for God to keep his promise.”



Story

9

Genesis

21–22

## Option 2: Have Patience Red Light, Green Light

*Supply List: none*

Gather children in an open area or gym. Line all children up on one side of the room. Choose one child to be “It.” The person who is “It” stands at the opposite end of the room and calls out either “Red Light” or “Green Light.” If the person calls “Green Light” the players move forward. When the person calls “Red Light,” all the players must immediately freeze. If “It” sees someone move, then that person is sent back to the starting line. The winner is the one who crosses the line on the opposite side of the room first. It is important that he or she should take long pauses between calling out the next command. This can remind children that Abraham had to have much patience as he waited for God to keep his promise.

3rd–5th

## Option 1: Try Not to Laugh Tournament

*Supply List: none*

Pair up children and see which child can keep a straight face longer. They should make funny faces or say funny things to make the other person laugh. The one who laughs first is out. Then pair up the winner with a winner from a different pair until you get a grand champion. Note: Isaac’s name means “to laugh.”

## Option 2: Have Patience Red Light, Green Light

*Supply List: none*

Gather children in an open area or gym. Line all children up on one side of the room. Choose one child to be “It.” The person who is “It” stands at the opposite end of the room and calls out either “Red Light” or “Green Light.” If the person calls “Green Light” the players move forward. When the person calls “Red Light,” all the players must immediately freeze. If “It” sees someone move, then that person is sent back to the starting line. The winner is the one who crosses the line on the opposite side of the room first. It is important that he or she should take long pauses between calling out the next command. This can remind children that Abraham had to have much patience as he waited for God to keep his promise.

## CRAFTS

Choose from the following craft suggestions depending on time, age ranges, and group size. {10–15 minutes}

K–2nd

### Option 1: Cross Craft

*Supply List: white cardstock with verse (one per child), markers/crayons, washi/masking/painter's tape*

*Before Class: Gather supplies.*

Write or print “Behold the Lamb of God who takes away the sins of the world” at the top of each piece of cardstock. Distribute one piece of cardstock to each child. Provide tape to each group of children. Have the children tear off two strips of tape and place them on the cardstock to form a cross. With the tape in place, they can color all over the paper and tape. When finished, carefully remove the tape to reveal the cross.

### Option 2: Ram Ornament

*Supply List: glue sticks, string/pipe cleaner, cardboard/cardstock (for ram cutouts), cotton balls, black markers/crayons*

*Before Class: Gather supplies. Cut out outline of a ram from cardboard/cardstock, punch hole in top, and attach a string or pipe cleaner for hanging. Make one completed ornament as a sample.*

Give each child one precut ram. Show the sample. Have them color the face and feet with black marker. Have them use glue to attach cotton balls to the ram on both sides.

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Give each child one precut ram. Show the sample. Have them color the face and feet with black marker. Have them use glue to attach cotton balls to the ram on both sides.



Visit [TheBiggestStory.com](https://TheBiggestStory.com) for downloadable coloring pages, activity pages, and craft templates for this lesson.





## STORY 10

# God's Tricky, Hairy, Blessed People

GENESIS 25; 27

### BEFORE THE LESSON

- Read Genesis 25; 27.
- Pray for God's help. Ask for the Spirit's help in understanding the passage and for the Lord to open the children's eyes to see who he is, what he has done, and how they should respond to him.
- Study the lesson plan below. Use these sections as suggestions. Think of ways to teach it in your own voice.

1  
Read

### THE BIG PICTURE

Help children see how this story connects with the other lessons. Build anticipation by introducing the setting and the significance of what is about to happen in this week's story. {5 minutes}

2  
Teach

Do you remember a few weeks ago when we talked about family trees? A family tree is a picture of a tree that has names on it. On the trunk there might be the names of your great grandparents; on the first branches there might be your grandparents. Then, moving up the tree, there is your mom and dad and, above them, you and your siblings, if you have any. The book of Genesis, as we've seen, has its own family tree. But by the time we get to chapter 25, it's become quite twisted. Adam and Eve had three sons: Cain, Abel, and Seth. From Seth came Noah. Noah had three sons. From Noah's son Shem came Abraham. (You won't have to remember all these names for some test.) Anyway, Abraham, as

you will certainly remember, married Sarah and they had a son, Isaac, who married a girl named Rebekah; and like Sarah, she had a hard time having a baby. Isaac prayed, and the Lord heard his prayer: Rebekah became pregnant with twin boys! Imagine how big her belly was! They named their first son Esau; they named the second Jacob. Let's learn about them next. And as we learn the strange stories about them, we will learn that God blesses his people even when they keep getting things wrong.

## TELL THE STORY

*Share the story in one of these three ways. {5–10 minutes}*



Read the  
Bible passage  
together



Read from  
*The Biggest Story  
Bible Storybook*



Play *The  
Biggest Story*  
video

## TEACH THE STORY

*Retell the story with an emphasis on what it says about God and about us. {10 minutes}*

**Big Truth**  
God blesses his  
people even when  
they keep getting  
things wrong.

Do you remember the twins' names? The first was Esau; the second was Jacob. When Esau was born, his body was red and hairy. The name *Esau* actually means "hairy." Jacob was born holding Esau's heel. His name means "he takes by the heel" or "he cheats." It was the perfect name because he grew up to be quite a trickster.

Esau became a skillful hunter. He loved the outdoors! Jacob was the opposite: he "was a quiet man, dwelling in tents." Isaac (the dad) favored Esau because he would hunt animals and serve him yummy meat to eat. But Rebekah (the mom) favored Jacob. One day, Esau came back tired from a long day of hunting. Exhausted Esau saw that his brother was cooking stew. "Give me a bowl!" he ordered. "Hmm," tricky Jacob thought, "sure. But I want something in return. Trade me your birthright!" "My birthright," Esau said, "who cares about that? I'm starving to death!" Esau wasn't thinking about how amazing his birthright was, he was just thinking about what he wanted right then. You see, the birthright



Story

10

Genesis

25; 27

means, when the dad dies, the firstborn son gets everything his father owned. But Esau was so foolish that he followed his belly and agreed to Jacob's sneaky offer. He gave away his amazing birthright.

Jacob's next sneaky move comes when his dad is about to die and nearly blind. Before he died, Isaac wanted to give his oldest son Esau a blessing. Rebekah's love for Jacob made her a trickster too. She dressed Jacob up in Esau's clothes and stuck dead, furry animals on his skin so, when Jacob brought his father a yummy meal (like Esau did after hunting), his father would think he was his hairy brother. It worked! The tricky twin cheated the hairy one yet again. Isaac gave Esau's blessing to Jacob. Amazing!

Want to hear something even more amazing? Even before Jacob and Esau were born, God had told Rebekah that the older son would serve the younger son. That is, God had chosen Jacob, instead of Esau, to receive his promise of blessing. Jacob's sin didn't stop God's plan to bless him and keep his promise to Abraham.

## GOSPEL CONNECTION

*Show how the story points to Jesus and his rescue mission as the Snake Crusher.*  
{5 minutes}

The Biggest Story isn't about God's people getting it right, as much as it's about God blessing his people even when they get things wrong. Abraham's family tree is a twisted mess. (Is your family any different?) There is Abraham's clueless son (Isaac), his sneaky daughter-in-law (Rebekah), and the twins—foolish Esau and sneaky Jacob. What can God do with such an awful family tree? Learn this lesson: God blesses the people of his promise. He makes even this twisted tree grow into something beautiful. Do you know how the New Testament begins? It begins with Jesus's family tree! "Abraham was the father of Isaac, and Isaac the father of Jacob" (Matt. 1:2). From that trunk comes over forty more names. And the final names listed? "Joseph the husband of Mary, of whom Jesus was born" (1:16). The Snake Crusher came from sinners like Rebekah and Jacob. And he came, the Bible tells us, to "save his people from their sins" (1:21). In fact, do you know what the name Jesus means? "Savior!" What a perfect name, for Jesus is our perfect Savior. Through Jesus, God chooses to save and bless people like you and me, even though we sin and get things wrong. Just like Jacob. Isn't that beautiful?

### 3

## Engage

### Memory Verse

Two nations are in  
your womb, and  
two peoples from  
within you shall be  
divided; the one  
shall be stronger  
than the other, the  
older shall serve  
the younger.

GENESIS 25:23

## DISCUSS THE STORY

*Discuss the story in smaller groups. {10 minutes}*

**1. QUESTION:** What were some of the ways that Jacob was sneaky? Do you think he deserves God's blessing?

**TAKEAWAY:** Jacob kept getting things wrong and did not deserve God's blessing.

**2. QUESTION:** What did God tell Rebekah before the twins were born? Did God change his mind when he saw Jacob cheating his brother? What does this tell us about God?

**TAKEAWAY:** God blesses his people even when they keep getting things wrong.

**3. QUESTION:** What did Esau's name mean? How about Jacob's name? Do you remember what Jesus's name means? Why is it good news for us that Jesus is our Savior?

**TAKEAWAY:** Jesus's name means "Savior" because he saves us from our sins.

## ACTIVITIES

*Download coloring pages and activity pages from [TheBiggestStory.com](http://TheBiggestStory.com), or choose from the following activity suggestions. {10–15 minutes}*

K–2nd

### Option 1: Blind like Isaac

*Supply List: eight random items that could be easily mistaken for something else (small animal figures, action figures, etc.), eight brown paper bags*

*Before Class: Gather supplies. Put one item in each bag and close it.*

Say, "Isaac grew old and lost his sight. Not being able to see would be hard! Let's see if you can use your sense of touch to guess what is in the bag without being able to see it." Have the children sit in a circle and pass one bag around and give each child an opportunity to feel the item (no peeking!). After each child has touched the item, ask for specific guesses of what they think the item is. Then reveal the item. Repeat with the other bags.



Story

10

Genesis

25; 27

## Option 2: "I Am Esau"

*Supply List: none*

Choose one child to stand at the front of the group with their back to the class. That child is Isaac. The teacher then taps the shoulder of one child and that child tries to disguise their voice and say, "I am Esau." The child up front (Isaac) turns around and points to the person they think said "I am Esau." Give them two guesses and then reveal the person. Give all children an opportunity to be blind Isaac.

3rd–5th

## Option 1: Make the Stew Relay

*Supply List: six real or pretend stew ingredients per team, one bucket/pot per team*

*Before Class: Gather supplies.*

Divide children into teams. Teams line up on one side of the room with one pot per team. All the stew ingredients are in a single pile on the other side of the room. One person from each team races to the other side of the room and grabs an ingredient for their stew from the pile. They can only take one item and then run it back to their team's pot. Then they tag the next person on their team to race down and get another item. The first team to collect six ingredients and place them in their pot wins. Optional: Play three to four rounds and ask kids to race in different ways (backwards, hopping, skipping, etc.).

## Option 2: Blind like Isaac

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*Before Class: Gather supplies. Put one item in each bag and close it.*

Say, "Isaac grew old and lost his sight. Not being able to see would be hard! Let's see if you can use your sense of touch to guess what is in the bag without being able to see it." Have the children sit in a circle and pass one bag around and give each child an opportunity to feel the item (no peeking!). After each child has touched the item, ask for specific guesses of what they think the item is. Then reveal the item. Repeat with the other bags.

## CRAFTS

Choose from the following craft suggestions depending on time, age ranges, and group size. {10–15 minutes}

K–2nd

### Option 1: “Jesus Is Our Savior” Family Paper Chain

*Supply List: construction paper (red and other colors), markers/crayons, tape/glue*

*Before Class: Gather supplies. Write “Jesus is our Savior” on four strips of red paper (one word per strip, one set per child). Cut the other colors of construction paper into strips for a paper chain (ten per child).*

For the other strips, have them write their name, along with names of friends and family who love Jesus. If they can’t write, they can draw pictures. Form the strips into a paper chain and attach using tape or glue. Make sure the chain begins with the four red strips that say “Jesus is our Savior.” Because Jesus is our Savior, we are now part of God’s family.

### Option 2: Macaroni Stew

*Supply List: cardstock (one per child), markers, macaroni noodles, glue stick*

*Before Class: Gather supplies.*

Have the children draw a circle for the soup bowl, then glue macaroni noodles inside the circle. Remind them that God blesses his people even when they keep getting things wrong. Optional: Write “God blesses his people even when they keep getting things wrong” at the top or bottom of the cardstock.





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## STORY 11

# Blessings in the Night

GENESIS 28; 32

### BEFORE THE LESSON

- Read Genesis 28; 32.
- Pray for God's help. Ask for the Spirit's help in understanding the passage and for the Lord to open the children's eyes to see who he is, what he has done, and how they should respond to him.
- Study the lesson plan below. Use these sections as suggestions. Think of ways to teach it in your own voice.

1

Read

### THE BIG PICTURE

Help children see how this story connects with the other lessons. Build anticipation by introducing the setting and the significance of what is about to happen in this week's story. {5 minutes}

2

Teach

We've been seeing how God keeps his promises, but not always in the way people expect. And he keeps them even when his people get things wrong. Do you remember the last lesson about the trickster twin (Jacob) and the two stories about how sneaky he was? Twice he stole his father Isaac's blessings from Esau, his hairy brother. While Esau was hunting, Jacob's mom Rebekah dressed him up to trick Isaac into thinking he was Esau. Jacob brought his father a yummy meal, and his trick worked because Isaac was nearly blind. Isaac blessed him, saying, "Let . . . nations bow down to you" and "blessed be everyone who blesses you!" (Gen. 27:29). As Jacob was receiving the blessing that should have been Esau's, his big brother returned to his father's tent. "Father, I'm back. The hunt was a success. I have some delicious food for you." "What! Who are you?" Isaac

said. “I am your firstborn son, Esau,” replied Esau. Isaac felt and smelt him. He smelled like the outdoors. Isaac’s jaw dropped. *Oh no*, he thought. “Your brother came deceitfully,” he said, “and he has taken away your blessing.” Esau cried out, “No!” and then he cried. What else did he do? Did he try to get even with Jacob? Let’s find out.

## TELL THE STORY

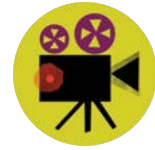
*Share the story in one of these three ways. {5–10 minutes}*



Read the  
Bible passage  
together



Read from  
*The Biggest Story*  
Bible Storybook



Play *The*  
*Biggest Story*  
video

## TEACH THE STORY

*Retell the story with an emphasis on what it says about God and about us. {10 minutes}*

**Big Truth**  
God reminds  
Jacob that he  
will keep his  
promise and  
that he will be  
with him.

Have you ever had someone take something really special from you? I bet you felt sad, hurt, or mad. The Bible tells us that after Esau learned Jacob stole his blessing, he was mad. So mad that he wanted to kill Jacob. Yikes! Rebekah told Jacob to leave town: “Get out of here now and stay with my brother Laban until Esau cools down.”

That’s what Jacob did. On his way, he stopped to sleep. God came to him in a strange dream about a ladder full of angels going up and down from earth to heaven. God stood above the ladder and reminded Jacob of his promises: “I am the God of Abraham and Isaac. I will give to you the land and your offspring shall be like the dust of the earth and in your family all the families of the earth will be blessed. Behold, I am with you and will keep you wherever you go. I will not leave you until I have done what I have promised” (see Gen. 28:13–15). When Jacob awoke, he said, “How awesome! This is the house of God!” (see 28:17). There wasn’t an actual house, of course. Jacob meant God was with him and would stay with him.

During his time with Uncle Laban, God blessed Jacob with money; twelve sons; and sheep, goats, donkeys, camels, and cows. Baa. Maa. Neigh. Grunt. Moo. One





Story

11

Genesis

28; 32

night, as Jacob was leaving Laban's land, God came to him again. This time it wasn't in a dream but as a mysterious man who wrestled him all night. Jacob would not let go until he received a blessing. God gave him the blessing of a new name. Instead of Jacob, which means "he cheats," he became known as Israel, which means "he strives with God." The word *strive* means to work hard for something or to struggle. He also gave him a bad hip to remind him of this night. As Jacob limped away, he was amazed: "I have seen God face to face" (32:30). Struggling and striving Jacob was blessed with the confidence that God was with him.

