

2024-2025 CURRICULUM



LEADER MANUAL

PRIMARY: GRADES K-3 | INTERMEDIATE: GRADES 4-6

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LESSON 1: LARGE GROUP

My Life at Home

MAIN IDEA

Children can develop a relationship with God, who will be their perfect Father. Even if their own homes have challenges or difficulties, they can find comfort and peace in the love of their heavenly Father.

BIBLE PASSAGES

• 1 John 3:1–3

MEMORY VERSE

Therefore, since we are surrounded by such a huge crowd of witnesses to the life of faith, let us strip off every weight that slows us down, especially the sin that so easily trips us up. And let us run with endurance the race God has set before us.

Hebrews 12:1, NLT



Prepare your heart to teach.
Plan for the lesson.



Introduce the story of the Gospel. (10-15 minutes)



Play large group games. (25 minutes)

Prepare



Prepare your heart to teach.
Plan for the lesson.

MATERIALS NEEDED:

- ☐ Bible
- □ Posterboard with the memory verse written on it (Hebrews 12:1)
- ☐ Printout 1, 1 per child
- ☐ Pens or pencils, 1 per child
- ☐ Sheet of blank posterboard
- Marker
- ☐ (Optional) Picture of your parents

QUESTIONS

- How can you be praying for the student this week? Are there any specific students or requests you can pray for?
- Are there any changes and additions needed for the Large Group Lesson?
- Is there anything specific you need to communicate to the small group leaders?

Large Group



Introduce the story of the Gospel. (10-15 minutes)



"Who is Jesus"
Call and Response

INTRODUCTION

Welcome the students to Crossroads and tell them you are glad they came this week. Consider doing the "Who is Jesus" call and response.

(Optional) As a group, say the memory verse for this week.

Pray with the students.

Say, Welcome to the first week of our new series called Heroes of the Faith! Over the next several weeks, we're going to dive into the stories of some incredible heroes found in the Bible. Each of these heroes has an origin story—just like your favorite characters in movies and comic books. Their stories tell us where they came from, what challenges they faced, and how they learned to trust God in amazing ways.

These heroes weren't perfect, and they didn't have superpowers. What made them special was their faith in God and their willingness to follow Him, even when it was difficult. We'll learn how their lives were transformed when they trusted God, and we'll see that you can be like them too!

Just like these heroes of the Bible, you have your own story. You have the chance to trust God and live with courage and faith, right where you are. Who knows? Your story could inspire others just like these heroes inspire us!

Distribute one copy of Printout 1 ("Find Someone Who") and a pen or pencil to each student. Give the students five minutes to complete this activity page per the instructions on the page.

Encourage leaders to participate.

When they are finished, have the students re-group in the regular Large Group meeting spot.

Say, We all have things in common with others and things that are unique to us. We are similar and different, but God loves us all. When we put our faith in Jesus as our Savior and ask him to forgive us from our sins (all the wrong things we have done, said, and thought), then we are adopted into God's family. We have a perfect Father, and we get new brothers and sisters.

Talk about your own parents, and show a picture of them.

Say, The Bible says to honor our parents, so we should always speak respectfully about them.

Then share some of the ways in which they were good parents to you. Also, share any disappointments you had as a child with the way your parents treated you (if these are appropriate to share). This should help the children realize that even parents sin and mess up.

On a piece of poster board, draw two columns. The first column should be labeled "Joys". The second should be labeled "Disappointments".

Say, I have told you a little about my parents and the joys and disappointments I experienced growing up in my family. Now, we are going to make a list of all the things that are joys in your relationships with your parents (i.e., playing games together, crafts or cooking projects, watching movies or shows together).

List these items on the poster board, and talk about each one.

Next, ask, What are some of your disappointments?

List these and talk about them (i.e., not listening or obeying, lying, breaking family rules, fighting with siblings, making poor decisions).

God is a perfect Father, and he always cares for us perfectly. But in order to be in God's family, we need to come to him through Jesus. Our sin separates us from God, and we need to have our sin problem dealt with.

Jesus died as a substitute to take care of our sin problem so that we could be God's children.

Consider doing the Gospel Hand together with motions.

WRAP IT UP

Say, Even if we have struggles and disappointments in our earthly families, God wants us to remember that he cares for his children.

Wrap up with prayer and dismiss to Small Group.

Games



Play large group games. (25 minutes)

MATERIALS NEEDED:

- ☐ Ball or frisbee
- ☐ Kickball (or similar)
- □ Chairs

LARGE GROUP GAME: SAY CATCH

Materials: A ball or a Frisbee

Object of game: To be the last player left in the circle

How to play: Have all the students stand in a circle. Decide on a topic to be used during the game (for example, the topic could be animals). Then, toss the ball to any student in the circle. The student must say something in the chosen topic before catching the ball (in the animal example, students could say "Elephant!"). If the student does not say something before catching the ball or does not catch it, they are out.

LARGE GROUP GAME: SPUD

Materials: Kickball (or similar)

Object of game: If hit by the ball you get a letter. Once you spell SPUD you're eliminated.

How to play: Each person gets a number, starting from 1 and going up. The person who has the ball throws it straight up in the air and yells one number in the range of the players. The player who corresponds to that number has to get the ball. All the other players scatter as quickly as possible.

As soon as the player who's number was called grabs the ball, they yell "SPUD". At that point everyone has to freeze. The player holding the ball then, from where he or she is standing, tries to throw the ball and hit someone else. If successful, the person hit gets a letter. If someone gets hit 4 times (spells "SPUD"), they are eliminated from the game.

LARGE GROUP GAME: FRUIT SALAD

Materials: Chairs

How to play: Arrange the group in a circle seated on chairs and facing inward. Go around the circle and assign each student with a fruit(i.e. Apple, strawberry, watermelon...) There must be multiple students with the same fruit so consider limiting the number of fruit to three or four. Then select someone to be "it" in the middle. Remove their chair. The person in the middle will say a fruit and anyone seated in the circle to whom the statement applies must get up and find an open chair. The person in the middle will be trying to find an open seat while people are moving. Whoever is left without a seat will become "it." The person in the middle may also call, "Fruit salad!" at which point everyone needs to get up and find a new chair.

Alternative: The person in the middle will say things that apply to more than one person, such as: "Anyone who has a sister," or "Anyone wearing blue," or "Anyone who has visited the ocean." Anyone seated in the circle to whom the statement applies must get up and find an open chair. The person in the middle will be trying to find an open seat while people are moving. Whoever is left without a seat will become "it." The person in the middle may also call, "Fruit salad!" at which point everyone needs to get up and find a new chair.

PRIMARY Small Group

LESSON 1: PRIMARY SMALL GROUP

My Life at Home

MAIN IDEA

Children can develop a relationship with God, who will be their perfect Father. Even if their own homes have challenges or difficulties, they can find comfort and peace in the love of their heavenly Father.

BIBLE PASSAGES

• 1 John 3:1-3

MEMORY VERSE

Therefore, since we are surrounded by such a huge crowd of witnesses to the life of faith, let us strip off every weight that slows us down, especially the sin that so easily trips us up. And let us run with endurance the race God has set before us.

Hebrews 12:1, NLT



Prepare your heart to teach.
Plan for the lesson.



Connect with the kids and make them feel heard and cared for. (15 minutes)



Facilitate activity and study to help kids know and love Jesus. (20-25 minutes)



Lead kids to live out the mission of the Gospel. (5-10 minutes)

PRIMARY Small Group

Prepare



Prepare your heart to teach.
Plan for the lesson.

MATERIALS NEEDED:

- ☐ Bible
- Name tags
- Snacks, 1 per child
- ☐ Printouts 2, 3, 4; 1 per child
- ☐ (Optional) Printouts 5-6
- ☐ Crayons or markers, 1 box per small group
- Pens or pencils, 1 per student
- Memory Verse Cards, 1 per child

QUESTIONS:

- How can you be praying for the students this week?
- Are there any specific students or requests you can pray for?
- Are there any adaptations that you can make to the lesson this week to better serve the kids in your small group or make your small group more effective?
- How can you connect with the students outside of the club over the next few weeks?
- Is there a sporting event or performance you can go to? Can you plan a casual park or fast-food meet-up with them and their families (as a group or individually)?

PRIMARY Small Group

Connect



Connect with the kids and make them feel heard and cared for.
(15 minutes)

Small Group Session 1

ICE BREAKER

Distribute name tags and snacks. Choose one of the following icebreaker activities to do together while children eat their snack:

- Option 1: Ask the children to share their highs and lows (the best and worst things that happened to them either today or from the past week).
- Option 2: Ask the children to take turns sharing how they're feeling today using the "How Are You Feeling?" chart (from the CKC Games Bag).
- Extra questions: What did you do over Christmas break? What traditions does your family do over the holidays?

PRAY TOGETHER

Collect prayer requests from the students. The leader or a student can pray for the entire group or a leader can pair up students and invite them to pray for one another.

INTRODUCTION

Pass out one copy of Printout 2 to each student. Make sure their names are written on the front, and then allow them to draw the picture of their family portrait of the people and pets that live with them.

As the students work on their portraits, discuss the pictures as a group. Leaders could also draw a picture of their family.

Some questions you can ask:

- Can you tell me who is in your family?
- Do you have any brothers or sisters? What are their names, and how old are they?
- What do your parents do for work?
- Do you have any grandparents? Do they live nearby or far away?
- Do you have any aunts, uncles, or cousins? Do you get to see them often?
- What's a fun or special memory you have with your family?
- Does your family like to travel or go on vacations? Where do you usually go?

Give the students time to ask you about your family and how you grew up. Leaders, consider sharing your own story about your family.

Consider asking each question and go around the circle to each student for every question or asking one question per student and move on to the next question for the next student depending on how much time you have for small groups. You may also choose to limit the number of questions asked.

HELPFUL HINT

PRIMARY Small Group

Heart



Facilitate activity and study to help kids know and love Jesus. (20-25 minutes)

Small Group Session 2

Distribute pens to the students, and invite them to complete "All About Me Bingo" (Printout 3). See which student is able to get Bingo by marking all the listed things that apply to them. Be prepared with a prize for the winner(s). Tickets or candy could be easy prizes to give to the winner(s).

Option 1: If students aren't able to get Bingo on their own, have them ask other students to help fill out their cards. The first to get Bingo wins.

Option 2: Allow the students with the most items marked off from the Bingo list at the end of a designated time to win the prize.

Spend some time going through the students' answers to the questions about them and their family.

Ask:

- Do you think God cares about you and your family?
- Do you think that God wants to know you more and allow you to know him better?

Leaders, consider taking a picture of these images and save them in an album on your phone to refer back to later on. Send home paper copies to parents.

Read 1 John 3:1-3, or ask a student to read out loud.

Ask:

- What is this passage trying to tell us about God?
- What does this passage call God? (Our Father)
- Who is called God's children? (Those who believe in Jesus for salvation)

This is a good opportunity to use the Gospel Hand to walk through the Gospel with your students.

HELPFUL HINT



Gospel Hand

PRIMARY Small Group

ACTIVITY: GOD'S FAMILY TREE

Say, I am glad you are here, and you are important, both to me and to God.

We become God's children by believing in Jesus. God's life in us enables us to love our fellow family members. How we treat others shows who our Father is. Live as a faithful, loving family member. Remember whose children you are.

Just like we have families here on Earth, we also belong to a special family called the family of God. In this family, everyone who believes in Jesus is connected like branches on a tree.

Give each child a piece of green paper and ask them to cut out a leaf shape. If the kids are too young to cut out their own shapes, you can have leaves pre-cut.

Have the kids write their names on the leaf. Then, ask them to think of other people they know who are part of God's family (like friends, parents, church leaders, or even Bible characters) and write those names on additional leaves.

Once the leaves are ready, using Printout 4, start attaching them to the branches of the tree. As you add each leaf, talk about how that person is connected to everyone else through their faith in Jesus.

Say, Being part of the family of God means we're never alone. We support, pray for, and help each other grow in faith, just like how a tree's branches are connected and rely on the trunk for strength.

We can thank God for the big family he has given us and ask him to help us love and support each other.

Hands



Lead kids to live out the mission of the Gospel. (5-10 minutes)

Small Group Session 2

WRAP IT UP

Recap with the students.

Say, You can begin a relationship with God, and he will be your perfect heavenly Father. He loves you and wants you to be part of his family. You can know the love of a heavenly Father by believing in God's son Jesus for salvation.

If you haven't already taken prayer requests, then take the student's prayer requests and pray with them. If time permits, review the memory verse with the students.

RESPONSE & REFLECTION

Print and cut out the memory verse cards. Practice the memory verse for this unit (Hebrews 12:1).

Consider printing and introducing the example of a salvation prayer (Printout 5). Read it one time out loud and suggest that they put it somewhere special at home. When they feel God leading them to believe and follow Jesus, then they will have it available to them and their parents as a guide for how to pray for salvation. Encourage them to let you know if they do so you can rejoice with them and welcome them into God's family.

Pray with the students and dismiss them.



Bible Memory Verse Games

LESSON 1: INTERMEDIATE SMALL GROUP

My Life at Home

MAIN IDEA

Children can develop a relationship with God, who will be their perfect Father. Even if their own homes have challenges or difficulties, they can find comfort and peace in the love of their heavenly Father.

BIBLE PASSAGES

• 1 John 3:1-3

MEMORY VERSE

Therefore, since we are surrounded by such a huge crowd of witnesses to the life of faith, let us strip off every weight that slows us down, especially the sin that so easily trips us up. And let us run with endurance the race God has set before us.

Hebrews 12:1, NLT



Prepare your heart to teach.
Plan for the lesson.



Connect with the kids and make them feel heard and cared for. (15 minutes)



Facilitate activity and study to help kids know and love Jesus. (20-25 minutes)



Lead kids to live out the mission of the Gospel. (5-10 minutes)

Prepare



Prepare your heart to teach.
Plan for the lesson.

MATERIALS NEEDED:

- ☐ Bible
- Name tags
- ☐ Snacks, 1 per child
- ☐ Printouts 2, 3, 4; 1 per child
- ☐ (Optional) Printouts 5-6
- ☐ Crayons or markers, 1 box per small group
- Pens or pencils, 1 per student
- Memory Verse Cards, 1 per child

QUESTIONS

- How can you be praying for the students this week?
- Are there any specific students or requests you can pray for?
- Are there any adaptations that you can make to the lesson this week to better serve the kids in your small group or make your small group more effective?
- How can you connect with the students outside of the club over the next few weeks?
- Is there a sporting event or performance you can go to? Can you plan a casual park or fast-food meet-up with them and their families (as a group or individually)?

Connect



Connect with the kids and make them feel heard and cared for.
(15 minutes)

Small Group Session 1

ICE BREAKER

Distribute name tags and snacks. Choose one of the following icebreaker activities to do together while children eat their snack:

- Option 1: Ask the children to share their highs and lows (the best and worst things that happened to them either today or from the past week).
- Option 2: Ask the children to take turns sharing how they're feeling today using the "How Are You Feeling?" chart (from the CKC Games Bag).
- Extra questions: What did you do over Christmas break? What traditions does your family do over the holidays?

PRAY TOGETHER

Collect prayer requests from the students. Have the group sit in a circle. Explain that you'll take turns praying out loud for the person to their right. Encourage each student to focus on one specific request or need for the person next to them, keeping the prayer simple and sincere.

INTRODUCTION

Say, Welcome to the first week of our new series called Heroes of the Faith! We'll be exploring the stories of heroes from the Bible and discovering what made them special. These heroes weren't perfect or superhuman—they simply trusted God and followed Him, even when it was tough. As we learn about their stories, we'll see how you can be like them, trusting God and living with courage and faith in your own life. Your story could inspire others just like these heroes inspire us!

Pass out one copy of Printout 2 to each student. Make sure they write their name on the front, and then allow them to draw the picture of their family portrait of the people and pets that live with them.

As the students work on their portraits, discuss the pictures as a group. This is a good Small Group Activity!

Some questions you can ask:

- Can you tell me who is in your family?
- Do you have any brothers or sisters? What are their names, and how old are they?
- What do your parents do for work?
- Do you have any grandparents? Do they live nearby or far away?
- Do you have any aunts, uncles, or cousins? Do you get to see them often?
- What's a fun or special memory you have with your family?
- Does your family like to travel or go on vacations? Where do you usually go?

Give the students time to ask you about your family and how you grew up. Leaders, consider sharing your own story about your family.

HELPFUL HINT

Consider asking each question and go around the circle to each student for every question or asking one question per student and move on to the next question for the next student depending on how much time you have for small groups. You may also choose to limit the number of questions asked.

Heart



Facilitate activity and study to help kids know and love Jesus. (20-25 minutes)

Small Group Session 2

Distribute pens to the students, and invite them to complete "All About Me" (Printout 6).

Spend some time going through the students' answers to the questions about them and their family.

Ask:

- Do you think God cares about you and your family?
- How does your relationship with God look like your family here on Earth?
- How is it different?
- Do you think that God wants to know you more and allow you to know him better?

Leaders, consider taking a picture of these images and save them in an album on your phone to refer back to later on. Send home paper copies to parents.

Read 1 John 3:1-3, or ask a student to read out loud.

Ask:

- What is this passage trying to tell us about God?
- What does this passage call God? (Our Father)
- Who is called God's children? (Those who believe in Jesus for salvation)

HELPFUL HINT

This is a good opportunity to use the Gospel Hand to walk through the Gospel with your students.



ACTIVITY: GOD'S FAMILY TREE

Say, I am glad you are here, and you are important, both to me and to God.

We become God's children by believing in Jesus. God's life in us enables us to love our fellow family members. How we treat others shows who our Father is. Live as a faithful, loving family member. Remember whose children you are.

Just like we have families here on Earth, we also belong to a special family called the family of God. In this family, everyone who believes in Jesus is connected like branches on a tree.

Give each child a piece of green paper and ask them to cut out a leaf shape. If the kids are too young to cut out their own shapes, you can have leaves pre-cut.

Have the kids write their names on the leaf. Then, ask them to think of other people they know who are part of God's family (like friends, parents, church leaders, or even Bible characters) and write those names on additional leaves.

Once the leaves are ready, using Printout 4, start attaching them to the branches of the tree. As you add each leaf, talk about how that person is connected to everyone else through their faith in Jesus.

Say, Being part of the family of God means we're never alone. We support, pray for, and help each other grow in faith, just like how a tree's branches are connected and rely on the trunk for strength.

We can thank God for the big family he has given us and ask him to help us love and support each other.

Hands



Lead kids to live out the mission of the Gospel. (5-10 minutes)

Small Group Session 2

WRAP IT UP

Recap with the students.

What did you learn today?

Say, You can begin a relationship with God, and he will be your perfect heavenly Father. He loves you and wants you to be part of his family. You can know the love of a heavenly Father by believing in God's son Jesus for salvation.

If you haven't already taken prayer requests, then take the student's prayer requests and pray with them. If time permits, review the memory verse with the students.

RESPONSE & REFLECTION

Print and cut out the memory verse cards. Practice the memory verse for this unit (Hebrews 12:1).

Consider printing and introducing the example of a salvation prayer (Printout 5). Read it one time out loud and suggest that they put it somewhere special at home. When they feel God leading them to believe and follow Jesus, then they will have it available to them and their parents as a guide for how to pray for salvation. Encourage them to let you know if they do so you can rejoice with them and welcome them into God's family.

Pray with the students and dismiss them.



Bible Memory Verse Games

Memory Verse Cards

MEMORY VERSE

Therefore, since we are surrounded by such a huge crowd of witnesses to the life of faith, let us strip off every weight that slows us down, especially the sin that so easily trips us up. And let us run with endurance the race God has set before us.

Hebrews 12:1, NLT

MEMORY VERSE

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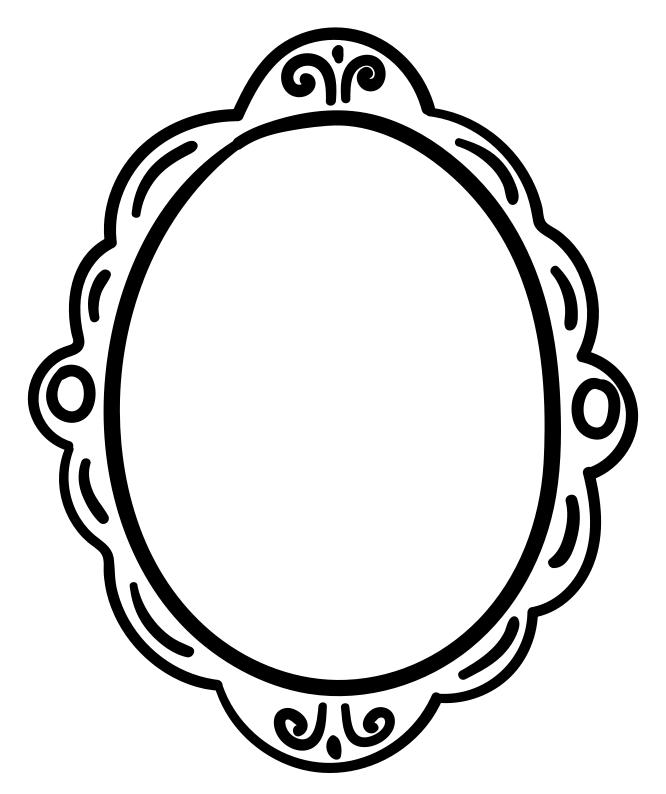
Hebrews 12:1, NLT

FIND SOMEONE WHO ...

Have this person write his or her name on the line next to the appropriate statement. You may use the same person for no more than two of these items.

	Has a birthday the same month as you
-\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	Has had a broken bone
	Has a sister
	Has a brother
	Is the oldest in their family
	Is the youngest in their family
	Has pets
9 0	Has grandparents living with them
THE C	Has both parents working
(83)	Came to America from another country
	Speaks another language
=	Who has moved at least once in their life

Draw a family portrait of the people and pets that live with you.



ALL ABOUT ME BINGO

I play a sport.

I like to draw.

I wear glasses.

I have a pet.

My favorite subject is math.

I speak more than one language.

My favorite season is summer.

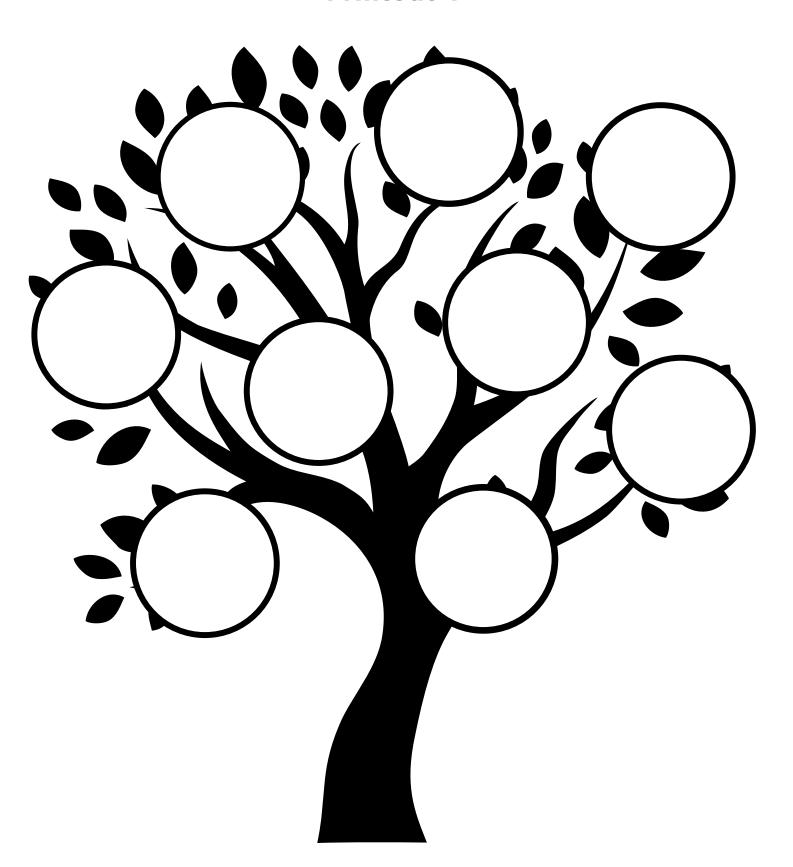
I have a birthday in summer.

I have a sister.

I have a brother.

I like to sing.

I like to dance.



SALVATION PRAYER:

Faith in Jesus is what saves someone. It is not about saying the right words in a prayer. Believing that Jesus died on the cross and rose again from the dead to take the punishment for your sins is how you are saved. (Romans 10:9)

"Lord Jesus, I confess that I have sinned against you. I turn from my sin right now.

I believe that you died on the cross to pay the punishment for my sins. I receive you as the Lord and Savior of my life. I give my life to you. In Jesus' name, amen."

God loves you! Believing in Jesus Christ as your Lord and Savior is about more than avoiding Hell, it's about being able to spend eternity with the God who loves you and wants to know you personally. (John 3:16)

SALVATION PRAYER:

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"Lord Jesus, I confess that I have sinned against you.

I turn from my sin right now.

I believe that you died on the cross to pay the punishment for my sins. I receive you as the Lord and Savior of my life. I give my life to you. In Jesus' name, amen."

God loves you! Believing in Jesus Christ as your Lord and Savior is about more than avoiding Hell, it's about being able to spend eternity with the God who loves you and wants to know you personally. (John 3:16)

ALL ABOUT ME!

Name:	Age:	
Parents' names:		
Who lives with you?	•••••••••••	
Siblings' names and ages:		
Does your family eat dinne	er together? How often?	
Do you have chores aroun	d the house? What are they?	
Do you get an allowance?		
Do you have pets? Do you	help take care of them?	
Who do you spend most c		
Do you have any hobbies?		
FAVORITES:		
Music:	TV Show:	
Movie:	Video Game:	
Vegetable:	Dessert:	
Food:	Color:	

LESSON 2: LARGE GROUP

My Friends and Neighborhood

MAIN IDEA

Jesus is a friend to sinners, and he can be our closest friend. He can protect us from all the dangers that surround us in our neighborhoods and world.

BIBLE PASSAGES

- John 11:1–15
- Matthew 20:29–34
- Matthew 14:15–21
- Luke 19:1-10

MEMORY VERSE

Therefore, since we are surrounded by such a huge crowd of witnesses to the life of faith, let us strip off every weight that slows us down, especially the sin that so easily trips us up. And let us run with endurance the race God has set before us.

Hebrews 12:1, NLT



Prepare your heart to teach.
Plan for the lesson.



Introduce the story of the Gospel. (10-15 minutes)



Play large group games. (25 minutes)

Prepare



Prepare your heart to teach.
Plan for the lesson.

MATERIALS NEEDED:

- ☐ Bible
- □ Posterboard with the memory verse written on it (Hebrews 12:1)
- Microphone (working or non-working)
- ☐ Sheet of blank posterboard
- Marker
- ☐ Printout 1

QUESTIONS

- How can you be praying for the student this week? Are there any specific students or requests you can pray for?
- Are there any changes and additions needed for the Large Group Lesson?
- Is there anything specific you need to communicate to the small group leaders?

Large Group



Introduce the story of the Gospel. (10-15 minutes)



"Who is Jesus"
Call and Response

INTRODUCTION

Welcome the students to Crossroads and tell them you are glad they came this week.

(Optional) Go through the "Who is Jesus" call and response.

(Optional) As a group, say the memory verse for this week.

Pray with the students.

HOW JESUS BEFRIENDED PEOPLE

Do the following activity (use Printout 1):

Assign each small group one of the following Bible passages to read and study together. Leaders will read a Bible passage to their small group. Tell them that they will have five minutes to read the passage together and to discuss how Jesus showed the people that he was a friend to them.

- John 11:1–15 (Going to see Lazarus)
- Matthew 20:29–34 (Jesus heals two blind men)
- Matthew 14:15–21 (Feeding the 5,000)
- Luke 19:1–10 (Speaking with Zacchaeus)

After the groups have read the passages, discuss Jesus' actions and how he befriended people.

Say, As we read, imagine that you are there watching this happen.

We will be reporting on these events for the 5 o'clock news—you are all eyewitnesses to the events you read about and they all happened TODAY! An eyewitness is someone who was there and saw what happened.

Bring up one or two representatives from the first group, and interview them using a microphone as a prop. Ask them questions in a very excited tone of voice such as:

- What did you see Jesus do?
- How did the people react?
- I've heard that Jesus is a really good friend. In light of what you saw, what do you think?
- After seeing this take place, will it change the way that you relate to others? How?

Interview representatives from each of the other groups in the same way.

On a poster board, write the words "Good friends…". Place the poster board where the students can see it, and then ask them to complete the sentence. Write their responses on the poster board.

Say, Jesus is the best friend a person could ever have. He listens to us, and he is always there for us.

WRAP IT UP

Say, Jesus showed that he was a good friend by loving those around him. He was willing to sacrifice for the sake of others. He helped them when his friends were in need, and he put their needs above his own. We can learn a lot about who Jesus is, and we can also learn how we can be better friends today.

Wrap up with prayer, and dismiss to Small Group.

Games



Play large group games. (25 minutes)

MATERIALS NEEDED:

- Blanket
- ☐ Giant beach ball
- □ Chairs
- Music player with a selection of songs

LARGE GROUP GAME: TURN OVER A NEW LEAF

Materials: Blanket (or similar, i.e., carpet circle)

Object of game: Flip the blanket upside down without touching the floor.

How to play: All players begin by standing on one side of the blanket. Players must flip the blanket upside down without any player touching the floor. If any player touches the floor, players must start over.

Depending on the size of your group, consider splitting into several groups and seeing who can finish first to win.

LARGE GROUP GAME: GIANT BALL

Materials: Giant beach ball

Object of game: Have fun with an oversize ball

How to play: This game is actually no different than crab soccer, volleyball, or dodgeball. However, this game uses what is known as a giant beach ball. Depending on your space and equipment, it is fun to play crab soccer, volleyball, or even dodgeball with a big ball.

For volleyball, divide the students into two teams, and have them hit the ball across a volleyball net, keeping score of how many times the ball hits the ground.