## GOSPEL CONNECTION

*Show how the story points to Jesus and his rescue mission as the Snake Crusher.*  
{5 minutes}

God's mercy knows no end! Jacob tricked his old, blind father and his hairy big brother. He never had a chance to say "Forgive me" to his father, because Isaac died. And he was still too afraid to get near angry Esau to say he was sorry. He had to flee his homeland all by himself. How lonely and scared he must have felt! No wonder he was so amazed that God came to him and made his home with him. And even more, God blessed him with lots of animals and a big family. And from that big family would come Jesus, who would bring blessing to all families. Because God always keeps his promises.

Did trickster Jacob deserve God's blessings? Of course not. Do we deserve the blessings that we have in Jesus—forgiveness of sins, a new heart, the Holy Spirit within, a big family (the church)? Of course not. What good news that in Jesus, God makes his home with us. We learned Jesus's name means "Savior" because he saves. He is also called Immanuel, which means "God with us." Jesus did not use a ladder to travel from heaven to earth, but he did travel from heaven to earth. Why? To be Savior and Immanuel. Isn't it wonderful that God saves and is always with us?

---

## DISCUSS THE STORY

*Discuss the story in smaller groups. {10 minutes}*

- 1. QUESTION:** How do you think Jacob felt when he learned that Esau was trying to kill him? Do you think he wondered if God would still keep his promise? How did God reassure him? What do you remember about the dream God gave Jacob? What did Jacob learn about God?

3

Engage

**TAKEAWAY:** Jacob was blessed with the confidence that God was with him and would still keep his promise.

2. **QUESTION:** What did God promise Abraham, Isaac, and Jacob would happen to all the families of the earth? Did God keep that promise? How?

**TAKEAWAY:** Through Jesus, God fulfilled his promise to Abraham, Isaac, and Jacob, and blessed all the families of the earth (including us!).

**Memory Verse**

Behold, I am with  
you and will keep  
you wherever you  
go, and will bring  
you back to this  
land. For I will not  
leave you until I  
have done what I  
have promised you.

**GENESIS 28:15**

3. **QUESTION:** Who is called Savior and Immanuel (God with us)? How is the fact that Jesus saves a blessing to all people? How is the fact that Jesus is “God with us” a blessing to all people?

**TAKEAWAY:** God blesses all people through Jesus, who saves us from our sin and is Immanuel (God with us).

---

**ACTIVITIES**

*Download coloring pages and activity pages from [TheBiggestStory.com](http://TheBiggestStory.com), or choose from the following activity suggestions. {10–15 minutes}*

**K–2nd**

**Option 1: Pin the Hip on the Socket**

*Supply List: large piece of paper, red and black markers, tape, red construction paper, scissors, blindfold*

*Before Class: Gather supplies. Draw a rough outline of a human on a large piece of paper and tape it to the wall. Draw a red circle to show where a hip would be. Cut out circles the size of the red circle (one per child).*

Give each child one circle (which represents the hip). Put tape and the child’s name on each circle. Explain that the goal is to place their circle/hip as close to the red circle on the paper as possible (Pin the Hip on the Socket). Bring up one child at a time. Blindfold him, spin him one time, and point him in the direction of the paper. Instruct him to place his circle where he first touches the wall. The child whose hip/circle is closest to the red circle wins.





Story

11

Genesis

28; 32

## Option 2: Longest Challenges

*Supply List: none*

*Before Class: Choose four to six challenges for the children to complete.*

Tell the children you're going to give them some challenges to see who can persevere and last the longest. Here are some possible ideas: Who can stand on one foot the longest? Who can walk with a book balanced on their head the longest without touching it? Who can do a plank the longest? Who can do a wall sit the longest? Who can hop up and down on two feet the longest? Remind them that Jacob persevered and didn't give up when he wrestled with the mysterious man in the night.

3rd–5th

## Option 1: Longest Challenges

*Supply List: none*

*Before Class: Choose four to six challenges for the children to complete.*

Tell the children you're going to give them some challenges to see who can persevere and last the longest. Here are some possible ideas: Who can stand on one foot the longest? Who can walk with a book balanced on their head the longest without touching it? Who can do a plank the longest? Who can do a wall sit the longest? Who can hop up and down on two feet the longest? Remind them that Jacob persevered and didn't give up when he wrestled with the mysterious man in the night.

## Option 2: Thumb Wrestling Tournament

*Supply List: none*

Pair up the children. Have pairs come up one by one. Each pair should face each other and join their right hands together with their thumbs up. Say, "One, two, three, four, I declare a thumb war" and have them try to hold the other person's thumb down for three seconds until the teacher declares a winner. Record the name of the winner. Continue playing until all pairs have completed the first round. For round two, pair up winners from the first round. Continue with rounds of winners until you have a champion. Remind them that Jacob wrestled with the mysterious man in the night.

## CRAFTS

Choose from the following craft suggestions depending on time, age ranges, and group size. {10–15 minutes}

K–2nd

### Option 1: Rock Painting

*Supply List: small rocks, acrylic paints, paintbrushes (one per child), paper plates*

*Before Class: Gather supplies. Put blobs of paint on paper plates for each craft table.*

Give every child a rock and a paintbrush. Encourage children to paint a rock as a reminder that God is with us. They can keep it or give it away and tell someone that through Jesus, God is with us. Remind them that Jacob laid his head on a rock and drifted off to sleep. When he was asleep, God came to him and told him he would be with him and would keep his promises to him.

### Option 2: Create a Pillow

*Supply List: light-colored felt rectangles (one per child), staples, stapler, stuffing (Poly-fil or cotton balls), markers*

*Before Class: Gather supplies. Make a sample craft.*

Give the children each one piece of felt and have them fold it in half. Have the teacher or child staple the sides closed, leaving one end open to stuff. Use markers to decorate the pillows. They can write “God is with us” on the pillow. Have them stuff the fluffy batting or cotton balls into the pillow and then staple it shut. Remind them that Jacob had a rock for a pillow and drifted off to sleep. When he was asleep, God came to him and told him he would be with him and would keep his promises to him.



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## STORY 12

# Joseph's Mean Brothers and What God Meant to Do

GENESIS 37; 50

### BEFORE THE LESSON

- Read Genesis 37; 50.
- Pray for God's help. Ask for the Spirit's help in understanding the passage and for the Lord to open the children's eyes to see who he is, what he has done, and how they should respond to him.
- Study the lesson plan below. Use these sections as suggestions. Think of ways to teach it in your own voice.

1  
Read

### THE BIG PICTURE

Help children see how this story connects with the other lessons. Build anticipation by introducing the setting and the significance of what is about to happen in this week's story. {5 minutes}

2  
Teach

Remember the family tree in Genesis that began with Adam and Eve? It became a very messy family tree. Here are just a few examples. Before Abraham and Sarah gave birth to Isaac (the son God had promised), Abraham had doubted God's promise and taken matters into his own hands. As a result, he had children from two women who were not his wife, Sarah. What a mess! And if that wasn't messy enough, Isaac's son Jacob stole the birthright and blessing from older-brother Esau. But things got even messier. Jacob married beautiful-eyed Rachel, whom he loved very much. But he also married her sister, weak-eyed Leah, because he was tricked by her father. And the mess continues. God blessed

Leah with many children, but Rachel was sad because she had none. She gave her maid as a wife to Jacob so she could have children on Rachel's behalf. It worked. But that made Leah jealous, so she gave her maid to Jacob. Like Abraham and Sarah, they had taken matters into their own hands. Jacob had ten boys and a girl with Leah and the two maids, but still no child for Rachel. Finally, she got pregnant—twice! She had two boys: Joseph and Benjamin. Rachel and Jacob were so happy when Joseph was born. But Jacob was sad when Benjamin was born because Rachel died after giving birth to him.

Talk about a mess! Why are we talking about this messy family tree? Because God is able to work through our mess to bring about good. And our story today is one of the messiest (but best!) stories in all the Bible. Will God bring about good from this mess?

## TELL THE STORY

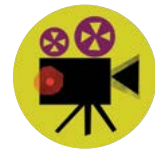
*Share the story in one of these three ways. {5–10 minutes}*



Read the  
Bible passage  
together



Read from  
*The Biggest Story*  
Bible Storybook



Play *The*  
*Biggest Story*  
video

## TEACH THE STORY

*Retell the story with an emphasis on what it says about God and about us. {10 minutes}*

**Big Truth**  
God works all  
things according  
to his perfect plan.

As we just learned, Joseph was the firstborn son of beautiful-eyed Rachel—so his father Isaac favored him. Isaac's favorite son quickly became the least favorite brother. His eleven brothers hated him. And after Joseph told them his dreams about them bowing down before him, they really hated him. What the brothers did next was terrible. One day they grabbed him, ripped his fancy robe, threw him into a pit, and sold him into slavery. Then they lied and told their dad a wild beast tore him apart! Terrible, terrible, terrible.

But God had a good plan for this messy story. But before we see the good, the mess gets worse. Joseph was taken to Egypt and sold as a slave to an important Egyptian leader, Potiphar. Potiphar was so impressed by his new slave that he





Story

12

Genesis

37; 50

put Joseph in charge of everything. One day Potiphar's wife did a terrible thing. She tried to kiss Joseph. Joseph refused and ran away. So she decided to lie and say that Joseph had come to kiss her. Potiphar was furious and threw Joseph into prison.

But God was with Joseph. God had given Joseph a special gift—the ability to interpret dreams. This gift came in handy. In prison he was able to tell two of the prisoners what their dreams meant. One of the prisoners eventually told Pharaoh (the king of Egypt). So when Pharaoh had a tricky dream, he asked Joseph to tell him what it meant. With God's help Joseph was able to correctly interpret it. Pharaoh was so impressed by Joseph's wisdom that he made him a big shot ruler over all of Egypt. How good is that? But it's still a messy story. What might God be up to?

Years later, Joseph's brothers and their families were desperate for food because there was a famine. God had helped Joseph store up food, so Egypt was prepared. Guess what Joseph's brothers did? They travelled to Egypt to buy food so they wouldn't starve. Next thing you know, Joseph had invited his brothers into his house and they were bowing down before him—just like in his dream. But the brothers didn't understand who he was until Joseph said, "I am your brother, Joseph, whom you sold into Egypt" (Gen. 45:4). Joseph could have thrown them in prison for what they had done to him. It was so terrible! But instead, he forgave them, gave them food, and let them share in his blessings. How beautiful! Because Joseph believed that God works all things according to his perfect plan, he said to them, "You meant evil against me, but God meant it for good, to bring it about that many people should be kept alive" (50:20). If not for this messy situation, God's people would have died from the famine. If not for this messy situation, Abraham's family tree would have been cut off. But Joseph was right: God intended the mess for good.

## GOSPEL CONNECTION

*Show how the story points to Jesus and his rescue mission as the Snake Crusher.*  
{5 minutes}

Remember how we told you at the beginning of the lesson that this would be a messy story? It sure was. But even through our messes, God works for his good. He intends for our mess to bring about his promised rescue plan.

But Joseph's story isn't the messiest in the Bible. Hundreds of years after Joseph, the religious and political leaders would reject God's Son, whom the Father had sent into the world to save us. They beat him and mocked him.

They hung him on a cross to die. What a mess! It sure looked like the snake was going to win. But Jesus rose from the dead. He conquered sin. He crushed the snake. His purpose was for this mess to bring about salvation. What a great story! What a great salvation!

---

3

## Engage

### DISCUSS THE STORY

*Discuss the story in smaller groups. {10 minutes}*

1. **QUESTION:** What are some of the hard things that happened to Joseph? How did God use those things for good? What does this show us about God?

**TAKEAWAY:** God works all things according to his perfect plan.

2. **QUESTION:** What do you think Joseph was thinking when he was in the pit or in prison? Did Joseph know God's good plan at the beginning? How does Joseph's story give us confidence that God is with us and at work even during hard times?

**TAKEAWAY:** God was with Joseph, just like he is always with us—even when we don't sense his presence or understand what he is up to.

3. **QUESTION:** What mean things did Joseph's brothers do to him? What could Joseph have done to his brothers when they came to him for help years later? What can we learn from how Joseph actually responded?

**TAKEAWAY:** Like Joseph (and Jesus!), we should forgive those who sin against us.

4. **QUESTION:** How did God save the people of Egypt and surrounding areas from the famine? Like Joseph, Jesus was treated very badly by others. In fact, he was killed. How did God use Jesus's death for good?

**TAKEAWAY:** God used Joseph to save some people; God used his Son, Jesus, to save many people.

#### Memory Verse

And we know  
that for those  
who love God  
all things work  
together for good,  
for those who are  
called according  
to his purpose.

ROMANS 8:28

## ACTIVITIES

Download coloring pages and activity pages from *TheBiggestStory.com*, or choose from the following activity suggestions. {10–15 minutes}

K–2nd

### Option 1: Colorful Coat Shuffle

*Supply List: none*

Every child but one brings a chair and puts it in a circle. The child without a chair is “It” and stands in the center of the circle. He or she calls out a color and anyone who is wearing that color has to get up and quickly change seats. The child who is “It” should also try to find a seat. The last child standing is now “It” and calls out the next color. At any point in the game, the teacher can shout “Colorful Coat Shuffle!” and all children have to get up and quickly change seats. Play continues as long as desired.

### Option 2: Coat of Many Colors Relay

*Supply List: construction paper, glue/tape, two large paper bags, scissors*

*Before Class: Gather supplies. Cut out large scraps of various colors of construction paper. Make two paper bag “coats” by cutting a slit down the middle of each bag and cutting holes for the arms and an opening for the head (the coat will resemble a vest).*

Divide children into two teams. Choose one person from each team to be “Joseph.” The two Josephs stand at the other end of the room wearing the coats. Give each team one pile of construction paper scraps (make sure the number of scraps are equal). Each person on the team will take turns grabbing a piece of fabric, putting glue or tape on it, and running down to attach it to the back of their team’s coat. Players continue to take turns until the pile of scraps is gone. The first team to finish wins.



Story

12

Genesis

37; 50

**Option 1: Coat of Many Colors Relay**

*Supply List: construction paper, glue/tape, two large paper bags, scissors*

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**Option 2: Forgiveness Word Maker**

*Supply List: paper, writing utensils*

Distribute a sheet of paper and a writing utensil to each child. Ask kids to see how many smaller words can be made from the word *Forgiveness*. Each letter can only be used as many times as it appears in the word *Forgiveness*. After a set amount of time, determine which child has created the most words. Have that child read the list to the class.

**CRAFTS**

*Choose from the following craft suggestions depending on time, age ranges, and group size. {10–15 minutes}*

**Option 1: Rice Message**

*Supply List: dark cardstock paper, liquid glue, rice, small bowls, black marker*

*Before Class: Gather supplies. Write the words “Trust God” in large uppercase letters on pieces of dark cardstock (one per child). Portion rice into small bowls.*



Distribute a sheet of cardstock to each child. Place bowls of rice and liquid glue on tables for children to share. Children will use the glue to trace the letters and then sprinkle pieces of rice over the glue.

### Option 2: Coat of Many Colors

*Supply List: white cardstock, scissors, paintbrushes, straws, watercolor paint, cups of water*

*Before Class: Gather supplies. Cut out the shape of a long coat from pieces of white cardstock (one per child).*

Give each child a coat cut from cardstock, a paintbrush, and a straw. Put watercolor paints and cups of water on tables for children to share. Have children dip their wet paintbrush in a color and place a dot on their coat. Have children direct their straws towards the dot of paint and blow, distributing the color. Children repeat the process until their coats are covered.

3rd–5th

### Option 1: Coat of Many Colors

*See above.*

### Option 2: Rice Message

*Supply List: dark cardstock paper, liquid glue, rice, small bowls, black marker*

*Before Class: Gather supplies. Write the words “Trust God” in large uppercase letters on pieces of dark cardstock (one per child). Portion rice into small bowls.*

Distribute a sheet of cardstock to each child. Place bowls of rice and liquid glue on tables for children to share. Children will use the glue to trace the letters and then sprinkle pieces of rice over the glue.



Visit [TheBiggestStory.com](https://TheBiggestStory.com) for downloadable coloring pages, activity pages, and craft templates for this lesson.







## STORY 13

# God Raises Up a Deliverer

## EXODUS 1–3

### BEFORE THE LESSON

- Read Exodus 1–3.
- Pray for God's help. Ask for the Spirit's help in understanding the passage and for the Lord to open the children's eyes to see who he is, what he has done, and how they should respond to him.
- Study the lesson plan below. Use these sections as suggestions. Think of ways to teach it in your own voice.



### THE BIG PICTURE

Help children see how this story connects with the other lessons. Build anticipation by introducing the setting and the significance of what is about to happen in this week's story. {5 minutes}



The book of Genesis ends with the story of Joseph. Remember that messy story and its happy ending? The last line in Genesis, however, ends on a sad note: “So Joseph died . . . and he was put in a coffin in Egypt” (Gen. 50:26). The book of Exodus starts on the same sad note: “Then Joseph died, and all his brothers and all that generation” (Ex. 1:6). And while the next generation had lots and lots of children (“the people of Israel were fruitful and increased greatly; they multiplied and grew exceedingly strong, so that the land was filled with them,” 1:7), matters went from bad to worse, or sad to sadder. “There arose a new king [a new Pharaoh] over Egypt, who did not know Joseph” (1:8). Remember how the old Pharaoh put Joseph in charge of all of Egypt? This new Pharaoh didn’t even know who Joseph was. The memory of the hero who saved Egypt quickly faded. This new Pharaoh cared only about the Egyptians. And because “the Egyptians

were in dread of the people of Israel” (1:12) and they feared the Israelites would outnumber them if a war broke out, Pharaoh made God’s people slaves for over four hundred years. So very sad.

## TELL THE STORY

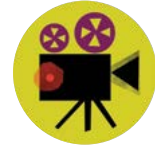
*Share the story in one of these three ways. {5–10 minutes}*



Read the  
Bible passage  
together



Read from  
*The Biggest Story*  
Bible Storybook



Play *The*  
*Biggest Story*  
video

## TEACH THE STORY

*Retell the story with an emphasis on what it says about God and about us. {10 minutes}*

**Big Truth**  
God raises up a  
leader to deliver  
his people out  
of slavery.

What if your parents asked you to spend the whole weekend cleaning the house? Would you like doing it? Of course not. It would be hard work! Well, life for God’s people was very hard. They probably wished they only had to clean their own home. Instead, they had to work as slaves for the Egyptians every day in the hot sun. And they didn’t have a choice. They couldn’t throw a fit and say, “No! I won’t do it.” They would be whipped if they said something like that! Each day they arrived at work and the Egyptians “made their lives bitter with hard service” (1:14). Some slaves had to make, carry, and set bricks in place; other slaves had to farm the land.

Despite all of this, the people of Israel kept growing in number. Do you think Pharaoh liked that? No way! He was already worried that if the Israelites outnumbered the Egyptians, they would win against them in a war. That fear made him meaner. So mean that he even issued an order to kill all the baby boys of Israel. “If it is a son,” he told the women who helped deliver babies, “you shall kill him” (1:16). Because the women feared God, they secretly disobeyed the Pharaoh and let the babies live. And God blessed them for it. Moms and dads also tried to save their sons from Pharaoh’s cruel command. One mom hid her boy in a basket and placed him in the Nile River. His name was Moses. Do you know what happened to that helpless baby? Did a crocodile eat him? No. Did he fall into the water?



Story

13

Exodus

1–3

No. Did Pharaoh's daughter, when she was taking a bath in the river, find him and raise him as her own son? Yes! Incredible! Oh how God protects his people!

God would deliver the Israelites through that baby Moses. When Moses grew up, he did something foolish and violent. The Egyptians were so mean to the Israelites. This upset Moses. One day, he saw an Egyptian hurting an Israelite, and Moses killed him. Another Egyptian saw the murder, so Moses feared for his life. He escaped into the wilderness and lived there forty years. He got married, had children, and learned to take care of sheep. One day, he encountered God in a bushing bush. Our always-and-forever God called himself "I AM WHO I AM" (3:14) and said to Moses: "I am the God of Abraham, Isaac, and Jacob. I have seen the affliction of my people who are in Egypt, and I have come to deliver them out of the hand of the Egyptians" (see 3:6–8). Then he told Moses that he had chosen him to save his people. But how? Moses would be the deliverer, but God would do the rescuing.

## GOSPEL CONNECTION

*Show how the story points to Jesus and his rescue mission as the Snake Crusher.*  
{5 minutes}

Remember what God called himself in the burning bush? "I AM WHO I AM" (Ex. 3:14). God is the always-and-forever God. He always was and always will be. When our Lord Jesus, the eternal Son of God, came to earth, he sometimes called himself "I AM"—the same words God used when he was talking to Moses! Jesus said, "*I am* the light of the world" (John 8:12) and "*I am* the resurrection and the life" (11:25). Just in case we were missing the point, he told the Pharisees, "Before Abraham was, *I am*" (8:58). Jesus existed before Abraham because he has always existed, and he will exist forever. And he exists forever to deliver his people. Just as God called Moses to deliver Israel from their slavery in Egypt, God sent Jesus to deliver sinners from their sins. "Thanks be to God," the apostle Paul writes, "that you who were once slaves of sin have . . . been set free from sin" (Rom. 6:17–18). In Jesus, we are rescued from sin so we can live for him—the great "I AM."

## DISCUSS THE STORY

*Discuss the story in smaller groups. {10 minutes}*

- 1. QUESTION:** What did Pharaoh command to be done to the Israelite baby boys? Did all the women delivering babies obey that command? What does

3

Engage

that tell us about who they feared more—God or Pharaoh? How should we be like these brave women?

**TAKEAWAY:** Like the women who helped to deliver babies, we should “obey God rather than men” (Acts 5:29).

### Memory Verse

I will bring  
you up out of  
the affliction  
of Egypt to . . .  
a land flowing  
with milk  
and honey.

EXODUS 3:17

2. **QUESTION:** What bad things could have happened to baby Moses? How did God protect him? God protects all his people. How do you feel knowing that God protects you?

**TAKEAWAY:** God protects his people, just like he protected baby Moses.

3. **QUESTION:** What are some ways the Israelites were treated badly? Had God forgotten about them? What did God do to show that he had not forgotten about them? Whom did he say he would use to deliver the Israelites? Whom did God send to deliver us?

**TAKEAWAY:** God sees his people suffering and sends Moses to deliver them from slavery, just as he sent Jesus to deliver us.

4. **QUESTION:** What do you think it means when God calls himself “I AM WHO I AM” (Ex. 3:14)? How is that different from any other person in the world? Why do you think Jesus used the same phrase to describe himself?

**TAKEAWAY:** Jesus is the great “I AM,” which means he is the always-and-for-ever God.

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## ACTIVITIES

*Download coloring pages and activity pages from [TheBiggestStory.com](http://TheBiggestStory.com), or choose from the following activity suggestions. {10–15 minutes}*

K–2nd

### Option 1: Baby Moses and the Crocodiles

*Supply List: none*

Have the children line up on one side of the classroom. Choose one or two children to be the “crocodiles” and have them come to the middle of the room. Tell the other children that they will each play the role of baby Moses. Their goal



is to get to the opposite wall (safely down the Nile) without being tagged by a crocodile. Tell the crocodiles that the goal is to tag as many kids as possible. If a crocodile tags someone, that child becomes one of the crocodiles. Go until there is either only one student left (baby Moses wins!) or the crocodiles are left (crocodiles win!).

### Option 2: Pin the Baby in a Basket

*Supply List: large piece of paper, black marker, tape, white construction paper, scissors, blindfold*

*Before Class: Gather supplies. Draw a simple baby shape on the white construction paper (one for each child). Cut out the baby shapes. Draw a basket in a river on the large piece of paper. The basket should be the size of the baby.*

Give each child a paper baby. Put tape and the child's name on his or her baby. Explain that the goal is to place the baby as close to the basket as possible. Bring up one child at a time. Blindfold him, spin him one time, and point him in the direction of the paper. Instruct him to place his baby where he first touches the wall. The child whose baby is closest to the basket wins.

3rd-5th

### Option 1: Can You Float a Boat?

*Supply List: tin foil, straws, pennies, scissors, tape, large plastic container, water*

*Before Class: Gather supplies. Fill a large plastic container with water.*

Distribute tin foil, straws, scissors, and tape to children. Challenge pairs of children to make a boat that floats out of the given supplies. When the boat is successful at staying afloat, see how many pennies you can add to the boat before it sinks. The pair whose boat floats with the most pennies in it wins the challenge.

### Option 2: How Good Is Your Memory?

*Supply List: different baby items on a tray with fabric to cover (diaper, pacifier, rattle, bottle, baby food, baby monitor, etc.) paper, pencil*

*Before Class: Gather supplies.*

Have children sit in a circle. Tell the children that you are going to show them a tray of baby items for twenty seconds and that they should try to remember

as many items as they can. Place the covered tray so that all children can see it. Uncover items for twenty seconds, then cover items back up. Give each child a piece of paper to write down as many items as they can remember. Then show the children the items one at a time. If they had that item on their list, have them circle it. After revealing all the items, the child with the most circles wins.

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## CRAFTS

*Choose from the following craft suggestions depending on time, age ranges, and group size. {10–15 minutes}*

### K–2nd

#### Option 1: Burning Bush

*Supply List: white paper, colored pencils or crayons, red and orange pieces of tissue paper, glue sticks*

*Before Class: Gather supplies.*

Have children draw a bush on a piece of paper. Use glue to adhere red and orange pieces of tissue paper to the bush to represent the burning bush where God spoke to Moses. On the top of the paper write “I AM WHO I AM.”

#### Option 2: Baby in the Reeds

*Supply List: white paper, brown construction paper (one per child), crayons, glue*

*Before Class: Gather supplies. Cut out inch-wide strips of brown construction paper (five to six strips per child).*

Give each child a sheet of white paper and five to six strips of brown paper. Have the children draw a baby in a basket on their paper. Then have them lay the strips of brown paper on top of the paper and glue one end of the strips to the bottom of the paper (so the “reeds” hide the baby). Remind them that God protected Moses so that he could deliver the Israelites from slavery.





### Option 1: Paper Weaving

*Supply List: brown and one other color of construction paper, scissors, tape, markers*

*Before Class: Gather supplies. Cut out 1" x 8.5" strips from the nonbrown construction paper. Make a sample craft.*

Give each child one piece of brown construction paper and a pair of scissors. Have the children fold the paper in half to form a 5.5" x 8.5" rectangle. Have them make four cuts starting at the folded edge. Make sure children stop cutting when they are an inch from the edge. Unfold the paper. Distribute the cut strips of paper and tape. Show children how to weave the strips of paper by alternating over and under the lines that they cut. Use tape as needed to secure strips of paper. Write "God protects his people" on the basket.

### Option 2: Burning Bush

*Supply List: white paper, colored pencils or crayons, red and orange pieces of tissue paper, glue sticks*

*Before Class: Gather supplies.*

Have children draw a bush on a piece of paper. Use glue to adhere red and orange pieces of tissue paper to the bush to represent the burning bush where God spoke to Moses. On the top of the paper write "I AM WHO I AM."



Visit [TheBiggestStory.com](https://TheBiggestStory.com) for downloadable coloring pages, activity pages, and craft templates for this lesson.



## STORY 14

# Free at Last

## EXODUS 4–15

### BEFORE THE LESSON

- Read the focus passage (Ex. 12:21–14:31) or the whole passage (Exodus 4–15).
- Pray for God's help. Ask for the Spirit's help in understanding the passage and for the Lord to open the children's eyes to see who he is, what he has done, and how they should respond to him.
- Study the lesson plan below. Use these sections as suggestions. Think of ways to teach it in your own voice.

### 1 Read

### THE BIG PICTURE

Help children see how this story connects with the other lessons. Build anticipation by introducing the setting and the significance of what is about to happen in this week's story. {5 minutes}

### 2 Teach

Imagine being a slave your whole life. Each day you wake up, get out of bed, have a quick breakfast, and spend the rest of the day doing whatever your taskmaster tells you to do. The Israelites were slaves in Egypt for over four hundred years! What do you think they thought about while they made pyramids for the Egyptians? Perhaps some thought about a new pharaoh that would get rid of slavery. Others may have thought about how to escape. One thing we know for sure is that some remembered God and prayed that he would deliver them.

As we learned last week, God saw their suffering and he came up with a plan to save them. Remember the burning bush? Remember when our always-and-for-ever God called himself “I AM WHO I AM” (Ex. 3:14)? This God said to Moses: “I am the God of Abraham, Isaac, and Jacob. I have seen the affliction of my

people who are in Egypt, and I have come to deliver them out of the hand of the Egyptians and to bring them up out of Egypt into a land flowing with milk and honey” (see 3:6–8). God always keeps his promises. Today we learn the exciting story of the promised rescue.

## TELL THE STORY

*Share the story in one of these three ways. {5–10 minutes}*



Read the  
focus passage  
together



Read from  
*The Biggest Bible  
Storybook*



Play *The  
Biggest Bible  
Story* video

## TEACH THE STORY

*Retell the story with an emphasis on what it says about God and about us. {10 minutes}*

**Big Truth**  
God saves his  
people from the  
Egyptians.

Remember the burning bush? Remember how Moses learned God would use him to rescue Israel? How would our hero respond? Not like a hero should! He asked God to send someone else. But God gave Moses everything he needed to deliver his people. By using powerful signs, God proved to the Israelites that he had sent Moses to rescue them. And the people believed.

When God told Pharaoh to let the Israelites go, Pharaoh’s heart was hard and he refused. But God is always in charge, and nothing can stop him from rescuing his people. God sent ten terrible plagues on the Egyptians. First came blood, then frogs and gnats and flies, then dead animals, then boils and hail and locusts, then darkness, and finally death. Each plague made the gods and goddesses of Egypt look weak and showed that the God of Israel was in charge. When the final plague came, God provided a very peculiar form of protection for his people. Moses told them to kill a “lamb . . . without blemish” (Ex. 12:5) and to spread its blood on the doorposts of their houses. The lamb’s blood would save them. Strange. Strange, but important. God said, “I will strike all the firstborn in the land of Egypt. . . . And when I see the blood, I will pass over you, and no plague will befall you to destroy you” (Ex. 12:12–13). To this day, people remember this peculiar protection by calling it the Passover. But death



fell on the homes of all without the blood; even Pharaoh's firstborn son died. Finally, Pharaoh let God's people go.

"Free at last!" Moses and the Israelites thought. But Pharaoh's hard heart grew hard again, so he and his army chased after them. When they cornered Israel at the Red Sea, God showed his power. He blew the water into walls, and the Israelites escaped through the sea on dry ground. The Egyptians chased them, but again God showed he was in charge. He made the walls of water crash down on those mighty men. On the shore the Israelites danced and sang praises to the Lord. Finally, free at last! God had answered the cries of his people and delivered them by the hand of Moses.

## GOSPEL CONNECTION

*Show how the story points to Jesus and his rescue mission as the Snake Crusher.*  
{5 minutes}

Have you noticed a pattern in how God works? Trouble before triumph. Suffering before salvation. Danger before deliverance. The story of our rescue in Jesus is no different. He is rejected by his people. He is arrested, sentenced to die, mocked, spit on, slapped, and finally crucified on a cross. Trouble. Suffering. Danger. But the story isn't over. Next comes triumph, salvation, and deliverance! Jesus rises from the dead. He triumphs over the grave. Jesus saves everyone who believes in him. And he will return to deliver us from trouble, suffering, and danger.