For soccer, have two teams try to kick the ball while walking crab-style).

Finally, for dodgeball, any student that is hit with the ball is out!

LARGE GROUP GAME: MUSICAL CHAIRS

Materials: Chairs (one less than the number of players), music player with a selection of songs, space to set up the chairs and move around them

Object of game: Be the player to sit on the last remaining chair

How to play: Arrange the chairs in a circle, with the seats facing outward. There should be one less chair than the number of players. Make sure there's enough space around the chairs for players to walk or run without obstacles.

All players start by standing in a circle around the chairs while music plays. When the music starts, players walk or dance around the chairs in a clockwise direction. As the music plays, the designated person in charge of the music (could be the host or a designated DJ) stops the music at random intervals. When the music stops, players must quickly find a chair to sit on.

Since there is always one less chair than the number of players, someone will be left without a chair. The player who doesn't find a chair is eliminated from the game. After each round, remove one chair from the circle and resume playing the music.

Repeat the process until there are only two players left and one chair remaining. The player who manages to sit on the last remaining chair when the music stops wins the game.

LARGE GROUP GAME: FOUR CORNERS

Materials: None needed (Optional: Paper with corners 1, 2, 3, and 4 written in each corner)

Object of game: Be the last one standing

How to play: Choose an assistant, preferably the leader for the first rounds, to come to the middle.

The entire group must choose to stand in one of the four corners of the room, which are numbered from 1 to 4. Once the caller starts counting, players must move to a corner they chose until the caller counts down from ten and gets to zero.

The caller stands in the middle with their eyes closed and counts from ten aloud. While the caller is counting, the other players must quietly move to one of the four corners. After counting to zero, the caller calls out a number from 1 to 4. The players in the called corner are out and must leave the playing area. The remaining players then move to a new corner while the caller counts down from ten again. The caller repeats the process of counting and calling out a corner. The game continues until only one player remains. This player is the winner and becomes the next caller for the following round.

Variation: Instead of numbers for each corner use character traits for each corner of the room (i.e. good listener, kind, trustworthy, helpful).



PRIMARY Small Group

LESSON 2: PRIMARY SMALL GROUP

My Friends and Neighborhood

MAIN IDEA

Jesus is a friend to sinners, and he can be our closest friend. He can protect us from all the dangers that surround us in our neighborhoods and world.

BIBLE PASSAGES

- John 11:1–15
- Matthew 20:29–34
- Matthew 14:15–21
- Luke 19:1-10

MEMORY VERSE

Therefore, since we are surrounded by such a huge crowd of witnesses to the life of faith, let us strip off every weight that slows us down, especially the sin that so easily trips us up. And let us run with endurance the race God has set before us.

Hebrews 12:1, NLT



Prepare your heart to teach.
Plan for the lesson.



Connect with the kids and make them feel heard and cared for. (15 minutes)



Facilitate activity and study to help kids know and love Jesus. (20-25 minutes)



Lead kids to live out the mission of the Gospel. (5-10 minutes)

Prepare



Prepare your heart to teach.
Plan for the lesson.

MATERIALS NEEDED:

- ☐ Bible
- Name tags
- ☐ Snacks, 1 per child
- Large piece of paper or whiteboard
- ☐ Crayons or markers
- Index cards or small pieces of paper
- ☐ Tape or glue sticks
- Box or hat
- ☐ Printout 2, 1 per group
- ☐ Printouts 3-4, 1 per child
- ☐ (Optional) Bag with about 50 cinnamon red hots, 1 per group
- □ (Optional) Bag with about 50 mini marshmallows, 1 per group
- ☐ (Optional) Bag with about 50 M&Ms, 1 per group
- □ (Optional) Bag with about 50 gummy bears, 1 per group
- ☐ Pens or pencils, 1 per child
- Memory Verse Cards, 1 per child

QUESTIONS

- How can you be praying for the students this week?
- Are there any specific students or requests you can pray for?
- Are there any adaptations that you can make to the lesson this week to better serve the kids in your small group or make your small group more effective?
- How can you connect with the students outside of the club over the next few weeks?
- Is there a sporting event or performance you can go to? Can you plan a casual park or fast-food meet-up with them and their families (as a group or individually)?

Connect



Connect with the kids and make them feel heard and cared for.
(15 minutes)

Small Group Session 1

ICE BREAKER

Distribute name tags and snacks. Choose one of the following icebreaker activities to do together while children eat their snack:

- Option 1: Ask the children to share their highs and lows (the best and worst things that happened to them either today or from the past week).
- Option 2: Ask the children to take turns sharing how they're feeling today using the "How Are You Feeling?" chart (from the CKC Games Bag).

PRAY TOGETHER

Collect prayer requests from the students. The leader or a student can pray for the entire group or a leader can pair up students and invite them to pray for one another.

ACTIVITY: FRIENDSHIP CHARACTERISTICS

Say, We will be talking about our friends and what makes someone a good friend.

It's important to have good friends. Friends can help us feel happy, encourage us, and support us.

Using Printout 2, ask the kids to think about qualities that make a good friend. As they share, write these qualities inside the circle. (Examples might include: kind, funny, helpful, honest, etc.)

Follow up by asking your students these questions to help them share more about their friends:

- "What is your favorite thing to do with your friends?"
- "How do you make new friends?"
- "What do you like most about your best friend?"

Give each child a strip of colored paper.

Ask them to write one quality they think is important in a friend on their strip of paper. For younger students, you may need to write the friendship characteristic on the paper for them.

Once everyone is finished, loop the strips together with tape or a glue stick to create a "friendship chain".

Encourage students to take the chain home and place it where they can be reminded of the qualities they value in friendships.

Say, Think about how you can be good friends to others and how you can appreciate the friends you have.

HELPFUL HINT

There are several parts to this activity. Depending on timing you may need to choose which part of this activity you would like to do with your student. You may also choose to do part of this activity in Small Group Session 1 and the rest in Small Group Session 2.

As we get ready for Large Group, we can see some great characteristics of friendship. Even if you don't have a best friend or a lot of friends, we can learn who God is and see that we can know him and trust him.

God wants to have a relationship with us, and he is always looking for ways to help and support us.

Dismiss to Large Group.

Heart



Facilitate activity and study to help kids know and love Jesus. (20-25 minutes)

Small Group Session 2

MY NEIGHBORHOOD MAP

Distribute pens and neighborhood maps (Printout 3) to the students.

Say, We have been talking about friends today and what it means to be a good friend. Something closely related to the topic of friends is the idea of neighbors and a neighborhood. We are going to spend some time looking at your neighborhood.

Have the students look at the map and locate where their own home is. Ask them to draw a house to represent where they live on the map.

HELPFUL HINT

If you don't have access to these varieties of candy consider using other choices of candy or have student use different color markers, crayons, or colored pencils.

Next, ask them to place a red hot anywhere on the map where they feel unsafe in their neighborhood. Ask any students who put red hots on the map to explain why they put the red hot where they did.

Tell the students to place a mini marshmallow in any places on the map where they feel safe. These places might be parks, churches, schools, friends' houses, etc. Ask each student to explain why they put the marshmallows where they did.

Ask the students to put gummy bears in places on the map where they think there are people who might need some sort of help. Again, ask them why they placed them where they did.

Finally, ask the students to put M&Ms on the map anywhere where they like to hang out—their favorite places in the neighborhood. Ask them to explain why they put these M&Ms where they did.

Point out to the students, **Jesus was a good friend and neighbor. He helped people in need.** Return the discussion to the places in the community where there were people in need of some sort of help.

Ask:

- Can you think of ways that you could help meet those needs?
- How can you be a friend to those people?

Pick one or two passages to reread from Large Group.

John 11:1–15 Matthew 20:29–34 Matthew 14:15–21 Luke 19:1–10

Ask:

- How does Jesus show his love and care for others?
- What was Jesus willing to do to help them?
- What can we learn about Jesus from this passage?
- Do you believe Jesus wants to help you when you are in need?

Say, Jesus loves each and every one of you very much! Even if you don't know Jesus or believe in him for salvation, he still loves you and cares about you.

The Bible says that God loves us even before we love him (1 John 4:10).

Jesus wants to be our friend, for us to know him and spend time with him. He is always looking for ways to connect with us. Even if we feel alone, scared, or worried, Jesus is always there when we need him.

ACTIVITY: MY FRIENDS AND NEIGHBORHOOD

Pass out one "My Friends and Neighborhood" (Printout 4) to each student. Allow them to write or draw, and discuss the material after everyone finishes.

If time allows, ask the students questions about their friends.

- What is your friend's name?
- What do you like most about your friend?
- What is something fun you do together?
- What is your friend good at?
- Why is your friend special to you?

Hands



Lead kids to live out the mission of the Gospel. (5-10 minutes)

Small Group Session 2

WRAP IT UP

Recap with the students.

Tell the students, I am glad you are here, and I want you to know that you are important, both to me and to God.

As you go from this place, remember that Jesus is with you wherever you go. If you turn to him as your Savior, he will also be your very best friend. Just as Jesus served others around him, we should go and love and serve others in our neighborhood as well.

Consider reading Matthew 28:20b, NLT.

And be sure of this: I am with you always, even to the end of the age.

Pray with the students and dismiss them.

RESPONSE & REFLECTION

Print out the memory verse cards.

Practice the memory verse for this unit (Hebrews 12:1).

Pray with the students, and dismiss them.



Bible Memory Verse Games



LESSON 2: INTERMEDIATE SMALL GROUP

My Friends and Neighborhood

MAIN IDEA

Jesus is a friend to sinners, and he can be our closest friend. He can protect us from all the dangers that surround us in our neighborhoods and world.

BIBLE PASSAGES

- John 11:1–15
- Matthew 20:29–34
- Matthew 14:15–21
- Luke 19:1-10

MEMORY VERSE

Therefore, since we are surrounded by such a huge crowd of witnesses to the life of faith, let us strip off every weight that slows us down, especially the sin that so easily trips us up. And let us run with endurance the race God has set before us.

Hebrews 12:1, NLT



Prepare your heart to teach.
Plan for the lesson.



Connect with the kids and make them feel heard and cared for. (15 minutes)



Facilitate activity and study to help kids know and love Jesus. (20-25 minutes)



Lead kids to live out the mission of the Gospel. (5-10 minutes)

Prepare



Prepare your heart to teach.
Plan for the lesson.

MATERIALS NEEDED:

- ☐ Bible
- Name tags
- ☐ Snacks, 1 per child
- □ Large piece of paper or whiteboard
- ☐ Crayons or markers
- Index cards or small pieces of paper
- ☐ Printout 2, 1 per group
- ☐ Printouts 3-4, 1 per child
- ☐ (Optional) Bag with about 50 cinnamon red hots, 1 per group
- □ (Optional) Bag with about 50 mini marshmallows, 1 per group
- ☐ (Optional) Bag with about 50 M&Ms, 1 per group
- □ (Optional) Bag with about 50 gummy bears, 1 per group
- ☐ Pens or pencils, 1 per child
- Memory Verse Cards, 1 per child

QUESTIONS

- How can you be praying for the students this week?
- Are there any specific students or requests you can pray for?
- Are there any adaptations that you can make to the lesson this week to better serve the kids in your small group or make your small group more effective?
- How can you connect with the students outside of the club over the next few weeks?
- Is there a sporting event or performance you can go to? Can you plan a casual park or fast-food meet-up with them and their families (as a group or individually)?

Connect



Connect with the kids and make them feel heard and cared for.
(15 minutes)

Small Group Session 1

ICE BREAKER

Distribute name tags and snacks. Choose one of the following icebreaker activities to do together while children eat their snack:

- Option 1: Ask the children to share their highs and lows (the best and worst things that happened to them either today or from the past week).
- Option 2: Ask the children to take turns sharing how they're feeling today using the "How Are You Feeling?" chart (from the CKC Games Bag).

PRAY TOGETHER

Collect prayer requests from the students. The leader or a student can pray for the entire group or a leader can pair up students and invite them to pray for one another.

ACTIVITY: FRIENDSHIP CHARACTERISTICS

Say, We will be talking about our friends and what makes someone a good friend.

It's important to have good friends. Friends can help us feel happy, encourage us, and support us.

Using Printout 2, ask the kids to think about qualities that make a good friend. As they share, write these qualities inside the circle. (Examples might include: kind, funny, helpful, honest, etc.)

Follow up by asking your students these questions to help them share more about their friends:

- "What is your favorite thing to do with your friends?"
- "How do you make new friends?"
- "What do you like most about your best friend?"

Give each child a strip of colored paper.

Ask them to write one quality they think is important in a friend on their strip of paper. For younger students, you may need to write the friendship characteristic on the paper for them.

Once everyone is finished, loop the strips together with tape or a glue stick to create a "friendship chain".

Encourage students to take the chain home and place it where they can be reminded of the qualities they value in friendships.

Say, Think about how you can be good friends to others and how you can appreciate the friends you have.

HELPFUL HINT

There are several parts to this activity. Depending on timing you may need to choose which part of this activity you would like to do with your student. You may also choose to do part of this activity in Small Group Session 1 and the rest in Small Group Session 2.

As we get ready for Large Group, we can see some great characteristics of friendship. Even if you don't have a best friend or a lot of friends, we can learn who God is and see that we can know him and trust him.

God wants to have a relationship with us, and he is always looking for ways to help and support us.

Dismiss to Large Group.

Heart



Facilitate activity and study to help kids know and love Jesus. (20-25 minutes)

Small Group Session 2

MY NEIGHBORHOOD MAP

Distribute pens and neighborhood maps (Printout 3) to the students.

Say, We have been talking about friends today and what it means to be a good friend. Something closely related to the topic of friends is the idea of neighbors and a neighborhood. We are going to spend some time looking at your neighborhood.

Have the students look at the map and locate where their own home is. Ask them to draw a house to represent where they live on the map.

HELPFUL HINT

If you don't have access to these varieties of candy consider using other choices of candy or have student use different color markers, crayons, or colored pencils.

Next, ask them to place a red hot anywhere on the map where they feel unsafe in their neighborhood. Ask any students who put red hots on the map to explain why they put the red hot where they did.

Tell the students to place a mini marshmallow in any places on the map where they feel safe. These places might be parks, churches, schools, friends' houses, etc. Ask each student to explain why they put the marshmallows where they did.

Ask the students to put gummy bears in places on the map where they think there are people who might need some sort of help. Again, ask them why they placed them where they did.

Finally, ask the students to put M&Ms on the map anywhere where they like to hang out—their favorite places in the neighborhood. Ask them to explain why they put these M&Ms where they did.

Point out to the students, **Jesus was a good friend and neighbor. He helped people in need.** Return the discussion to the places in the community where there were people in need of some sort of help.

It's important to know you have good friends, but it is also important to be a good friend to others.

Ask:

- Can you think of ways that you could help meet those needs?
- How can you be a friend to those people?

Pick one or two passages to reread from Large Group.

John 11:1–15 Matthew 20:29–34 Matthew 14:15–21 Luke 19:1–10

Ask:

- How does Jesus show his love and care for others?
- What was Jesus willing to do to help them?
- What can we learn about Jesus from this passage?
- Do you believe Jesus wants to help you when you are in need?

Say, Jesus loves each and every one of you very much! Even if you don't know Jesus or believe in him for salvation, he still loves you and cares about you.

The Bible says that God loves us even before we love him (1 John 4:10).

Jesus wants to be our friend, for us to know him and spend time with him. He is always looking for ways to connect with us. Even if we feel alone, scared, or worried, Jesus is always there when we need him.

ACTIVITY: MY FRIENDS AND NEIGHBORHOOD

Pass out one "My Friends and Neighborhood" (Printout 4) to each student. Allow them to write or draw. Have each child think of a friend they want to describe.

Ask them to draw a portrait of their friend. Encourage them to include details like hair color, eye color, and favorite clothes.

Once the portraits are complete, ask the kids to write 3-5 sentences about their friend on a separate piece of paper or on the back of the portrait.

If time allows, ask the students questions about their friends.

- What is your friend's name?
- What do you like most about your friend?
- What is something fun you do together?
- What is your friend good at?
- Why is your friend special to you?

Hands



Lead kids to live out the mission of the Gospel. (5-10 minutes)

Small Group Session 2

WRAP IT UP

Recap with the students.

Tell the students, I am glad you are here, and I want you to know that you are important, both to me and to God.

As you go from this place, remember that Jesus is with you wherever you go. If you turn to him as your Savior, he will also be your very best friend. Just as Jesus served others around him, we should go and love and serve others in our neighborhood as well.

Consider reading Matthew 28:20b, NLT

And be sure of this: I am with you always, even to the end of the age.

This is a promise for all those who believe in Jesus for salvation and who are his friends.

Pray with the students and dismiss them.

RESPONSE & REFLECTION

Print out the memory verse. Try out some Bible Memory Verses Games.

Practice the memory verse for this unit (Hebrews 12:1).

Pray with the students and dismiss them.



Bible Memory Verse Games

Memory Verse Cards

MEMORY VERSE

Therefore, since we are surrounded by such a huge crowd of witnesses to the life of faith, let us strip off every weight that slows us down, especially the sin that so easily trips us up. And let us run with endurance the race God has set before us.

Hebrews 12:1, NLT

MEMORY VERSE

Therefore, since we are surrounded by such a huge crowd of witnesses to the life of faith, let us strip off every weight that slows us down, especially the sin that so easily trips us up. And let us run with endurance the race God has set before us.

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Hebrews 12:1, NLT

MEMORY VERSE

Therefore, since we are surrounded by such a huge crowd of witnesses to the life of faith, let us strip off every weight that slows us down, especially the sin that so easily trips us up. And let us run with endurance the race God has set before us.

Hebrews 12:1, NLT

Printout 1A

GROUP 1

Each group will have five minutes to read the passage together and discuss how Jesus showed the people that he was a friend to them.

Leaders are encouraged to let students read out loud to the group whenever possible using a Bible. But for convenience, the passage is printed below.

JOHN 11:1-15 (GOING TO SEE LAZARUS)

A man named Lazarus was sick. He lived in Bethany with his sisters, Mary and Martha. This is the Mary who later poured the expensive perfume on the Lord's feet and wiped them with her hair. Her brother, Lazarus, was sick. So the two sisters sent a message to Jesus telling him, "Lord, your dear friend is very sick."

But when Jesus heard about it, he said, "Lazarus's sickness will not end in death. No, it happened for the glory of God so that the Son of God will receive glory from this." So although Jesus loved Martha, Mary, and Lazarus, he stayed where he was for the next two days. Finally, he said to his disciples, "Let's go back to Judea."

But his disciples objected. "Rabbi," they said, "only a few days ago the people in Judea were trying to stone you. Are you going there again?"

Jesus replied, "There are twelve hours of daylight every day. During the day people can walk safely. They can see because they have the light of this world. But at night there is danger of stumbling because they have no light." Then he said, "Our friend Lazarus has fallen asleep, but now I will go and wake him up."

The disciples said, "Lord, if he is sleeping, he will soon get better!" They thought Jesus meant Lazarus was simply sleeping, but Jesus meant Lazarus had died.

So he told them plainly, "Lazarus is dead. And for your sakes, I'm glad I wasn't there, for now you will really believe. Come, let's go see him."

Printout 1B

GROUP 2

Each group will have five minutes to read the passage together and discuss how Jesus showed the people that he was a friend to them.

Leaders are encouraged to let students read out loud to the group whenever possible using a Bible. But for convenience, the passage is printed below.

MATTHEW 20:29-34 (JESUS HEALS TWO BLIND MEN)

As Jesus and the disciples left the town of Jericho, a large crowd followed behind. Two blind men were sitting beside the road. When they heard that Jesus was coming that way, they began shouting, "Lord, Son of David, have mercy on us!" "Be quiet!" the crowd yelled at them.

But they only shouted louder, "Lord, Son of David, have mercy on us!"

When Jesus heard them, he stopped and called, "What do you want me to do for you?"

"Lord," they said, "we want to see!" Jesus felt sorry for them and touched their eyes. Instantly they could see! Then they followed him.

Printout 1C

GROUP 3

Each group will have five minutes to read the passage together and discuss how Jesus showed the people that he was a friend to them.

Leaders are encouraged to let students read out loud to the group whenever possible using a Bible. But for convenience, the passage is printed below.

MATTHEW 14:15-21 (FEEDING THE 5,000)

That evening the disciples came to him and said, "This is a remote place, and it's already getting late. Send the crowds away so they can go to the villages and buy food for themselves."

But Jesus said, "That isn't necessary—you feed them."

"But we have only five loaves of bread and two fish!" they answered.

"Bring them here," he said. Then he told the people to sit down on the grass. Jesus took the five loaves and two fish, looked up toward heaven, and blessed them. Then, breaking the loaves into pieces, he gave the bread to the disciples, who distributed it to the people. They all ate as much as they wanted, and afterward, the disciples picked up twelve baskets of leftovers. About 5,000 men were fed that day, in addition to all the women and children!

Printout 1D

GROUP 4

Each group will have five minutes to read the passage together and discuss how Jesus showed the people that he was a friend to them.

Leaders are encouraged to let students read out loud to the group whenever possible using a Bible. But for convenience, the passage is printed below.

LUKE 19:1-10 (SPEAKING WITH ZACCHAEUS)

Jesus entered Jericho and made his way through the town. There was a man there named Zacchaeus. He was the chief tax collector in the region, and he had become very rich. He tried to get a look at Jesus, but he was too short to see over the crowd. So he ran ahead and climbed a sycamore-fig tree beside the road, for Jesus was going to pass that way.

When Jesus came by, he looked up at Zacchaeus and called him by name. "Zacchaeus!" he said. "Quick, come down! I must be a guest in your home today."

Zacchaeus quickly climbed down and took Jesus to his house in great excitement and joy. But the people were displeased. "He has gone to be the guest of a notorious sinner," they grumbled.

Meanwhile, Zacchaeus stood before the Lord and said, "I will give half my wealth to the poor, Lord, and if I have cheated people on their taxes, I will give them back four times as much!"

Jesus responded, "Salvation has come to this home today, for this man has shown himself to be a true son of Abraham. For the Son of Man came to seek and save those who are lost."

Printout 2

FRIENDSHIP

Printout 3

MAP OF MY NEIGHBORHOOD

(Leaders: Use Google Maps to create a neighborhood map for your school.)

Printout 4

MY FRIENDS AND NEIGHBORHOOD

Who are your friends? Describe your friends in the chart.

WHAT IS YOUR FRIEND'S NAME	WHAT YOUR FRIEND IS LIKE?	WHAT DO YOU DO TOGETHER?	DRAW A PICTURE OF YOUR FRIEND.
Jimmy	Kind, honest, loyal	Play soccer, watch cartoons	

LESSON 3: LARGE GROUP

My Heroes

MAIN IDEA

Outward appearances do not reflect a person's character; it's a pure heart that truly defines a hero.

BIBLE PASSAGES

- 1 Samuel 16:7
- Luke 16:15
- 1 Samuel 16:7
- 1 Timothy 4:12
- Philippians 2:3-4
- 2 Peter 1:3-8

MEMORY VERSE

Therefore, since we are surrounded by such a huge crowd of witnesses to the life of faith, let us strip off every weight that slows us down, especially the sin that so easily trips us up. And let us run with endurance the race God has set before us.

Hebrews 12:1, NLT



Prepare your heart to teach.
Plan for the lesson.



Introduce the story of the Gospel. (10-15 minutes)



Play large group games. (25 minutes)

Prepare



Prepare your heart to teach.
Plan for the lesson.

MATERIALS NEEDED:

- ☐ Bible
- ☐ Sheet of blank posterboard
- □ Posterboard with the words "Outstanding Achievements", "Courage", and "Noble Qualities" written on it
- ☐ Markers, 5 different colors

QUESTIONS

- How can you be praying for the student this week? Are there any specific students or requests you can pray for?
- Are there any changes and additions needed for the Large Group Lesson?
- Is there anything specific you need to communicate to the small group leaders?

Large Group



Introduce the story of the Gospel. (10-15 minutes)



"Who is Jesus"
Call and Response

INTRODUCTION

Welcome the students to Crossroads and tell them you are glad they came this week.

(Optional) Go through the "Who is Jesus" call and response. (Optional) As a group, say the memory verse for this week.

Open with prayer for the students.

Today we are going to be talking about your heroes.

To get things started, I need a volunteer to come forward and act out (charades-style – no words!) a personal hero in such a way that the rest of the group can guess who the person being portrayed is. So, for example, you may decide that your hero is LeBron James. You can pretend to dribble and shoot a basketball.

Choose a volunteer.

Give the student volunteer 30 seconds to act out the person they are representing. Give the group 30 seconds to guess correctly or until the time runs out.

Ask the volunteer, Why did you choose this person to be a hero?

Allow several students opportunities to volunteer to act out who their hero is. After playing this game for five minutes or so, ask the students to list the qualities of a hero.

Ask, **What makes someone a hero?** Write their answers down with a marker on a poster board or white board.

Next, show the students a second poster board with the following three items listed:

- Outstanding Achievements
- Courage
- Noble Qualities

DEFINITION

NOBLE QUALITIES:

Having, showing, or coming from personal qualities that people admire (such as honesty, generosity, courage, etc.). He was a man of noble character. It was noble of her to come forward with this information. A noble ideal/ambition/cause/purpose.

Say, A hero is someone who is admired because they have one or more of these things.

Return to the poster board on which the students listed the qualities of a hero.

Ask, Which of these qualities would fit with the definition of a hero?

Circle these items with a marker of a different color. (Note: it would be a good idea to use a different color and symbol (e.g., circle, square, triangle) for each of the three categories of heroes (Outstanding Achievements, Courage, Noble Qualities).

Which of these qualities do you think would make someone a hero in God's eyes?

Circle these things in a marker of a different color than you have previously used.

In the world's eyes, a hero is one who has one of these things, but in God's eyes, a person cannot be a hero unless they have a right heart—the noble qualities part.

It is important to God that we choose heroes that have noble character and qualities because we tend to copy those who we admire.

In fact, the word "admire" means that we look upon them with favor. We are looking at them as our examples. If a person's heart is not right, nothing else matters.

WRAP IT UP

What do you think it means to have a right heart?

How can someone have a right heart?

Having a right heart is not something that you can just do, or try harder to get. It only comes through a relationship with God first.

Faith in Jesus is the only way for someone to have a right relationship with God and allows you to have a right heart and noble character.

We will discuss more in our small groups how to have a right relationship with God and how you can have a right heart.

Wrap up with prayer and dismiss to small group.

Games



Play large group games. (25 minutes)

MATERIALS NEEDED:

- ☐ Self-adhesive labels or postit notes
- ☐ Large empty can or cone

LARGE GROUP GAME: WHO AM I?

Materials: Self-adhesive label or post-it note for each person

Object of game: Guess the person's name

How to play: Write on each label/post-it the name of a well-known or famous person. This can be a historical character or current athlete, musician, TV personality, celebrity, etc. Have a good mix of men and women. Keeping the names hidden, stick the post-it notes on the foreheads of everyone in the group. They must then ask the others questions to find out their identity.

Each person takes a turn to ask questions and figure out who they are. For example, "Am I alive?", "Am I female?", "Am I in a band?" Only yes or no questions can be asked. If the answer is no, their turn is over. If the answer is yes, they can ask another question and keep going until they get a no, or guess who they are. Keep playing until everyone has guessed, or if time is short, stop after the first few correct answers.

LARGE GROUP GAME: LINK TAG

Materials: None needed

How to play: All players find a partner and link elbows with them. These pairs spread out around the playing area. The leader selects one pair and within that pair selects one person to be "it" and the other person to be the "chaser".

The person who is "it" runs around throughout the pairs. The person who's "it" can, at any time, link up with any pair. If the linked person joins a pair, the person on the pair who the "it" member did not link with must separate from the chain and now be "it".

If the person who's "it" is ever tagged, they become the "chaser" and the other person is "it". That other person is then free to join a pair, causing another player to split off and be "it".

The leader may need to count down from 10 if the person who's "it" is not linking with any pair. Also, changing the "chaser" and person who is "it" may be necessary if players are getting tired. The game lasts until the leader says it's over.

It can be helpful for the leader to watch carefully and manage potentially confusing situations, specifically when the person who is "it" thinks they have linked up and the "chaser" thinks they have tagged them just before linking (creating two people who think they are "it").

LARGE GROUP GAME: KICK THE CAN

Materials: Large empty can or cone

Object of game: Kick the can without being tagged.

How to play: Designate a large playing area. This could be a large classroom, gym, a park, or any open space. Place the empty can in the center of the playing area.

Choose one or more players to be "it". The number of players who are "it" will depend on the size of the group of kids playing. These players are trying to tag others while protecting the can. The other players scatter within the playing area. The goal for the players who are not "it" is to avoid being tagged by the player who's "it".

After counting to an agreed-upon number (e.g., 30 or 60), the players who are "it" begin trying to tag the other players. When the player who's "it" tags another player, they must sit in a designated spot called jail. If one of the players successfully kicks the can, all the players in jail are freed, and the person who's "it" must count again while the other players scatter and another round begins. The game continues until either all the players are captured, or a player successfully kicks the can without being tagged.

Variations:

- The captured player joins the person who is "it" to help tag the remaining players until all players have been captured.
- Freeze Tag: Instead of tagging players, the player who is "it" can freeze them by tagging them. Frozen players must stay frozen until another player touches them to unfreeze them.
- Time Limit: Set a time limit for each round. If the person who's "it" doesn't find all the players within the time limit, the hiders win that round.



LESSON 3: PRIMARY SMALL GROUP

My Heroes

MAIN IDEA

Outward appearances do not reflect a person's character; it's a pure heart that truly defines a hero.

BIBLE PASSAGES

- 1 Samuel 16:7
- Luke 16:15
- 1 Samuel 16:7
- 1 Timothy 4:12
- Philippians 2:3-4
- 2 Peter 1:3-8

MEMORY VERSE

Therefore, since we are surrounded by such a huge crowd of witnesses to the life of faith, let us strip off every weight that slows us down, especially the sin that so easily trips us up. And let us run with endurance the race God has set before us.

Hebrews 12:1, NLT



Prepare your heart to teach.
Plan for the lesson.



Connect with the kids and make them feel heard and cared for. (15 minutes)



Facilitate activity and study to help kids know and love Jesus. (20-25 minutes)



Lead kids to live out the mission of the Gospel. (5-10 minutes)

Prepare



Prepare your heart to teach.
Plan for the lesson.

MATERIALS NEEDED:

- ☐ Bible
- Name tags
- ☐ Snacks, 1 per child
- Cupcakes with a prune inside the middle of each, 1 per child
- ☐ Plastic Easter eggs (some of which you will deform and make ugly), 1 per child
- ☐ Pennies, 1 per child
- ☐ 1 one-dollar coin
- ☐ Printout 1, 1 per child
- ☐ Pens/pencils, 1 per child
- ☐ Bag of candy, 1 per small group
- ☐ Device to play music in each small group
- ☐ Printout 2, 1 per small group

QUESTIONS

- How can you be praying for the students this week?
- Are there any specific students or requests you can pray for?
- Are there any adaptations that you can make to the lesson this week to better serve the kids in your small group or make your small group more effective?
- How can you connect with the students outside of the club over the next few weeks?
- Is there a sporting event or performance you can go to? Can you plan a casual park or fast-food meet-up with them and their families (as a group or individually)?

Connect



Connect with the kids and make them feel heard and cared for.
(15 minutes)

Small Group Session 1

ICE BREAKER

Distribute name tags and snacks.

Have the students sit in a circle. Distribute to the students the cupcakes that have prunes in the middle.

Say, I brought a special treat today.

When they discover that each cupcake has a prune in the middle of it, they will probably complain and whine. Act confused and minimize the prune issue. Then move on to the usual "highs and lows" time.

- Option 1: Ask the children to share their highs and lows (the best and worst things that happened to them either today or from the past week).
- Option 2: Ask the children to take turns sharing how they're feeling today using the "How Are You Feeling?" chart (from the CKC Games Bag).

PRAY TOGETHER

Collect prayer requests from the students. The leader or a student can pray for the entire group or a leader can pair up students and invite them to pray for one another.

INTRODUCTION

Show the students several plastic Easter eggs.

Say, Each one has a prize inside, which you may keep. One of the eggs has a nicer prize than the others. (Make sure that each egg has a penny inside and that one has a golden dollar coin inside. Be sure that the dollar coin is in the nastiest looking egg.)

After all the students have selected their egg, ask them to open the eggs at the same time to see what each received.

Say, The nastiest looking egg was the one with something better inside.

A hero is not really a hero unless they have a noble character—a pure heart.

Read 1 Samuel 16:7 together, and explain the meaning of this verse:

God cares most about what is inside a person, not how the person looks on the outside.

Remember the cupcakes. They looked really nice, but they were nasty inside. There are people like this, too. People who do not have a noble character can't be true heroes.

The egg that looked so bad on the outside had something valuable on the inside.

Dismiss to Large Group.

Heart



Facilitate activity and study to help kids know and love Jesus. (20-25 minutes)

Small Group Session 2

Pass out Printout 1 to each student. As everyone completes the activities, discuss the questions below as a group.

HELPFUL HINT

Consider going around the small group and asking specific students questions. This will help each one stay engaged with the conversation. Handing out tickets when students respond with answers will also help keep their attention.

- Would God call these people heroes? Why or why not?
- Who is one person you know that God might call a hero?
- Why can there be a difference between who we sometimes would call a hero and who God would call a hero?

We like to call people a hero because of something brave or incredible they do. Although that is a great thing, God looks at the character of someone, not just the outward things someone can accomplish.

Read the 1 Samuel 16:7 outline (consider asking a student to read).

- Is it easy to judge people on how they look?
- What does it say about how God looks at someone?

Read Philippians 2:3-4 out loud.

• Is it easier to be selfish or think of others more than yourself?

It is easier to think about what you want than the needs of others. God values humility and selflessness, but most people desire attention and fame and grow in pride. It's easy to be selfish.

Heroes in God's eyes are people who have a strong character, people who are humble and selfless rather than prideful and selfish.

ACTIVITY: PASS THE PARCEL

Take a bag of candy and instruct students to pass it around until you say "stop". The student holding the bag of candy when you say stop is allowed to grab one piece of candy from the bag (you could consider keeping a tally instead to keep the bag of candy closed until the end of the activity).

Start playing music and have the children pass the parcel (bag of candy) around the circle. When the music stops, the child holding the parcel gets to pick one piece of candy (or you can keep a tally as mentioned previously.

Repeat the process, starting the music again and stopping it at intervals for several minutes. Encourage the children to pass the parcel quickly and not hold onto it for too long. Praise the kids for taking turns and being patient.

Alternative: As the parcel is passed around, stop the music for the same one or two students. Give the students the opportunity to keep the candy for themselves or share the candy with the whole group.

Consider passing out candy to all the students after the game.

Say, This activity shows how it can be tempting and easier to keep the candy for yourself than share with others. Good character is not something that you can choose to have, it's something that needs to be developed over time.

ILLUSTRATION: PRACTICE

Does anyone play an instrument or a sport? Can you immediately know how to play the drums or guitar?

Say, If you could play an instrument just by choosing one, then everyone could play instruments.

You need to practice and practice consistently over a long period of time. The same goes for playing a sport. Some people can pick up a sport easier than others, but to be really good at a sport, it takes time to practice to get better.

To be a hero of good and noble character, you can't just choose to be one. You need to spend time working on building a godly character over time.

- How can someone build a godly character? (By reading their Bible and praying)
- Can you build a godly character by yourself?

To have a good, noble character, we need God's help. We need to spend time with God and learn from him what it means to have a good, noble, and godly character. Just like someone taking lessons to learn an instrument or someone playing sports learning from a coach, we need to learn from God by listening to him.

Read 2 Peter 1:3-8 out loud.

- Who gives us what is needed for living a godly life?
- What are some of the promises God has given us? (He will always be with us, he will forgive us if we confess our sins, he will give us what we need if we ask.)
- How do you think God's promises can help us escape corruption?
- What are some of the things listed that help us respond to God's promises?
- What is the result of growing in these characteristics? (You will be more productive and useful in your knowledge/relationship with Jesus.)

ACTIVITY: FINDING GOOD QUALITIES

Cut up Printout 2 prior to club. Using Printout 2, have the students create 2 columns of characteristics. Show them the difference between the godly, noble character of a hero and other characteristics people have.

You could also have students match up the opposite characteristic in each column.

Hands



Lead kids to live out the mission of the Gospel. (5-10 minutes)

Small Group Session 2

WRAP IT UP

Tell the students, I am glad you are here, and you are important, both to me and to God.

Read 1 Timothy 4:12 aloud.

Say, Even though you are young, you can still be an example to others. It's so important to love God and grow in a close relationship with him.

RESPONSE & REFLECTION

- Do you have a Bible at home?
- Are there 5 minutes that you can find to spend time reading your Bible this week?
- What time is best for you? (help students pick a specific time during the week.)

I want to encourage you to spend this time reading your Bible. If you are not sure where to read, start in the Gospel of Mark, and just take 5 minutes to read and a few minutes to pray with God.

Print out the memory verse. Practice the memory verse for this unit (Hebrews 12:1).

Pray with the students and dismiss them.



Bible Memory Verse Games



LESSON 3: INTERMEDIATE SMALL GROUP

My Heroes

MAIN IDEA

Outward appearances do not reflect a person's character; it's a pure heart that truly defines a hero.

BIBLE PASSAGES

- 1 Samuel 16:7
- Luke 16:15
- 1 Samuel 16:7
- 1 Timothy 4:12
- Philippians 2:3-4
- 2 Peter 1:3-8

MEMORY VERSE

Therefore, since we are surrounded by such a huge crowd of witnesses to the life of faith, let us strip off every weight that slows us down, especially the sin that so easily trips us up. And let us run with endurance the race God has set before us.

Hebrews 12:1, NLT



Prepare your heart to teach.
Plan for the lesson.



Connect with the kids and make them feel heard and cared for. (15 minutes)



Facilitate activity and study to help kids know and love Jesus. (20-25 minutes)



Lead kids to live out the mission of the Gospel. (5-10 minutes)

Prepare



Prepare your heart to teach.
Plan for the lesson.

MATERIALS NEEDED:

- ☐ Bible
- Name tags
- ☐ Snacks, 1 per child
- Cupcakes with a prune inside the middle of each, 1 per child
- ☐ Plastic Easter eggs (some of which you will deform and make ugly), 1 per child
- ☐ Pennies, 1 per child
- ☐ 1 one-dollar coin
- ☐ Printout 1, 1 per child
- ☐ Pens/pencils, 1 per child
- ☐ Bag of candy, 1 per small group
- ☐ Device to play music in each small group

QUESTIONS

- How can you be praying for the students this week?
- Are there any specific students or requests you can pray for?
- Are there any adaptations that you can make to the lesson this week to better serve the kids in your small group or make your small group more effective?
- How can you connect with the students outside of the club over the next few weeks?
- Is there a sporting event or performance you can go to? Can you plan a casual park or fast-food meet-up with them and their families (as a group or individually)?

Connect



Connect with the kids and make them feel heard and cared for.
(15 minutes)

Small Group Session 1

ICE BREAKER

Distribute name tags and snacks.

Have the students sit in a circle. Distribute to the students the cupcakes that have prunes in the middle.

Say, I brought a special treat today.

When they discover that each cupcake has a prune in the middle of it, they will probably complain and whine. Act confused and minimize the prune issue. Then move on to the usual "highs and lows" time.

Say, We will all be sharing our high point and our low point from the previous week (i.e., the best and worst thing to happen from the previous week). You should share your high and low points first, and then invite a student next to you to continue with this. Go around the circle to give each student a chance to speak.

PRAY TOGETHER

Collect prayer requests from the students. The leader or a student can pray for the entire group or a leader can pair up students and invite them to pray for one another.

INTRODUCTION

Show the students several plastic Easter eggs.

Say, Each one has a prize inside, which you may keep. One of the eggs has a nicer prize than the others. (Make sure that each egg has a penny inside and that one has a golden dollar coin inside. Be sure that the dollar coin is in the nastiest looking egg.)

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Say, The nastiest looking egg was the one with something better inside.

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Remember the cupcakes. They looked really nice, but they were nasty inside. There are people like this, too. People who do not have a noble character can't be true heroes.

The egg that looked so bad on the outside had something valuable on the inside.

Dismiss to Large Group.

Heart



Facilitate activity and study to help kids know and love Jesus. (20-25 minutes)

Small Group Session 2

Pass out Printout 1 to each student. As everyone completes the activities, discuss the questions below as a group.

HELPFUL HINT

Consider going around the small group and asking specific students questions. This will help each one stay engaged with the conversation. Handing out tickets when students respond with answers will also help keep their attention.

- Would God call these people heroes? Why or why not?
- Who is one person you know that God might call a hero?
- Why can there be a difference between who we sometimes would call a hero and who God would call a hero?

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ACTIVITY: PASS THE PARCEL

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- Who gives us what is needed for living a godly life?
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- What are some of the things listed that help us respond to God's promises?
- What is the result of growing in these characteristics? (You will be more productive and useful in your knowledge/relationship with Jesus.)

Hands



Lead kids to live out the mission of the Gospel. (5-10 minutes)

Small Group Session 2

WRAP IT UP

Tell the students, I am glad you are here, and you are important, both to me and to God.

Read 1 Timothy 4:12 aloud.

Say, Even though you are young, you can still be an example to others. It's so important to love God and grow in a close relationship with him.

RESPONSE & REFLECTION

- Do you have a Bible at home?
- Are there 5 minutes that you can find to spend time reading your Bible this week?
- What time is best for you? (help students pick a specific time during the week.)

I want to encourage you to spend this time reading your Bible. If you are not sure where to read, start in the Gospel of Mark, and just take 5 minutes to read and a few minutes to pray with God.

Print out the memory verse. Practice the memory verse for this unit (Hebrews 12:1).

Pray with the students and dismiss them.



Bible Memory Verse Games

Memory Verse Cards

MEMORY VERSE

Therefore, since we are surrounded by such a huge crowd of witnesses to the life of faith, let us strip off every weight that slows us down, especially the sin that so easily trips us up. And let us run with endurance the race God has set before us.

Hebrews 12:1, NLT

MEMORY VERSE

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Hebrews 12:1, NLT

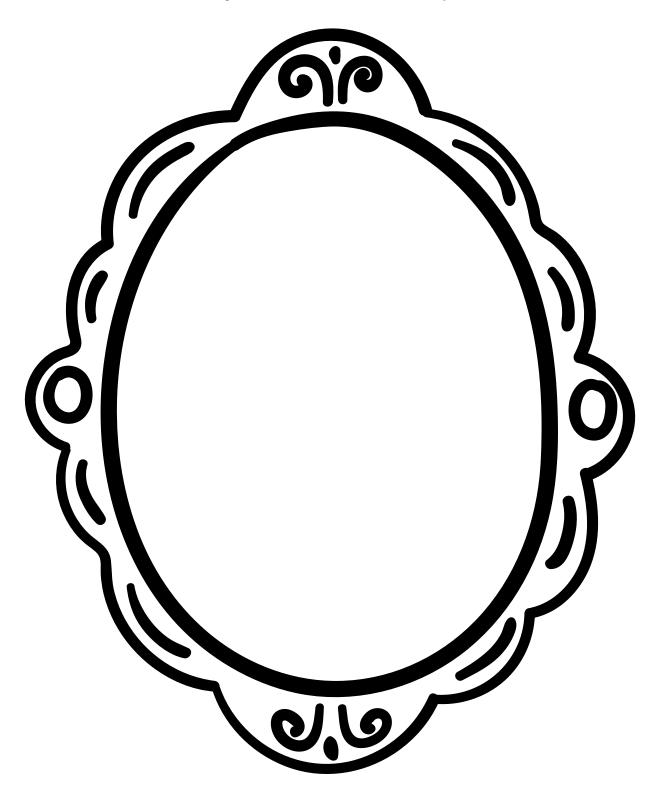
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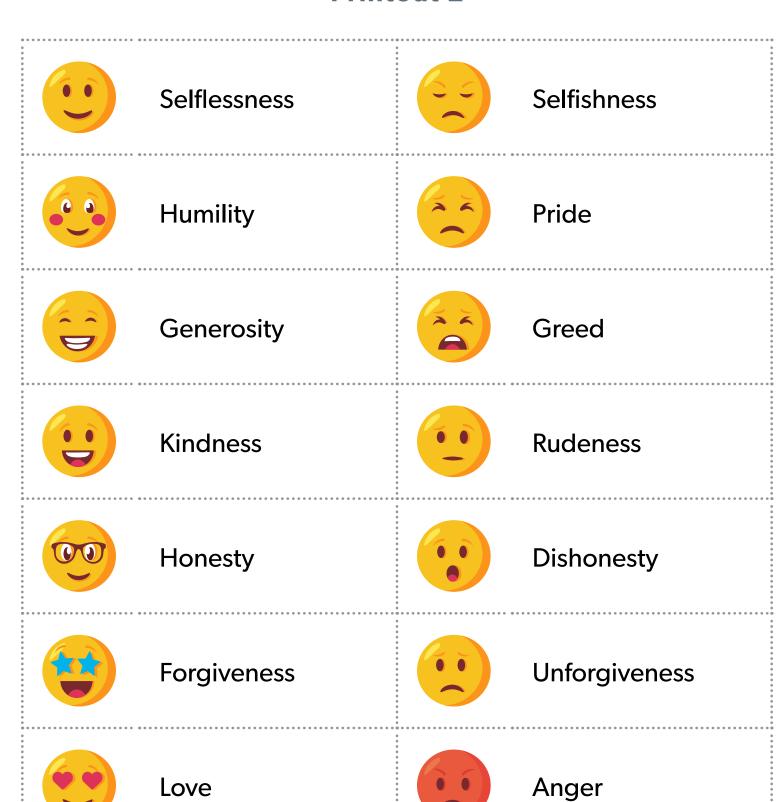
Hebrews 12:1, NLT

Printout 1

Who are some of your heroes? Draw pictures of them:



Printout 2





LESSON 4: LARGE GROUP

Joseph

MAIN IDEA

With God, even bad situations can be used for good.

BIBLE PASSAGES

• Genesis Chapters 37–45

MEMORY VERSE

The LORD is my light and my salvation—so why should I be afraid?

The LORD is my fortress, protecting me from danger, so why should I tremble?

Psalm 27:1, NLT



Prepare your heart to teach.
Plan for the lesson.



Introduce the story of the Gospel. (10-15 minutes)



Play large group games. (25 minutes)

Prepare



Prepare your heart to teach.
Plan for the lesson.

MATERIALS NEEDED:

- ☐ Bible
- ☐ Printout 1
- ☐ Clear adhesive tape, one roll
- ☐ (Optional) Printout 2
- (Optional) Medal, certificate, or other award
- ☐ (Optional) Doughnuts, 1 per child

QUESTIONS

- How can you be praying for the student this week? Are there any specific students or requests you can pray for?
- Are there any changes and additions needed for the Large Group Lesson?
- Is there anything specific you need to communicate to the small group leaders?

Large Group



Introduce the story of the Gospel. (10-15 minutes)



"Who is Jesus"
Call and Response

INTRODUCTION

Welcome the students to Crossroads, and tell them you are glad they came this week.

(Optional) Go through the "Who is Jesus" call and response.

(Optional) As a group, say the memory verse for this week.

Optional Leader Skit (Printout 2)

Open with prayer for the students.

Have all the students stand up. Ask, Who has a brother or sister?

Instruct students to sit down once the number of siblings you say is higher than the number they have. Start at 1 and if they don't have any siblings they can sit down. Continue to count until you get to 11.

Say, We are going to walk through Joseph's life. Joseph had 11 brothers!

We are going to move around the room to different stations to learn about parts of Joseph's life. We will hear about his struggles but also how God was able to be with him through all the difficult things Joseph went through.

HELPFUL HINT

Consider having leaders at each section teaching students the different aspects of Joseph's life.

Find the paper labeled "Dreams", and gather all the students around it.

Talk to them about this part of Joseph's life. Below are some passages to look at in advance to prepare to tell Joseph's story as you move from one paper to the next.

After you have finished talking about the first part of his story, "Dreams", move on to the next paper, "Jealousy", and so on to tell the story.

Here are the passages to read in advance:

- Dreams Genesis 37:1–17
- Jealousy Genesis 37:11–17
- Slavery Genesis 37:18–28
- Prisoner Genesis 39:19–23
- Dream Interpreter Genesis 40
- Ruler Genesis 41:37-44

Wrap up with prayer and dismiss to small group.

Games



Play large group games. (25 minutes)

MATERIALS NEEDED:

- Dodgeball
- ☐ 1 inflated balloon per child
- ☐ 1 paper plate per child

LARGE GROUP GAME: SPUD

Materials: Dodgeball

Object of game: Avoid collecting all the letters to spell "SPUD"

How to play: First, give all the players a number. Then have them gather in a circle with one student in the middle. Give the middle student the ball, and instruct them to throw the ball straight up and yell any number that goes with the students in play. The student whose number was called must run to the ball, and all the other students must run away from the ball in any direction. When the player whose number was called has the ball, they yell "SPUD!," signaling all the other players to freeze. The player with the ball can then take three steps in any direction and throw the ball at one of the other players.

All the other players must keep their feet still, but can move any part of their body to try to avoid the ball. If the throwing player misses, he/she receives a letter to spell the word "spud"; if the throwing player hits another player, that hit player receives a letter. Play then repeats with the player that received a letter standing in the middle of the circle and throwing the ball up.

LARGE GROUP GAME: NAME ORDER UP

Materials: None needed

Object of game: Organize selves in alphabetical order by middle name, without speaking

How to play: Ask students to raise their hands if they have a middle name. If any student does not have a middle name, tell them they can use their last name for this game. If there are 20 or fewer students, play as a whole group. For larger groups, split them into two or more teams of mixed ages

Instruct students to think about the first letter of their middle name (or last name if they don't have a middle name).

When you say "GO," students must silently organize themselves in alphabetical order by their middle names. The challenge is that no one is allowed to talk, whisper, or mouth words.

Students may use gestures, hand signals, or "draw" the letter of their middle name on another student's back to communicate.

Once everyone is in line, go through the group and have each student say their middle name out loud to check if the order is correct.

If playing with two teams, the first team to correctly organize themselves wins. Alternatively, you can time the group to see if they can finish within a set time frame.

Pro tips:

- Emphasize clear but gentle communication using hand signals or gestures. Remind students not to poke or press too hard when drawing on others' backs.
- Make sure there is enough space for students to move around and form a line without crowding.
- Encourage patience and teamwork, especially for younger students who may find the non-verbal communication more challenging.
- To prevent frustration, allow extra time if necessary for students to figure out creative ways to communicate without speaking.

LARGE GROUP GAME: FREEZE TAG

Materials: None needed

Object of game: Freeze everyone before time runs out

How to play: Choose one student to be "it". This student has the power to freeze anyone in their tracks with a simple touch! As the person who is "it" tags people, they will freeze where they are. Other students that are not frozen can touch the frozen students to unfreeze them. Play ends when all students are frozen or when time runs out.

LARGE GROUP GAME: BALLOON BUSTERS

Materials: One inflated balloon and one paper plate per student

Object of game: Keep your balloon in the air using only your paper plate

How to play: Each player receives an inflated balloon and a paper plate.

Choose two students to be the "busters". The busters do not receive a balloon or plate.

Their job is to pop any balloons that hit the floor. Everyone else will try to keep his balloon in the air using only the paper plate. If a balloon hits the floor, a player may put it back in the air with the plate as long as a buster doesn't grab and pop it first. Any student whose balloon gets popped now becomes another buster.



PRIMARY Small Group

LESSON 4: PRIMARY SMALL GROUP

Joseph

MAIN IDEA

With God, even bad situations can be used for good.

BIBLE PASSAGES

Genesis Chapters 37–45

MEMORY VERSE

The LORD is my light and my salvation—so why should I be afraid?

The LORD is my fortress, protecting me from danger, so why should I tremble?

Psalm 27:1, NLT



Prepare your heart to teach.
Plan for the lesson.



Connect with the kids and make them feel heard and cared for. (15 minutes)



Facilitate activity and study to help kids know and love Jesus. (20-25 minutes)



Lead kids to live out the mission of the Gospel. (5-10 minutes)

PRIMARY Small Group

Prepare



Prepare your heart to teach.
Plan for the lesson.

MATERIALS NEEDED:

- ☐ Bible
- Name tags
- Snacks, 1 per child
- ☐ Painter's tape
- ☐ Blindfold, 1 per small group
- ☐ Printout 3, 1 per small group
- ☐ Printout 4, 1 per child
- ☐ Pens or pencils, 1 per child
- ☐ Permanent markers, several per group
- (Optional) Smooth stones, 1 per child
- ☐ (Optional) Paper, 1 per child
- ☐ (Optional) Bucket of water
- Memory Verse Cards, 1 per child

QUESTIONS

- How can you be praying for the students this week?
- Are there any specific students or requests you can pray for?
- Are there any adaptations that you can make to the lesson this week to better serve the kids in your small group or make your small group more effective?
- How can you connect with the students outside of the club over the next few weeks?
- Is there a sporting event or performance you can go to? Can you plan a casual park or fast-food meet-up with them and their families (as a group or individually)?

PRIMARY Small Group

Connect



Connect with the kids and make them feel heard and cared for.
(15 minutes)

Small Group Session 1

ICE BREAKER

Distribute name tags and snacks. Choose one of the following icebreaker activities to do together while children eat their snack:

- Option 1: Ask the children to share their highs and lows (the best and worst things that happened to them either today or from the past week).
- Option 2: Ask the children to take turns sharing how they're feeling today using the "How Are You Feeling?" chart (from the CKC Games Bag).

PRAY TOGETHER

Collect prayer requests from the students. The leader or a student can pray for the entire group or a leader can pair up students and invite them to pray for one another.

INTRODUCTION

Ask:

- Have you ever had a disagreement with a brother or sister?
- What was it about?
- Were you able to work it out and forgive each other?
- Is there someone you really trust in your life? Maybe a best friend or family member?

Say, We all have disagreements with others. Sometimes with family it can be worse than with anyone else, but it's important to be willing to forgive others. It's also important to trust others, especially God.

We are going to do an activity of trust.

OBJECT LESSON: TRUST BRIDGE

Use painter's tape to create a long line on the ground, representing a narrow bridge.

Discuss briefly what trust means and why it's important to trust others.

Divide the kids into pairs. One child in each pair will be blindfolded, and the other will be their guide. The blindfolded child stands at one end of the bridge, and their partner stands nearby, but off the bridge.

The guide's job is to help the blindfolded child walk along the bridge safely, avoiding "falling off the bridge". They can only use verbal instructions (no touching).

The blindfolded child listens to their partner's directions and tries to stay on the line while walking across the bridge. If the blindfolded child steps off the bridge, they must start over from the beginning.

PRIMARY Small Group

Ask:

- How did it feel to trust your partner's directions?
- Was it easy or hard to trust them? Why?
- How did it feel to be the guide and give directions?
- What did you learn about trust?

We need people in our lives who we can trust, such as family members, friends, or a teacher.

Trust is very important, and sometimes it's hard to trust others. Today in our lesson, we will see how a man named Joseph was betrayed by his brothers. Although he went through some very difficult things in his life, Joseph trusted God to be with him and help him. He was even able to forgive his brothers for how they betrayed him because Joseph knew that God is always with him and in control.

Close in prayer and dismiss to Large Group.

DEFINITION

BETRAY:

To hurt someone who trusts you, to not be loyal or faithful to.

Example: She betrayed her friend by telling his secret.

PRIMARY Small Group

Heart



Facilitate activity and study to help kids know and love Jesus. (20-25 minutes)

Small Group Session 2

In advance, cut up the squares on Printout 3.

Give one square to each student. Starting with "Dreams" and going in order, Dreams, Jealousy, Slavery, Prisoner, Dream Interpreter, and Ruler, have the students retell the story of Joseph in their own words.

Have the students retell only the portion that is on the paper they received (i.e., the student who received the "Dreams" paper will begin and tell only that part of the story. Then the student with the "Jealousy" paper will tell the next part, and so on.)

After retelling the story, pass out Printout 4. On one side of the paper have students draw a picture of one or more of Joseph's struggles. On the other side have students draw a picture of how God protected and provided for Joseph. As students are drawing, ask the following questions:

- What do you think of Joseph's brothers?
- Why did they hate Joseph?
- Did Joseph do anything to deserve the treatment he received?
- Has anything like this ever happened to you?
- Have people made you feel unwanted?
- How did/would you respond?

Say, In bad circumstances, Joseph responded with faith. He trusted God to see him through the difficult situations.

OPTION 1: ROCKS

Give each student a small stone, and give some permanent markers to the group. Ask the students to write a word or draw a picture on the rock that represents a situation that they are unsure about, angry about, or sad about, or a situation in which they are struggling to obey, or a situation like Joseph's.

Then have them drop the rock into the bucket of water when they are ready to trust God with their problem.

OPTION 2: PAPER

Give each student a piece of paper, and give some permanent markers to the group. Ask the students to write a word or draw a picture on the paper that represents a situation that they are unsure about, angry about, or sad about, or a situation in which they are struggling to obey, or a situation like Joseph's.

Have the students write on slips of paper and shred the paper and throw it into the trash can.

PRIMARY Small Group

Say, It might take a while for our problem to be solved, but God is faithful. He will come through. So we must remain faithful. We must trust that God will help us when we need him.

Joseph trusted God even though there were some very difficult years where Joseph struggled. God allowed those difficult things to happen but worked it out for Joseph to be in a place where he could save his family and many others.

PRIMARY Small Group

Hands



Lead kids to live out the mission of the Gospel. (5-10 minutes)

Small Group Session 2

WRAP IT UP

Say, I am glad you are here, and you are important, both to me and to God.

Read Psalm 9:9-10 out loud for the group.

The LORD is a shelter for the oppressed, a refuge in times of trouble.

Those who know your name trust in you, for you, O LORD, do not abandon those who search for you.

- How do you feel knowing God is a shelter and helps in times of trouble?
- How does it make you feel knowing that God doesn't abandon those who trust in him?

RESPONSE AND REFLECTION

When can you go to God with things that are troubling you?

Write on the back of your memory verse card one thing that you can ask God to help you with this week.

Print out the memory verse.

Practice the memory verse for this unit (Psalm 27:1, NLT).

Pray with the students and dismiss them.



Bible Memory Verse Games

LESSON 4: INTERMEDIATE SMALL GROUP

Joseph

MAIN IDEA

With God, even bad situations can be used for good.

BIBLE PASSAGES

Genesis Chapters 37–45

MEMORY VERSE

The LORD is my light and my salvation—so why should I be afraid?

The LORD is my fortress, protecting me from danger, so why should I tremble?

Psalm 27:1, NLT



Prepare your heart to teach.
Plan for the lesson.



Connect with the kids and make them feel heard and cared for. (15 minutes)



Facilitate activity and study to help kids know and love Jesus. (20-25 minutes)



Lead kids to live out the mission of the Gospel. (5-10 minutes)

Prepare



Prepare your heart to teach.
Plan for the lesson.

MATERIALS NEEDED:

- ☐ Bible
- Name tags
- ☐ Snacks, 1 per child
- ☐ Painter's tape
- ☐ Blindfold, 1 per small group
- ☐ (Optional) Cones, soft dodgeball, or other objects used for "hazards"
- ☐ Printout 3, 1 per small group
- Printout 4, 1 per child
- ☐ Pens or pencils, 1 per child
- Permanent markers, several per group
- (Optional) Smooth stones, 1 per child
- ☐ (Optional) Paper, 1 per child
- ☐ (Optional) Bucket of water
- Memory Verse Cards, 1 per child

QUESTIONS

- How can you be praying for the students this week?
- Are there any specific students or requests you can pray for?
- Are there any adaptations that you can make to the lesson this week to better serve the kids in your small group or make your small group more effective?
- How can you connect with the students outside of the club over the next few weeks?
- Is there a sporting event or performance you can go to? Can you plan a casual park or fast-food meet-up with them and their families (as a group or individually)?