And do you remember that peculiar way God saved the Israelites? Death passed over those who put the blood of a lamb on their doorposts. He did that to give us all a clue about how he would save the whole world later on. Through the blood of a more perfect Lamb, God passes over our sin. Everyone who accepts the blood of Jesus, our sinless Passover Lamb, will be saved. If you believe in Jesus as the perfect sacrifice for your sin, God will pass over you on judgment day. You too can be free at last!

## DISCUSS THE STORY

*Discuss the story in smaller groups. {10 minutes}*

- 1. QUESTION:** What was Pharaoh's response to God's command to let his people go? What happened when he refused to obey? What does this teach us about how we should respond to God's commands?



Story

14

Exodus

4–15

3

Engage

**TAKEAWAY:** God will punish all those who refuse to obey him, just as he punished the Egyptians.

**Memory Verse**

The blood shall  
be a sign for  
you. . . . And  
when I see the  
blood, I will  
pass over you.

EXODUS 12:13

2. **QUESTION:** How did we see God as more powerful than Pharaoh? How did we see God's power over creation? What did God use his power to accomplish?

**TAKEAWAY:** God is all-powerful and nothing can stop him from delivering his people from evil.

3. **QUESTION:** What happened when the Israelites put the blood of a lamb over their doorpost? What are we saved from when we trust that the blood of Jesus perfectly covers our sin? How is Jesus like the lamb in our story?

**TAKEAWAY:** The blood of Jesus saves us from sin and death; he is the perfect Passover Lamb.

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## ACTIVITIES

Download coloring pages and activity pages from *TheBiggestStory.com*, or choose from the following activity suggestions. {10–15 minutes}

K–2nd

### Option 1: Let My People Go!

*Supply List: ten balloons, masking tape*

*Before Class: Gather supplies. Blow up ten balloons. Divide the room in half with masking tape.*

Explain that half of the room is Egypt and the other half is the wilderness. Divide the children in two teams and give each team half of the balloons: “Pharaoh’s army” stands in the wilderness, and “the Israelites” stand in Egypt. Explain that the balloons represent the Israelites trying to escape from Egypt. The teacher shouts “Let my people go!” to begin the game. The Israelites hit the balloons into the wilderness, and Pharaoh’s army hits the balloons back into Egypt. Players are not permitted to hold balloons; they can only hit them. After three to five minutes, the teacher ends the game and the team with the most balloons on the opposite side of the room wins. Remind children that Pharaoh could not stop God from delivering his people out of Egypt.





## Option 2: How Strong Is Your Wind?

*Supply List: plastic cups, straws, masking tape*

*Before Class: Gather supplies. Use masking tape to mark a starting line and a finish line on a flat surface.*

Give every child a plastic cup and a straw. Have the children place their cup at the starting line. You may want to have each child take a turn and time him or her with a stopwatch. Their goal is to be the first one to blow their cup across the finish line using the straw (or the one to do it in the shortest amount of time). Say, “On your mark, get set, blow!” Remind children God sent a strong wind to make the Red Sea part so the Israelites could walk on dry land.

3rd–5th

## Option 1: Water to Blood Relay

*Supply List: packet of red fruit punch, two water pitchers, two small cups, large bucket or bin*

*Before Class: Gather supplies. Make a line at the same height on each water pitcher and sprinkle red fruit punch in the bottom. Fill the bucket with water.*

Divide children into two teams on one side of the room. On the opposite side of the room, place both pitchers. Give each team one cup. One player from each team scoops water out of the bucket and carries it to the empty pitcher and pours it in. She returns the cup to the next player. Play continues until one team reaches the line on their pitcher. Remind children that one of the plagues God sent was to turn water into blood.

## Option 2: Let My People Go!

*Supply List: ten balloons, masking tape*

*Before Class: Gather supplies. Blow up ten balloons. Divide the room in half with masking tape.*

Explain that half of the room is Egypt and the other half is the wilderness. Divide the children in two teams and give each team half of the balloons: “Pharaoh’s army” stands in the wilderness, and “the Israelites” stand in Egypt. Explain that the balloons represent the Israelites trying to escape from Egypt. The teacher shouts “Let my people go!” to begin the game. The Israelites hit the balloons into

the wilderness, and Pharaoh's army hits the balloons back into Egypt. Players are not permitted to hold balloons; they can only hit them. After three to five minutes, the teacher ends the game and the team with the most balloons on the opposite side of the room wins. Remind children that Pharaoh could not stop God from delivering his people out of Egypt.

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## CRAFTS

*Choose from the following craft suggestions depending on time, age ranges, and group size. {10–15 minutes}*

K–2nd

### Option 1: Passover Craft

*Supply List: popsicle sticks (five per child), sheets of paper (one per child), glue, red watercolor paint, cups of water, paintbrushes*

*Before Class: Gather supplies. Place paper horizontally and write “Jesus is our Passover Lamb” at the top. Make a sample craft.*

Give each child five popsicle sticks, a sheet of paper, and a paintbrush. Place paints, glue, and cups of water at each table. Have the children glue three of the sticks on the paper to form a door frame, and two of the sticks to form a cross (doorposts on left, cross on right). Have them paint the sticks with the red paint. Remind children that Jesus is our Passover lamb.

### Option 2: Red Sea Craft

*Supply List: paper plates (one per child), brown paper, glue, crayons, marker*

*Before Class: Gather supplies. Cut three-inch strips of brown paper the length of the paper plate. Write “God saves his people” on each strip with the marker. Make a sample craft.*

Give each child a paper plate and have them color it blue like the sea. Give them the brown strip to glue to the center of their plate. Have them fold the sides of the plate up like two walls of water. Remind them that God sent a wind to blow the water so that the Israelites could escape on dry land.

**Option 1: Hard/Soft Heart**

*Supply List: popsicle sticks (one per child), cardstock, glue, scissors, sandpaper, cotton balls, pencils*

*Before Class: Gather supplies. Cut out hearts on cardstock (one per child). Make a sample craft.*

Distribute a popsicle stick, scissors, glue, and heart to each child. Place sandpaper, pencils, and cotton balls at each table. Have the children trace the heart onto a piece of sandpaper and cut it out. Then have them glue the popsicle stick to the bottom of the cardstock heart. Glue the sandpaper heart on top of that side. Have them glue the cotton balls to the other side of the heart. Remind children that God wants us to have soft hearts toward him.

**Option 2: Passover Craft**

*Supply List: popsicle sticks (five per child), sheets of paper (one per child), glue, red watercolor paint, cups of water, paintbrushes*

*Before Class: Gather supplies. Make a sample craft.*

Give each child five popsicle sticks, a sheet of paper, and paintbrush. Place paints, glue, and cups of water at each table. Have the children glue three of the sticks on the paper to form a door frame, and two of the sticks to form a cross (doorposts on left, cross on right). Have them paint the sticks with the red paint. Have them write “Jesus is our Passover Lamb” on the top of the paper.



Visit [TheBiggestStory.com](http://TheBiggestStory.com) for downloadable coloring pages, activity pages, and craft templates for this lesson.



## STORY 15

# The Way to Stay Free

EXODUS 19–20

### BEFORE THE LESSON

- *Read Exodus 19–20.*
- *Pray for God's help. Ask for the Spirit's help in understanding the passage and for the Lord to open the children's eyes to see who he is, what he has done, and how they should respond to him.*
- *Study the lesson plan below. Use these sections as suggestions. Think of ways to teach it in your own voice.*

1

Read

### THE BIG PICTURE

*Help children see how this story connects with the other lessons. Build anticipation by introducing the setting and the significance of what is about to happen in this week's story. {5 minutes}*

2

Teach

In Egypt God saved his people twice. First, he passed over houses with the lamb's blood on their doorposts. Second, he opened and closed the Red Sea when they were leaving. God commanded his people to remember this rescue. Once a year the Israelites had a week-long feast called Passover to celebrate what God had done in saving them from slavery and death. Do you know that just like God commanded the Israelites to remember their rescue, God commands Christians to remember our rescue? When Christians take part in the Lord's Supper, they celebrate what God has done. By his life and death, Jesus was the perfect Passover Lamb, saving us from slavery to sin and death. Seems like something worth remembering! God's command to remember is good.



But the command to remember wasn't the only good command God gave. In Exodus 20 God gave Israel the Ten Commandments. These ten rules show God's people what it means to serve and worship God. How can a list of rules be good? They not only show us what God is like but also keep his people free—free from the ways of the world, free from the slavery of sin, and free from our own silly, made-up rules.

## TELL THE STORY

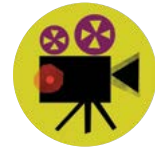
*Share the story in one of these three ways. {5–10 minutes}*



Read the  
Bible passage  
together



Read from  
*The Biggest Story  
Bible Storybook*



Play *The  
Biggest Story*  
video

## TEACH THE STORY

*Retell the story with an emphasis on what it says about God and about us. {10 minutes}*

**Big Truth**  
God gives us  
his good rules  
so we can live  
free lives that  
reflect him.

God loved Israel. They were his treasured possession! So, when he heard their cry in Egypt, he saved them from slavery. He saved them because he wanted them to know him and love him and show his goodness to the world. But how could sinful people know how to do that? That's where the Ten Commandments come in. God gives Israel ten rules to live by.

Here's what happened. God called Moses and told him to climb a mountain called Sinai. Then God told Moses to tell the people to get ready because he was going to "come down on Mount Sinai in the sight of all the people" (Ex. 19:11). When God arrived, there was thunder! Lightning! A loud trumpet blast! A thick cloud covered the top of the mountain. "Mount Sinai was wrapped in smoke because the LORD had descended on it in fire" (19:18). The people gathered at the foot of the mountain. Everyone trembled before their holy God. Even the mountain trembled. God is so powerful!

Powerful and good. So good. And why did he, this good God, come down? To give his people ten commands. Some people don't like commands. But God's commands aren't just hard rules to make our lives even harder. No! These good





rules show us what God is like and how to live so we are truly happy. The first four focus on loving God above anyone or anything else—with all our heart, soul, mind, and strength (20:3–11).

1. One God. *“You shall have no other gods before me.”*
2. No idols. *“You shall not make for yourself a carved image.”*
3. Watch your mouth. *“You shall not take the name of the LORD your God in vain.”*
4. Take a rest. *“Remember the Sabbath day, to keep it holy.”*

The last six focus on loving others as much as we love ourselves (20:12–17).

5. Honor your parents. *“Honor your father and your mother.”*
6. Don’t murder. *“You shall not murder.”*
7. Don’t cheat on your husband or wife. *“You shall not commit adultery.”*
8. Don’t steal. *“You shall not steal.”*
9. Don’t lie. *“You shall not bear false witness.”*
10. Don’t dream about other people’s stuff. *“You shall not covet.”*

What good rules that free us to serve our good God!

## GOSPEL CONNECTION

*Show how the story points to Jesus and his rescue mission as the Snake Crusher.*  
{5 minutes}

God didn’t give the Ten Commandments and then save Israel. The order matters. First he saved Israel, then he gave the Ten Commandments. The same pattern is true today. God doesn’t tell us to be good so that he can save us. If he did, we’d all be in a real bad spot. Instead, he saves us first, as a gift. Because of God’s great love, Jesus came into the world to crush the snake. He saves us from the power of the devil and forgave all our sins. All we have to do is believe in the Snake Crusher and we’re saved!

But Jesus saves us for a reason. The Bible says that he saved us to be a special people (a kingdom of priests and a holy nation; see 1 Pet. 2:9–10). You see, Jesus didn’t just rescue us from the penalty of our sins. He also saved us from the power of them. When we believe, he gives us new hearts—hearts that want to love God and love others. So when the Bible gives us commands, we don’t see them as a way to earn our salvation. We see them as the good things that the Snake Crusher’s death freed us to do. As God’s special people, Christians have a special job. What a privilege!

### 3

## Engage

### DISCUSS THE STORY

*Discuss the story in smaller groups. {10 minutes}*

1. **QUESTION:** What did the people hear and see when God came down the mountain? How did the people respond? What does it tell us about God that both people and mountains tremble before him?

**TAKEAWAY:** God is holy and awesome.

2. **QUESTION:** What are some reasons that the Israelites loved God? What are some reasons that we love God? What does it mean that we should love God with all our heart, soul, mind, and strength?

**TAKEAWAY:** We should love God above everything and everyone else.

3. **QUESTION:** Can you name the Ten Commandments? Whether you can or cannot, why is it important that we know them? How can we work on learning them?

**TAKEAWAY:** Freedom comes from obeying God's commands, so we should know them.

4. **QUESTION:** Can any of us keep all of God's commandments perfectly? Why should we go to God for help? How do you think God feels when we ask him for help?

**TAKEAWAY:** We need God's help to obey his commands, and God happily helps us when we ask.

#### Memory Verse

I am the LORD  
your God, who  
brought you  
out of the land  
of Egypt. . . .  
You shall have  
no other gods  
before me.

EXODUS 20:2-3

### ACTIVITIES

*Download coloring pages and activity pages from [TheBiggestStory.com](http://TheBiggestStory.com), or choose from the following activity suggestions. {10-15 minutes}*

K-2nd

#### Option 1: Simon Says

*Supply List: none*

Have the children stand. The leader gives an instruction like "Simon says, 'Jump up and down'" or "Simon says, 'Turn in circles.'" Alternate by sometimes giving



a command without starting with “Simon says.” Say something like, “March in place.” If any child does this action, she has to sit down because you didn’t say, “Simon says.” Continue until only one child remains standing. Remind students that we should obey God’s commands.

### Option 2: Ten Commandment Relay Race

*Supply List: copy paper, scissors*

*Before Class: Print the Ten Commandments on a piece of paper (use the simplified version of the commandments from the lesson and number each commandment). You will need one copy for every two to three students. Cut each copy into pieces with one commandment on each piece.*

Divide the children into teams of two to three people. Each team will need a set of the numbered commandment pieces placed at the other end of the room. One at a time, a team member will run, grab a Ten Commandment piece, bring it back, and tag the next person. Children will continue until they have all ten commandments. Then each team must put the commandments in the correct order. When they finish, they should shout “Ten Commandments!” Check to make sure it is correct.

3rd–5th

### Option 1: Ten Commandment Relay Race

*See above.*

### Option 2: Ten Commandments Memory Game

*Supply List: large index cards, markers, tape*

*Before Class: Write each commandment on one of the index cards (use the simplified version of the commandments from the lesson). Make two cards of each commandment. Shuffle the twenty index cards and tape them randomly on a whiteboard or wall with the words facing down.*

Divide the class into two teams. Explain they are going to play a memory game, and the goal is to find the most matches. Have one team start by choosing two index cards to flip over. If the cards match, remove the cards and give that team a point. The team continues choosing two cards until they don’t find a match. Play then switches to the other team. Once all of the matches have been found, the team with the most matches wins.

## CRAFTS

Choose from the following craft suggestions depending on time, age ranges, and group size. {10–15 minutes}

K–2nd

### Option 1: Love God/Love Others Fan

*Supply List: cardstock, crayons/markers, glue, craft sticks*

*Before Class: Gather supplies. Cut out large hearts on cardstock (two per student). Make a sample craft.*

Children should each get two hearts and a craft stick. On one heart they can write “Love God.” On the other heart they can write “Love Others.” Have children decorate the hearts. Glue the craft stick to the back of one heart. Then glue the back of the second heart to the back of the first heart (so the words face out).

### Option 2: Ten Commandments Banner

*Supply List: large sheets of paper, copy paper, printer, scissors, tape/glue, string, markers/crayons, decorations (sequins, stickers, pom-poms, etc.)*

*Before Class: Gather supplies. Cut large, long rectangles to form vertical banners (one per child). Print copies of the Ten Commandments on a piece of paper (use the simplified version of the commandments from the lesson and number them). Cut the commandments into strips that would fit on the banner. Cut pieces of string about three to four feet long (one per child). Make a sample craft.*

Give each child a rectangular banner, a string, and a set of the numbered Ten Commandments. Place decorations and tape or glue on tables. Have children tape or glue the commandments in order on the banner, leaving room at the top. Have children decorate the banner. When completed, help children fold the top of their banner over their string and tape to secure. Tie the string together so children can hang their banners at home.



### Option 1: Ten Commandments Bunting

*Supply List: colored and/or patterned paper, copy paper, scissors, string, glue sticks, tape, markers/pens*

*Before Class: Gather supplies. Cut ten triangles from different paper (one set of ten per child). Print copies of the Ten Commandments so that each one will fit onto a triangle when cut out (use the simplified version of the commandments from the lesson and number them). Cut pieces of string about three to four feet long (one per child). Make a sample craft.*

Give each child a set of ten triangles, a string, the commandments, scissors, and a glue stick. Have children cut out and glue one commandment on the bottom two-thirds of each triangle. Have children lay their commandments in order from left to right. Lay out the string and starting on the left side, have children take a triangle and fold the wide part of the triangle over the string and glue to secure. Attach the rest of their triangles in order.

### Option 2: Ten Commandments Fan

*Supply List: copy paper, construction paper, scissors, glue sticks*

*Before Class: Gather supplies. Print copies of the Ten Commandments (use the simplified version of the commandments from the lesson and number them). Print so children can cut each commandment into a long, narrow strip. Make a sample craft.*

Give each child construction paper, a Ten Commandments sheet, scissors, and a glue stick. Show children how to fold the construction paper “accordion style” to create a fan with at least ten sections. Have them cut the commandments into strips and glue the commandments inside the sections of the fan (in order from left to right).



Visit [TheBiggestStory.com](https://TheBiggestStory.com) for downloadable coloring pages, activity pages, and craft templates for this lesson.





## STORY 16

# A Fancy Tent and a Foolish Cow

EXODUS 32–34

### BEFORE THE LESSON

- Read Exodus 32–34.
- *Pray for God's help. Ask for the Spirit's help in understanding the passage and for the Lord to open the children's eyes to see who he is, what he has done, and how they should respond to him.*
- *Study the lesson plan below. Use these sections as suggestions. Think of ways to teach it in your own voice.*

1  
Read

### THE BIG PICTURE

*Help children see how this story connects with the other lessons. Build anticipation by introducing the setting and the significance of what is about to happen in this week's story. {5 minutes}*

2  
Teach

God delivered his people out of slavery in Egypt. Then he saved them from the Egyptians. The Israelites crossed the Red Sea. The Egyptians, however, did not. Their chariots are buried in the mud under millions of gallons of water. Next, he gave his people the Ten Commandments, ten rules to keep them free. Ten rules that taught them to love God and love others. Do you remember those rules?

One God.

No idols.

Watch your mouth.

Take a rest.  
Honor your parents.  
Don't murder.  
Don't cheat on your husband or wife.  
Don't steal.  
Don't lie.  
Don't dream about other people's stuff.

Great rules from our great God. But, what do you think? Do you think God's people will keep his great rules? No, just like Adam and Eve and just like us, they won't. Today we will hear a story about a cow that almost killed a nation. A cow? Well, a baby cow. A baby cow! Yes, a golden calf that Israel made and worshiped. Hmm, sounds like they forgot the second commandment: no idols. Yes, indeed. Like the bad nations around them, they made gods they could see with their eyes and touch with their hands.

## TELL THE STORY

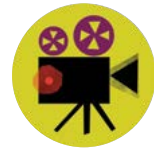
*Share the story in one of these three ways. {5–10 minutes}*



Read the  
Bible passage  
together



Read from  
*The Biggest Story*  
Bible Storybook



Play *The*  
*Biggest Story*  
video

## TEACH THE STORY

*Retell the story with an emphasis on what it says about God and about us. {10 minutes}*

**Big Truth**  
God's people  
should worship  
God the way he  
commands us to.

After God met with the Israelites and gave Moses the Ten Commandments, he called Moses to return to the mountain. He told Moses to have the people make a tent for him called the tabernacle. God doesn't have a body, so he doesn't need a place to live. So why did he want them to build a tent? God wanted a place where the Israelites could meet with him and know that he was always with them. This was a place to worship the true God! It would remind them of who he is (holy), how he acts (forgives sins), and what he wants (to be present with them).



Story

16

Exodus

32–34

Moses was gone on the mountain for forty days, and the people began to wonder what had happened to him. Rather than waiting for God and Moses to lead them, the Israelites decided to create a god (idol) of their own—not only create one but also bow down and worship it! A bad idea. As bad as eating from the off-limits tree. They said to Aaron, “Make us gods who shall go before us” (Ex. 32:1). Aaron agreed. Do you know what they did? It was so foolish. So sinful too. They made an idol of gold that looked like a baby cow and they shouted, “These are your gods, O Israel, who brought you up out of the land of Egypt!” (32:4). How ridiculous! The one true God had saved them! They broke the first and second commandments: One God. No idols.

When God Almighty saw them worshipping the golden calf, he was mighty mad and wanted to destroy everyone. But Moses pleaded with God to remember his promise and not destroy the people. Then Moses went down the mountain and saw the people singing and dancing before the idol. “Moses’ anger burned hot” (32:19) too. He burnt the idol, ground it into powder, mixed it with water, and made the sinful people slurp their silly cow. Yuck! And God punished some by the sword. “The next day Moses said to the people, ‘You have sinned a great sin. And now I will go up to the LORD; perhaps I can make atonement for your sin’” (32:30). Moses prayed for them. And God had mercy. Even though he sent a plague, he gave them a second chance: “I will be gracious,” God said, “to whom I will be gracious, and will show mercy on whom I will show mercy” (33:19). Later God would renew his covenant with Israel, and God’s people built that tent to worship God the way he commanded them.

## GOSPEL CONNECTION

*Show how the story points to Jesus and his rescue mission as the Snake Crusher.*  
{5 minutes}

Earlier in Exodus, Israel had been saved from the big, bad Egyptians. But now Israel came face-to-face with another enemy: the sin within them. Salvation comes when God defeats his enemies, but salvation also comes when God is gracious and merciful with us in our sin.

But why was God able to forgive Israel? Was it simply because Moses was such a good mediator? No. There had to be something more. And that more would come in Jesus, when he paid the penalty for our sin.

Do you know we have the same enemy as the Israelites? No, not the Egyptians. Our own sin. So we need the same rescuer—Jesus!

### 3

## Engage

### DISCUSS THE STORY

*Discuss the story in smaller groups. {10 minutes}*

1. **QUESTION:** Why did the people of Israel create and worship their own gods? How did this break God's commands? How should we worship God?

**TAKEAWAY:** We should worship God the way he commands us to.

2. **QUESTION:** What did the Israelites do to make God and Moses mad? How did God punish them for disobeying him?

**TAKEAWAY:** God is just; he punishes false worship.

3. **QUESTION:** When Moses asked God to not completely destroy the people for their sin, what did God decide? How does God respond to us when we say we are sorry for our sin? What does this show us about God?

**TAKEAWAY:** God is merciful; he forgives those who repent of their sin.

4. **QUESTION:** In what ways is Jesus like Moses? In what ways is Jesus better than Moses?

**TAKEAWAY:** Jesus is a greater rescuer than Moses.

### ACTIVITIES

*Download coloring pages and activity pages from [TheBiggestStory.com](http://TheBiggestStory.com), or choose from the following activity suggestions. {10–15 minutes}*

K–2nd

#### Option 1: Get Rid of Idols Game

*Supply List: statue/stuffed animal, music*

*Before Class: Gather supplies.*

Children should sit in a circle. Explain that the object represents an idol. When the music begins, they should gently pass the idol to the person beside them. When the music stops, the person holding the idol is out.

#### Memory Verse

Little children,  
keep yourselves  
from idols.

1 JOHN 5:21



Story

16

Exodus

32–34

## Option 2: God Not Idols Game

*Supply List: masking tape, music*

*Before Class: Mark a line down the middle of the room with masking tape.*

Have children stand on the line. Explain that one side represents worshiping God and the other side represents worshiping idols. When the music starts, they must hop back and forth over the line. When the music stops, they must freeze. If they are on the idol side, they are out. Play continues until you have a winner.

3rd–5th

## Option 1: Destroy the Idols

*Supply List: large plastic cups; small, soft ball (one per team); permanent marker*

*Before Class: Gather supplies. Write Idol on each cup (ten cups per team).*

Set the cups right-side up in a bowling pin formation about fifteen feet from the starting line. Divide children into teams of two to three. Give each team a ball. At “Go!” one person from each team rolls the ball down and tries to knock over their team’s cups (like bowling). They carefully retrieve the ball and hand it to the next player on their team. Play continues until all the “idols” are knocked down. The first team to knock them all down wins. To make it more challenging, add another cup to each team that says “God” and challenge the children to knock the other cups down without knocking down the “God” cup.

## Option 2: God Not Idols Game

*Supply List: masking tape, music*

*Before Class: Mark a line down the middle of the room with masking tape.*

Have children stand on the line. Explain that one side represents worshiping God and the other side represents worshiping idols. When the music starts, they must hop back and forth over the line. When the music stops, they must freeze. If they are on the idol side, they are out. Play continues until you have a winner.

## CRAFTS

Choose from the following craft suggestions depending on time, age ranges, and group size. {10–15 minutes}

K–2nd

### Option 1: Ten-Minute Creations

*Supply List: paper, glitter, stickers, pom-poms, decorative papers, felt, pipe cleaners, and the like*

*Before Class: Gather supplies.*

Tell the children they have ten minutes to create whatever they want with the materials provided. Give them an opportunity to share their creation with the class. Remind children that while we can create beautiful things, there is nothing that we create that is worthy of our worship.

### Option 2: STOP! Sign

*Supply List: marker, gold glitter, glue sticks, paper plates, red crayon, craft stick, tape*

*Before Class: Gather supplies. Write STOP! on each plate (one per child). Make a sample craft.*

Give each child a plate and a craft stick. Place crayons, glue, and glitter on each table. Have children color their plate and attach the craft stick to the back using tape. Have them trace *STOP!* using glue and sprinkle glitter on the letters, shaking off excess. Remind children when we are tempted to worship idols, we must stop!





### Option 1: Put God First

*Supply List: paper plate, construction paper, scissors, glue, markers, brass fasteners*

*Before Class: Gather supplies. Cut arrow shapes out of construction paper, one larger than the other (one set per child). Make a sample craft.*

Give each child a paper plate, set of arrows, and a fastener. Place markers and glue on each table. Have the children write *God* at the top of the plate. Have them glue the large arrow in the middle of the plate pointing towards God (like the minute hand of a clock). They should write *First* on the large arrow. Have them attach the base of the smaller arrow to the center of the plate using the fastener, allowing it to swing around the plate. Around the outside of the plate, they should write things they love (family, sports, friends, school, etc.). Remind them that while these are good things, God should always come first.

### Option 2: Ten-Minute Creations

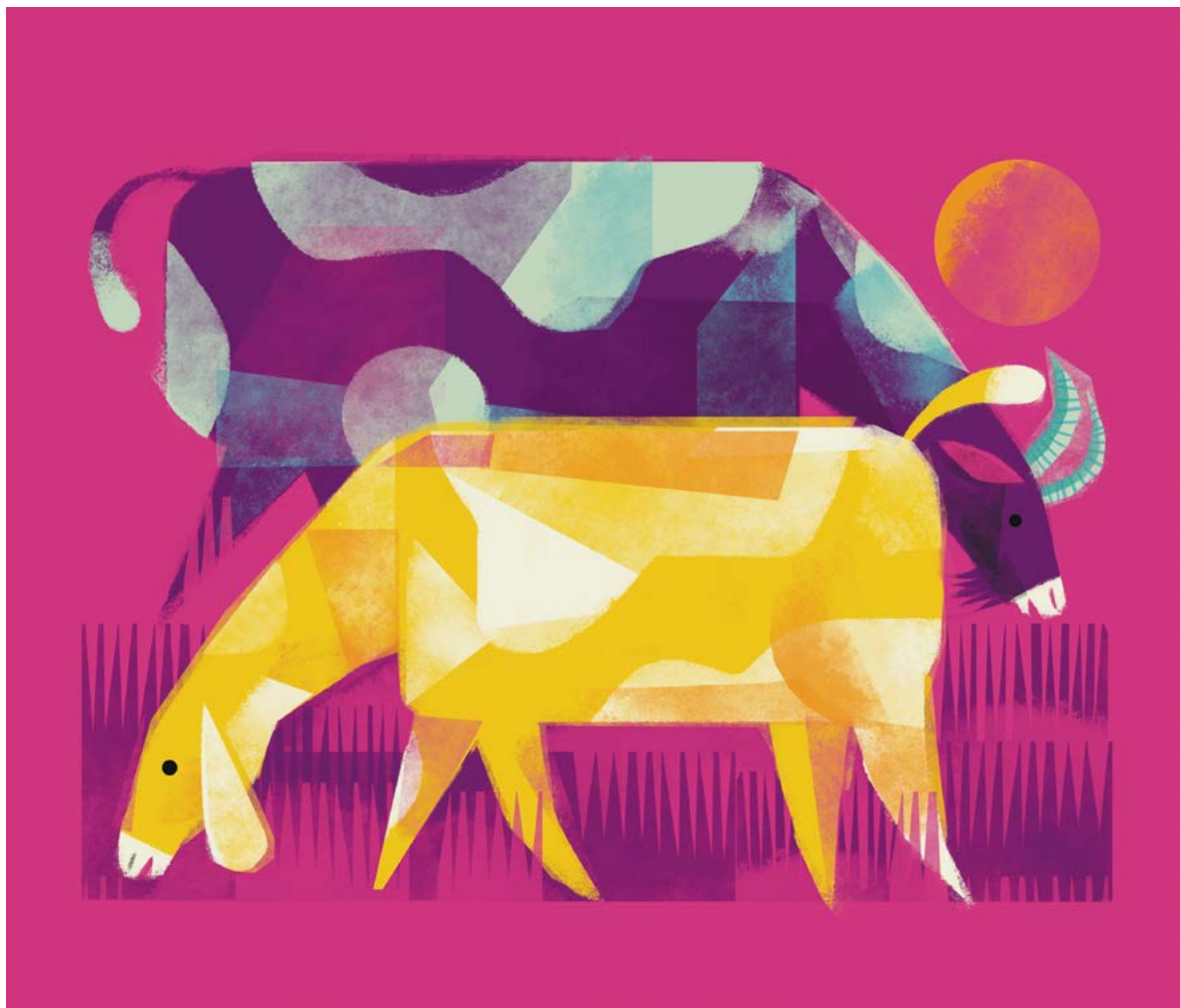
*Supply List: paper, glitter, stickers, pom-poms, decorative papers, felt, pipe cleaners, and the like*

*Before Class: Gather supplies.*

Tell the children they have ten minutes to create whatever they want with the materials provided. Give them an opportunity to share their creation with the class. Remind children that while we can create beautiful things, there is nothing that we create that is worthy of our worship.



Visit [TheBiggestStory.com](https://TheBiggestStory.com) for downloadable coloring pages, activity pages, and craft templates for this lesson.



## STORY 17

# A Tale of Two Goats

## LEVITICUS 16

### BEFORE THE LESSON

- Read Leviticus 16.
- Pray for God's help. Ask for the Spirit's help in understanding the passage and for the Lord to open the children's eyes to see who he is, what he has done, and how they should respond to him.
- Study the lesson plan below. Use these sections as suggestions. Think of ways to teach it in your own voice.