Connect



Connect with the kids and make them feel heard and cared for.
(15 minutes)

Small Group Session 1

ICE BREAKER

Distribute name tags and snacks. Choose one of the following icebreaker activities to do together while children eat their snack:

- Option 1: Ask the children to share their highs and lows (the best and worst things that happened to them either today or from the past week).
- Option 2: Ask the children to take turns sharing how they're feeling today using the "How Are You Feeling?" chart (from the CKC Games Bag).

PRAY TOGETHER

Collect prayer requests from the students. The leader or a student can pray for the entire group or a leader can pair up students and invite them to pray for one another.

INTRODUCTION

Ask:

- Have you ever had a disagreement with a brother or sister?
- What was it about?
- Were you able to work it out and forgive each other?
- Is there someone you really trust in your life? Maybe a best friend or family member?

Say, We all have disagreements with others. Sometimes with family it can be worse than with anyone else, but it's important to be willing to forgive others. It's also important to trust others, especially God.

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The guide's job is to help the blindfolded child walk along the bridge safely, avoiding "falling off the bridge". They can only use verbal instructions (no touching).

The blindfolded child listens to their partner's directions and tries to stay on the line while walking across the bridge. If the blindfolded child steps off the bridge, they must start over from the beginning.

Ask:

- How did it feel to trust your partner's directions?
- Was it easy or hard to trust them? Why?
- How did it feel to be the guide and give directions?
- What did you learn about trust?

We need people in our lives who we can trust, such as family members, friends, or a teacher.

Trust is very important, and sometimes it's hard to trust others. Today in our lesson, we will see how a man named Joseph was betrayed by his brothers. Although he went through some very difficult things in his life, Joseph trusted God to be with him and help him. He was even able to forgive his brothers for how they betrayed him because Joseph knew that God is always with him and in control.

Close in prayer and dismiss to Large Group.

DEFINITION

BETRAY:

To hurt someone who trusts you, to not be loyal or faithful to.

Example: She betrayed her friend by telling his secret.

Heart



Facilitate activity and study to help kids know and love Jesus. (20-25 minutes)

Small Group Session 2

In advance, cut up the squares on Printout 3.

Give one square to each student. Starting with "Dreams" and going in order, Dreams, Jealousy, Slavery, Prisoner, Dream Interpreter, and Ruler, have the students retell the story of Joseph in their own words.

Have the students retell only the portion that is on the paper they received (i.e., the student who received the "Dreams" paper will begin and tell only that part of the story. Then the student with the "Jealousy" paper will tell the next part, and so on.)

After retelling the story, pass out Printout 4. On one side of the paper have students draw a picture of one or more of Joseph's struggles. On the other side have students draw a picture of how God protected and provided for Joseph. As students are drawing, ask the following questions:

- What do you think of Joseph's brothers?
- Why did they hate Joseph?
- Did Joseph do anything to deserve the treatment he received?
- Has anything like this ever happened to you?
- Have people made you feel unwanted?
- How did/would you respond?

Say, In bad circumstances, Joseph responded with faith. He trusted God to see him through the difficult situations.

OPTION 1: ROCKS

Give each student a small stone, and give some permanent markers to the group. Ask the students to write a word or draw a picture on the rock that represents a situation that they are unsure about, angry about, or sad about, or a situation in which they are struggling to obey, or a situation like Joseph's.

Then have them drop the rock into the bucket of water when they are ready to trust God with their problem.

OPTION 2: PAPER

Give each student a piece of paper, and give some permanent markers to the group. Ask the students to write a word or draw a picture on the paper that represents a situation that they are unsure about, angry about, or sad about, or a situation in which they are struggling to obey, or a situation like Joseph's.

Have the students write on slips of paper and shred the paper and throw it into the trash can.

Say, It might take a while for our problem to be solved, but God is faithful. He will come through. So we must remain faithful. We must trust that God will help us when we need him.

Joseph trusted God even though there were some very difficult years where Joseph struggled. God allowed those difficult things to happen but worked it out for Joseph to be in a place where he could save his family and many others.

Hands



Lead kids to live out the mission of the Gospel. (5-10 minutes)

Small Group Session 2

WRAP IT UP

Say, I am glad you are here, and you are important, both to me and to God.

Read Psalm 9:9-10 out loud for the group.

The LORD is a shelter for the oppressed, a refuge in times of trouble.

Those who know your name trust in you, for you, O LORD, do not abandon those who search for you.

- How do you feel knowing God is a shelter and helps in times of trouble?
- How does it make you feel knowing that God doesn't abandon those who trust in him?

RESPONSE AND REFLECTION

When can you go to God with things that are troubling you?

Write on the back of your memory verse card one thing that you can ask God to help you with this week.

Print out the memory verse.

Practice the memory verse for this unit (Psalm 27:1, NLT).

Pray with the students and dismiss them.



Bible Memory Verse Games

Memory Verse Cards

MEMORY VERSE

The LORD is my light and my salvation— so why should I be afraid?

The LORD is my fortress, protecting me from danger, so why should I tremble?

Psalm 27:1, NLT

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The LORD is my fortress, protecting me from danger, so why should I tremble?

Psalm 27:1, NLT

Printout 1A

DREAMS Genesis 37:1-17

Printout 1B

JEALOUSY Genesis 37:11-17

Printout 1C

SLAVERY Genesis 37:18-28

Printout 1D

PRISONER Genesis 39:19-23

Printout 1E

DREAM INTERPRETER Genesis 40

Printout 1F

RULER Genesis 41:37-44

Printout 2

JOSEPH'S LIFE EXPERIENCE

CHARACTERS:

- Large Group Leader
- "Victim"
- Other Leaders
- (Optional) Police Officer or Security Guard

Large Group Leader: **Before beginning Large Group today, I am going to present a "Most Valuable Staff" award to one of the leaders.**

Go on and on about how important and special this leader is. Then choose to give it to the "victim" of the skit (one of the leaders). Afterward, give praise and some sort of an award to this person.

Large Group Leader: I really need to use the bathroom. Excuse yourself, and ask the "victim" to lead the skit while you are gone.

As soon as you leave the room, the other leaders act very jealous that they did not receive the award. They will begin to plot about how to get rid of the "victim". Finally, they will decide to make up a lie about the "victim" to get him or her arrested by the police. One of the leaders will pretend to call the police and say that they have a very dangerous criminal here who they know has been breaking into cars and stealing purses. If possible, have someone be the security guard or police officer to take the "victim" away. The other leaders will then need to convince the group to start Large Group so that when you return to the room, the group will look normal, but the "victim" will be gone.

Large Group Leader: (Return and ask the other leaders) What happened to [victim's name]?

Other Leaders: **He/she got sick and had to go home.**

Large Group Leader: I'm sorry to hear this and will go call the "victim" to see if they are okay.

Leave the room, pretending to go call the "victim". While the Large Group leader is gone, the victim will return with a box of doughnuts.

Victim: Things turned out just fine! The police realized I am not guilty, I was able to talk to the police about God, and the police made me the honorary police chief and gave me a box of doughnuts! (police ... doughnuts ... get it???)

When the Large Group leader returns to the room, act surprised to see the "victim".

Large Group Leader (to victim): What happened?!

Victim explains the whole story. Forgive the other leaders, and say how good it is that God can turn bad situations into good ones.

Large Group Leader: What happened reminds you of a Bible story—the story of Joseph.

Printout 3



Dreams



Jealousy



Slavery



Prisoner



Dream Interpreter



Ruler

Printout 4

Draw a picture of one or more of Joseph's struggles on the left. Draw a picture of how God protected and provided for Joseph on the right.	
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•	

Leader Definitions

DREAMS:

Stories or pictures that happen in your mind while you're sleeping. They can be about things you know, things you wish for, or even things that are a little bit silly or strange.

DREAM INTERPRETER:

Someone who tries to understand the meaning of dreams and explains what they might mean to the person who had the dream.

JEALOUSY:

A feeling you get when you want something that someone else has, like their toys, friends, or talents, and it makes you feel upset or unhappy.

SLAVERY:

A very unfair situation where people are forced to work for others without being paid, and they aren't allowed to make their own choices or live freely.

PRISONER:

A person who is kept in a place, like a jail or prison, because they have done something wrong or are being held by someone else and cannot leave.

RULER:

A person in charge of a country or group of people, like a king, queen, or leader, who makes important decisions and leads the people.



LESSON 5: LARGE GROUP

Moses

MAIN IDEA

God can do great things through anyone, regardless of their weaknesses or insecurities.

BIBLE PASSAGES

• Exodus 2:11–14:31

MEMORY VERSE

The LORD is my light and my salvation—so why should I be afraid?

The LORD is my fortress, protecting me from danger, so why should I tremble?

Psalm 27:1, NLT



Prepare your heart to teach.
Plan for the lesson.



Introduce the story of the Gospel. (10-15 minutes)



Play large group games. (25 minutes)

Prepare



Prepare your heart to teach.
Plan for the lesson.

MATERIALS NEEDED:

- ☐ Bible
- (Optional) Cane, gray wig, and glasses
- ☐ (Optional) Theme music from *Mission Impossible*
- ☐ (Optional) Printout 1
- ☐ (Optional) "Plagues Kit":
 - \Box Hail = ping-pong balls
 - ☐ Livestock = plastic cow figure
 - Darkness = sunglasses
 - ☐ Frogs = plastic frogs
 - ☐ Blood = jar of water with red food coloring
 - ☐ Gnats = black dryer lint
 - ☐ Flies = plastic flies
 - ☐ Boils = rubber finger
 - ☐ First born = mask
 - ☐ Locusts = plastic bugs

QUESTIONS

- How can you be praying for the student this week? Are there any specific students or requests you can pray for?
- Are there any changes and additions needed for the Large Group Lesson?
- Is there anything specific you need to communicate to the small group leaders?



Introduce the story of the Gospel. (10-15 minutes)



"Who is Jesus"
Call and Response

INTRODUCTION

Welcome the students to Crossroads and tell them you are glad they came this week.

(Optional) Go through the "Who is Jesus" call and response.

(Optional) As a group, say the memory verse for this week.

Open with prayer for the students.

THE STORY OF MOSES

If you have chosen to use the cane, wig, and glasses for the Large Group, ask a student to come up and help play Moses. The student is to act out the story as you tell the story of Moses.

A long time ago, God's people—the Jewish people—were slaves to the people of Egypt. God saw their misery, and he wanted to set them free.

The problem was that Egypt was really strong. In fact, their army may have been the strongest army on earth at that time.

There was a man named Moses. He was Jewish. he had grown up in the Pharaoh's palace, but he killed an Egyptian and had to run for his life.

40 years later, Moses was an old man (80 years old already), and he was working out in the wilderness as a shepherd.

One day, while Moses was in the wilderness caring for his sheep, God called to him from inside a burning bush. God told Moses that he was going to set the people of Israel free from slavery, and that he was going to use Moses to do this.

Moses said that he could not do it—it was an impossible task after all. How can one man go against the strongest country on earth?

Moses was really weak. Moses was so weak because he couldn't believe that God would pick him because he had many fears and doubts. (Explain the doubts—"I can't speak well." "No one will listen to me.")

But finally Moses obeyed God, and he returned to Egypt to speak to the king—the pharaoh. Moses had one message for the pharaoh: "Let my people go!"

Have a student stand up next to a leader and tell the leader, **Let my people go!** The leader shouts back, **NO WAY!**

Now, there was no way that Moses could force Pharaoh to let the people go, but God was on his side, and God fought for Moses and his people.

God sent horrible disasters called plagues onto the Egyptians to convince them to let the people go.

Narrator: Pharaoh, the king of Egypt, said no. So, God sent 10 terrible things, called plagues, to Egypt.

Scene 1: The Plague of Blood

- Narrator: The first plague turned all the water in Egypt into blood!
- Sound effect: Gurgling water
- Visual: Show a picture or drawing of red water filling rivers and buckets.

Moses told Pharaoh, "Let my people go!"

Pharaoh said, "NO!"

Scene 2: The Plague of Frogs

- Narrator: Next, frogs hopped out of the Nile River and covered the land!
- Sound effect: Ribbit, ribbit, ribbit
- Visual: Show a picture or drawing of frogs everywhere.

Moses told Pharaoh, "Let my people go!"

Pharaoh said, "NO!"

Scene 3: The Plague of Lice/Gnats

- Narrator: Tiny, itchy gnats covered everything!
- Sound effect: Scratching
- Visual: Show a picture or drawing of people scratching.

Moses told Pharaoh, "Let my people go!"

Pharaoh said, "NO!"

Scene 4: The Plague of Flies

- Narrator: Flies covered the skies, buzzing around ruining the land.
- Sound effect: Buzz
- Visual: Show a picture or drawing of flies everywhere.

Moses told Pharaoh, "Let my people go!"

Pharaoh said, "NO!"

Scene 5: The Plague of Livestock

- Narrator: Livestock like cows, horses, donkeys, and sheep died, leaving less and less for the people to eat.
- Sound effect: Cow noises
- Visual: Show a picture or drawing of cows lying down.

Moses told Pharaoh, "Let my people go!"

Pharaoh said, "NO!"

Scene 6: The Plague of Boils

- Narrator: Painful boils covered the Egyptians and their animals.
- Sound effect: Ouch!
- Visual: Show a picture or drawing of people with boils.

Moses told Pharaoh, "Let my people go!"

Pharaoh said, "NO!"

Scene 7: The Plague of Hail

- Narrator: Big hailstones fell from the sky and ruined the crops.
- Sound effect: Thump, thump, thump
- Visual: Show a picture or drawing of hail falling.

Moses told Pharaoh, "Let my people go!"

Pharaoh said, "NO!"

Scene 8: The Plague of Locusts

- Narrator: Swarms of locusts ate all the plants that were left.
- Sound effect: Rustling
- Visual: Show a picture or drawing of locusts covering the ground.

Moses told Pharaoh, "Let my people go!"

Pharaoh said, "NO!"

Scene 9: The Plague of Darkness

- Narrator: A thick darkness covered the land for three days.
- Sound effect: Creaking
- Visual: Show a picture or drawing of people stumbling around in the dark.

Moses told Pharaoh, "Let my people go!"

Pharaoh said, "NO!"

Scene 10: The Plague of the Firstborn

- Narrator: The last plague was the worst. All the firstborn children in Egypt died.
- Sound effect: Crying
- Visual: Show a picture or drawing of a sad family.

Moses told Pharaoh, "Let my people go!"

Pharaoh said...... "GO!"

After all of these plagues, Pharaoh finally let the people go free. God used Moses (who was really quite wimpy) to stand up to the strongest nation on earth. Moses (after much convincing) believed God, and God acted on his behalf to give him the ability to succeed at his impossible mission. God may be calling some of you to do a "Mission Impossible". If he does, he will give you everything you need to succeed if you will trust him and obey.

Games



Play large group games. (25 minutes)

MATERIALS NEEDED:

- ☐ Small item to serve as "bacon" (beanbag, ball, etc.)
- □ Blanket (or similar, i.e., carpet circle)
- (Optional) Masking or painter's tape

LARGE GROUP GAME: STEAL THE BACON

Materials: Small item to serve as "bacon" (beanbag, ball, etc.)

Object of game: Grab the "bacon" and return to team line without being tagged

How to play: Split the players into two equal teams. Each player on a team gets a number. The same number should be assigned to one player on the opposite team. For example, if there are 5 players on each team, each player will have a number from 1 to 5.

Mark a center line and place the "bacon" on it. Then, mark two parallel lines at an equal distance from the center line, where each team will line up.

The game begins with both teams lined up on their respective lines, facing each other, with the "bacon" in the center. The game leader calls out a number. The players with that number from each team must run to the center to try to grab the "bacon". The player who grabs the "bacon" must try to run back to their team's line without being tagged by the opponent.

The other player tries to tag the player who grabbed the "bacon" before they make it back to their team's line. If the player successfully grabs the "bacon" and returns to their team's line without being tagged, their team scores a point.

If the player is tagged before reaching their team's line, the point goes to the other team.

Return the "bacon" to the center, and the game leader will call out a new number. Continue until all numbers have been called multiple times, or until a predetermined score or time limit is reached.

LARGE GROUP GAME: TURN OVER A NEW LEAF

Materials: Blanket (or similar, i.e., carpet circle)

Object of game: Flip the blanket upside down without touching the floor.

How to play: All players begin by standing on one side of the blanket. Players must flip the blanket upside down without any player touching the floor. If any player touches the floor, players must start over.

Depending on the size of your group, consider splitting into several groups and seeing who can finish first to win.

LARGE GROUP GAME: LINE TAG

Materials: Lines marked on the ground, such as lines on a gym floor, or lines marked with masking or painters tape.

How to play: All players start on the lines. The player who is "it" begins the game by trying to tag other players. All players, including the player who is "it", must stay on the lines at all times. They cannot step off the lines, or they will be out or automatically become "it", depending on the variation you're playing.

Players can move in any direction along the lines but must always keep at least one foot on the line. The person who is "it" tries to tag other players by touching them.

If a player is tagged, they become "it", and the previous "it" player joins the regular players.

The game continues until a predetermined time or until players decide to switch roles. There isn't a specific "winner" in this game; the focus is more on fun and movement.

Variations:

- Safety Zones: Designate certain areas as safe zones where players can rest but can only stay for a limited time.
- Multiple People Who Are "its": Start with more than one person being "it" to increase the difficulty.
- Reverse Line Tag: Players can leave the lines to avoid being tagged, but the person who is "it" must stay on the lines.

PRIMARY Small Group



LESSON 5: PRIMARY SMALL GROUP

Moses

MAIN IDEA

God can do great things through anyone, regardless of their weaknesses or insecurities.

BIBLE PASSAGES

Exodus 2:11–14:31

MEMORY VERSE

The LORD is my light and my salvation—so why should I be afraid?

The LORD is my fortress, protecting me from danger, so why should I tremble?

Psalm 27:1, NLT



Prepare your heart to teach.
Plan for the lesson.



Connect with the kids and make them feel heard and cared for. (15 minutes)



Facilitate activity and study to help kids know and love Jesus. (20-25 minutes)



Lead kids to live out the mission of the Gospel. (5-10 minutes)

PRIMARY
Small Group

Prepare



Prepare your heart to teach.
Plan for the lesson.

MATERIALS NEEDED:

- ☐ Bible
- Name tags
- ☐ Snacks, 1 per child
- Plain white paper, 1 sheet per student
- Crayons or markers, 1 box per small group
- ☐ Plastic handcuffs with the word "fears" written on them, 1 per small group (available at Walmart or on Amazon.com)
- ☐ Printout 2, 1 per child
- ☐ Pens or pencils, 1 per child
- Memory Verse Cards, 1 per child

QUESTIONS

- How can you be praying for the students this week?
- Are there any specific students or requests you can pray for?
- Are there any adaptations that you can make to the lesson this week to better serve the kids in your small group or make your small group more effective?
- How can you connect with the students outside of the club over the next few weeks?
- Is there a sporting event or performance you can go to? Can you plan a casual park or fast-food meet-up with them and their families (as a group or individually)?

PRIMARY Small Group

Connect



Connect with the kids and make them feel heard and cared for.
(15 minutes)

Small Group Session 1

ICE BREAKER

Distribute name tags and snacks. Choose one of the following icebreaker activities to do together while children eat their snack:

- Option 1: Ask the children to share their highs and lows (the best and worst things that happened to them either today or from the past week).
- Option 2: Ask the children to take turns sharing how they're feeling today using the "How Are You Feeling?" chart (from the CKC Games Bag).

PRAY TOGETHER

Collect prayer requests from the students. The leader or a student can pray for the entire group or a leader can pair up students and invite them to pray for one another.

INTRODUCTION

Ask:

- What is something scary someone has asked you to do?
- · Why was it scary?
- Did you end up doing it?

Say, There are some things that we are scared to do. There are other things that we don't feel comfortable doing because we aren't sure how we are supposed to do it.

ACTIVITY: IMPOSSIBLE TASK

Give each student a piece of paper and ask them to fold the paper in half eight times. While they are trying to do this, you might want to play the theme song from the movie *Mission Impossible*.

After a few minutes of trying, say:

This is an impossible task. It cannot be done—not even by the strongest person on earth.

Sometimes God gives his people impossible tasks, but when he does, there is a purpose (not like this paper folding activity), and he enables them to succeed if they will obey and trust him. An example of this is today's hero—Moses. We will get to hear about Moses' story in Large Group.

Close in prayer.

Heart



Facilitate activity and study to help kids know and love Jesus. (20-25 minutes)

Small Group Session 2

Say, Moses was given an impossible task from God. He was to lead God's people out of slavery. This was something that was impossible for Moses to do on his own, but God uses ordinary people just like you and me to accomplish impossible tasks for him.

Pass out Printout 2 to each student, and allow about five minutes to write, draw, or think.

After this, ask the students to share what they've written, drawn, or thought.

Write down each thing the students say so that you can better pray for them.

Ask:

- What is something hard God might be asking you to do? (Forgive a brother or sister, keep up with homework, be patient with someone)
- What are some things that are holding you back from your task?
- What are some of your doubts or fears? (Remind them of the doubts and fears that Moses had.)

ACTIVITY: FREEDOM FROM FEARS

Ask for a student volunteer, and handcuff them with toy handcuffs with the word "Fears" written on them. Tell the students that their task is to free the volunteer from his or her fears so that he or she can serve God wholeheartedly.

If and when they ask, give them the key freely. Don't give the key without being asked, and don't reveal that there is a key.

Say, God's love is the key to freeing us from our fears so that we can accomplish impossible tasks for him. When we are chained to a fear that is holding us down, we can't serve God the right way.

We just need to trust God and come to him and ask for his help. He wants to help us!

Ask, How can we overcome our fears?

The Bible talks many times about God being our Heavenly Father. He loves us and is there for us when we need him.

Read John 1:12 out loud.

- Who is a child of God?
- How can someone become a child of God? (By believing in Jesus)

Read Matthew 10:29-31 out loud.

- Who takes care of sparrows?
- Are you more important than birds to God?
- How does this verse help you not worry?

Read Matthew 7:9-11 out loud.

- Have you received a really good gift from a family member?
- How did they know what to get you?
- What does this passage teach us about God giving us good things?

HELPFUL HINT

Consider having students read the passages whenever possible.

Hands



Lead kids to live out the mission of the Gospel. (5-10 minutes)

Small Group Session 2



Bible Memory Verse Games

WRAP IT UP

Say, I am glad you are here, and you are important, both to me and to God.

God has given us his word, the Bible, to help us understand that he is always there for us. God asked Moses to do some things that scared him, but God helped him through all of it.

God is also with us and can help us through the difficult times. We can learn from Moses that trusting God will allow us to do things that might seem impossible to us, but they aren't impossible to God.

Read Matthew 19:26 out loud for the group.

RESPONSE & REFLECTION

- What are some things that you worry about?
- What might God be calling you to do for him that is scary or seems impossible?

Write or draw on the back of your memory verse card some things that you worry about, things that might be scary for you, or things God might be asking you to do for him. Pray about those things this week, and then read this verse as a reminder of how God is your help and strength and your salvation.

Print out the memory verse.

Practice the memory verse for this unit (Psalm 27:1).

Pray with the students and dismiss them.



LESSON 5: INTERMEDIATE SMALL GROUP

Moses

MAIN IDEA

God can do great things through anyone, regardless of their weaknesses or insecurities.

BIBLE PASSAGES

• Exodus 2:11–14:31

MEMORY VERSE

The LORD is my light and my salvation—so why should I be afraid?

The LORD is my fortress, protecting me from danger, so why should I tremble?

Psalm 27:1, NLT



Prepare your heart to teach.
Plan for the lesson.



Connect with the kids and make them feel heard and cared for. (15 minutes)



Facilitate activity and study to help kids know and love Jesus. (20-25 minutes)



Lead kids to live out the mission of the Gospel. (5-10 minutes)

Prepare



Prepare your heart to teach.
Plan for the lesson.

MATERIALS NEEDED:

- ☐ Bible
- Name tags
- ☐ Snacks, 1 per child
- Plain white paper, 1 sheet per student
- Crayons or markers, 1 box per small group
- ☐ Plastic handcuffs with the word "fears" written on them, 1 per small group (available at Walmart or on Amazon.com)
- ☐ Printout 3, 1 per child
- ☐ Pens or pencils, 1 per child
- Memory Verse Cards, 1 per child

QUESTIONS

- How can you be praying for the students this week?
- Are there any specific students or requests you can pray for?
- Are there any adaptations that you can make to the lesson this week to better serve the kids in your small group or make your small group more effective?
- How can you connect with the students outside of the club over the next few weeks?
- Is there a sporting event or performance you can go to? Can you plan a casual park or fast-food meet-up with them and their families (as a group or individually)?

Connect



Connect with the kids and make them feel heard and cared for.
(15 minutes)

Small Group Session 1

ICE BREAKER

Distribute name tags and snacks. Choose one of the following icebreaker activities to do together while children eat their snack:

- Option 1: Ask the children to share their highs and lows (the best and worst things that happened to them either today or from the past week).
- Option 2: Ask the children to take turns sharing how they're feeling today using the "How Are You Feeling?" chart (from the CKC Games Bag).

PRAY TOGETHER

Collect prayer requests from the students. The leader or a student can pray for the entire group or a leader can pair up students and invite them to pray for one another.

INTRODUCTION

Ask:

- What is something scary someone has asked you to do?
- · Why was it scary?
- Did you end up doing it?

Say, There are some things that we are scared to do. There are other things that we don't feel comfortable doing because we aren't sure how we are supposed to do it.

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After a few minutes of trying, say:

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Sometimes God gives his people impossible tasks, but when he does, there is a purpose (not like this paper folding activity), and he enables them to succeed if they will obey and trust him. An example of this is today's hero—Moses. We will get to hear about Moses' story in Large Group.

Close in prayer.

Heart



Facilitate activity and study to help kids know and love Jesus. (20-25 minutes)

Small Group Session 2

Say, Moses was given an impossible task from God. He was to lead God's people out of slavery. This was something that was impossible for Moses to do on his own, but God uses ordinary people just like you and me to accomplish impossible tasks for him.

Pass out Printout 3 to each student, and allow about five minutes to write, draw, or think.

After this, ask the students to share what they've written, drawn, or thought.

Write down each thing the students say so that you can better pray for them.

Ask:

- What is something hard God might be asking you to do? (Forgive a brother or sister, keep up with homework, be patient with someone)
- What are some things that are holding you back from your task?
- What are some of your doubts or fears? (Remind them of the doubts and fears that Moses had.)

ACTIVITY: FREEDOM FROM FEARS

Ask for a student volunteer, and handcuff them with toy handcuffs with the word "Fears" written on them. Tell the students that their task is to free the volunteer from his or her fears so that he or she can serve God wholeheartedly.

If and when they ask, give them the key freely. Don't give the key without being asked, and don't reveal that there is a key.

Say, God's love is the key to freeing us from our fears so that we can accomplish impossible tasks for him. When we are chained to a fear that is holding us down, we can't serve God the right way.

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- Have you received a really good gift from a family member?
- How did they know what to get you?
- What does this passage teach us about God giving us good things?

HELPFUL HINT

Consider having students read the passages whenever possible.

Hands



Lead kids to live out the mission of the Gospel. (5-10 minutes)

Small Group Session 2



Bible Memory Verse Games

WRAP IT UP

Say, I am glad you are here, and you are important, both to me and to God.

God has given us his word, the Bible, to help us understand that he is always there for us. God asked Moses to do some things that scared him, but God helped him through all of it.

God is also with us and can help us through the difficult times. We can learn from Moses that trusting God will allow us to do things that might seem impossible to us, but they aren't impossible to God.

Read Matthew 19:26 out loud for the group.

RESPONSE & REFLECTION

- What are some things that you worry about?
- What might God be calling you to do for him that is scary or seems impossible?

Write or draw on the back of your memory verse card some things that you worry about, things that might be scary for you, or things God might be asking you to do for him. Pray about those things this week, and then read this verse as a reminder of how God is your help and strength and your salvation.

Print out the memory verse.

Practice the memory verse for this unit (Psalm 27:1).

Pray with the students and dismiss them.

Memory Verse Cards

MEMORY VERSE

The LORD is my light and my salvation— so why should I be afraid?

The LORD is my fortress, protecting me from danger, so why should I tremble?

Psalm 27:1, NLT

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Printout 1A



Printout 1B



Printout 1C



Printout 1D



Printout 1E



Printout 1F



Printout 1G



Printout 1H



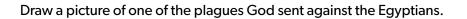
Printout 11



Printout 1J



Printout 2



God called Moses to do something hard. What might God be calling you to do?

Printout 3

Moses and Joseph both
1.
2
2.
3.
Moses and I both
1.
2.
3.
God called Moses to do something hard. What might God be calling you to do? How do you know?
Cod called Moses to do something hard. What might God be calling you to do! How do you know!



LESSON 6: LARGE GROUP

Elijah

MAIN IDEA

God is all-powerful and always by our side. He gives us the strength to go against the crowd.

BIBLE PASSAGES

- 1 Kings 18:1–40
- Matthew 6:19–24
- Hebrews 5:5-6

MEMORY VERSE

The LORD is my light and my salvation— so why should I be afraid?

The LORD is my fortress, protecting me from danger, so why should I tremble?

Psalm 27:1, NLT



Prepare your heart to teach.
Plan for the lesson.



Introduce the story of the Gospel. (10-15 minutes)



Play large group games. (25 minutes)

Prepare



Prepare your heart to teach.
Plan for the lesson.

MATERIALS NEEDED:

- ☐ Bible
- ☐ Printout 1
- (Optional) Large stones and red or orange cloth to show items needed for an altar

QUESTIONS

- How can you be praying for the student this week? Are there any specific students or requests you can pray for?
- Are there any changes and additions needed for the Large Group Lesson?
- Is there anything specific you need to communicate to the small group leaders?