1

Read

### THE BIG PICTURE

Help children see how this story connects with the other lessons. Build anticipation by introducing the setting and the significance of what is about to happen in this week's story. {5 minutes}

2

Teach

The book of Exodus is an exciting book filled with great stories. Remember the story about baby Moses being rescued from the Nile River? Remember the burning bush, where God spoke to Moses? Remember the ten plagues? Remember the Passover, when the angel of the Lord passed over those who had the blood of the lamb on their doorposts? Remember the crossing (and closing!) of the Red Sea? Remember the giving of the Ten Commandments? (Can you still hear the roar of God's thunder?) Remember the golden calf? Remember how foolish that was? Sinful! And, listen carefully, do you remember the tent that the Israelites built to worship God the way he wanted to be worshiped? That last remember is important. Because the book of Leviticus picks up on the idea of worshiping God the right way. And while it has some

stories, most of its chapters focus on laws. Lots of laws! Good laws. God's laws for God's nation. Some of the laws were about what the priests (Aaron and his sons) were to do in the tabernacle (God's tent for worship). One of those laws was about two goats. Maa. Maa. Sound a little strange? Well, let's learn about these two goats.

## TELL THE STORY

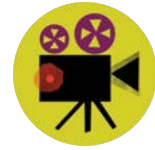
*Share the story in one of these three ways. {5–10 minutes}*



Read the  
Bible passage  
together



Read from  
*The Biggest Story*  
Bible Storybook



Play *The*  
*Biggest Story*  
video

## TEACH THE STORY

*Retell the story with an emphasis on what it says about God and about us. {10 minutes}*

**Big Truth**  
God forgives  
and forgets  
our sins.

In the book of Leviticus God gave his people laws about sacrifices. Some of the sacrifices were offered as thanksgivings to God; other sacrifices were offered to pay for sins against God. One day a year the holiest person in Israel (the high priest) would put on his holy clothes (called garments) and go into the Holy Place of the holy tent to stand before our holy God and make a sacrifice for God's unholy people. This special day—called the Day of Atonement—was a *holy* day, kind of like the *holidays* of Christmas, Easter, and, especially, Good Friday. The priest's job that day was to offer a special sacrifice for sin.

Now, here's where the two goats come in. Let's call one of them Forgive and the other Forget. God is perfect. Absolutely good. Holy. People, even God's people, are not. We are not! Israel was not! We all sin. There is a big separation between a holy God and unholy people. So how does a loving God fill that big gap? A sin substitute! That's how. A substitute teacher is a teacher who takes the place of the regular teacher. A sin substitute is someone or something that takes the penalty our sins deserve. But what or who would be that sin substitute? On the Day of Atonement, the high priest took two goats. He confessed to God the sins of his people and then offered one goat on the altar as



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Leviticus

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a sacrifice for those sins. This means that the goat took the punishment for the people's sins. That's Forgive. He died for sins so the people didn't have to. Forget, the other goat, was taken outside the camp into the wilderness and set free. He was so far away from Israel's camp that he would never return there. This goat was a symbol to the people that their sins were forgotten. It was a reminder of just how serious our sin is. Forgive and Forget are just the kind of sin substitute we need because our sin is a big deal. And we should understand that what happened to Forgive and Forget serve as symbols of our own salvation.

## GOSPEL CONNECTION

*Show how the story points to Jesus and his rescue mission as the Snake Crusher.*  
{5 minutes}

The Israelites were almost ruined by a cow (remember last lesson?), but once a year they were rescued by two goats. Remember Forgive and Forget? How could we forget them? But of course, we're not actually rescued by goats. The animals were just symbols or signs. Like a street sign that tells you, "This way to New York," these two signs pointed to the perfect, final sacrifice that would be offered for our sins: Jesus Christ. Our Savior. Our sin substitute! "For our sake [God] made [Jesus] to be sin who knew no sin, so that in him we might become the righteousness of God" (2 Cor. 5:21). Like the first goat, Jesus would die for our sins. Like the second goat, Jesus's death would cause our sins to be forgotten. Because of Jesus—the only perfectly holy man, our high priest—God says, "I will be merciful toward their iniquities, and I will remember their sins no more" (Heb. 8:12). That should make us so happy! Our holy God loves us so much that through Jesus he made a way to be in a relationship with us. What good news!

## DISCUSS THE STORY

*Discuss the story in smaller groups. {10 minutes}*

- 1. QUESTION:** Who was allowed to enter the tabernacle to meet with God? How often could that person meet with God? How did he have to prepare? What does this tell us about God?

**TAKEAWAY:** God is holy.

3

Engage

**Memory Verse**  
We have been  
sanctified through  
the offering of  
the body of Jesus  
Christ once for all.

HEBREWS 10:10

2. **QUESTION:** Why do you think the other Israelites couldn't go into the tabernacle? Why was a sacrifice needed? Can sin be in the presence of a holy God?

**TAKEAWAY:** We are sinful and therefore separated from a holy God.

3. **QUESTION:** Because our holy God cannot be in the presence of sin, how did he make it possible for the Israelites to be in relationship with him? What did the two goats symbolize for the Israelites about their sin?

**TAKEAWAY:** Through a substitute sacrifice, God forgives and forgets our sin.

4. **QUESTION:** How is Jesus like the two goats on the Day of Atonement? How is Jesus better than the two goats?

**TAKEAWAY:** Jesus is the ultimate substitute sacrifice.

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## ACTIVITIES

Download coloring pages and activity pages from *TheBiggestStory.com*, or choose from the following activity suggestions. {10–15 minutes}

K–2nd

### Option 1: String Search

*Supply List: string, scissors*

*Before Class: Gather supplies. Cut one extremely long length of string, and sixty different lengths of string (from a couple inches to a foot). Hide the smaller lengths of string all around the room.*

Show the long length of string and explain that it represents Jesus's perfect holiness. Tell the class that you have hidden strings all around the room. When you say "Go" they need to collect as many as they can. Once they've all been found, have each child line up the string pieces he or she found to form one long string. The child with the longest length wins. Then bring out the string that represents Jesus. Be sure that this string will be longer than any of their lengths. Make the point that, no matter how good we are, we will never measure up to Jesus's perfect holiness. We need his holiness.





## Option 2: Jesus Paid It All Relay Race

*Supply List: large number of coins, bowl, two equal-sized jars, masking tape*

*Before Class: Gather supplies. Put a bowl of coins at the far end of the room. Set two jars by a starting line. Mark a “toss line” one foot away from each jar.*

Divide children into two teams. At “Go” the first child from each team runs down, grabs a coin from the bowl, then runs to the “toss line” to try and toss the coin into his jar. If the coin doesn’t go in the jar, leave it. After the toss, the child tags the next person in line to go. Relay continues for five minutes. Then, count the number of coins in each jar and the team with the most coins wins. Remember: Jesus paid it all!

3rd–5th

## Option 1: Set Me Free Goat Tag

*Supply List: masking tape, index cards*

*Before Class: Gather supplies. Write the word Goat on one out of every five index cards and shuffle them into the stack. Using masking tape, create a section of the room that is the “jail” (able to hold five to eight kids). Place the stack of cards face down inside the jail.*

Assign two children to be “It.” Begin a game of tag. If someone is tagged, she must go to jail and draw one index card. After reading it, place it at the bottom of the stack. If the card is blank, she stays in jail. If the card says “Goat,” everyone in the jail gets to go free. Continue play until everyone is in jail or a set amount of time has elapsed. If you begin a new game, shuffle the index cards before starting.

## Option 2: Jesus Paid It All Relay Race

*Supply List: large number of coins, bowl, two equal-sized jars, masking tape*

*Before Class: Gather supplies. Put a bowl of coins at the far end of the room. Set two jars by a starting line. Mark a “toss line” one foot away from each jar.*

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## CRAFTS

Choose from the following craft suggestions depending on time, age ranges, and group size. {10–15 minutes}

K–2nd

### Option 1: Forgive/Forget Goat Puppet

*Supply List: brown lunch bags, copy paper, crayons, cotton balls, googly eyes, glue sticks, scissors*

*Before Class: Gather supplies. Search online for a goat face drawing and sketch (or print) a simple face on a piece of paper (roughly 4" x 6"). Make copies for each child. Open the bottom flap of each brown bag (one per child) and write "Forgive and Forget" inside the mouth. Make a sample craft.*

Give each child a brown bag and goat face paper. Place crayons, cotton balls, glue sticks, and googly eyes on each table. Have the children color and cut out the goat face and glue it on the bottom flap of the bag (to create a goat puppet). Have them glue the googly eyes and cotton balls to the goat face. Remind them that the goats were a symbol that our holy God will forgive and forget our sin by means of a substitute sacrifice.

### Option 2: Forgive/Forget Wheel

*Supply List: paper plates, brass fasteners, watercolor paints and brushes, markers, straws, cups of water*

*Before Class: Gather supplies. Set aside two plates for each child. With one plate, cut a wedge (one-sixth of the plate) out (without cutting to the very center). On the other plate, write *orgive* on one side (write the letters from the center to the edge so they will show when the wedge plate is placed on top of it), and *orget* on the other side (in like manner but with the word written upside down). Make a sample craft.*

Give each child their two plates. On the plate with the words, have children make dots of red paint on the plate, and then blow on them with a straw so the paint (representing blood) spreads around the plate. While that dries, have them write a large *F* on the other plate, just to the left of the cut-out wedge. Have them attach the *F* plate to the other plate by attaching the brass fastener in the center. The wheel will form the two words *Forgive* and *Forget* and remind them

of the blood sacrifice (first with a goat and finally with Jesus) that made a way for us to be in relationship with our holy God.

3rd–5th

### Option 1: Forgive/Forget Goat Puppet

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### Option 2: GOAT Acrostic

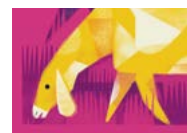
*Supply List: paper, colored pencils or markers, stickers*

*Before Class: Gather supplies.*

Give each child a paper. Set markers and stickers on each table. Explain that GOAT stands for "Greatest of All Time." Jesus is the true GOAT. Have children write GOAT in large letters vertically on the left-hand side of the paper. Then have children come up with adjectives for each of the letters in GOAT to describe Jesus (e.g., Gracious and forgiving, Only Savior, Absolutely perfect, Totally amazing). Children can decorate their acrostic using provided materials.



Visit [TheBiggestStory.com](https://TheBiggestStory.com) for downloadable coloring pages, activity pages, and craft templates for this lesson.



Story  
17

Leviticus  
16



## STORY 18

# Big People, Little Faith

## NUMBERS 13–14

### BEFORE THE LESSON

- *Read Numbers 13–14.*
- *Pray for God's help. Ask for the Spirit's help in understanding the passage and for the Lord to open the children's eyes to see who he is, what he has done, and how they should respond to him.*
- *Study the lesson plan below. Use these sections as suggestions. Think of ways to teach it in your own voice.*

1

Read

### THE BIG PICTURE

*Help children see how this story connects with the other lessons. Build anticipation by introducing the setting and the significance of what is about to happen in this week's story. {5 minutes}*

2

Teach

Remember Abram of Ur? He followed God's *plan* and became Abraham. And do you remember three things that God promised? First, a great nation. Check! Israel left Egypt with over a million people. Second, God's presence. Check! Remember that special tent that allowed a holy God to dwell with his people? Third, the promised land. Um, not quite check. That was still on the divine to-do list. For four hundred years Israel had lived in Egypt, and they had spent most of that time as slaves. Hardly the promised land. Then came the great rescue: Moses, ten plagues, the parting (and closing) of the Red Sea. (Whew! What a lot to remember. Shall we take a small stretch?) And then the moment we've all been waiting for: rescued from the land of Egypt, Israel enters . . . the wilderness. What a major letdown, wandering and wandering for forty years.



(At least it wasn't four hundred!) Yes, God was with them. Yes, he fed them and gave them good laws. He even provided a sign of his presence and a place to worship (a traveling tent). But he hadn't yet given them the land. That is, not until today's lesson.

## TELL THE STORY

*Share the story in one of these three ways. {5–10 minutes}*



Read the  
Bible passage  
together



Read from  
*The Biggest Story*  
Bible Storybook



Play *The*  
*Biggest Story*  
video

## TEACH THE STORY

*Retell the story with an emphasis on what it says about God and about us. {10 minutes}*

**Big Truth**  
Believing God's  
promises makes  
us brave.

What are some of God's promises to us? Do you ever forget those promises? Sure, it is easy to do. Do you ever doubt God's promises will come true? That too is easy to do. How about this one: Do you ever want to disobey God because obedience is really, really hard? Sadly, of course. Today's story is about promises. It's about God keeping his promises and about God's people remembering his promises. But it goes one step farther than just remembering God's promises. It's about being brave enough to trust that God will keep his promises, even when it seems impossible.

After forty years of wandering, Moses finally brought Israel to the edge of the promised land. Then Moses sent twelve spies into the land. What do you think their job was? To spy! The spies carefully spied out the land. They returned and gave some good news. Milk. Honey. Figs. Pomegranates. And the world's *biggest* grapes! They also gave some bad news. Ten of the spies said, "The *big* cities have *big* walls guarded by *big* people. We will look like grasshoppers! We can't go into the land. They'll crush us under their *big* feet!" The people cried out loudly in fear. Joshua and Caleb, two of the spies, disagreed. They said, "The people are *big*. True enough. But our God is so much *bigger*. Listen, our big God is with





Story

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Numbers

13–14

us, and he will give us the land!" Many grumbled because they were afraid. So Joshua and Caleb said, "God delights in us and promised us this land. Do not fear the people living there!" But the scared people replied: "We believe the ten not the two! We want to go back to Egypt." What!? Can you believe that? Yes, sometimes people, even God's people, choose the bad things we know over the good things we can't see yet.

How happy do you think God was with Israel's decision *not* to enter the land? Not so happy. In fact, God was angry. Moses had to step in again. He prayed for the people. And once again, God did not destroy the people like they deserved. But he still punished those who doubted God after all he had done for them. He told them, "No one who said no to entering the promised land will see it." The people had more lessons to learn in the wilderness. God was on their side, but the people could not take the land that he had promised until they were brave enough to trust his promises.

## GOSPEL CONNECTION

*Show how the story points to Jesus and his rescue mission as the Snake Crusher.*  
{5 minutes}

We are a lot like Israel. Too often we doubt God's promises and are too afraid to do the hard things he's called us to do. But Caleb and Joshua teach us what true faith looks like. True faith is brave. It trusts that God will keep his promises. If he kept his promise to send the Snake Crusher to rescue us from our sins, we can count on him to keep his other promises. So what do we do when our faith is small? There is a simple prayer we learn from Mark 9:24. It goes like this: "I believe. Help my unbelief." Even such small faith in a big, promise-keeping God is enough because God is, well, big!

## DISCUSS THE STORY

*Discuss the story in smaller groups. {10 minutes}*

- 1. QUESTION:** What promises did God make to Abraham? Did God fulfill these promises right away? What promise were the Israelites waiting on in the wilderness? How do we know God hadn't forgotten this promise?

**TAKEAWAY:** God never forgets to keep his promises.

3

Engage

**Memory Verse**  
The LORD is with  
us; do not fear.

NUMBERS 14:9

2. **QUESTION:** What were the two reports from the spies? Since all the spies saw the same thing, why do you think some of the spies were afraid and Joshua and Caleb weren't?

**TAKEAWAY:** Don't be afraid to do the hard things God calls us to do.

3. **QUESTION:** How are Moses and Jesus similar? Why is Jesus greater?

**TAKEAWAY:** Praise God for Jesus, a deliverer greater than Moses!

4. **QUESTION:** Where did God promise to bring the Israelites? Where has God promised to bring those who believe in Jesus? If we believe in Jesus, can anything stop us from getting there?

**TAKEAWAY:** Jesus will bring us safely into the promised land of heaven.

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## ACTIVITIES

*Download coloring pages and activity pages from [TheBiggestStory.com](http://TheBiggestStory.com), or choose from the following activity suggestions. {10–15 minutes}*

K–2nd

### Option 1: "I Spy"

*Supply List: none*

Have one child start by saying "I spy with my little eye, something that is red (or other descriptive word)." Have the other children try to guess what that person spies. The person who guesses correctly gets to think of something that he or she spies and the others guess. Give all children an opportunity to say what he or she spies.