Large Group



Introduce the story of the Gospel. (10-15 minutes)



"Who is Jesus"
Call and Response

INTRODUCTION

Welcome the students to Crossroads and tell them you are glad they came this week.

(Optional) Go through the "Who is Jesus" call and response.

(Optional) As a group, say the memory verse for this week.

Open with prayer for the students.

Say, There is something that is so exciting about an underdog story.

- Does anyone know what an underdog is?
- What is an example of an underdog?

The made-up story of Cinderella, the Tortoise and the Hare, and Aladdin are examples of underdogs. We get excited when someone, against all odds, is able to succeed or win. Cinderella was able to go from scrubbing floors to living in the castle. The tortoise was able to go slowly and steadily to the finish line to win the race against the much faster Hare. Aladdin went from scraping by for food to being the prince and hero of the story.

Did you know that the Bible is filled with true stories of underdogs? People were outnumbered or outpowered, but God showed up and helped them win.

Show image of Elijah and the altar (Printout 1)

Say, Imagine you're standing on a high mountain, the wind is blowing, and there are crowds of people gathered. There are two altars, one for Elijah and one for the prophets of Baal. Today, a mighty showdown is about to happen between the one true God and the false gods. Who will answer by sending fire to start the altar?

DEFINITIONS

PROPHET:

A person who speaks on behalf of God or who reveals God's will to others.

ALTAR:

Structure or place on which sacrifices are offered or incense is burned in worship. Altars are typically made out of stones with wood placed on them.

SKIT: 1 KINGS 18:1-40

This is a tableau skit where students act out what the narrator reads. This skit is based on 1 Kings 18:1-40.

Characters:

- Elijah (the prophet of God)
- Prophets of Baal (a group of 4-5 people)
- People of Israel (a group of 3-4 people)

Narrator: "Elijah went before the people and said, 'How long will you waver between two opinions? If the Lord is God, follow him; but if Baal is God, follow him.'"

Action: Elijah stands before the people of Israel, who look uncertain and conflicted.

Narrator: "The prophets of Baal prepared their altar and called on the name of Baal from morning till noon. 'Baal, answer us!' they shouted. But there was no response; no one answered."

Action: Prophets of Baal surround their altar, shouting with hands raised; Elijah stands off to the side, watching.

Narrator: "They danced around the altar they had made. At noon, Elijah began to taunt them, 'Shout louder! Surely he is a god!' So they shouted louder and slashed themselves with swords and spears, as was their custom."

Action: Prophets of Baal are shouting louder, some acting out cutting themselves, showing desperation.

Narrator: "Elijah said to all the people, 'Come here to me.' They came to him, and he repaired the altar of the Lord, which had been torn down. He arranged the wood, then he said, 'Fill four large jars with water and pour it on the offering and on the wood.'"

Action: Elijah builds the altar; people of Israel pour water over it.

Narrator: "Elijah stepped forward and prayed, 'Lord, the God of Abraham, Isaac, and Israel, let it be known today that You are God in Israel.' Then the fire of the Lord fell and burned up the sacrifice, the wood, the stones, and the soil, and also the water in the trench."

Action: Elijah prays with arms raised; fire (represented by red and orange cloth) consumes the altar.

Narrator: "When all the people saw this, they fell down and cried, 'The Lord—he is God! The Lord—he is God!'"

Action: People of Israel fall to the ground, bowing in awe.

Narrator: "Then Elijah commanded them, 'Seize the prophets of Baal! Don't let anyone get away!' They seized them."

Action: Elijah points; people of Israel capture the prophets of Baal, showing their submission.

Have volunteers sit down.

WRAP IT UP

Ask:

- Why do you think the prophets of Baal couldn't get their god to answer?
- What do you think Elijah was feeling when he prayed to God?

Our hero for today knew something about what it was like to stand alone. Back in his day, the majority of the people were worshiping an idol (false god) named Baal. But our hero, Elijah, stood against the crowd. In fact, he even challenged the crowd and set out to prove that our God is the true God and that he is all-powerful.

There were 850 prophets of these false gods. Elijah was only one person. All the false prophets agreed to Elijah's challenge, which was that the God who sent fire to light their sacrifice was the true God.

Did you hear what the people said after the Lord sent fire from heaven?

Read 1 Kings 18:39b: "The LORD—he is God! Yes, the LORD is God!"

Consider turning the verse into a chant or song. Have the kids repeat it in different voices (whisper, loud, fast, slow) to make memorization fun and engaging.

When Elijah prays, God answers with fire. Elijah trusted God to show up and prove that he is the one true God. Even though Elijah was against over 800 prophets of Baal, he was bold and showed the people of Israel who the real God was. "The LORD—he is God! Yes, the LORD is God!"

End the lesson with a prayer, asking God to show His power and love in students' lives. Encourage the kids to pray boldly and confidently, just like Elijah did.

Games



Play large group games. (25 minutes)

MATERIALS NEEDED:

- Dodgeball
- ☐ Beanbag or soft, squishy ball
- □ Chairs
- 2 rolls (one yellow and one black) of crepe paper streamers per small group
- ☐ 1 roll of transparent tape per small group

LARGE GROUP GAME: SPUD

Materials: Dodgeball

Object of game: Avoid collecting all the letters to spell "SPUD"

How to play: First, give all the players a number. Then have them gather in a circle with one student in the middle. Give the middle student the ball, and instruct them to throw the ball straight up and yell any number that goes with the students in play. The student whose number was called must run to the ball, and all the other students must run away from the ball in any direction. When the player whose number was called has the ball, they yell "SPUD!," signaling all the other players to freeze. The player with the ball can then take three steps in any direction and throw the ball at one of the other players.

All the other players must keep their feet still, but can move any part of their body to try to avoid the ball. If the throwing player misses, he/she receives a letter to spell the word "spud"; if the throwing player hits another player, that hit player receives a letter. Play then repeats with the player that received a letter standing in the middle of the circle and throwing the ball up.

LARGE GROUP GAME: DROP THE BEANBAG

Materials: Beanbag (or soft, squishy ball), chairs

Object of game: Don't be left without a chair

How to play: Choose one person to be the beanbag holder. Form a circle of chairs around this person, with all the other players occupying a chair. There should be one chair for each person except for the beanbag holder. The beanbag holder will walk around the middle of the circle and will grab the wrist of someone of the opposite sex who is seated. This person will link hands/wrists with the beanbag holder and will then select the next person from the circle to join their line in the middle. A chain (line) of players will eventually be snaking around in the middle of the circle until the beanbag holder drops the beanbag. As soon as the beanbag is dropped, all the players in the middle must compete for any open seat. Whoever is left without a seat becomes the beanbag holder for the next round.

LARGE GROUP GAME: WRAP THE BUMBLE BEE

Materials: Two rolls (one yellow and one black) of crepe paper streamers and one roll of transparent tape per small group

Object of game: Make the best-looking bumble bee

How to play: Each team will select one player to be the "bumble bee". On the "go" signal, the other teammates will use the streamers and tape to decorate their "bee".

At the end of the time specified by the game leader (less than 5 minutes is probably best), the leaders will choose the best-looking bumble bee and award points to that team.

PRIMARY Small Group



LESSON 6: PRIMARY SMALL GROUP

Elijah

MAIN IDEA

God is all-powerful and always by our side. He gives us the strength to go against the crowd.

BIBLE PASSAGES

- 1 Kings 18:1–40
- Matthew 6:19–24
- Hebrews 5:5-6

MEMORY VERSE

The LORD is my light and my salvation—so why should I be afraid?

The LORD is my fortress, protecting me from danger, so why should I tremble?

Psalm 27:1, NLT



Prepare your heart to teach.
Plan for the lesson.



Connect with the kids and make them feel heard and cared for. (15 minutes)



Facilitate activity and study to help kids know and love Jesus. (20-25 minutes)



Lead kids to live out the mission of the Gospel. (5-10 minutes)

PRIMARY Small Group

Prepare



Prepare your heart to teach.
Plan for the lesson.

MATERIALS NEEDED:

- ☐ Bible
- Name tags
- ☐ Snacks, 1 per child
- □ (Optional) Playdough, 1 small (party-favor-sized) can per child
- ☐ (Optional) Slips of paper "house" or "horse" written on them (taped onto the playdough jars at a ratio of three "horses" to one "house")
- Clear plastic cups, 2 for each small group
- ☐ Smooth stones, 9 for each small group with these words on them (1 word on each: boyfriend/girlfriend, money, video games, sports, image, popularity, music, TV, friends)
- ☐ Paper, 1 sheet per child
- ☐ Washable markers, 1 box per small group
- ☐ Printout 2, 1 per child
- ☐ Pens or pencils, 1 per child
- Memory Verse Cards, 1 per child

QUESTIONS

- How can you be praying for the students this week?
- Are there any specific students or requests you can pray for?
- Are there any adaptations that you can make to the lesson this week to better serve the kids in your small group or make your small group more effective?
- How can you connect with the students outside of the club over the next few weeks?
- Is there a sporting event or performance you can go to? Can you plan a casual park or fast-food meet-up with them and their families (as a group or individually)?

PRIMARY Small Group

Connect



Connect with the kids and make them feel heard and cared for. (15 minutes)

Small Group Session 1

ICE BREAKER

Distribute name tags and snacks. Choose one of the following icebreaker activities to do together while children eat their snack:

- Option 1: Ask the children to share their highs and lows (the best and worst things that happened to them either today or from the past week).
- Option 2: Ask the children to take turns sharing how they're feeling today using the "How Are You Feeling?" chart (from the CKC Games Bag).

PRAY TOGETHER

Collect prayer requests from the students. The leader or a student can pray for the entire group or a leader can pair up students and invite them to pray for one another.

ACTIVITY OPTION 1: PLAYDOUGH SCULPTURE

Say, You will be doing an activity with a mini jar of playdough. You will have two minutes to sculpt the best looking object that you can. You will all be making the same object, and the object you are to make is written on the side of the jars.

Hand out the jars of playdough with the word "horse" or "house" on them. The students will (hopefully) begin to argue among themselves about whether they are supposed to make a house or a horse. Enhance their frustration by telling them, **You need to get busy because you only have two minutes, and you all have to do the same thing.**

At the end of the two minutes, ask the students to show you the houses that they sculpted. Explain that they were supposed to make houses and that it was an error of simply one letter that led to some of them making horses.

Debrief the activity.

Ask:

- What did the majority of you make? Why?
- What can you learn from this? (Sometimes the majority is wrong, and we have to stand alone against the crowd.)

ACTIVITY OPTION 2: STAND UP, SIT DOWN

Say, I will say a series of statements, and you need to decide whether you agree or disagree with each statement. If you agree, you should stand up. If you disagree, you should stay seated.

Begin with easy, non-controversial statements to get the kids comfortable:

- "Ice cream is the best dessert."
- "Everyone should brush their teeth every day."
- "Playing outside is fun."

As you continue, introduce statements where children might feel pressured by others' actions:

- "It's okay to skip doing your homework if your friends want to play."
- "If everyone in class is talking during a test, it's okay to talk too."
- "A friend breaks a school rule, and when a teacher asks about it, your other friends start lying about it to avoid getting in trouble."
- "You are with friends, and they start taking candy from a store without paying or borrowing a toy from someone's backpack without asking. They tell you to join in, saying it's not a big deal."

After saying these statements, observe how many children stand up or stay seated. You can encourage a few children (quietly and beforehand) to stand up or sit down to create scenarios where peer pressure is visible.

Ask:

- Why did you make the choice to skip your homework?
- Why do you think it's okay to talk when others are talking in class or during tests?

HELPFUL HINT

Consider sharing a personal story of a time when you had to make a choice to go along with a group or do what you believed was right. Include how difficult that decision was to make when you felt alone in choosing what was right.

PRIMARY Small Group

Say, There are times when others are doing something that is wrong, and you can't follow the group just because others are doing it.

What are some situations where you might feel pressured to go along with others?

This could include examples like skipping chores, excluding someone from a game, or breaking rules because others are doing it.

How can you make the right choice?

It's important to make decisions based on what we know is right even when everyone else is doing something wrong.

Our hero for today knew something about what it was like to stand alone. Back in his day, the majority of the people were worshiping idols (a false god) named Baal. But our hero, Elijah, stood against the crowd. In fact, he even challenged the crowd and set out to prove that our God is the true God and that he is all-powerful.

Pray and dismiss to Large Group.

PRIMARY Small Group

Heart



Facilitate activity and study to help kids know and love Jesus. (20-25 minutes)

Small Group Session 2

Review the main idea of the lesson with the students:

Say, Our powerful God is always with us and cares for us and wants us to worship him and only him, and he gives us the strength to stand against the crowd.

Pass out Printout 2, and take about five minutes to write or draw. Then discuss what everyone wrote.

Ask:

- Why can it be hard to stand up for what you believe?
- Is it harder to stand up for what is right when you feel like you are alone?
- How do you feel similar to Elijah?
- How can you grow in your trust that God is always with you?

Read Hebrews 13:5-6. Consider allowing a student to read for the group.

Ask:

- Is money important? (Yes. We need money to buy food and clothes.)
- Why does this verse say that you shouldn't love money?
- Who should we love? (The Bible says that we are to love the Lord with our heart, mind, and strength.)
- Why do you think there is this promise from God to never fail us or abandon us after talking about money?

Say, We all need money, but when we love money, it becomes an idol in our lives. We are to love God with everything! If we allow ourselves to love money then we aren't trusting God or loving him. God promises to never fail us or abandon us. Just like Elijah who was alone trusted God, even when he could die if God didn't light the fire on the altar, Elijah put his full trust in and God did not fail him.

In our story we see that Elijah trusted God and believed that God would show up when Elijah needed him most. Elijah was surrounded by people who didn't believe in God and didn't trust him. Elijah may have looked alone, but God was with him. This is how Elijah could have confidence and say, "The LORD is my helper, so I will have no fear. What can mere people do to me?"

PRIMARY Small Group

ACTIVITY: IDOLS IN OUR LIVES

Show the students a cup of water with nine stones inside it. The stones will each have a word written on them. Show the students that you have a second cup that has only water in it.

Words to write on stones: boyfriend/girlfriend, money, video games, sports, image, popularity, music, TV, friends

Say, I want to get the first cup (the one with the stones) to hold more water.

How can we make the cup with the stones hold more water? (We can remove the stones and then add more water.) Remove the stones one by one and read the word on each. Then fill the cup up with more water.

We want to allow God to fill us up and control our lives. The trouble is that we often crowd him out with idols of our own. The people in Elijah's day worshiped carved images, but people in our day worship things like the words listed on these stones.

What ways do people worship each of the things listed on these stones?

Go through each stone one by one and talk about the word listed there and how it can be an idol for us. If the students are willing to share, ask if any of these things is an idol for them.

Read Matthew 6:19-24 out loud.

Say, Everything that you own right now will eventually be worn out or broken. Those who trust in Jesus are now part of God's family. Their treasure is in heaven, where no one can steal it and it will never get old or break. If we love money or other idols, this verse tells us that we cannot love God.

PRIMARY Small Group

Hands



Lead kids to live out the mission of the Gospel. (5-10 minutes)

Small Group Session 2

WRAP IT UP

Give each student a piece of paper, and ask them to draw the things that are idols in their lives. Spend time asking God to take away these idols so that we may be more full of him.

Ask each student to go to the trash can and tear up their idols. Explain that this symbolizes that we need to take radical action to remove the idols from our lives and to love and serve God above all.

RESPONSE & REFLECTION

Print out the memory verse.

Practice the memory verse for this unit (Psalm 27:1).

Pray with the students and dismiss them.



Bible Memory Verse Games



LESSON 6: INTERMEDIATE SMALL GROUP

Elijah

MAIN IDEA

God is all-powerful and always by our side. He gives us the strength to go against the crowd.

BIBLE PASSAGES

- 1 Kings 18:1-40
- Matthew 6:19–24
- Hebrews 5:5-6

MEMORY VERSE

The LORD is my light and my salvation—so why should I be afraid?

The LORD is my fortress, protecting me from danger, so why should I tremble?

Psalm 27:1, NLT



Prepare your heart to teach.
Plan for the lesson.



Connect with the kids and make them feel heard and cared for. (15 minutes)



Facilitate activity and study to help kids know and love Jesus. (20-25 minutes)



Lead kids to live out the mission of the Gospel. (5-10 minutes)

Prepare



Prepare your heart to teach.
Plan for the lesson.

MATERIALS NEEDED:

- ☐ Bible
- Name tags
- ☐ Snacks, 1 per child
- ☐ (Optional) Playdough, 1 small (party-favor-sized) can per child
- ☐ (Optional) Slips of paper "house" or "horse" written on them (taped onto the playdough jars at a ratio of three "horses" to one "house")
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QUESTIONS

- How can you be praying for the students this week?
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Connect



Connect with the kids and make them feel heard and cared for.
(15 minutes)

Small Group Session 1

ICE BREAKER

Distribute name tags and snacks. Choose one of the following icebreaker activities to do together while children eat their snack:

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At the end of the two minutes, ask the students to show you the houses that they sculpted. Explain that they were supposed to make houses and that it was an error of simply one letter that led to some of them making horses.

Debrief the activity.

Ask:

- What did the majority of you make? Why?
- What can you learn from this? (Sometimes the majority is wrong, and we have to stand alone against the crowd.)

ACTIVITY OPTION 2: STAND UP, SIT DOWN

Say, I will say a series of statements, and you need to decide whether you agree or disagree with each statement. If you agree, you should stand up. If you disagree, you should stay seated.

Begin with easy, non-controversial statements to get the kids comfortable:

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HELPFUL HINT

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Pray and dismiss to Large Group.

Heart



Facilitate activity and study to help kids know and love Jesus. (20-25 minutes)

Small Group Session 2

Review the main idea of the lesson with the students:

Say, Our powerful God is always with us and cares for us and wants us to worship him and only him, and he gives us the strength to stand against the crowd.

Pass out Printout 2, and take about five minutes to write or draw. Then discuss what everyone wrote.

Ask:

- Why can it be hard to stand up for what you believe?
- Is it harder to stand up for what is right when you feel like you are alone?
- How do you feel similar to Elijah?
- How can you grow in your trust that God is always with you?

Read Hebrews 13:5-6. Consider allowing a student to read for the group.

Ask:

- Is money important? (Yes. We need money to buy food and clothes.)
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- Who should we love? (The Bible says that we are to love the Lord with our heart, mind, and strength.)
- Why do you think there is this promise from God to never fail us or abandon us after talking about money?

Say, We all need money, but when we love money, it becomes an idol in our lives. We are to love God with everything! If we allow ourselves to love money then we aren't trusting God or loving him. God promises to never fail us or abandon us. Just like Elijah who was alone trusted God, even when he could die if God didn't light the fire on the altar, Elijah put his full trust in and God did not fail him.

Read Hebrews 13:6 again.

Ask:

- What does it call God in this verse? (God is our helper.)
- How can we not be afraid of people? (Because He is our helper, he will never fail or abandon us.)

Say, In our story we see that Elijah trusted God and believed that God would show up when Elijah needed him most. Elijah was surrounded by people who didn't believe in God and didn't trust him. Elijah may have looked alone, but God was with him. This is how Elijah could have confidence and say, "The LORD is my helper, so I will have no fear. What can mere people do to me?"

ACTIVITY: IDOLS IN OUR LIVES

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We want to allow God to fill us up and control our lives. The trouble is that we often crowd him out with idols of our own. The people in Elijah's day worshiped carved images, but people in our day worship things like the words listed on these stones.

What ways do people worship each of the things listed on these stones?

Go through each stone one by one and talk about the word listed there and how it can be an idol for us. If the students are willing to share, ask if any of these things is an idol for them.

Read Matthew 6:19-24 out loud.

Say, Everything that you own right now will eventually be worn out or broken. Those who trust in Jesus are now part of God's family. Their treasure is in heaven, where no one can steal it and it will never get old or break. If we love money or other idols, this verse tells us that we cannot love God.

Hands



Lead kids to live out the mission of the Gospel. (5-10 minutes)

Small Group Session 2

WRAP IT UP

Give each student a piece of paper, and ask them to draw the things that are idols in their lives. Spend time asking God to take away these idols so that we may be more full of him.

Ask each student to go to the trash can and tear up their idols. Explain that this symbolizes that we need to take radical action to remove the idols from our lives and to love and serve God above all.

RESPONSE & REFLECTION

Print out the memory verse.

Practice the memory verse for this unit (Psalm 27:1).

Pray with the students and dismiss them.



Bible Memory Verse Games

Memory Verse Cards

MEMORY VERSE

The LORD is my light and my salvation— so why should I be afraid?

The LORD is my fortress, protecting me from danger, so why should I tremble?

Psalm 27:1, NLT

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Psalm 27:1, NLT

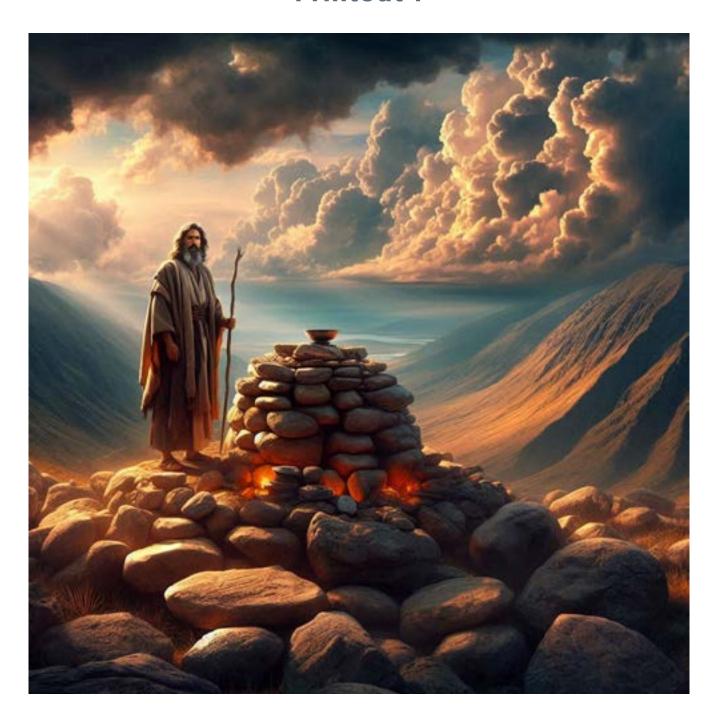
MEMORY VERSE

The LORD is my light and my salvation— so why should I be afraid?

The LORD is my fortress, protecting me from danger, so why should I tremble?

Psalm 27:1, NLT

Printout 1



Printout 2

Elijah had to stand alone for what he believed. Why would this be hard?

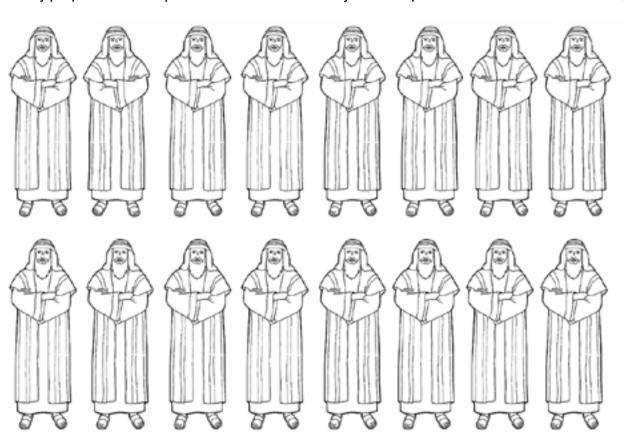
How are you similar to Elijah? Elijah and I ...

1.

2.

3.

Elijah was the only prophet to stand up and trust God. Find the "Elijah" in the picture that is not like all the other prophets!





LESSON 7: LARGE GROUP

Peter

MAIN IDEA

Peter rightly identified who Jesus is, and recognizing this truth ourselves is one of the most important things in life.

BIBLE PASSAGES

- Matthew 16:13–20
- Romans 3:23

MEMORY VERSE

But God showed his great love for us by sending Christ to die for us while we were still sinners.

Romans 5:8, NLT



Prepare your heart to teach.
Plan for the lesson.



Introduce the story of the Gospel. (10-15 minutes)



Play large group games. (25 minutes)

Prepare



Prepare your heart to teach.
Plan for the lesson.

MATERIALS NEEDED:

- ☐ Bible
- ☐ Index cards with a name a famous person written on each card, one card per student (Printout 1)
- □ Roll of masking tape
- ☐ Blank poster board (or chart paper) and marker

QUESTIONS

- How can you be praying for the student this week? Are there any specific students or requests you can pray for?
- Are there any changes and additions needed for the Large Group Lesson?
- Is there anything specific you need to communicate to the small group leaders?

Large Group



Introduce the story of the Gospel. (10-15 minutes)



"Who is Jesus"
Call and Response

INTRODUCTION

Welcome the students to Crossroads and tell them you are glad they came this week.

(Optional) Go through the "Who is Jesus" call and response.

(Optional) As a group, say the memory verse for this week.

Open with prayer for the students.

OPENING ACTIVITY

Say, Today we will be playing a game called "Who Am I?"

Using Printout 1A (Superheroes) and 1B (Famous People), cut and use tape to place them on each student's back. Make sure to tell students that they are not to yell out the other person's name or it will ruin the game. For younger students who may not be able to read the names, pictures can be used instead of names.

After you have a name taped to your back, your task is to figure out the name of the person on their own back. You can ask anyone in the room yes or no questions to try to discover who is named on their back. So, for example, you might ask, "Is this person male?" or "Does this person wear glasses?" The first student to correctly guess who they are is the winner.

Have the leaders help you tape an index card with a name on the back of each student so that everyone else can read the name, but the person wearing the card will not know who the person named on the card is. (See illustration.) Allow the students ten minutes to play the game. If it finishes early, you can play another round.

The question of "Who am I?" is a very important one. Some people spend their whole lives pursuing the answer to this question. There is a question that is even more important though.

It was a question that was asked of our hero for today. The hero for today is Peter, Jesus' first disciple. The important question that Jesus asked him is this—Who do you think I am?

Read Matthew 16:13-20 out loud.

DEFINITION

DISCIPLE:

A disciple is a dedicated follower of Jesus who actively imitated both the life and teaching of Jesus.



WRAP IT UP

The question about who Jesus is was important for Peter to answer. This is also a very important question for us today.

Who do you say that Jesus is?

Take the students' responses about who Jesus is, and write each response down on a poster board or chart paper.

Say. We will look more at Peter's answer to this question during our Small Group time.

Close in prayer and dismiss to Small Group.

Games



Play large group games. (25 minutes)

MATERIALS NEEDED:

- ☐ Large blanket or sheet
- ☐ Tape or paper to mark a 3x3 grid
- 2 sets of different objects, 5 each (e.g., red and blue pieces of paper, paper plates, or X and O objects)
- ☐ Pennies (or other coin), 1 per player

LARGE GROUP GAME: BLANKET DROP

Materials: Large blanket or sheet and two helpers to hold the blanket

Object of game: Be the team to gain the most members

How to play: Divide the group into two equal teams. Each team should sit or stand on opposite sides of the blanket, facing each other.

The two helpers hold up the blanket between the two teams so that neither side can see the other. Teams decide on the order in which they will participate, ensuring everyone gets a turn. When the game begins, the helpers lift the blanket so it fully conceals both teams from each other. Each team quietly selects one person to move forward and stand close to the blanket.

On the count of three, the helpers quickly drop the blanket, revealing the two participants standing closest to it. The objective is for the participants is to shout out the name of the person standing across from them as quickly as possible. The first person to correctly say the other's name wins the round. The person who loses joins the winning team.

If both participants shout out the name at the same time, it's considered a tie, and both participants stay with their original teams. The blanket is raised again, and the game continues with new participants.

The game continues until one team has all the participants, or for a set amount of time. The team with the most members at the end wins.

Tip: Give a grade or grade range requirement for each round so that the students on both sides of the sheet are close to the same age and have a better chance of having an equal response time to their opponent. For example, the first participants are in 5th grade, the second participants are in 3rd through 4th grade, etc.

Variations:

- Mix-It-Up: After a few rounds, the teams can switch sides or shuffle their order to make it more challenging.
- Speed Round: Speed up the blanket drop to make it more challenging!

LARGE GROUP GAME: GIANT TIC TAC TOE

Materials: Tape, or use paper to mark a 3x3 grid, two sets of different objects (e.g., red and blue pieces of paper or X and O objects). This could be pieces of paper or paper plates. Make sure you have 5 of each object. Depending on the size of your group, consider making multiple teams and Tic Tac Toe grids.

Object of game: Get three markers in a row

How to play: Draw or tape a 3x3 grid on the ground or on a large piece of paper. Ensure each square is large enough for participants to place their markers clearly.

Split the players into two teams. Each team will have their own set of objects (e.g., Team X and Team O). Have each team line up in a single-file line at a designated starting point, a few feet away from the grid. The goal is for a team to get three of their markers in a row (horizontally, vertically, or diagonally) on the grid, similar to traditional Tic Tac Toe.

Variations:

- Lesson Questions: Ask each team to answer a question pertaining to the lesson. Once they answer the question correctly, they can run and place their team's letter.
- Obstacle Relay: Add obstacles (e.g., cones, hurdles) that players must navigate through before placing their marker on the grid.
- Team Strategy: Allow teams a short strategy session before the game to plan their moves.

LARGE GROUP GAME: PENNY CHINNY

Materials: Pennies (or other coin), 1 per player

Object of game: Be the last one balancing a penny on your chin

How to play: On "go" they must balance the penny on their chin while trying to knock everyone else's penny off. This means the penny will lay flat on the chin and the students will be looking up into the air. The last one standing with the penny balanced wins.

PRIMARY Small Group



LESSON 7: PRIMARY SMALL GROUP

Peter

MAIN IDEA

Peter rightly identified who Jesus is, and recognizing this truth ourselves is one of the most important things in life.

BIBLE PASSAGES

- Matthew 16:13–20
- Romans 3:23

MEMORY VERSE

But God showed his great love for us by sending Christ to die for us while we were still sinners.

Romans 5:8, NLT



Prepare your heart to teach.
Plan for the lesson.



Connect with the kids and make them feel heard and cared for. (15 minutes)



Facilitate activity and study to help kids know and love Jesus. (20-25 minutes)



Lead kids to live out the mission of the Gospel. (5-10 minutes)

PRIMARY Small Group

Prepare



Prepare your heart to teach.
Plan for the lesson.

MATERIALS NEEDED:

- ☐ Bible
- Name tags
- Snacks, 1 per child
- □ Balloons, 1 per child or 1 per small group
- ☐ Target (paper plate or paper)
- Masking tape
- ☐ Apple, 1 per small group or 1 per child
- "Hello, my name is" name tags, with the meaning of each student's name
- ☐ Printout 2, 1 per small group (cut before club)
- ☐ Pens or pencils, 1 per child
- Markers, 1 box per small group
- ☐ Blank paper, 1 per child
- (Optional) Search and print meaning of students names

QUESTIONS

- How can you be praying for the students this week?
- Are there any specific students or requests you can pray for?
- Are there any adaptations that you can make to the lesson this week to better serve the kids in your small group or make your small group more effective?
- How can you connect with the students outside of the club over the next few weeks?
- Is there a sporting event or performance you can go to? Can you plan a casual park or fast-food meet-up with them and their families (as a group or individually)?
- What is the process for our club after a student chooses to accept the gift of salvation? Do we report it to the club captain?
- How do we follow up with the parents? How do we follow up with the students?

GOSPEL HAND

Look over the Gospel Hand. Consider teaching students motions with each point to make it stick even more.



Gospel Hand



Search for the Meaning of Names

PRIMARY Small Group

Connect



Connect with the kids and make them feel heard and cared for.
(15 minutes)

Small Group Session 1



Search for the Meaning of Names

ICE BREAKER

Distribute name tags and snacks. Choose one of the following icebreaker activities to do together while children eat their snack:

- Option 1: Ask the children to share their highs and lows (the best and worst things that happened to them either today or from the past week).
- Option 2: Ask the children to take turns sharing how they're feeling today using the "How Are You Feeling?" chart (from the CKC Games Bag).

PRAY TOGETHER

Collect prayer requests from the students. The leader or a student can pray for the entire group or a leader can pair up students and invite them to pray for one another.

INTRODUCTION

Before club, take some time to look at the meaning of your students' names. Write their names and the meaning on "Hello, my name is" name tags.

Ask, Do you know what your name means?

Say, Names are important. They represent who we are to others. When our names are said, it helps give a picture of what we look like but also shows our character.

Take a few minutes passing out the name tags with students names and meanings on them.

We are going to do an activity with our names!

PRIMARY Small Group

ACTIVITY: NAME ACTION MATCH

Each player will take turns. When it's a player's turn, they will say their name and then think of a motion or action that starts with the same letter as their name. After thinking of the motion, they must perform it for the group.

Choose a player to start. They say their name, announce the motion they've chosen, and then perform the motion. After they finish, the next player in the circle does the previous person's name and action followed by their own name and action.

Examples: If someone's name is Sarah, she might choose to do a Spin. If someone's name is Liam, he might decide to Leap. If someone's name is Emma, she might choose to do an Elbow Twist.

Optional Variations:

- Memory Challenge: After the first round, each player must repeat the names and motions of all the previous players before doing their own.
- Speed Round: Set a timer and see how quickly everyone can complete their motions in order.
- Theme Rounds: Add a theme to the motions, like animal movements, sports actions, or dance moves.

PRIMARY Small Group

Heart



Facilitate activity and study to help kids know and love Jesus. (20-25 minutes)

Small Group Session 2

Say, Peter was asked a very important question—Who is Jesus? We are going to look at Peter's answer because that question is very important for each of us to answer.

Tell them that you will look into the Bible to see Peter's answer.

Read Matthew 16:13–20 out loud.

Ask:

- Who did Peter say Jesus is?
- What are the two things Peter used to describe Jesus?

Peter described who Jesus was with some very important ideas—Messiah and Son of God.

Discuss with the students what these names mean:

Messiah means "anointed one"—prophets, priests, and kings were the kinds of people that used to be anointed, or chosen, to do special jobs. Jesus is all three.

HELPFUL HINT

Consider asking students who they believe Jesus is.

JESUS IS

- Prophet: A person chosen to speak for God and to guide the people of God.
- Priest: A priest serves as a representative between people and God.
 They offer prayers and sacrifices on behalf of believers in order to secure God's forgiveness.
- King: A ruler supreme of a country, nation, or territory.

So, he was the "anointed one", the Messiah.

The Messiah was the chosen one that God was going to use to save people from the punishment for their sins. The punishment for sins is death and separation from God. Jesus came to save people from sin and death and create a way for people to get to God.

ACTIVITY: REACHING THE TARGET

Give each student a balloon, and set up a target 5-10 feet away. The target could be one drawn on paper or on a paper plate and taped to a wall or chair. Make sure it's impossible for students to throw the balloon to hit the target. Allow each of the students a chance to throw the balloon at the target.

PRIMARY Small Group

After each student has a chance to hit the target, bring the group back and read Romans 3:23 out loud.

Say, The Bible says that each of us has sinned and none of us can get to God's perfect standard. No one can get to heaven because no one is good enough. God is perfect and heaven is a perfect place, so we cannot get there on our own because none of us are perfect. Just like no one was able to hit the target with the balloon, it's impossible for us to be with God and go to heaven. We need a savior who is able to help us get to heaven and be with God. That Savior is Jesus.

Jesus is also the Son of God. Son of God means that Jesus is God. The Bible says that there is only one God, but there are three persons that are all God: God the Father, God the Son (which is Jesus), and God the Holy Spirit. They are all God!

ACTIVITY: THE THREE PARTS OF AN APPLE

Take the apple and pass it around the small group, allowing each student to look at it and hold it. Or give each student an apple if you brought enough.

Say, To help us understand God as three parts (Father, Son, and Spirit), we are going to look at this apple. An apple consists of three distinct parts: the skin, the pulp (flesh), and the core. Each part is different in form and function, yet all three together make up one complete apple.

- 1. The Skin: This represents God the Father. The skin protects the apple and gives it its shape, just as God the Father is the Creator and helps hold everything together, providing order and structure to all creation.
- 2. The Pulp (Flesh): Take a bite or cut open the apple. This represents God the Son, Jesus Christ. The flesh is the part we eat, filling our stomachs and giving us energy, similar to how Jesus came into the world, lived among us, and offered himself as a sacrifice for all people to be saved.
- 3. The Core: This represents God the Holy Spirit. The core contains the seeds, which have the potential to grow into new apple trees. The Holy Spirit is the source of spiritual growth and life, living within believers and guiding them in their faith.

Though the apple has these three distinct parts, it remains one apple. This is like what we call the Trinity. God is one God in three distinct persons: the Father, the Son, and the Holy Spirit. They are not separate gods but one God in three persons, living in a perfect and eternal unity.

An apple can help us understand a little more how there can only be one God but yet three persons who are God: God the Father, God the Son (who is Jesus), and God the Holy Spirit.

PRIMARY Small Group

God the Father, God the Son (Jesus), and God the Holy Spirit. Each person is fully God, yet there is only one God. It's a mystery that our minds can't fully comprehend, but we can understand it in part.

Another commonly used analogy is water. Water can exist in three forms: solid (ice), liquid (water), and gas (steam). Even though it changes forms, it remains the same substance—H O. Similarly, God exists in three different persons (Father, Son, and Holy Spirit), but they are all one God.

Using Printout 2, have students match up the title of Jesus with the pictures.

The Bible gives us many other names and titles that describe who Jesus is. Here are some of them:

- King of Kings
- Lord of Lords
- · Prince of Peace
- Alpha and Omega (meaning the beginning and the end)
- Savior
- Redeemer (meaning that we are bought)
- Emmanuel (meaning God with us)

Briefly explain what each name means.

Pass out the blank paper and markers to students.

Each one of us is going to make an artistic work that represents one of these names or titles. Using markers, artistically write or draw the name or title that you have chosen. When you are finished, exchange your papers with a neighbor and explain what you drew and why.

PRIMARY Small Group

Hands



Lead kids to live out the mission of the Gospel. (5-10 minutes)

Small Group Session 2

WRAP IT UP

Reread Matthew 16:13–20 out loud.

Say, Did you notice that Peter's statement was personal? It reflected what was in his heart. Each of us needs to decide what to do with Jesus—will we receive him as God's Son and our Savior or not?

Use the Gospel Hand to share the Gospel with students.

Ask, Would anyone like to trust Jesus as your Savior?

If so, I would love to talk to you for a few minutes after we wrap up in Small Group.

RESPONSE & REFLECTION

Example of Salvation Prayer:

"Lord Jesus, I confess that I have sinned against you.

I turn from my sin right now.

I believe that you died on the cross to pay the punishment for my sins. I receive you as the Lord and Savior of my life. I give my life to you. In Jesus' name, amen."

Print out the memory verse.

Practice the memory verse for this unit (Romans 5:8).

Pray with the students and dismiss them.



Bible Memory Verse Games



Gospel Hand



LESSON 7: INTERMEDIATE SMALL GROUP

Peter

MAIN IDEA

Peter rightly identified who Jesus is, and recognizing this truth ourselves is one of the most important things in life.

BIBLE PASSAGES

- Matthew 16:13–20
- Romans 3:23

MEMORY VERSE

But God showed his great love for us by sending Christ to die for us while we were still sinners.

Romans 5:8, NLT



Prepare your heart to teach.
Plan for the lesson.



Connect with the kids and make them feel heard and cared for. (15 minutes)



Facilitate activity and study to help kids know and love Jesus. (20-25 minutes)



Lead kids to live out the mission of the Gospel. (5-10 minutes)

Prepare



Prepare your heart to teach.
Plan for the lesson.

MATERIALS NEEDED:

- ☐ Bible
- Name tags
- ☐ Snacks, 1 per child
- Balloons, 1 per child or 1 per small group
- ☐ Target (paper plate or paper)
- Masking tape
- Apple, 1 per small group or 1 per child
- "Hello, my name is" name tags, with the meaning of each student's name
- ☐ Printout 2, 1 per small group (cut before club)
- ☐ Pens or pencils, 1 per child
- Markers, 1 box per small group
- ☐ Blank paper, 1 per child
- ☐ (Optional) Search and print meaning of students names

QUESTIONS

- How can you be praying for the students this week?
- Are there any specific students or requests you can pray for?
- Are there any adaptations that you can make to the lesson this week to better serve the kids in your small group or make your small group more effective?
- How can you connect with the students outside of the club over the next few weeks?
- Is there a sporting event or performance you can go to? Can you plan a casual park or fast-food meet-up with them and their families (as a group or individually)?
- What is the process for our club after a student chooses to accept the gift of salvation? Do we report it to the club captain?
- How do we follow up with the parents? How do we follow up with the students?

GOSPEL HAND

Look over the Gospel Hand. Consider teaching students motions with each point to make it stick even more.



Gospel Hand



Search for the Meaning of Names

Connect



Connect with the kids and make them feel heard and cared for.
(15 minutes)

Small Group Session 1



Distribute name tags and snacks. Choose one of the following icebreaker activities to do together while children eat their snack:

- Option 1: Ask the children to share their highs and lows (the best and worst things that happened to them either today or from the past week).
- Option 2: Ask the children to take turns sharing how they're feeling today using the "How Are You Feeling?" chart (from the CKC Games Bag).

PRAY TOGETHER

Collect prayer requests from the students. The leader or a student can pray for the entire group or a leader can pair up students and invite them to pray for one another.

INTRODUCTION

Pass out Printout 3. Allow the group about five minutes to write or draw, and while they work, ask them about their names.

If you have the opportunity, consider searching the meaning of your students' names prior to club. If they don't know the meaning of their names, you can share with them.

Say, Names are important. They represent who we are to others. When our names are said, it helps give a picture of what we look like but also shows our character.

We are going to do an activity with our names!



Search for the Meaning of Names

ACTIVITY: NAME ACTION MATCH

Each player will take turns. When it's a player's turn, they will say their name and then think of a motion or action that starts with the same letter as their name. After thinking of the motion, they must perform it for the group.

Choose a player to start. They say their name, announce the motion they've chosen, and then perform the motion. After they finish, the next player in the circle does the previous person's name and action followed by their own name and action.

Examples: If someone's name is Sarah, she might choose to do a Spin. If someone's name is Liam, he might decide to Leap. If someone's name is Emma, she might choose to do an Elbow Twist.

Optional Variations:

- Students can use action words or descriptors that match their character (i.e., Busy Betty, Enthusiastic Emma, Calm Caleb).
- Memory Challenge: After the first round, each player must repeat the names and motions of all the previous players before doing their own.
- Speed Round: Set a timer and see how quickly everyone can complete their motions in order.
- Theme Rounds: Add a theme to the motions, like animal movements, sports actions, or dance moves.

Heart



Facilitate activity and study to help kids know and love Jesus. (20-25 minutes)

Small Group Session 2

Say, Peter was asked a very important question—Who is Jesus? We are going to look at Peter's answer because that question is very important for each of us to answer.

Tell them that you will look into the Bible to see Peter's answer.

Read Matthew 16:13-20 out loud.

Ask:

- Who did Peter say Jesus is?
- What are the two things Peter used to describe Jesus?

Peter described who Jesus was with some very important ideas—Messiah and Son of God.

Discuss with the students what these names mean:

Messiah means "anointed one"—prophets, priests, and kings were the kinds of people that used to be anointed with oil. Jesus is all three—prophet, priest, and king. So, he was the "anointed one".

HELPFUL HINT

Consider asking students who they believe Jesus is.

IESUS IS

- Prophet: A person chosen to speak for God and to guide the people of God.
- Priest: A priest serves as a representative between people and God.
 They offer prayers and sacrifices on behalf of believers in order to secure God's forgiveness.
- King: A ruler supreme of a country, nation, or territory.

To make it stick, do hand motions for each of these definitions to help the older students understand them. Prophet = hands cupped around mouth like megaphone, Priest = praying hands, King = Hands shaped like crown on head.

In the Bible, the Old Testament pointed to a Messiah coming to save the Isaelites, and they had been waiting. But Jesus was not the warrior Messiah they had been waiting for. The Messiah was the chosen one that God was going to use to save people from the punishment for their sins. The punishment for sins is death and separation from God. Jesus came to save people from sin and death and create a way for people to get to God.

ACTIVITY: REACHING THE TARGET

Give each student a balloon, and set up a target 5-10 feet away. The target could be one drawn on paper or on a paper plate and taped to a wall or chair. Make sure it's impossible for students to throw the balloon to hit the target. Allow each of the students a chance to throw the balloon at the target.

After each student has a chance to hit the target, bring the group back and read Romans 3:23 out loud.

Say, Sin is defined as "missing the mark". Just like you missed the target with the balloon, the Bible says that each of us has sinned and none of us can get to God's perfect standard (the target). No one can get to heaven because no one is good enough. God is perfect and heaven is a perfect place, so we cannot get there on our own because none of us are perfect. Just like no one was able to hit the target with the balloon, it's impossible for us to be with God and go to heaven on our own. We need a savior who is able to help us get to heaven and be with God. That Savior is Jesus.

Just like Peter said in our Bible reading, Jesus is also the Son of God. Son of God means that Jesus is God. The Bible says that there is only one God, but there are three persons that are all God: God the Father, God the Son, which is Jesus, and God the Holy Spirit. They are all God!

ACTIVITY: THE THREE PARTS OF AN APPLE

Take the apple and pass it around the small group, allowing each student to look at it and hold it. Or give each student an apple if you brought enough.

Say, To help us understand God as three parts (Father, Son, and Spirit), we are going to look at this apple. An apple consists of three distinct parts: the skin, the pulp (flesh), and the core. Each part is different in form and function, yet all three together make up one complete apple.

- 1. The Skin: This represents God the Father. The skin protects the apple and gives it its shape, just as God the Father is the Creator and helps hold everything together, providing order and structure to all creation.
- 2. The Pulp (Flesh): Take a bite or cut open the apple. This represents God the Son, Jesus Christ. The flesh is the part we eat, filling our stomachs and giving us energy, similar to how Jesus came into the world, lived among us, and offered himself as a sacrifice for all people to be saved.
- 3. The Core: This represents God the Holy Spirit. The core contains the seeds, which have the potential to grow into new apple trees. The Holy Spirit is the source of spiritual growth and life, living within believers and guiding them in their faith.

Though the apple has these three distinct parts, it remains one apple. This is like what we call the Trinity. God is one God in three distinct persons: the Father, the Son, and the Holy Spirit. They are not separate gods but one God in three persons, living in a perfect and eternal unity.

An apple can help us understand a little more how there can only be one God but yet three persons who are God: God the Father, God the Son (who is Jesus), and God the Holy Spirit.

God the Father, God the Son (Jesus), and God the Holy Spirit. Each person is fully God, yet there is only one God. It's a mystery that our minds can't fully comprehend, but we can understand it in part.

Another commonly used analogy is water. Water can exist in three forms: solid (ice), liquid (water), and gas (steam). Even though it changes forms, it remains the same substance—H O. Similarly, God exists in three different persons (Father, Son, and Holy Spirit), but they are all one God.

Using Printout 2, have students match up the title of Jesus with the pictures.

The Bible gives us many other names and titles that describe who Jesus is. Here are some of them:

- King of Kings
- Lord of Lords
- Prince of Peace
- Alpha and Omega (meaning the beginning and the end)
- Savior
- Redeemer (meaning that we are bought)
- Emmanuel (meaning God with us)

Briefly explain what each name means.

Pass out the blank paper and markers to students.

Each one of us is going to make an artistic work that represents one of these names or titles. Using markers, artistically write or draw the name or title that you have chosen. When you are finished, exchange your papers with a neighbor and explain what you drew and why.

Hands



Lead kids to live out the mission of the Gospel. (5-10 minutes)

Small Group Session 2

WRAP IT UP

Reread Matthew 16:13–20 out loud.

Say, Did you notice that Peter's statement was personal? It reflected what was in his heart. Each of us needs to decide what to do with Jesus—will we receive him as God's Son and our Savior or not?

Use the Gospel Hand to share the Gospel with students.

Ask, Would anyone like to trust Jesus as your Savior?

If so, I would love to talk to you for a few minutes after we wrap up in Small Group.

RESPONSE & REFLECTION:

Example of Salvation Prayer:

"Lord Jesus, I confess that I have sinned against you.

I turn from my sin right now.

I believe that you died on the cross to pay the punishment for my sins. I receive you as the Lord and Savior of my life. I give my life to you.

In Jesus' name, amen."

Print out the memory verse.

Practice the memory verse for this unit (Romans 5:8).

Pray with the students and dismiss them.



Bible Memory Verse Games



Gospel Hand

Memory Verse Cards

MEMORY VERSE

But God showed his great love for us by sending Christ to die for us while we were still sinners.

Romans 5:8, NLT

MEMORY VERSE

But God showed his great love for us by sending Christ to die for us while we were still sinners.

Romans 5:8, NLT

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But God showed his great love for us by sending Christ to die for us while we were still sinners.

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Romans 5:8, NLT

MEMORY VERSE

But God showed his great love for us by sending Christ to die for us while we were still sinners.

Romans 5:8, NLT

Printout 1A

SUPERHEROES

Spider-Man	Superman	Batman
Wonder Woman	Iron Man	Captain America
Hulk	Thor	Black Panther
Aquaman	Captain Marvel	The Flash
Hawkeye	Green Lantern	Black Widow
Ant-Man	Wolverine	Doctor Strange
Teenage Mutant Ninja Turtles (Leonardo, Michaelangelo, Donatello, Raphael)	Shazam	

Printout 1B

FAMOUS PEOPLE & DISNEY CHARACTERS

Taylor Swift

(singer)

Dwayne "The Rock" Johnson

(actor, former wrestler)

Ariana Grande

(singer, actress)

LeBron James

(basketball player)

Tom Holland

(actor, "Spider-Man")

Selena Gomez

(singer, actress)

Justin Bieber

(singer)

Billie Eilish

(singer)

Zendaya

(singer, actress)

Christiano Ronaldo

(soccer player)

Mickey Mouse

Elsa

(from "Frozen")

Simba

(from "The Lion King")

Moana

(from "Moana")

Woody

(from "Toy Story")

Buzz Lightyear

(from "Toy Story")

Ariel

(from "The Little Mermaid")

Olaf

(from "Frozen")

Lightning McQueen

(from "Cars")

Rapunzel

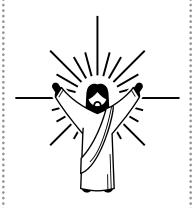
(from "Tangled")

Printout 2

King of Kings



Savior



Prince of Peace



Redeemer

(meaning that we are bought)



Alpha and Omega

(meaning the beginning and the end)



Emmanuel

(meaning God with us)



Printout 3

Do you know what your name means?

If you don't know what your name means, what would you want it to mean?





LESSON 8: LARGE GROUP

Peter and John

MAIN IDEA

John and Peter each served God in different and important ways. In the same way, each of us has something unique to offer to God's kingdom.

BIBLE PASSAGES

- Acts 3:1-4:22
- 1 Corinthians 12:12-27

MEMORY VERSE

But God showed his great love for us by sending Christ to die for us while we were still sinners.

Romans 5:8, NLT



Prepare your heart to teach.
Plan for the lesson.



Introduce the story of the Gospel. (10-15 minutes)



Play large group games. (25 minutes)

Prepare



Prepare your heart to teach.
Plan for the lesson.

MATERIALS NEEDED:

- ☐ A Bible
- (Optional) Zipper bags, 1 per child, each filled with one of the following items:
 - Marshmallows (large and small
 - ☐ Toothpicks, straws
 - Small paper cups
 - □ Craft sticks
 - Paper clips
- ☐ (Optional) Item to keep track of time
- ☐ Blank poster board (or chart paper) and a marker
- ☐ Printout 1
- Name tags with characters' names

QUESTIONS

- How can you be praying for the student this week? Are there any specific students or requests you can pray for?
- Are there any changes and additions needed for the Large Group Lesson?
- Is there anything specific you need to communicate to the small group leaders?

Large Group



Introduce the story of the Gospel. (10-15 minutes)

INTRODUCTION

Welcome the students to Crossroads and tell them you are glad they came this week.

(Optional) Go through the "Who is Jesus" call and response.

(Optional) As a group, say the memory verse for this week.

Open with prayer for the students.



"Who is Jesus" Call and Response

OPTION 1: BUILDING ACTIVITY

I am going to be giving you one zipper bag full of a particular "building material". (See supply list for details.) You are to build the strongest and best-looking house that you can in a five-minute time period.

There are two rules. First, you may not talk at all. Second, you may work together with anyone you choose and share materials amongst yourselves.

Hand out the supplies and then start the 5 minute timer.

It was possible to build a house with only one kind of material, but the best houses used several types of materials and several people cooperating together. Each material and each person was significant for accomplishing the task.

Ask, What types of people and materials are needed to build a real house?

Make a list of their answers on a poster board or flip chart. Put their answers into two columns: materials and people.

Examples of materials include: bricks, lumber, wires, pipes, paint, etc.

Examples of people include: carpenters, painters, masons, electricians, plumbers, etc.

OPTION 2: PETER AND JOHN HEAL SKIT

Use Printout 1 for the skit. Consider how many characters you will use for this skit depending on the size of your group. You may choose to split your large group up into two or three groups to represent groups of characters.

Let students know that they will be acting out the skit silently while you narrate the script in Printout 1. Use name tags with characters' names so that the students know which person is playing each character.

Characters:

- Peter (Apostle of Jesus)
- John (Apostle of Jesus)
- Lame Man (Beggar at the Temple gate)
- (Optional) Crowd (People at the Temple)
- (Optional) Priests (Religious leaders)
- (Optional) Captain of the Temple Guard
- Sadducees
- Annas (High Priest)
- Caiaphas (High Priest)
- (Optional) Other Members of the Sanhedrin

WRAP IT UP

Last week, we talked about Peter. One of the significant things about Peter is that he was a very good speaker. Often we see him preaching and teaching others about Jesus.

Today's hero is named John. John is presented in the Bible as being mild-mannered and quiet. The interesting thing is that John and Peter worked well together.

Why do you think this might be? (Take students' answers.)

God uses all different types of people to build his church. Just like when you built those houses and you needed different people with different sorts of materials, God uses different people with different personalities, abilities, talents, and gifts.

Games



Play large group games. (25 minutes)

MATERIALS NEEDED:

- □ Large, lightweight ball (e.g., beach ball or playground ball)
- 2 goals (cones, chairs, or any markers to define the goal area)
- Ball or frisbee

LARGE GROUP GAME: CRAB SOCCER

Materials: A large, lightweight ball (e.g., beach ball or playground ball), two goals (can be cones, chairs, or any markers to define the goal area)

Object of game: Get the ball in the goal to score

How to play: Set up a rectangular playing area with goals at each end. The size of the field can vary depending on the number of players and available space. Divide players into two equal teams. Assign each team a goal to defend. All players must move in the "crab position" during the game. To get into the crab position, players sit on the ground with their hands and feet on the floor, belly facing up and hips lifted off the ground. Players can move in any direction but must remain in the crab position throughout the game. No standing or crawling on all fours is allowed.

Place the ball in the center of the field. Players attempt to move the ball into the opposing team's goal by kicking or pushing it with their feet while staying in the crab position. A goal is scored when the ball crosses the goal line completely. After a goal is scored, the ball is returned to the center and play resumes. No hands are allowed to touch the ball. Players can only use their feet or body to move the ball.

If the ball goes out of bounds, it is returned to play by the nearest player using a foot pass or kick. The game can be played for a set amount of time (e.g., 10-15 minutes) or until a predetermined number of goals are scored.

Variations:

- Smaller Teams: If there are fewer players, reduce the size of the field.
- Time Limits: Introduce time limits for holding the ball to encourage faster gameplay.
- Multiple Balls: Add more balls to the game to increase the challenge.

LARGE GROUP GAME: SAY AND CATCH

Materials: Ball or frisbee

Object of game: Say something on-topic before catching the ball

How to play: Have all the students stand in a circle. Decide on a topic to be used during the game (for example, the topic could be animals). Then, toss the ball to any student in the circle. The student must say something in the chosen topic before catching the ball (in the animal example, students could say "Elephant!"). If the student does not say something before catching the ball or does not catch it, they are out.

LARGE GROUP GAME: FREEZE TAG

Materials: None needed

Object of game: Freeze all of the other players

How to play: Choose one student to be "it". This student has the power to freeze anyone in their tracks with a simple touch! As the player who is "it" tags people, they will freeze where they are. Other students that are not frozen can touch the frozen students to unfreeze them. Play ends when all students are frozen or when time runs out.

Variations:

- Time-Limited: Set a time limit for how long each round lasts.
- Multiple "It" Players: For larger groups, you can have two or more players as who are "it" to increase the challenge.
- Safe Zones: Designate certain areas as safe zones where players cannot be tagged, but they can only stay there for a limited time.

PRIMARY Small Group



LESSON 8: PRIMARY SMALL GROUP

Peter and John

MAIN IDEA

John and Peter each served God in different and important ways. In the same way, each of us has something unique to offer to God's kingdom.

BIBLE PASSAGES

- Acts 3:1–4:22
- 1 Corinthians 12:12–27

MEMORY VERSE

But God showed his great love for us by sending Christ to die for us while we were still sinners.

Romans 5:8, NLT



Prepare your heart to teach.
Plan for the lesson.



Connect with the kids and make them feel heard and cared for. (15 minutes)



Facilitate activity and study to help kids know and love Jesus. (20-25 minutes)



Lead kids to live out the mission of the Gospel. (5-10 minutes)

PRIMARY Small Group

Prepare



Prepare your heart to teach.
Plan for the lesson.

MATERIALS NEEDED:

- ☐ Bible
- Name tags
- Snacks, 1 per child
- ☐ Printouts 2-3; 1 per child
- ☐ Pens or pencils, 1 per child
- 2 hula hoops or ropes to make 2 circles
- Memory Verse Cards, 1 per child

QUESTIONS

- How can you be praying for the students this week?
- Are there any specific students or requests you can pray for?
- Are there any adaptations that you can make to the lesson this week to better serve the kids in your small group or make your small group more effective?
- How can you connect with the students outside of the club over the next few weeks?
- Is there a sporting event or performance you can go to? Can you plan a casual park or fast-food meet-up with them and their families (as a group or individually)?

PRIMARY Small Group

Connect



Connect with the kids and make them feel heard and cared for.
(15 minutes)

Small Group Session 1

ICE BREAKER

Distribute name tags and snacks. Choose one of the following icebreaker activities to do together while children eat their snack:

- Option 1: Ask the children to share their highs and lows (the best and worst things that happened to them either today or from the past week).
- Option 2: Ask the children to take turns sharing how they're feeling today using the "How Are You Feeling?" chart (from the CKC Games Bag).

PRAY TOGETHER

Collect prayer requests from the students. The leader or a student can pray for the entire group or a leader can pair up students and invite them to pray for one another.

INTRODUCTION

Go around your small group and ask each student:

- What is something that you enjoy doing?
- What is a hobby or interest that you like to do?

Say, Each of us has our own interests, and sometimes we are able to meet people with similar interests. This doesn't mean that we are the same in every way. God has created each of us to be special and unique. We might have a friend who enjoys some of the same things, but we are not identical to anyone else. God has made each of us unique and special.

HELPFUL HINT

This is a great opportunity to share a story with your students. If you have a sibling or good friend who has similar interests to you, you could share about what you have in common. Then share the differences you have between the two of you. This will help students grasp the point of the following activity and provide them with ideas to consider.

Pick an activity that you believe would work best with your small group. You could also allow both activities depending on time.

PRIMARY Small Group

OPTION 1: FINDING THE SAME & DIFFERENT

Ask the students to get with a partner and to list similarities and differences between them. For example, one student might say, "I'm good at soccer," and the partner might say, "I'm good at basketball." Their difference is that they are good at different sports but the similarity is that they both play a sport. Give the students about five minutes to complete this activity. When they finish, take about five minutes to have the group share the findings from this activity out loud.