### Option 2: A Bunch of Grapes Team Relay

*Supply List: green/purple balloons, rolls of clear tape*

*Before Class: Gather supplies. Blow up balloons (two per child).*

Divide children into teams with a maximum of five children in each group. Give each team a roll of tape and ten balloons. One person from each team should be



a “stem” and stand on the other end of the room. When you say “Go!” the first person on each team should race to her team’s “stem” and tape a balloon onto him. The child returns to her team and hands off the tape to the next player, who grabs a balloon, runs down to the stem, and adds another balloon. The first team to get all of their balloons on the stem without any falling off for ten seconds is the winner. If a balloon falls off, a team member needs to run down and retape it to the stem.

3rd–5th

### Option 1: A Bunch of Grapes Team Relay

*Supply List: green/purple balloons, rolls of clear tape*

*Before Class: Gather supplies. Blow up balloons (two per child).*

Divide children into teams with a maximum of five children in each group. Give each team a roll of tape and ten balloons. One person from each team should be a “stem” and stand on the other end of the room. When you say “Go!” the first person on each team should race to her team’s “stem” and tape a balloon onto him. The child returns to her team and hands off the tape to the next player, who grabs a balloon, runs down to the stem, and adds another balloon. The first team to get all of their balloons on the stem without any falling off for ten seconds is the winner. If a balloon falls off, a team member needs to run down and retape it to the stem.

### Option 2: Guard Your Faith

*Supply List: balloons, string*

*Before Class: Gather supplies. Blow up balloons (one per child). Make sure each balloon is inflated to roughly the same size. Attach a twelve-to-sixteen-inch string to the end of each balloon.*

Give children a balloon and have them tie it to their ankle. Tell children that their balloon represents their faith in God’s promises. They want to guard it at all costs. Have children try to pop other children’s balloons while simultaneously preventing theirs from being popped. When only one balloon that is not popped is left, that child is declared the winner.

## CRAFTS

Choose from the following craft suggestions depending on time, age ranges, and group size. {10–15 minutes}

K–2nd

### Option 1: Fingerprint Grapes

*Supply List: purple paint, paper plates, markers, paper, baby wipes*

*Before Class: Gather supplies. Place a small amount of purple paint on paper plates. Make a sample craft.*

Give each child a piece of paper. Place markers and paint on tables. Have children dip one finger in the purple paint and make a fingerprint on the paper. Continue to make fingerprints until it looks like a cluster of grapes. Use markers to add a stem. Clean children's fingers with baby wipes. Remind children that God always keeps his promises, just like his promise to the Israelites about the promised land.

### Option 2: "I Spy" Binoculars

*Supply List: toilet paper rolls (two per child), markers, stickers, yarn, stapler, tape*

*Before Class: Gather supplies. Cut yarn into 18-inch lengths (one per child). Make a sample craft.*

Give each child two toilet paper rolls and a piece of yarn. Put markers and stickers on tables. Have children decorate binoculars with provided materials. Staple or tape the two toilet paper rolls together to form binoculars. Tape string to the sides of the binoculars so they can hang around the child's neck.



### Option 1: Secret Spy Message

*Supply List: colored construction paper, copy paper, white crayons, washable markers, glue sticks*

*Before Class: Gather supplies. Write out the Memory Verse so all the children can see.*

Give each child a piece of paper, a piece of colored construction paper, a white crayon, and a marker. Place glue sticks on the tables. Encourage children to write the Memory Verse (“The LORD is with us,” Numbers 14:9) on the white paper using the white crayon and decorate with doodles that no one can see. Then have them trade their message with another child. Have them glue the message to their piece of colored construction paper. Then have them color over the message with a marker to reveal the spy message.

### Option 2: “I Spy” Binoculars

*Supply List: toilet paper rolls (two per child), markers, stickers, yarn, stapler, tape*

*Before Class: Gather supplies. Cut yarn into 18-inch lengths (one per child). Make a sample craft.*

Give each child two toilet paper rolls and a piece of yarn. Put markers and stickers on tables. Have children decorate binoculars with provided materials. Staple or tape the two toilet paper rolls together to form binoculars. Tape string to the sides of the binoculars so they can hang around the child’s neck.



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## STORY 19

# You're Not the Boss of Me

## NUMBERS 16

### BEFORE THE LESSON

- Read Numbers 16.
- Pray for God's help. Ask for the Spirit's help in understanding the passage and for the Lord to open the children's eyes to see who he is, what he has done, and how they should respond to him.
- Study the lesson plan below. Use these sections as suggestions. Think of ways to teach it in your own voice.

1

Read

### THE BIG PICTURE

Help children see how this story connects with the other lessons. Build anticipation by introducing the setting and the significance of what is about to happen in this week's story. {5 minutes}

2

Teach

Moses has been God's chosen leader over the Israelites for a long time. He set the people free from slavery. He delivered them from Pharaoh and through the Red Sea. He gave them the Ten Commandments. He performed signs and wonders. And twice, when God was about to destroy them, Moses prayed to God and asked him to forgive the Israelites instead of destroying them. And both times, God listened and forgave.

Moses had been an amazing leader and had done all that God asked him. And the people loved him for it, right? Wrong. They grew impatient when Moses disappeared on Mount Sinai and wondered what had become of him. Remember the golden calf? They grumbled against him for bringing them out of Egypt to the wilderness. And they questioned Moses for bringing them towards a

land full of big, scary people. Remember the ten fearful spies and how all the people sided with them and not the godly spies? God chose Moses to lead, but the people's frustration with Moses only grew with time. They didn't see what was so special about Moses. Wasn't he a person just like them? Again and again they rebelled against him as their leader and insisted, "You're not the boss!" What would God do?

## TELL THE STORY

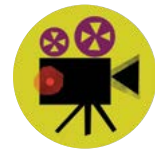
*Share the story in one of these three ways. {5–10 minutes}*



Read the  
Bible passage  
together



Read from  
*The Biggest Story  
Bible Storybook*



Play *The  
Biggest Story*  
video

## TEACH THE STORY

*Retell the story with an emphasis on what it says about God and about us. {10 minutes}*

**Big Truth**  
God judges  
those who  
reject his plan  
and his chosen  
leaders.

One day three men—Korah, Dathan, and Abiram—decided they'd had enough of Moses and his brother, Aaron. Now God had chosen Moses to lead, and Aaron to be the high priest. But Korah, Dathan, and Abiram gathered 250 important men and said to God's chosen leaders, "What makes you so special? We are all God's holy people. Aaron isn't more holy than us! We are tired of you. We want someone else to lead!"

God does not like when his people rebel against his plan. And Moses knew that. So Moses said to them, "You have gone too far! Why are you grumbling? It is not against us that you have gathered, but the Lord. I know how to settle this matter. Tomorrow, everyone must show up at the tabernacle and God will settle this argument. Aaron, the high priest, will come with burning incense in his censer (a golden pot). And everyone who thinks they could be the high priest must do the same. God will make clear who he has set aside to lead and sacrifice" (see Num. 16:4–7, 11). Dathan and Abiram replied, "Who made you boss? Why would we listen to the man who almost killed us in the wilderness?"



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Numbers

16

Why would we listen to the man who has *not* brought us into the promised land?” (see 16:12–14).

Their response pushed Moses over the edge. He was mad. The Lord was mad too—they had rejected his chosen leaders and laws. The next day, Korah and his 250 followers showed up to prove they knew better than God’s leaders (and, really, God himself). But God showed up and proved he was the boss. The ground under Korah (and Dathan and Abiram too!) “opened its mouth and swallowed them up” (16:32). Then “fire came out from the LORD and consumed the 250 men offering the incense” (16:35). Aaron, God’s chosen high priest, stood untinged.

The next day, the people gathered and accused Moses and Aaron of killing the people of the Lord! This made God so angry that he began to destroy them with a plague. (After all, they were acting like the Egyptians.) God warned Moses and Aaron to flee, but instead Moses told Aaron to offer a sacrifice for the sins of the people so God’s anger would be turned away. And in that moment, our merciful God stopped the plague.

## GOSPEL CONNECTION

*Show how the story points to Jesus and his rescue mission as the Snake Crusher.*  
{5 minutes}

There was a lot of destruction in this story, but also mercy and deliverance. When God sent the plague, only Aaron the high priest could stop it by atoning for the people’s sins. “Take your censer,” Moses told him, “and put fire on it from off the altar and lay incense on it and carry it quickly to the congregation and make atonement for them” (16:46). Because Aaron hurried to do this, God forgave the people’s sins and stopped the plague. At the risk of his life, Aaron stood between the living and the dead and saved the people. Wow! What a faithful and amazing leader. But do you know what’s more amazing? Jesus is even better than Aaron.

Jesus delivered people from the slavery of sin, gave them good rules, and performed signs and wonders. And was he accepted by all the people? No! Like Moses and Aaron, he was rejected. They hated him so much he was crucified on the cross. But on the cross, like Aaron, he asked for forgiveness for God’s people (“Father, forgive them, for they know not what they do,” Luke 23:34). Like Aaron, he did this by making atonement for their sins (“Christ . . . offered for all time a single sacrifice for sins,” Heb. 10:12). Aaron risked his life to save the Israelites, but Jesus actually died and gave his life to save all people. So much greater than Aaron. Our great Savior and high priest!

### 3

## Engage

### DISCUSS THE STORY

*Discuss the story in smaller groups. {10 minutes}*

- 1. QUESTION:** Whom did God choose to lead his people out of Egypt and through the wilderness? Whom did he choose to offer sacrifices as the high priest? Did the people think Moses and Aaron were good leaders? How does this show that the Israelites don't trust God?

**TAKEAWAY:** Trusting God includes trusting his plan and the people he chooses to carry it out.

- 2. QUESTION:** How did God react to the Israelites rejecting Moses and Aaron as his chosen leaders? What did he do?

**TAKEAWAY:** God will judge those who reject his plans and the people who he has chosen to carry them out.

- 3. QUESTION:** How did Aaron save the people? How are Jesus and Aaron alike? How is Jesus greater?

**TAKEAWAY:** Jesus is greater than Aaron; he perfectly atoned for our sins with his life.

### Memory Verse

Know therefore  
today that he who  
goes over before  
you as a consuming  
fire is the LORD  
your God.

DEUTERONOMY 9:3

### ACTIVITIES

*Download coloring pages and activity pages from [TheBiggestStory.com](http://TheBiggestStory.com), or choose from the following activity suggestions. {10–15 minutes}*

K–2nd

#### Option 1: Who Is Swallowed Up?

*Supply List: paper, marker, tape*

*Before Class: Take four pieces of paper and write the numbers 1, 2, 3, and 4 on them (one number per paper). Tape one paper to each corner or wall of the room.*

Pick one child to stand in the middle of the room and close his eyes. He should wait one minute while the rest of the children go stand under whatever number they choose (every child chooses his or her own number). Then the person in the middle calls out, "Korah and his followers in number [1, 2, 3, or 4] have been



swallowed up!" The children who are under that number are "out" and have to stand to the side. Play continues until one child remains. Remind children that Korah and his followers rejected God's chosen leaders and so were swallowed up by the earth.

### Option 2: Race to Atone

*Supply List: two spoons, two plastic eggs, masking tape*

*Before Class: Gather supplies. Mark two starting lines with tape and place one spoon and one egg there. Place a table or chair (the "altar") at the opposite side of the room.*

Divide the class in two equal teams. The first child from each team will pick up the spoon and place the egg on it (the "censer"). When the teacher says "Go!" they both race around the altar and back to their team without dropping the egg. If a child drops their egg, he must go back to the start and do it again. The race continues until every player has raced around the altar. The first team to complete the race to atone wins!

3rd–5th

### Option 1: Listen and Obey Line Game

*Supply List: masking tape, paper, marker*

*Before Class: Place a long line of tape on the floor. Write Obey on one sheet of paper and Listen on another. Place the Obey sign on one side of the line and the Listen sign on the other side. Have the children stand on the Obey side facing the Listen side.*

Explain that they must immediately go to (or remain on) whatever side you call out. Otherwise, they fall into the earth and are out. Call out "Obey, Listen, Listen, Obey, Obey, Obey . . ." (you decide the order). Increase the speed of the commands as you play to make it more challenging. The game ends when only one child is left.

### Option 2: Who Is Swallowed Up?

*Supply List: paper, marker, tape*

*Before Class: Take four pieces of paper and write the numbers 1, 2, 3, and 4 on them (one number per paper). Tape one paper to each corner or wall of the room.*

Pick one child to stand in the middle of the room and close his eyes. He should wait one minute while the rest of the children go stand under whatever number

they choose (every child chooses his or her own number). Then the person in the middle calls out, “Korah and his followers in number [1, 2, 3, or 4] have been swallowed up!” The children who are under that number are “out” and have to stand to the side. Play continues until one child remains. Remind children that Korah and his followers rejected God’s chosen leaders and so were swallowed up by the earth.

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## CRAFTS

*Choose from the following craft suggestions depending on time, age ranges, and group size. {10–15 minutes}*

K–2nd

### Option 1: The Earth Opened Up

*Supply List: brown paper (one per child), white paper (one per child), colored paper, scissors, glue, crayons/markers, pencils*

*Before Class: Gather supplies. Cut small rectangles out of colored paper (one per child). Make a sample craft. Write “God is the Boss” where children can see it.*

Give each child one sheet of brown paper, one white paper, one rectangle, scissors, a pencil, and a glue stick. Place markers or crayons on each table. Have the children fold the brown sheet in half. They cut six slits halfway into the sheet towards the fold. Then open the paper up and wrap each strip around a pencil so that it curls inward. Glue the brown paper to the white paper. Have the children draw Aaron on the rectangle and fold the bottom (just below his feet) and glue that flap to the white paper so that Aaron is standing upright. Have children write, “God is the Boss” in the middle of the brown paper (if needed, they can copy what you wrote).

### Option 2: Thank a Leader Card

*Supply List: paper, markers/crayons/colored pencils, stickers*

*Before Class: Gather supplies.*



Have children fold a piece of paper in half and make a card for someone in church leadership to encourage and thank them for the way they lead and serve the families at church.

3rd–5th

### Option 1: Fire of Incense Candle Holder

*Supply List: jars (one per child), paintbrushes, colored tissue paper, plates, glue*

*Before Class: Gather supplies. Make a sample craft. Put white glue in small amounts on paper plates.*

Give each child a jar, paintbrush, and colored tissue paper. Place plates with glue on each table. Have children rip different colors of tissue paper into small pieces. Then have them dip their brush in the glue and paint it on the outside of their jar. Have them place pieces of tissue paper on top of the glue, like stained glass. Continue this process until all the sides of the jar are covered with tissue paper. Be sure to glue down the edges. Remind them that only Aaron was chosen by God to offer incense.

### Option 2: Thank a Leader Card

*Supply List: paper, markers/crayons/colored pencils, stickers*

*Before Class: Gather supplies.*

Have children fold a piece of paper in half and make a card for someone in church leadership to encourage and thank them for the way they lead and serve the families at church.



Visit [TheBiggestStory.com](https://TheBiggestStory.com) for downloadable coloring pages, activity pages, and craft templates for this lesson.