OPTION 2: FIND THE DIFFERENCE

Give each student Printout 2 and allow them a few minutes to complete the activity. They are to find all the differences between the two pictures and mark them with pen or pencil.

Say, As we get ready for our lesson we will get to hear about two of Jesus' disciples. Last week we talked about Peter who spoke his mind and was someone Jesus chose to use in some special ways. Peter's name means "Rock". Sometimes we think that all leaders have to be able to get up in front of people and speak loudly and boldly, but God has made each person unique and special. We get to hear today about one of Jesus' other disciples, John. God used John in some great and special ways even though John and Peter were very different people. We get to see how God uses different people to do great things!

Pray and dismiss to Large Group.

PRIMARY Small Group

Heart



Facilitate activity and study to help kids know and love Jesus. (20-25 minutes)

Small Group Session 2

Peter and John also had similarities and differences.

Prior to club, print and cut Printout 3B. Hand students Printout 3A and allow them to place the cards that fit in each column. Consider allowing students to work together, or have them do this activity individually.

Say, This time, we will be comparing and contrasting Peter and John based on a story that we are going to read from the Bible.

Read Acts 3:1–15 and Acts 4:1–10 slowly out loud as the students place the cutouts in each column using Printout 3. You may need to pause several times to help students decide in which column to place the cards. Give cues to students, if needed, to help them choose the correct column to place the cutouts.

Say, Peter was older than John; they were both fishermen; they were both in Jesus' inner circle of friends; Peter was more known for speaking up in front and John for his care for others; Peter was killed for following Jesus while John lived a very long life; and both of them had brothers who were close friends of Jesus.

Peter and John each had their own strengths. Jesus chose them and used each of them based on their strengths. Jesus can do that today with us!

Ask:

- What are some of your strengths?
- How do you think God could use you to help build his Kingdom?

ACTIVITY: SIMILARITIES AND DIFFERENCES HOP

Set down Hula-Hoops or ropes to create two overlapping circles. Students stand in the circles if they share an interest or characteristic with the topics given. The overlapping area if they share an interest or characteristic with both. Choose two topics such as "Cats" and "Dogs". Designate which circle stands for what interest or characteristic. If both apply, students can stand in the section where the circles overlap.

Examples of interests or characteristics:

- Cat or dog
- Scooter or bike
- Markers or crayons and colored pencils
- Drawing or painting
- Minecraft or Roblox
- Playing an instrument or listening to music
- Basketball or football
- Playing inside or outside
- Birds or reptiles
- Playing with pets or visiting the zoo

- Going to the park or going to the pool/beach
- Hot chocolate or ice cream
- Slow or fast
- Brave or curious
- Organized or messy
- Patient or impatient
- Outgoing or shy
- Kind or honest
- Optimistic or realistic
- Thoughtful or spontaneous
- Planner or flexible
- Independent or cooperative

Ask:

- Were there some choices that were really hard to decide on?
- Why did you choose to stand where you did?
- Did everyone choose the same things?

Say, Each one of us is unique. We all have different personalities, likes and dislikes, skills and abilities. Each one is valuable to God. God wants us to use all the gifts and talents he has given us to serve him just as Peter and John did.

HELPFUL HINT

This is another great opportunity to share a story of how God has used you. God has always used all kinds of people for his purposes and his glory. Allow students to share how God has used you.

PRIMARY Small Group

Hands



Lead kids to live out the mission of the Gospel. (5-10 minutes)

Small Group Session 2

WRAP IT UP

Ask:

- How might God use you right now to serve him?
- How might God use you in the future?
- How has God used you already?

Say, Maybe it's just inviting a friend to join you at club or telling them about how Jesus has impacted your life. Both Peter and John did this with their brothers, their families, and friends. They did this in their own way because each was different, but the one of things that made them similar was that they both loved Jesus and wanted to follow him and tell everyone they could about him!

RESPONSE & REFLECTION

Ask:

- Who is someone that you could tell about Jesus?
- What would you say to them about who Jesus is?

Say, Take home a printout of The Gospel Hand or watch the "Who is Jesus" video to be able to share with your friend or family member about Jesus. You could even give them the link to look at it themselves.

Print out the memory verse.

Practice the memory verse for this unit (Romans 5:8).

Pray with the students and dismiss them.



Bible Memory Verse Games



LESSON 8: INTERMEDIATE SMALL GROUP

Peter and John

MAIN IDEA

John and Peter each served God in different and important ways. In the same way, each of us has something unique to offer to God's kingdom.

BIBLE PASSAGES

- Acts 3:1–4:22
- 1 Corinthians 12:12-27

MEMORY VERSE

But God showed his great love for us by sending Christ to die for us while we were still sinners.

Romans 5:8, NLT



Prepare your heart to teach.
Plan for the lesson.



Connect with the kids and make them feel heard and cared for. (15 minutes)



Facilitate activity and study to help kids know and love Jesus. (20-25 minutes)



Lead kids to live out the mission of the Gospel. (5-10 minutes)

Prepare



Prepare your heart to teach.
Plan for the lesson.

MATERIALS NEEDED:

- ☐ Bible
- Name tags
- ☐ Snacks, 1 per child
- ☐ Printouts 4-5; 1 per child
- ☐ Pens or pencils, 1 per child
- 2 hula hoops or ropes to make 2 circles
- Memory Verse Cards, 1 per child

QUESTIONS

- How can you be praying for the students this week?
- Are there any specific students or requests you can pray for?
- Are there any adaptations that you can make to the lesson this week to better serve the kids in your small group or make your small group more effective?
- How can you connect with the students outside of the club over the next few weeks?
- Is there a sporting event or performance you can go to? Can you plan a casual park or fast-food meet-up with them and their families (as a group or individually)?

Connect



Connect with the kids and make them feel heard and cared for.
(15 minutes)

Small Group Session 1

ICE BREAKER

Distribute name tags and snacks. Choose one of the following icebreaker activities to do together while children eat their snack:

- Option 1: Ask the children to share their highs and lows (the best and worst things that happened to them either today or from the past week).
- Option 2: Ask the children to take turns sharing how they're feeling today using the "How Are You Feeling?" chart (from the CKC Games Bag).

PRAY TOGETHER

Collect prayer requests from the students. The leader or a student can pray for the entire group or a leader can pair up students and invite them to pray for one another.

INTRODUCTION

Go around your small group and ask each student:

- What is something that you enjoy doing?
- What is a hobby or interest that you like to do?

Say, Each of us has our own interests, and sometimes we are able to meet people with similar interests. This doesn't mean that we are the same in every way. God has created each of us to be special and unique. We might have a friend who enjoys some of the same things, but we are not identical to anyone else. God has made each of us unique and special.

Pick an activity that you believe would work best with your small group. You could also allow both activities depending on time.

HELPFUL HINT

This is a great opportunity to share a story with your students. If you have a sibling or good friend who has similar interests to you, you could share about what you have in common. Then share the differences you have between the two of you. This will help students grasp the point of the following activity and provide them with ideas to consider.

OPTION 1: FINDING THE SAME & DIFFERENT

Pass out Printout 4. Ask the students to get with a partner and list similarities and differences between them in the circles found in the printout. For example, one student might say, "I'm good at hockey," and the partner might say, "I'm good at basketball." Each of the differences will be listed on the right and left sides of the diagram (one side for each student). Anything that the two have in common will be written in the overlapping part of the two circles. So, for example, the two partners might discover that each of them likes to watch football. This fact would be listed in the middle, overlapping section. Give the students about five minutes to complete this activity. When they finish, take about five minutes to have the group share the findings from this activity out loud.

OPTION 2: FIND THE DIFFERENCE

Give each student Printout 2 and allow them a few minutes to complete the activity. They are to find all the differences between the two pictures and mark them with pen or pencil.

Say, As we get ready for our lesson we will get to hear about two of Jesus' disciples. Last week we talked about Peter who spoke his mind and was someone Jesus chose to use in some special ways. Peter's name means "Rock". Sometimes we think that all leaders have to be able to get up in front of people and speak loudly and boldly, but God has made each person unique and special. We get to hear today about one of Jesus' other disciples, John. God used John in some great and special ways even though John and Peter were very different people. We get to see how God uses different people to do great things!

Pray and dismiss to Large Group.

Heart



Facilitate activity and study to help kids know and love Jesus. (20-25 minutes)

Small Group Session 2

Peter and John also had similarities and differences.

Hand students Printout 5.

Say, This time, we will be comparing and contrasting Peter and John based on a story that we are going to read from the Bible.

Read Acts 3:1–15 and Acts 4:1–10 slowly out loud as the students place the cutouts in each column using Printout 5. You may need to pause several times to point out the things that they should be writing down.

Here are some things they could write down:

John

- In background
- Supporting role
- Writer
- Exiled to Patmos
- Younger

Peter

- Takes the lead
- Forceful
- Speaker
- Older
- Jailed at Rome

Both

- Ordinary fishermen
- Unschooled
- Had been with Jesus
- Jailed in Jerusalem
- Both brought brothers to Jesus

Say, Peter was older than John; they were both fishermen; they were both in Jesus' inner circle of friends; Peter was more known for speaking up in front and John for his care for others; Peter was killed for following Jesus while John lived a very long life; and both of them brought their brothers to Jesus.

Peter and John each had their own strengths. Jesus chose them and used each of them based on their strengths. Jesus can do that today with us!

Ask:

- What are some of your strengths?
- How do you think God could use you to help build his Kingdom?

ACTIVITY: SIMILARITIES AND DIFFERENCES HOP

Set down Hula-Hoops or ropes to create two overlapping circles. Students stand in the circles if they share an interest or characteristic with the topics given. The overlapping area if they share an interest or characteristic with both. Choose two topics such as "Cats" and "Dogs". Designate which circle stands for what interest or characteristic. If both apply, students can stand in the section where the circles overlap.

Examples of interests or characteristics:

- Cat or dog
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- Playing with pets or visiting the zoo

- · Going to the park or going to the pool/beach
- Hot chocolate or ice cream
- Slow or fast
- Brave or curious
- Organized or messy
- Patient or impatient
- Outgoing or shy
- Kind or honest
- Optimistic or realistic
- Thoughtful or spontaneous
- Planner or flexible
- Independent or cooperative

Ask:

- Were there some choices that were really hard to decide on?
- Why did you choose to stand where you did?
- Did everyone choose the same things?

Say, Each one of us is unique. We all have different personalities, likes and dislikes, skills and abilities. Each one is valuable to God. God wants us to use all the gifts and talents he has given us to serve him just as Peter and John did.

HELPFUL HINT

This is another great opportunity to share a story of how God has used you. God has always used all kinds of people for his purposes and his glory. Allow students to share how God has used you.

Hands



Lead kids to live out the mission of the Gospel. (5-10 minutes)

Small Group Session 2

WRAP IT UP

Ask:

- How might God use you right now to serve him?
- How might God use you in the future?
- How has God used you already?

Say, Maybe it's just inviting a friend to join you at club or telling them about how Jesus has impacted your life. Both Peter and John did this with their brothers, their families, and friends. They did this in their own way because each was different, but the one of things that made them similar was that they both loved Jesus and wanted to follow him and tell everyone they could about him!

RESPONSE & REFLECTION

Ask:

- Who is someone that you could tell about Jesus?
- What would you say to them about who Jesus is?

Say, Take home a printout of The Gospel Hand or watch the "Who is Jesus" video to be able to share with your friend or family member about Jesus. You could even give them the link to look at it themselves.

Print out the memory verse.

Practice the memory verse for this unit (Romans 5:8).

Pray with the students and dismiss them.



Bible Memory Verse Games

Memory Verse Cards

MEMORY VERSE

But God showed his great love for us by sending Christ to die for us while we were still sinners.

Romans 5:8, NLT

MEMORY VERSE

But God showed his great love for us by sending Christ to die for us while we were still sinners.

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Romans 5:8, NLT

MEMORY VERSE

But God showed his great love for us by sending Christ to die for us while we were still sinners.

Romans 5:8, NLT

Printout 1A

CHARACTERS:

- Peter (Apostle of Jesus)
- John (Apostle of Jesus)
- Lame Man (Beggar at the Temple gate)
- Crowd (People at the Temple)
- Priests (Religious leaders)
- Captain of the Temple Guard
- Sadducees
- Annas (High Priest)
- Caiaphas (High Priest)
- Other Members of the Sanhedrin

Narrator: Peter and John stand to one side, looking towards the Temple Gate. The Lame Man is positioned by the gate, sitting with crutches or miming the use of them.

- Lame Man: (Pose with outstretched hand, looking up with hope and desperation.)
- **Peter and John:** (Stand together, looking at the Lame Man with compassion. One hand on their hearts, the other hand extended towards the Lame Man.)

Narrator: Peter reaches out to the Lame Man, helping him to stand. The Lame Man is in mid-motion standing up, with a look of amazement and joy.

- Lame Man: (Standing with arms raised in joy, looking at his healed legs, maybe in a mid-jump pose.)
- Peter: (One hand extended to the Lame Man, the other hand raised towards heaven, showing the power of Jesus.)
- **John:** (Standing beside Peter, pointing to the heavens.)

Narrator: The crowd gathers around the Lame Man and Peter, showing amazement and excitement. The crowd can be positioned in various poses of astonishment, pointing, and whispering.

Crowd: (Some with hands on cheeks, others pointing towards the Lame Man, showing shock and awe.)

Narrator: The priests, Captain of the Temple Guard, and Sadducees enter, looking stern and authoritative. Peter and John are positioned in a defensive stance, with the guards miming the act of arresting them.

- **Peter and John:** (Standing together, looking resolute and firm.)
- Priests and Guards: (Mimic grabbing Peter and John, showing anger and authority with stern expressions.)

Printout 1B

Narrator: Peter and John are positioned in the center, facing the Sanhedrin. Annas and Caiaphas are seated at a table, with serious expressions. Other members of the Sanhedrin are in the background, watching.

- Peter: (Standing confidently, arms outstretched as if explaining the miracle and power of lesus.)
- **John:** (Standing beside Peter, looking supportive and resolute.)
- **Annas and Caiaphas:** (Seated at a table, with raised eyebrows and stern expressions, one or both pointing towards Peter and John as if questioning them.)

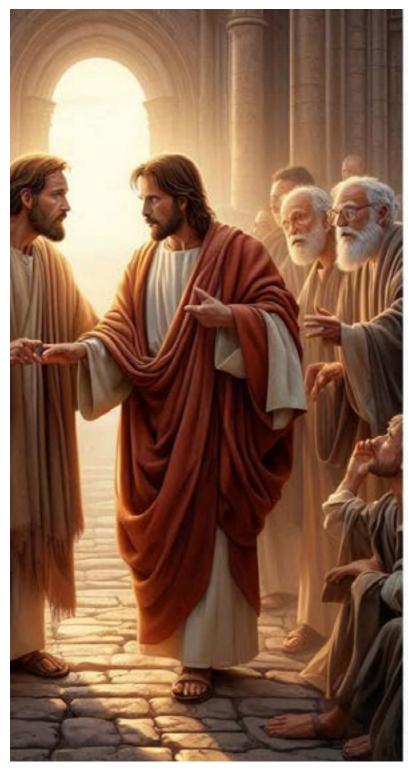
Narrator: The Sanhedrin is shown in various poses of frustration and contemplation. One member of the Sanhedrin gestures to release Peter and John, while others show reluctance or displeasure.

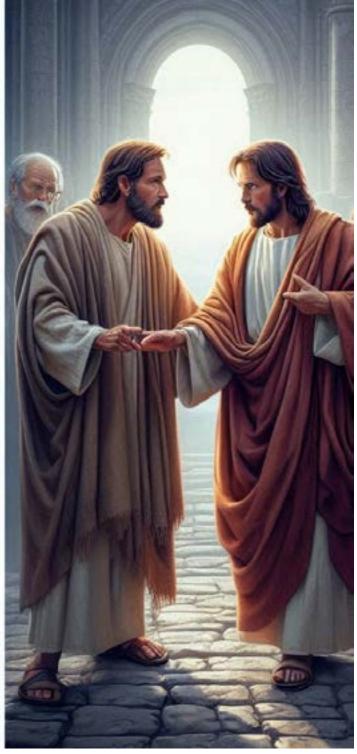
- Sanhedrin Members: (Various poses showing anger, discussion, and decision-making.)
- Peter and John: (Standing tall, with relieved expressions as they are released.)

Narrator: Peter, John, and the believers are gathered together outside the Temple. The believers are shown in poses of celebration, gratitude, and praise.

- Peter and John: (Standing with the believers, looking joyful and triumphant.)
- **Believers:** (In poses of worship, hugging, or raising hands in thanks, showing unity and praise.)

Printout 2



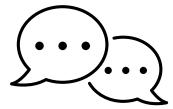


Printout 3A

Peter	Both Peter & John	John
		0 0 0 0 0 0 0 0 0 0
		0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
		0 0 0 0 0 0 0 0 0 0
		0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
0 0 0 0 0 0 0 0 0		0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0

Printout 3B

Known for speaking



Younger



Known for caring for others



Brother was a friend of Jesus



Ordinary fisherman



Older



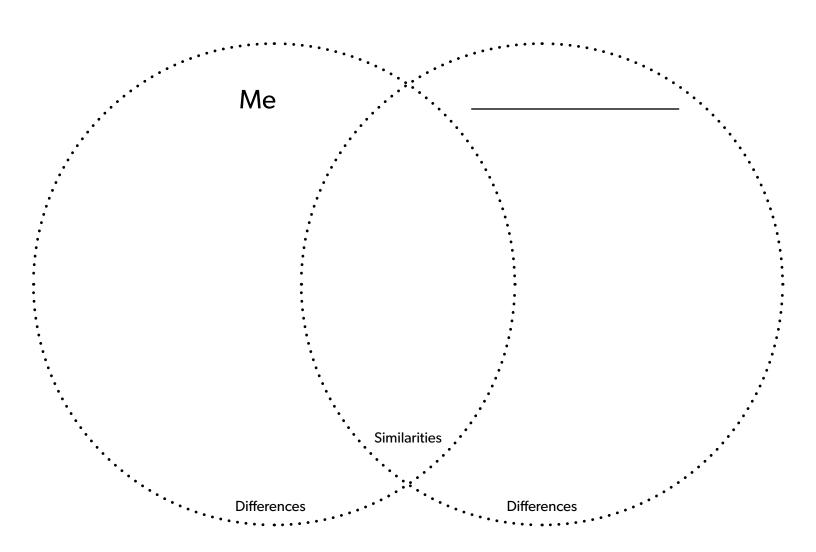
Friend of Jesus



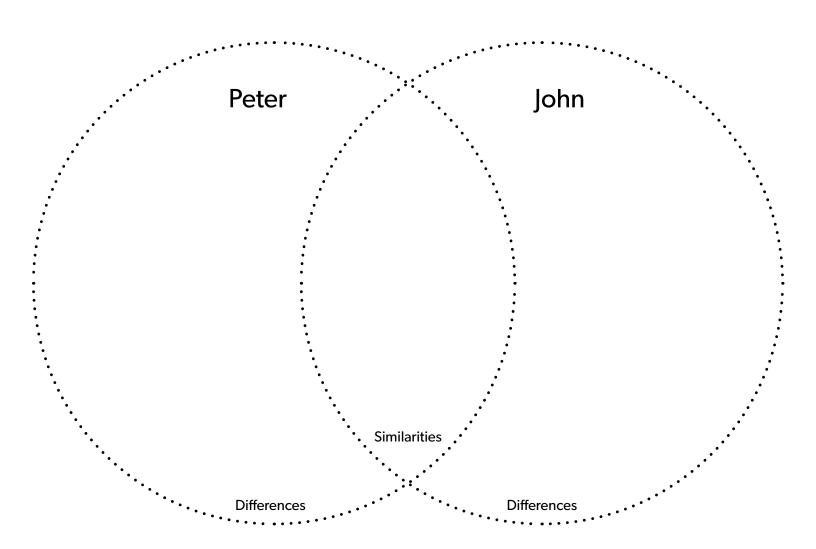
Saw Jesus' empty tomb



Printout 4



Printout 5





LESSON 9: LARGE GROUP

Paul

MAIN IDEA

God has the power to turn his enemies into his friends. When we surrender what we have to him, he can transform something broken into something beautiful.

BIBLE PASSAGES

• Acts 9:1–32

MEMORY VERSE

But God showed his great love for us by sending Christ to die for us while we were still sinners.

Romans 5:8, NLT



Prepare your heart to teach.
Plan for the lesson.



Introduce the story of the Gospel. (10-15 minutes)



Play large group games. (25 minutes)

Prepare



Prepare your heart to teach.
Plan for the lesson.

MATERIALS NEEDED:

- ☐ Bible
- ☐ 1 rock
- ☐ (Optional) 1 goldfish cracker
- ☐ Printout 1, 4 copies

QUESTIONS

- How can you be praying for the student this week? Are there any specific students or requests you can pray for?
- Are there any changes and additions needed for the Large Group Lesson?
- Is there anything specific you need to communicate to the small group leaders?

Large Group



Introduce the story of the Gospel. (10-15 minutes)



"Who is Jesus"
Call and Response

INTRODUCTION

Welcome the students to Crossroads and tell them you are glad they came this week.

(Optional) Go through the "Who is Jesus" call and response.

(Optional) As a group, say the memory verse for this week.

Open with prayer for the students.

OBJECT LESSON: THE ROCK AND THE GOLDFISH CRACKER

Ask for one student volunteer to come forward. Give this student a rock.

Say, I would really like it if you would please make this rock into a goldfish because the rock is pretty ugly and useless.

After a few seconds, thank the student for the help, and ask him or her to sit down again.

Ask:

- Why couldn't this rock change into a goldfish?
- Do you think that God could change it into a goldfish? (The answer, of course, is that he could if he wanted to because God can do everything that he desires to do.)

(Optional: You will have to pre-arrange this part before club.) Have an adult volunteer interrupt and say that they can turn the rock into a goldfish. Have them try to hide the rock in their pocket and pull out a goldfish cracker.

Say, Today's hero is Paul. God worked through Paul to do amazing things. Originally, his name was Saul, but when he encountered Jesus, his life was transformed, and God gave him the new name, Paul. Before his transformation, Saul was a man who hated Christians, even traveling to different cities to arrest them for sharing the message of Jesus.

Saul started out as an enemy of God. But God can take one thing and make it into something completely different. (Remember that rock?) Let's read about Paul's change now from Acts Chapter 9.

Read Acts 9:1–20 in parts. Consider having volunteers read the following parts—Narrator, Saul, God, Ananias.

Scripts are provided in Printout 1.

WRAP IT UP

Paul was burdened with great concern for all the churches. Paul was completely dedicated to serving Jesus no matter what the cost to him personally, and this is why we have chosen him as a hero.

God can take one thing (or person) and make it (or them) into something (or someone) completely different—and radically better. Paul was a fearless servant of God, but he didn't start out that way. He started out fighting against God until God changed him. So, no matter how much you have fought against God or how unworthy you feel you might be, God can use you! Will you turn to him and allow him to transform your life into something truly beautiful?

Games



Play large group games. (25 minutes)

MATERIALS NEEDED:

- ☐ 1 playground ball
- 4 bases
- Rope or bandana
- ☐ Plastic spoons
- Ping pong balls
- Soft dodgeballs

LARGE GROUP GAME: KICKBALL

Materials: 1 playground ball and 4 bases to create the field Object of game: Make it to home base without getting out.

How to play: Set up the field like a baseball field, with four bases set in a diamond pattern. Divide the students in two teams. One team will kick first, while the other team fields. Have the kicking team line up in order of birthday behind home base, and have the fielding team spread out in the field in front of the kicker. A pitcher will roll the ball to the kicker, who will then kick the ball between first and third bases. Any ball that goes to the left of third base or to the right of first base will be fouled, and the kicker will be given another chance to kick. Once the ball is kicked, the kicker will run around the bases while the fielders will try to touch the ball to the runner or throw the ball at the runner while he or she is not on base. If the runner is hit or if the ball is caught before it hits the ground, that is one out, and after three outs, the fielders and kickers will switch. Each time that both teams have had a chance to kick is called an inning. The game ends when time runs out or when seven innings have been completed. Runs are scored when a kicker makes it all the way around the bases without getting out.

If the ball goes out of bounds, it is returned to play by the nearest player using a foot pass or kick. The game can be played for a set amount of time (e.g., 10-15 minutes) or until a predetermined number of goals are scored.

Variations: Allow every player to kick each inning before switching sides.

LARGE GROUP GAME: RELAY RACES

Materials: Rope or bandana, plastic spoons and ping-pong balls, soft dodgeballs

Object of game: Be the first team with all players sitting

How to play: Have the students divide into their small groups and line up single file, behind a starting line. Then decide on the type of race to run. Have the students that finish the race sit down. The first team with all players sitting down is the winner.

Three-Legged Race: Two students tie one leg each together using rope, a bandana, or any other piece of cloth. They must work together to run to the end and back before the next pair can go.

Sprint: No equipment is needed at all for this race – students simply run as fast as possible to the end and back before the next player can go.

Backwards Sprint: Same as above, but students must run backwards.

Spoon Carry: Each team will need a plastic spoon and a ping-pong ball. The students must carry the spoon with the ping-pong ball to the end and back as fast as possible.

Chicken Egg: Each team needs a ball. As an alternative, you could give each student an inflated balloon for this race. They must put the ball between their knees and carry it to the finish line, where they can either drop it and run back or carry it back if the next person needs it.

Barefoot Relay: Have all the students take off their shoes. Make sure there are no duplicate shoes, and if so, mark one set with masking tape. Then place all the shoes in a big pile at the end of the race. Students must run barefoot to their shoes, where they will find them in the pile and put them on before running back.

LARGE GROUP GAME: NINJA TAG

Materials: None needed

Object of game: Be the last player in the circle

How to play: Players stand in a circle. Players begin with their hands in a "ninja" pose: feet shoulder-width apart, hands held out in front with fingers spread wide. Players take turns moving in an attempt to tag others' hands while trying to avoid being tagged themselves.

On their turn, a player makes one move, which can be a jump, slide, or step while trying to tag another player with one quick hand movement. A tag must be a controlled and deliberate touch, not a full swing or wild motion. The tag must also be above the waist and should avoid hitting other players too hard. When a player is tagged, they are out and must leave the circle. They should stand off to the side but not interfere with the game.

The last player remaining in the circle is the winner and may be declared the "Ninja Master" for the next round. Players should not reach out or lunge aggressively. Tags should be quick and controlled. If space is limited, designate a small "safe zone" where players cannot move to avoid being tagged. This adds an extra challenge and keeps the game more dynamic.

Variations:

- Players are eliminated if they try to evade an attack when the attacker was really attacking someone else.
- To increase difficulty, allow a player to tag others with two hands instead of one.



LESSON 9: PRIMARY SMALL GROUP

Paul

MAIN IDEA

God has the power to turn his enemies into his friends. When we surrender what we have to him, he can transform something broken into something beautiful.

BIBLE PASSAGES

• Acts 9:1-32

MEMORY VERSE

But God showed his great love for us by sending Christ to die for us while we were still sinners.

Romans 5:8, NLT



Prepare your heart to teach.
Plan for the lesson.



Connect with the kids and make them feel heard and cared for. (15 minutes)



Facilitate activity and study to help kids know and love Jesus. (20-25 minutes)



Lead kids to live out the mission of the Gospel. (5-10 minutes)

Prepare



Prepare your heart to teach.
Plan for the lesson.

MATERIALS NEEDED:

- ☐ Bible
- Name tags
- ☐ Snacks, 1 per child
- ☐ Scissors, several pairs
- ☐ Pencils, 1 per child
- Markers and crayons, 3-4 per child
- Printout 2, 1 per child (printed on cardstock)
- Clear adhesive tape, 1 roll per small group
- ☐ Pennies, 2 per child
- ☐ Cross or picture of a cross
- ☐ Large paper or whiteboard
- ☐ (Optional) Blindfolds, 1 per child
- Index cards or small pieces of paper

QUESTIONS

- How can you be praying for the students this week?
- Are there any specific students or requests you can pray for?
- Are there any adaptations that you can make to the lesson this week to better serve the kids in your small group or make your small group more effective?
- How can you connect with the students outside of the club over the next few weeks?
- Is there a sporting event or performance you can go to? Can you plan a casual park or fast-food meet-up with them and their families (as a group or individually)?
- (Optional) Various textured objects (e.g., sandpaper, cotton balls, sponge, smooth stone)
- ☐ (Optional) Small items with distinct smells (e.g., orange peel, cinnamon stick, lavender)
- ☐ (Optional) Objects that make different sounds (e.g., keys, bell, maracas)

Connect



Connect with the kids and make them feel heard and cared for.
(15 minutes)

Small Group Session 1

ICE BREAKER

Distribute name tags and snacks. Choose one of the following icebreaker activities to do together while children eat their snack:

- Option 1: Ask the children to share their highs and lows (the best and worst things that happened to them either today or from the past week).
- Option 2: Ask the children to take turns sharing how they're feeling today using the "How Are You Feeling?" chart (from the CKC Games Bag).

PRAY TOGETHER

Collect prayer requests from the students. The leader or a student can pray for the entire group or a leader can pair up students and invite them to pray for one another.

INTRODUCTION

Start by discussing with the class what it means to be blind and how people who are blind navigate the world.

Say, Today we will participate in an activity to help us understand what it might be like to experience the world without using our eyes.

Pick one of the three options below.

OPTION 1: EXPERIENCING THE WORLD BLIND

Have students put blindfolds on, and make sure they cannot see. Consider having students do this activity one at a time if you do not have blindfolds for each student. Provide various items for the students to feel, smell, and listen to. Allow them to guess what each item is.

- **Touch:** Various textured objects (e.g., sandpaper, cotton balls, sponge, smooth stone). Students will be blindfolded and will try to identify the objects just by feeling them.
- **Smell:** Small containers with items that have strong smells (e.g., orange peel, cinnamon stick, lavender). Students will try to guess the items by scent alone.
- **Sound:** Different objects that make distinct sounds (e.g., keys, bell, maracas). Students will try to identify the objects by listening carefully.