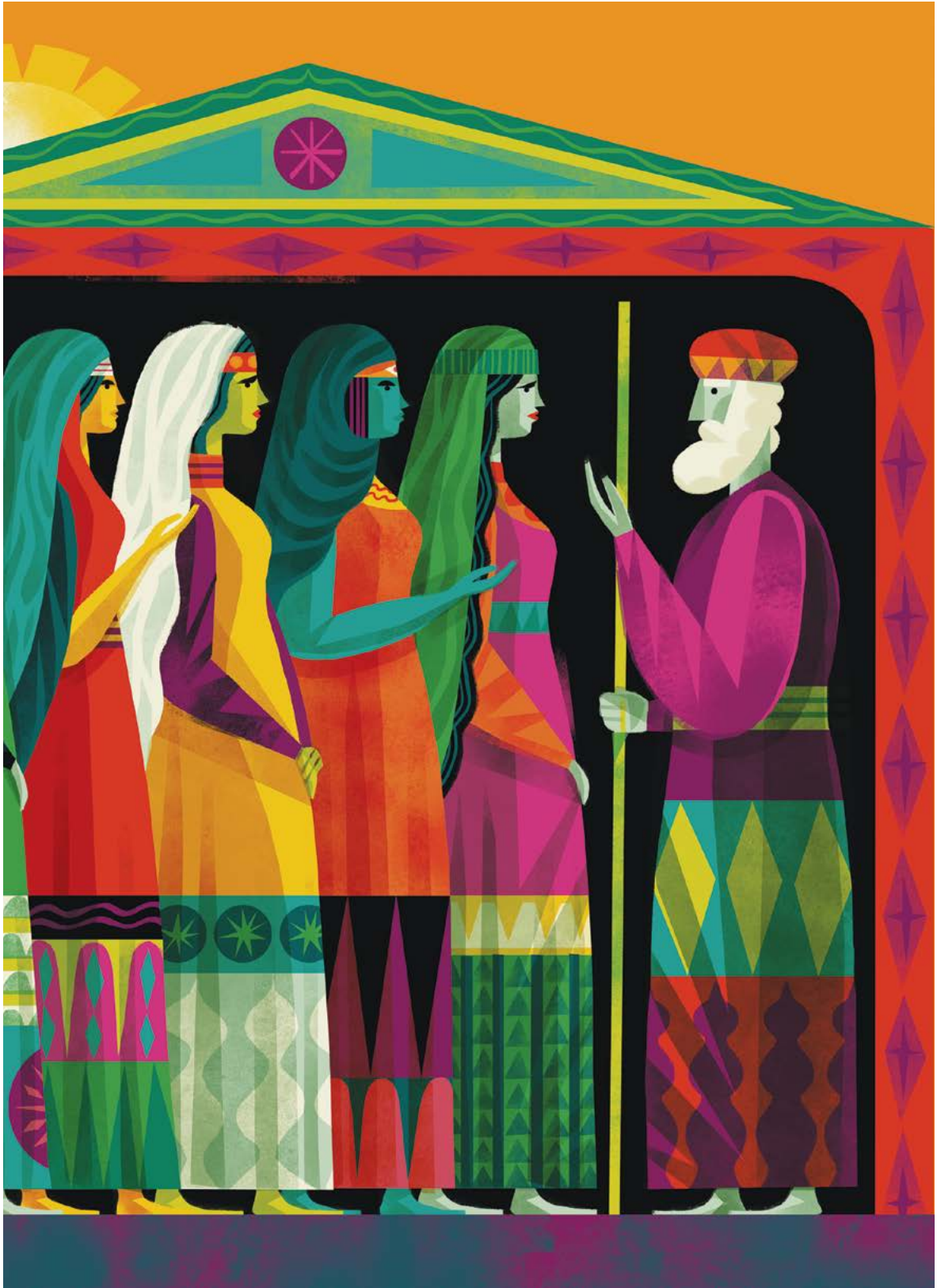


Story

19

Numbers

16



## STORY 20

# The Daughters of Zelophehad

NUMBERS 27; 36

### BEFORE THE LESSON

- Read Numbers 27; 36.
- Pray for God's help. Ask for the Spirit's help in understanding the passage and for the Lord to open the children's eyes to see who he is, what he has done, and how they should respond to him.
- Study the lesson plan below. Use these sections as suggestions. Think of ways to teach it in your own voice.



### THE BIG PICTURE

Help children see how this story connects with the other lessons. Build anticipation by introducing the setting and the significance of what is about to happen in this week's story. {5 minutes}



The Bible is a big story—you could even say it's the Biggest Story! And within the Biggest Story are lots of little stories. There are famous stories like Noah and the flood and Moses crossing the Red Sea. We covered those stories already. Other famous stories that we will cover soon include David and Goliath, Samson and Delilah, Daniel and the lion's den, Jonah and the big fish, and, of course, Jesus the Snake Crusher! He's so important that we'll cover his birth, life, miracles, death, resurrection, and second coming. But the Bible also has lots of less famous stories. Do you think the less famous stories are unimportant? No! "All Scripture," the apostle Paul wrote, "is breathed out by God and profitable for

teaching, for reproof, for correction, and for training in righteousness” (2 Tim. 3:16). Put differently, each and every page of the Bible is important and will help us to know, love, and follow God. So, is the not-very-famous story about the earth swallowing up Korah, Dathan, and Abiram important? Of course! How about the story of Zelophehad and his daughters Mahlah, Noah, Hoglah, Milcha, and Tirzah? Who? What! Let’s find out. And let’s see why their story is important too.

## TELL THE STORY

*Share the story in one of these three ways. {5–10 minutes}*



Read the  
Bible passage  
together



Read from  
*The Biggest Story  
Bible Storybook*



Play *The  
Biggest Story*  
video

## TEACH THE STORY

*Retell the story with an emphasis on what it says about God and about us. {10 minutes}*

**Big Truth**  
God wants  
all his people  
to know all  
his blessing—  
nobody is  
left out.

Say “Za,” which rhymes with *baa* and *cha, cha, cha*. Say “loaf,” like a loaf of bread. Say “ah,” like opening your mouth at the dentist. Say “had,” like I just *had* to eat my veggies. Put those four sounds together and what do you get? Ze-loph-e-had! Who is that, and what’s his story? Well, his story starts at the end of his life. He dies. That’s sad. And he had no sons. Which is also sad, because, in those days, after a father died, his son would inherit his land. Zelophehad had no sons, so his family would lose their land. But he did have five daughters—Mahlah, Noah (yes, it can be a girl’s name too!), Hoglah, Milcah, and Tirzah. They were the sort of girls who knew how important God’s promises were. They knew God promised his people land, and they weren’t going to stand by while their family lost their share of God’s blessing.

So here’s what happened. These girls stood before Moses and said, “Our father died in the wilderness. He was not part of Korah’s rebellion. But he was a sinner, and he died because of his own sin. He had no sons, but he did have



Story

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Numbers

27; 36

daughters. We think we should inherit our father's land. What do you think?" Moses didn't know what to think. So he did what all of God's people should do when they don't know what to do. He went to God for help! And God helped. Here was his decision: "The daughters of Zelophehad are right. Give them the land as their inheritance. Then let the people of Israel know about this new rule: 'If a man dies and has no son, then give his inheritance to his daughter. If he has no daughter, then give his inheritance to his brothers. If he has no brothers, then give his inheritance to his father's brothers. And if his father has no brothers, then give his inheritance to the nearest relative'" (see Num. 27:7–11). Whew! That was a lot of *ifs*. And all of this was to make sure that none of the families in Israel missed out on God's blessing. The promised land would be divided fair and square.

Most people don't know this little story in the Biggest Story. It is a little story, but an important one. It is important because it teaches us that God wants all of his people to know his blessing. The promised land would be divided fairly, regardless of whether you had lots of sons or no sons. It was wise of Moses to look to God, and we should look to him, too, when we don't know what to do.

## GOSPEL CONNECTION

*Show how the story points to Jesus and his rescue mission as the Snake Crusher.*  
{5 minutes}

The story of Zelophehad's daughters is really a story about the promised land. When God told Isaac he would give him and his offspring the land, the promise was for Zelophehad and his daughters too. And do you know who else will inherit a promised land? Everyone who trusts Jesus. Jesus told his followers that he was going to prepare a place for them. We don't inherit the same land that the five girls did. But guess what? We inherit a better land—the new heavens and the new earth! The daughters' land will give way to Jesus's new and better land. Their land was filled with sin; our new land will be completely without sin (1 Pet. 1:4).

And why do we get to inherit this better land? Only because of Jesus. Those who trust in Jesus are adopted into God's family. That means that just as Jesus inherits all the riches of his Father, so will we. When you think about how Zelophehad's inheritance passed to his daughters, remember that Jesus's inheritance passes to us. Pretty important for a not-so-famous story!

### 3

## Engage

### DISCUSS THE STORY

*Discuss the story in smaller groups. {10 minutes}*

1. **QUESTION:** How many of you had heard of Zelophehad before today? What are some things his story taught you about God? Is there any part of the Bible that isn't important? Why not?

**TAKEAWAY:** Every story (and every word!) of the Bible is important because it's God's word.

2. **QUESTION:** Was it fair that Zelophehad's family would not receive any land since he didn't have a son? What happened when his daughters asked Moses if they could inherit their father's land? What does this show us about God?

**TAKEAWAY:** Like God, we should always be fair.

3. **QUESTION:** Did Moses know what to do when the daughters first came to him? Whom did he turn to for help? Whom should we turn to first when we need help? Do any of you have a story where God helped you?

**TAKEAWAY:** God can help us when we don't know what to do.

4. **QUESTION:** How do we receive Jesus's wonderful inheritance? How is this inheritance better than what the daughters received?

**TAKEAWAY:** Our inheritance in heaven will be awesome.

### ACTIVITIES

*Download coloring pages and activity pages from [TheBiggestStory.com](http://TheBiggestStory.com), or choose from the following activity suggestions. {10–15 minutes}*

K–2nd

#### Option 1: Penny Hunt

*Supply List: fifty to one hundred pennies, paper plates (one per child), pen/marker*

*Before Class: Gather supplies. Hide fifty to one hundred pennies around the room.*

Give the children each a paper plate and have them write their names on it. Have them put the plates in the center of the room. Tell children that there

#### Memory Verse

He [God] has  
caused us to be  
born again to  
a living hope  
through the  
resurrection of  
Jesus Christ from  
the dead, to an  
inheritance that  
is imperishable,  
undefiled, and  
unfading, kept in  
heaven for you.

1 PETER 1:3–4





Story

20

Numbers

27; 36

are pennies hidden all around the room and their goal is to find as many as possible. Every time they find a penny, they must run back and place it on their plate before finding another one. At the end of a couple minutes (or when all of the pennies are found), have children count their pennies. The child with the most pennies wins. Remind children that they had to work hard to gather the pennies, but we receive a wonderful inheritance from God by simply trusting in Jesus.

### Option 2: Moses, May I?

*Supply List: masking tape*

*Before Class: Mark a starting line with masking tape.*

Have each child line up on the starting line. The teacher starts in the role of Moses and stands on the opposite side of the room facing the wall (so they can't see the children). Starting on one side, each child asks for permission to move forward. "Moses, may I take two giant steps forward?" Moses then either says yes (and the child takes the steps forward) or gives an alternative such as "No, but you may take one baby step." Encourage them to get creative in what they ask (i.e., three twirls, four hops like a frog). Have the children take turns asking for permission. The first child to reach Moses wins! If time allows, let the child who wins be Moses and play again.

3rd–5th

### Option 1: Pass the Inheritance

*Supply List: two oranges*

*Before Class: Gather supplies.*

Divide children into two teams and have the members of each team stand in a straight line. The child at the head of each line is given an orange, which he or she grips with both elbows. On the word "Go!" the player turns to the next player in line and attempts to transfer the orange to the next player's elbows. The second player then passes the orange to the third player, and so on down the line. At no time may the orange be touched by hand. If it falls to the ground, it must be returned to the player at the head of the line, who starts all over again. The first team to succeed in passing the orange down the line wins. Remind them that the inheritance passed down from a father to his son.

## Option 2: Penny Hunt

*Supply List: fifty to one hundred pennies, paper plates (one per child), pen/marker*

*Before Class: Gather supplies. Hide fifty to one hundred pennies around the room.*

Give the children each a paper plate and have them write their names on it. Have them put the plates in the center of the room. Tell children that there are pennies hidden all around the room and their goal is to find as many as possible. Every time they find a penny, they must run back and place it on their plate before finding another one. At the end of a couple minutes (or when all of the pennies are found), have children count their pennies. The child with the most pennies wins. Remind children that they had to work hard to gather the pennies, but we receive a wonderful inheritance from God by simply trusting in Jesus.

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## CRAFTS

*Choose from the following craft suggestions depending on time, age ranges, and group size. {10–15 minutes}*

K–2nd

## Option 1: Our Riches through Jesus

*Supply List: cardstock, black marker, hole punch, scissors (one per child), glue sticks (one per child), string, sequins, glitter, other decorations*

*Before Class: Gather supplies. Take a piece of cardstock and turn it horizontally. Cut the cardstock in half and draw a bubble cross on each half sheet (one cross per child). Punch a hole at the top of each cross. Cut string into 1-foot lengths (one piece per child).*

Give each child a cross, a piece of string, scissors, and a glue stick. Place sequins, glitter, and any other decorations on the tables. Have children cut out their cross and then glue the decorations onto it. Help children loop their string through the hole and tie it so it can be hung at home. Remind children that through Jesus we have a beautiful inheritance.



Story

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Numbers

27; 36

## Option 2: Inheritance That Doesn't Fade

*Supply List: copy paper, construction paper (one per child), watercolor paints, paintbrushes (one per child), small cups, glue sticks, white crayons*

*Before Class: Gather supplies. Write INHERITANCE in large bubble letters and make a copy for every child. Fill small cups with water.*

Give each child the Inheritance paper, a sheet of construction paper, and a white crayon. Set watercolor paints, brushes, glue sticks, and small cups of water on each table. Have the children color in the letters with the crayon. Then have them glue the white paper to the construction paper. Then have them cover the white paper with whatever color paints they choose. Remind them that, just like the word on the paper, our inheritance never fades.

3rd–5th

## Option 1: Coat of Arms

*Supply List: paper, markers/crayons/colored pencils*

*Before Class: Gather supplies. Draw a shield and divide it into four parts. Make a copy for each child. Make a sample craft.*

Give each child his or her shield. Set coloring materials on each table. Explain that some families have a symbol that represents their family called a coat of arms. They are going to make a personal coat of arms. Draw and decorate a coat of arms with the following four elements (one in each section of the shield): something you like, something you are good at, something you hope for the future, and your favorite food.

## Option 2: Inheritance That Doesn't Fade

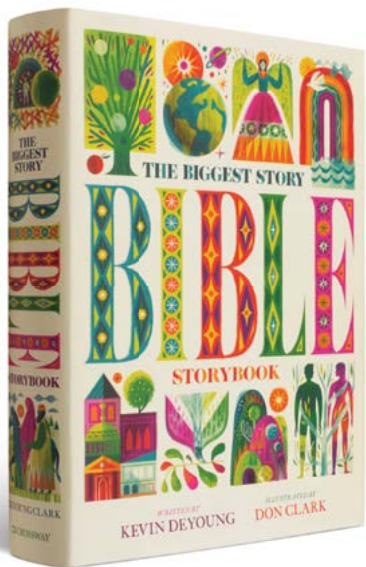
*See Above*



Visit [TheBiggestStory.com](https://TheBiggestStory.com) for downloadable coloring pages, activity pages, and craft templates for this lesson.

# MORE RESOURCES FOR YOUR CLASSROOM

The Biggest Story leads kids through the overarching story of the Bible, from Genesis to Revelation. These resources can be used together to help children engage with Scripture and grow to know and love God better.



## **The Biggest Story Bible Storybook**

This beautifully illustrated book by Kevin DeYoung combines 104 easy-to-read stories from Scripture with artwork by Don Clark, helping children ages 6–12 learn the unified story of the Bible.

*Purchase one of these for each classroom in your ministry.*



## **The Biggest Story Curriculum Books**

Available for individual purchase, these carefully constructed lessons on key biblical stories help children in kindergarten through fifth grade grasp God's plan to redeem the world through his Son, Jesus.

*Purchase volumes as needed for each teacher or volunteer so they can study the curriculum at home.*



## The Biggest Story Posters

This set of 104 sturdy, 11" x 17" posters feature lesson details on one side and corresponding illustrations on the other. Use them to teach and review lessons, and to decorate your children's ministry area.

*Purchase one set of these for each classroom in your ministry.*



# The Biggest Story Verse Cards

Each colorful, pocket-size card in this set of 104 features a Bible verse and an illustration to help children remember key verses from Genesis through Revelation.

*Purchase a set for each student and hand out a card after each corresponding lesson.*

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