OPTION 2: PAPER BAG MYSTERY SENSORY ACTIVITY

Place each textured object into its own paper bag. Ensure the bags are opaque so students cannot see the contents.

Various textured objects, such as:

- Sandpaper
- Cotton balls
- Sponge
- Smooth stone
- Feathers

- Rubber ball
- Pinecone
- Fabric scraps (e.g., silk, velvet, burlap)
- Plastic toy with ridges or bumps

Divide students into small groups, or let them take turns one by one if you prefer a more controlled experience. Have each student reach into the paper bag and feel the object without looking inside.

Encourage the student to describe how the object feels in their hand (e.g., rough, soft, bumpy, smooth) and try to guess what the object might be based on the texture. Allow each student to guess the object before revealing what it is. Rotate the bags among the groups or students until everyone has had a chance to feel each item. After all the items have been revealed, discuss the different textures and how they help us recognize and understand things in our environment.

Ask:

- How did it feel to rely on your other senses without using your eyes?
- Did you find it easy to figure out what each item is?
- Which item was the hardest to figure out?
- Which item surprised you the most?
- Can this activity help you relate to someone who is blind?

OPTION 3: WALKING BLIND

Have the students get into pairs. One student will be blindfolded. The other student will take their hand and lead them around the room/area. Consider making a route for students to follow.

Ask:

- How did it feel to rely on your other senses without using your eyes?
- How did you feel being led around by someone else?
- Was it hard to trust the person that was leading you around?
- Can this activity help you relate to someone who is blind?

Today in Large Group we will be introduced to a man who hated Christians, people who believed in Jesus. He even tried to put them in jail and killed some Christians. One day as he was traveling, Jesus decided to reveal himself to this man. After he met Jesus, he was left blind. As we experienced, it can be very uncomfortable and disorienting being blind. We will get to hear more about his story in Large Group.

Pray and dismiss to Large Group.

Heart



Facilitate activity and study to help kids know and love Jesus. (20-25 minutes)

Small Group Session 2

Review the main idea of the lesson with the students.

Say, God can take his enemies and make them into his friends. God can take something ugly and useless and make something beautiful and wonderful.

Pass out Printout 2 and allow a few minutes to write or draw in Printout 2.

One thing in God's creation that reminds us of this truth is a butterfly. A butterfly starts out as an ugly, useless caterpillar. All caterpillars do is eat and eat and eat. But then they form a chrysalis, and, in time, God transforms them into beautiful butterflies. This is what God did for Paul. He took him as an enemy and transformed him into a friend. God can do this for us as well.

We will be making a balancing butterfly to take home to remind you that God wants to make something beautiful out of your lives.

ACTIVITY: HOMEMADE BUTTERFLY

To make a perfectly symmetrical butterfly (which is necessary for this activity to work), take a piece of cardstock, and fold it in half. Trace the half butterfly pattern (pattern made from outline on Printout 2) onto the card stock.

Cut out the butterfly and decorate it using crayons, markers, or colored pencils.

Tape two pennies to the underside of the butterfly under its two wings.

Now you can balance the butterfly's head on a pencil eraser (or you can make a stand for your butterfly by putting a stick in a ball of clay). You may have to adjust the position of the coins to make the butterfly balance on the head area.

After he met Jesus, Paul, the same person who once put Christians in jail and killed them, believed in Jesus for salvation and started telling other people about Jesus. He ended up writing several books in the Bible. We will see what he writes after he believed in Jesus.

Read 2 Corinthians 5:17-21 out loud.

This means that anyone who belongs to Christ has become a new person. The old life is gone; a new life has begun!

And all of this is a gift from God, who brought us back to himself through Christ. And God has given us this task of reconciling people to him. For God was in Christ, reconciling the world to himself, no longer counting people's sins against them. And he gave us this wonderful message of reconciliation. So we are Christ's ambassadors; God is making his appeal through us. We speak for Christ when we plead, "Come back to God!" For God made Christ, who never sinned, to be the offering for our sin, so

that we could be made right with God through Christ.

Ask:

- What are people after they belong to Jesus? (They are a new creation.)
- How does God bring us back to himself? (Through Jesus Christ)
- What is the job that God has given everyone who believes in Jesus?
 (Reconcile people to God)
- What should we be telling people to do? (Come back to God!)



RECONCILE:

Restore friendly relations between.

ILLUSTRATION: THE CLEAN SLATE

Imagine you're at school, and you're given a brand-new whiteboard to write on. It's perfectly clean and shiny. You start using it to do your math problems, but as you work, you make some mistakes. You accidentally write the wrong numbers, and soon your whiteboard has a lot of scribbles and errors all over it.

You try to erase the mistakes, but the marks just smear and won't come off completely. No matter how hard you try, the board is still messy, and you feel frustrated because you can't make it clean again on your own.

Then, your teacher comes over. She sees you're struggling and smiles. She takes a special cleaner and wipes the board perfectly clean—every single mistake disappears, and it's like the scribbles were never there. The board is completely clean again, just like it was when it was brand new.

This is what Jesus does for us. When we make mistakes (which the Bible calls "sins"), our hearts can feel messy, like that whiteboard. We might try to fix things on our own, but we can't make our hearts perfectly clean by ourselves. But when we trust in Jesus, He comes and wipes away all our sins, making our hearts clean again.

This is what "justification" means. It's like God sees our messy hearts, but because of Jesus, he wipes them clean. When God looks at us after we've trusted in Jesus, he sees us as if we've never made any mistakes—as if we have a completely clean slate. Just like your teacher helped make your whiteboard clean, Jesus makes our hearts clean, and we're justified in God's eyes.

ACTIVITY: LOVE AND RECONCILIATION CIRCLE

Read Romans 5:6-11 out loud.

Say, Reconciliation is about Jesus helping to bring us back into a good relationship with God. When we believe in Jesus, the Bible says that we are justified, or made right because of him.

What does this passage tell us about how much God loves us?

Write down their responses on individual index cards. Guide them to understand that God's love is unconditional and was shown through Jesus' sacrifice.

Reconciliation means being brought back into a close relationship with God.

- Why do we need our relationship fixed with God?
- How does Jesus help us be close to God again?

Give each child an index card or piece of paper. Ask them to quietly think about one thing that they feel might separate them from God, such as a sin, a fear, or something they worry about.

Have them write or draw this on their card or write their answers on the index cards.

Place the cross (or picture of a cross) in the center of the Small Group circle.

Say, Jesus' death on the cross is what allows us to fix our relationship with God.

Invite each child to bring their card to the cross and place it underneath.

Say, This symbolizes that Jesus takes away the things that separate us from God.

After everyone has placed their cards under the cross, join hands and pray together.

Hands



Lead kids to live out the mission of the Gospel. (5-10 minutes)

Small Group Session 2

WRAP IT UP

Ask, What's one thing you learned or felt during the activity?

Say, Keep your hearts open to God's love and remember that nothing can separate you from it because of Jesus.

RESPONSE AND REFLECTION

Consider finishing by giving each child a small reminder, like a cross-shaped bookmark or a card with Romans 5:8 on it, to take home as a reminder of God's love and reconciliation.

Print out the memory verse.

Practice the memory verse for this unit (Romans 5:8).

Pray with the students and dismiss them.



Bible Memory Verse Games



LESSON 9: INTERMEDIATE SMALL GROUP

Paul

MAIN IDEA

God has the power to turn his enemies into his friends. When we surrender what we have to him, he can transform something broken into something beautiful.

BIBLE PASSAGES

• Acts 9:1–32

MEMORY VERSE

But God showed his great love for us by sending Christ to die for us while we were still sinners.

Romans 5:8, NLT



Prepare your heart to teach.
Plan for the lesson.



Connect with the kids and make them feel heard and cared for. (15 minutes)



Facilitate activity and study to help kids know and love Jesus. (20-25 minutes)



Lead kids to live out the mission of the Gospel. (5-10 minutes)

Prepare



Prepare your heart to teach.
Plan for the lesson.

MATERIALS NEEDED:

- ☐ Bible
- Name tags
- ☐ Snacks, 1 per child
- ☐ Scissors, several pairs
- ☐ Pencils, 1 per child
- Markers and crayons, 3-4 per child
- Printout 2, 1 per child (printed on cardstock)
- Clear adhesive tape, 1 roll per small group
- ☐ Pennies, 2 per child
- Cross or picture of a cross
- ☐ Large paper or whiteboard
- ☐ (Optional) Blindfolds, 1 per child
- Index cards or small pieces of paper

QUESTIONS

- How can you be praying for the students this week?
- Are there any specific students or requests you can pray for?
- Are there any adaptations that you can make to the lesson this week to better serve the kids in your small group or make your small group more effective?
- How can you connect with the students outside of the club over the next few weeks?
- Is there a sporting event or performance you can go to? Can you plan a casual park or fast-food meet-up with them and their families (as a group or individually)?
- (Optional) Various textured objects (e.g., sandpaper, cotton balls, sponge, smooth stone)
- ☐ (Optional) Small items with distinct smells (e.g., orange peel, cinnamon stick, lavender)
- ☐ (Optional) Objects that make different sounds (e.g., keys, bell, maracas)

Connect



Connect with the kids and make them feel heard and cared for.
(15 minutes)

Small Group Session 1

ICE BREAKER

Distribute name tags and snacks. Choose one of the following icebreaker activities to do together while children eat their snack:

- Option 1: Ask the children to share their highs and lows (the best and worst things that happened to them either today or from the past week).
- Option 2: Ask the children to take turns sharing how they're feeling today using the "How Are You Feeling?" chart (from the CKC Games Bag).

PRAY TOGETHER

Collect prayer requests from the students. The leader or a student can pray for the entire group or a leader can pair up students and invite them to pray for one another.

INTRODUCTION

Start by discussing with the class what it means to be blind and how people who are blind navigate the world.

Say, Today we will participate in an activity to help us understand what it might be like to experience the world without using our eyes.

Pick one of the three options below.

OPTION 1: EXPERIENCING THE WORLD BLIND

Have students put blindfolds on, and make sure they cannot see. Consider having students do this activity one at a time if you do not have blindfolds for each student. Provide various items for the students to feel, smell, and listen to. Allow them to guess what each item is.

- **Touch:** Various textured objects (e.g., sandpaper, cotton balls, sponge, smooth stone). Students will be blindfolded and will try to identify the objects just by feeling them.
- **Smell:** Small containers with items that have strong smells (e.g., orange peel, cinnamon stick, lavender). Students will try to guess the items by scent alone.
- **Sound:** Different objects that make distinct sounds (e.g., keys, bell, maracas). Students will try to identify the objects by listening carefully.

OPTION 2: PAPER BAG MYSTERY SENSORY ACTIVITY

Place each textured object into its own paper bag. Ensure the bags are opaque so students cannot see the contents.

Various textured objects, such as:

- Sandpaper
- Cotton balls
- Sponge
- Smooth stone
- Feathers

- Rubber ball
- Pinecone
- Fabric scraps (e.g., silk, velvet, burlap)
- Plastic toy with ridges or bumps

Divide students into small groups, or let them take turns one by one if you prefer a more controlled experience. Have each student reach into the paper bag and feel the object without looking inside.

Encourage the student to describe how the object feels in their hand (e.g., rough, soft, bumpy, smooth) and try to guess what the object might be based on the texture. Allow each student to guess the object before revealing what it is. Rotate the bags among the groups or students until everyone has had a chance to feel each item. After all the items have been revealed, discuss the different textures and how they help us recognize and understand things in our environment.

Ask:

- How did it feel to rely on your other senses without using your eyes?
- Did you find it easy to figure out what each item is?
- Which item was the hardest to figure out?
- Which item surprised you the most?
- Can this activity help you relate to someone who is blind?

OPTION 3: WALKING BLIND

Have the students get into pairs. One student will be blindfolded. The other student will take their hand and lead them around the room/area. Consider making a route for students to follow.

Ask:

- How did it feel to rely on your other senses without using your eyes?
- How did you feel being led around by someone else?
- Was it hard to trust the person that was leading you around?
- Can this activity help you relate to someone who is blind?

Today in Large Group we will be introduced to a man who hated Christians, people who believed in Jesus. He even tried to put them in jail and killed some Christians. One day as he was traveling, Jesus decided to reveal himself to this man. After he met Jesus, he was left blind. As we experienced, it can be very uncomfortable and disorienting being blind. We will get to hear more about his story in Large Group.

Pray and dismiss to Large Group.

Heart



Facilitate activity and study to help kids know and love Jesus. (20-25 minutes)

Small Group Session 2

Review the main idea of the lesson with the students:

Say, God can take his enemies and make them into his friends. God can take something ugly and useless and make something beautiful and wonderful.

Pass out Printout 2 and allow a few minutes to write or draw in Printout 2.

One thing in God's creation that reminds us of this truth is a butterfly. A butterfly starts out as an ugly, useless caterpillar. All caterpillars do is eat and eat and eat. But then they form a chrysalis, and, in time, God transforms them into beautiful butterflies. This is what God did for Paul. He took him as an enemy and transformed him into a friend. God can do this for us as well.

We will be making a balancing butterfly to take home to remind you that God wants to make something beautiful out of your lives.

ACTIVITY: HOMEMADE BUTTERFLY

To make a perfectly symmetrical butterfly (which is necessary for this activity to work), take a piece of cardstock, and fold it in half. Trace the half butterfly pattern (pattern made from outline on Printout 2) onto the card stock.

Cut out the butterfly and decorate it using crayons, markers, or colored pencils.

Tape two pennies to the underside of the butterfly under its two wings.

Now you can balance the butterfly's head on a pencil eraser (or you can make a stand for your butterfly by putting a stick in a ball of clay). You may have to adjust the position of the coins to make the butterfly balance on the head area.

After he met Jesus, Paul, the same person who once put Christians in jail and killed them, believed in Jesus for salvation and started telling other people about Jesus. He ended up writing several books in the Bible. We will see what he writes after he believed in Jesus.

Read 2 Corinthians 5:17-21 out loud. Consider asking a student to read for the group.

Ask:

- What does he say people are after they belong to Jesus? (They are a new creation.)
- How does God bring us back to himself? (Through Jesus Christ)
- What is the job that God has now given everyone who believes in Jesus? (Reconcile people to God.)

- What is the message of reconciliation? (That those who believe in Jesus will not have their sins counted against them)
- How did God use Jesus to make us right with God?
- What is the title that we are given if we believe in Jesus and share Jesus with others? (Christ's Ambassadors)

DEFINITION

RECONCILE:

Restore friendly relations between.

ILLUSTRATION: THE CLEAN SLATE

Imagine you're at school, and you're given a brand-new whiteboard to write on. It's perfectly clean and shiny. You start using it to do your math problems, but as you work, you make some mistakes. You accidentally write the wrong numbers, and soon your whiteboard has a lot of scribbles and errors all over it.

You try to erase the mistakes, but the marks just smear and won't come off completely. No matter how hard you try, the board is still messy, and you feel frustrated because you can't make it clean again on your own.

Then, your teacher comes over. She sees you're struggling and smiles. She takes a special cleaner and wipes the board perfectly clean—every single mistake disappears, and it's like the scribbles were never there. The board is completely clean again, just like it was when it was brand new.

This is what Jesus does for us. When we make mistakes (which the Bible calls "sins"), our hearts can feel messy, like that whiteboard. We might try to fix things on our own, but we can't make our hearts perfectly clean by ourselves. But when we trust in Jesus, He comes and wipes away all our sins, making our hearts clean again.

This is what "justification" means. It's like God sees our messy hearts, but because of Jesus, he wipes them clean. When God looks at us after we've trusted in Jesus, he sees us as if we've never made any mistakes—as if we have a completely clean slate. Just like your teacher helped make your whiteboard clean, Jesus makes our hearts clean, and we're justified in God's eyes.

ACTIVITY: LOVE AND RECONCILIATION CIRCLE

Read Romans 5:6-11 out loud.

When we were utterly helpless, Christ came at just the right time and died for us sinners. Now, most people would not be willing to die for an upright person, though someone might perhaps be willing to die for a person who is especially good. But God showed his great love for us by sending Christ to die for us while we were still sinners. And since we have been made right in God's sight by the blood of Christ, he will certainly save us from His condemnation. For since our friendship with God was restored by the death of his Son while we were still his enemies, we will certainly be saved through the life of his Son. So now we can rejoice in our wonderful new relationship with God because our Lord Jesus Christ has made us friends of God.

DEFINITION

JUSTIFIED:

Being made right or good in God's eyes. It's like when you do something wrong but then someone forgives you and says, "It's okay, you're not in trouble anymore." When we believe in Jesus, God says we are forgiven and right with Him, even if we've made mistakes. It's like getting a fresh start!

Say, Reconciliation is about Jesus helping to bring us back into a good relationship with God. When we believe in Jesus, the Bible says that we are justified, or made right because of him.

• What does this passage tell us about how much God loves us?

Write down their responses on individual index cards. Guide them to understand that God's love is unconditional and was shown through Jesus' sacrifice.

Reconciliation means being brought back into a close relationship with God.

- Why do we need to be reconciled with God?
- How does Jesus help us be close to God again?

Give each child an index card or piece of paper. Ask them to quietly think about one thing that they feel might separate them from God, such as a sin, a fear, or something they worry about.

Have them write or draw this on their card.

Place the cross (or picture of a cross) in the center of the Small Group circle.

Say, Jesus' death on the cross is what allows us to be reconciled with God.

Invite each child to bring their card to the cross and place it underneath.

Say, This symbolizes that Jesus takes away the things that separate us from God.

After everyone has placed their cards under the cross, join hands and pray together.

Hands



Lead kids to live out the mission of the Gospel. (5-10 minutes)

Small Group Session 2

WRAP IT UP

Ask, What's one thing you learned or felt during the activity?

Say, Keep your hearts open to God's love and remember that nothing can separate you from it because of Jesus.

RESPONSE AND REFLECTION

Consider finishing by giving each child a small reminder, like a cross-shaped bookmark or a card with Romans 5:8 on it, to take home as a reminder of God's love and reconciliation.

Print out the memory verse.

Practice the memory verse for this unit (Romans 5:8).

Pray with the students and dismiss them.



Bible Memory Verse Games

Memory Verse Cards

MEMORY VERSE

But God showed his great love for us by sending Christ to die for us while we were still sinners.

Romans 5:8, NLT

MEMORY VERSE

But God showed his great love for us by sending Christ to die for us while we were still sinners.

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Romans 5:8, NLT

MEMORY VERSE

But God showed his great love for us by sending Christ to die for us while we were still sinners.

Romans 5:8, NLT

Printout 1

BASED ON ACTS 9:1-20, NLT

Narrator: Meanwhile, Saul was uttering threats with every breath and was eager to kill the Lord's followers. So he went to the high priest. He requested letters addressed to the synagogues in Damascus, asking for their cooperation in the arrest of any followers of the Way he found there. He wanted to bring them—both men and women—back to Jerusalem in chains. As he was approaching Damascus on this mission, a light from heaven suddenly shone down around him. He fell to the ground and heard a voice saying to him:

God: "Saul! Saul! Why are you persecuting me?"

Saul: "Who are you, lord?"

God: "I am Jesus, the one you are persecuting! Now get up and go into the city, and you will be told what you must do."

Narrator: The men with Saul stood speechless, for they heard the sound of someone's voice but saw no one! Saul picked himself up off the ground, but when he opened his eyes, he was blind. So his companions led him by the hand to Damascus. He remained there blind for three days and did not eat or drink. Now there was someone who believed in Jesus in Damascus named Ananias. The Lord spoke to him in a vision, calling:

God: "Ananias!"

Ananias: "Yes, Lord!"

God: "Go over to Straight Street, to the house of Judas. When you get there, ask for a man from Tarsus named Saul. He is praying to me right now. I have shown him a vision of a man named Ananias coming in and laying hands on him so he can see again."

Ananias: "But Lord, I've heard many people talk about the terrible things this man has done to the believers in Jerusalem! And he is authorized by the leading priests to arrest everyone who calls upon your name."

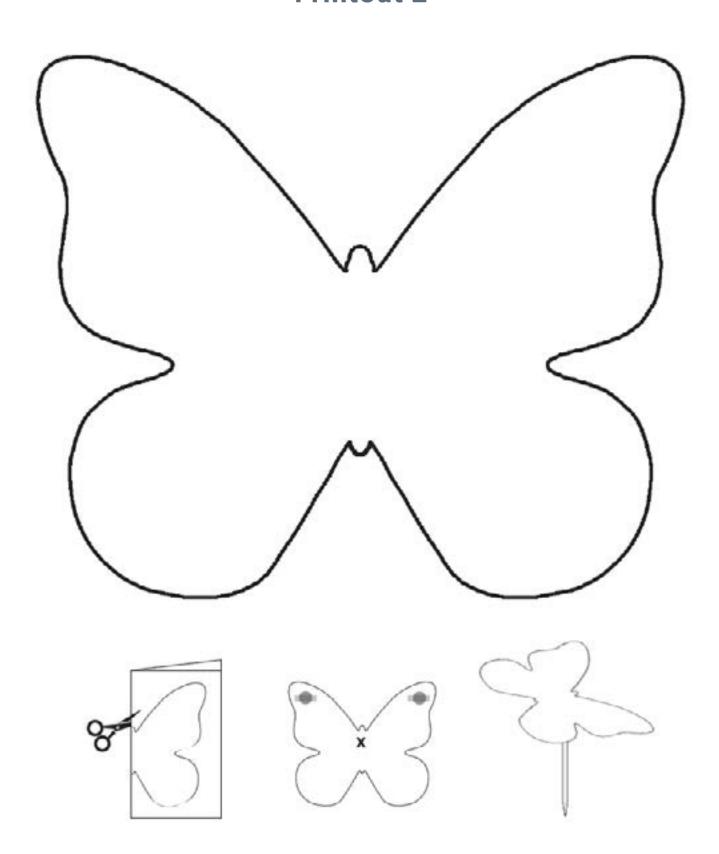
God: "Go, for Saul is my chosen instrument to take my message to the Gentiles and to kings, as well as to the people of Israel. And I will show him how much he must suffer for my name's sake."

Narrator: So Ananias went and found Saul. He laid his hands on him and said:

Ananias: "Brother Saul, the Lord Jesus, who appeared to you on the road, has sent me so that you might regain your sight and be filled with the Holy Spirit."

Narrator: Instantly something like scales fell from Saul's eyes, and he regained his sight. Then he got up and was baptized. Afterward he ate some food and regained his strength. Saul stayed with the believers in Damascus for a few days. And immediately he began preaching about Jesus in the synagogues, saying, "He is indeed the Son of God!"

Printout 2





LESSON 10: LARGE GROUP

Mary

MAIN IDEA

Mary remained a devoted follower of Jesus, even after His crucifixion. Like Mary, we too can continue to follow Jesus through the most difficult times, knowing that He will be there for us.

BIBLE PASSAGES

- Luke 8:1-3
- Matthew 27:56
- Mark 15:42-47
- Luke 24:1-12

MEMORY VERSE

Jesus told him, "I am the way, the truth, and the life. No one can come to the Father except through me."

John 14:6, NLT



Prepare your heart to teach.
Plan for the lesson.



Introduce the story of the Gospel. (10-15 minutes)



Play large group games. (25 minutes)

Prepare



Prepare your heart to teach.
Plan for the lesson.

MATERIALS NEEDED:

- ☐ Bible
- Markers and crayons, various colors, 2-3 per child
- ☐ Pencils, 1 per child
- ☐ Toilet paper, 2 per small group
- 2 rolls white first aid tape (available in the first aid section of many stores or at https://a.co/d/fYDMRu0
- ☐ Printout 1, 1 copy

QUESTIONS

- How can you be praying for the student this week? Are there any specific students or requests you can pray for?
- Are there any changes and additions needed for the Large Group Lesson?
- Is there anything specific you need to communicate to the small group leaders?

Large Group



Introduce the story of the Gospel. (10-15 minutes)

INTRODUCTION

Welcome the students to Crossroads and tell them you are glad they came this week.

(Optional) Go through the "Who is Jesus" call and response.

(Optional) As a group, say the memory verse for this week.

Open with prayer for the students.

Have the students gather in their small groups (they will be playing games during Large Group, and it is easiest to already have them gathered in small groups as everyone will walk to all the stations together).

Say, Today's hero is named Mary Magdalene. She was a committed follower of Jesus, and we are going to walk through her life today.

Your team will be your small group. Leaders will keep track of points, and we will see which team wins. We will move to 4 different stations. I will be your tour guide through Mary's life.



"Who is Jesus"
Call and Response

STATION 1: MARY AND JESUS' MINISTRY

(Setup: Place a container approximately ten feet away from a designated line. This can be a line in the flooring, a doorway, or any other line you designate. If all the students are making the coins into the container, move the container back farther.)

Read Luke 8:1-3.

To show how Mary gave her own money to help Jesus' ministry, we will be tossing coins into this container. Each person will get a chance to toss five coins, and the small group that gets the most coins in the container will be the winner!

Small Group leaders should keep track of how many coins their group makes in the container. After each team has had a chance to participate, announce the winner, and move to the next station.

STATION 2: MARY AT JESUS' CRUCIFIXION

(Setup: Place plain white paper, crayons, and markers in the space. Also, place one copy of Printout 1 in the space as something to consider.)

Read Matthew 27:38–56.

Mary traveled with Jesus all the way until his death on the cross. I'm sure she was sad when she had to watch her friend and Savior die. We are now going to take some time to think about Jesus' death. If you have any questions about Jesus' death, ask one of the leaders.

Allow the group about five minutes to draw and contemplate before moving to the next station.

STATION 3: MARY AT JESUS' BURIAL

(Setup: Toilet paper) Read Mark 15:42–47.

Mary watched when Joseph buried Jesus. At that time, they wrapped the bodies up in cloth to bury them, like mummies. To remember this, we are going to make one volunteer a mummy!

Ask or choose a volunteer: Take a roll of toilet paper, and allow students to wrap the volunteer student by twisting it around so it loops around the student.



STATION 4: JESUS' RESURRECTION

(Setup: None required, though it may be helpful to make sure there is plenty of room at this station for the group to run relay races.)

Read Luke 24:1-12.

Mary went to go see Jesus' tomb, and she was surprised to find it empty! When she saw Jesus, she ran back to tell the disciples that Jesus was alive! We can run and tell others that Jesus is alive too, and to practice that, we are going to run relay races!

Have each small group line up. When the leader says, GO, the first student will run to the end of the space or a designated end line. They will turn around and run back to their line to tell the next person, "Jesus is alive!" After this, the next person in line will run the same way and will tell the next person. The first team to complete the whole relay and sit down is the winner.

Now that we know more about Mary Magdalene, a follower of Jesus, we can go to our small groups and discuss how we can be better followers of Jesus ourselves.

Pray and dismiss students.

WRAP IT UP

Games



Play large group games. (25 minutes)

MATERIALS NEEDED:

- ☐ Blindfolds, 1 per pair of children
- 1 soft ball (like a soccer ball, volleyball, or playground ball)
- 2 goals

LARGE GROUP GAME: TRUST WALK

Materials: Blindfolds (one for each pair of children); a safe, obstacle-free area to walk (like a large room, gym, or outdoor space)

Object of game: Lead the blindfolded follower safely

How to play: Divide the children into pairs. Explain that one person in each pair will be the "guide" and the other will be the "follower". The follower in each pair puts on a blindfold. Make sure the blindfold is secure and that the follower cannot see. The guide's job is to lead the blindfolded partner around the area, using only their voice or gentle touches to guide them. The follower must listen carefully and trust their partner to lead them safely. After a few minutes, have the children switch roles so that each child gets a chance to be both the guide and the follower. After the activity, gather the children together to discuss their experience. Ask questions like:

- How did it feel to be the follower? Was it easy or hard to trust your partner?
- How did it feel to be the guide? Did you feel responsible for your partner's safety?
- What made it easier or harder to trust your partner?

Discuss how trust works in real-life situations. For example, trusting parents, teachers, friends, or even trusting God. Explain that trust is an important part of relationships and that it helps us feel safe and supported.

LARGE GROUP GAME: EVERYONE'S IT

Materials: None needed

Object of game: Be the last one standing

How to play: This game is very much like regular tag except that, true to the name, everyone is it. On the "go" signal, all players run around trying to tag everyone else and avoiding being tagged themselves. Once tagged, a player must sit down immediately. The last one standing is the winner.

LARGE GROUP GAME: WRAP THE BUMBLE BEE

Materials: 1 soft ball (like a soccer ball, volleyball, or playground ball), 2 goals

Object of game: Throw the ball into the goal; score the most goals

How to play: Divide the students into two teams. This game works best on a soccer field, but any large field with equal goals at either end will work. Students can run and throw the ball to each other, but while a student has the ball, he or she cannot move. To score, students must throw the ball into the goal. It is similar to soccer, but players use their hands instead. Consider setting an area around the goals where only the goalie can run. This will keep students from getting too close to throw the ball into the goal.



LESSON 10: PRIMARY SMALL GROUP

Mary

MAIN IDEA

Mary remained a devoted follower of Jesus, even after His crucifixion. Like Mary, we too can continue to follow Jesus through the most difficult times, knowing that He will be there for us.

BIBLE PASSAGES

- Luke 8:1-3
- Matthew 27:56
- Mark 15:42-47
- Luke 24:1-12

MEMORY VERSE

Jesus told him, "I am the way, the truth, and the life. No one can come to the Father except through me."

John 14:6, NLT



Prepare your heart to teach.
Plan for the lesson.



Connect with the kids and make them feel heard and cared for. (15 minutes)



Facilitate activity and study to help kids know and love Jesus. (20-25 minutes)



Lead kids to live out the mission of the Gospel. (5-10 minutes)

Prepare



Prepare your heart to teach.
Plan for the lesson.

MATERIALS NEEDED:

- ☐ Bible
- Name tags
- Snacks, 1 per child
- ☐ Printout 2, 1 per group
- ☐ Printout 3, 1 per child
- ☐ Pens or pencils, 1 per child
- ☐ Yarn, 1 roll per small group
- Memory Verse Cards, 1 per child

QUESTIONS

- How can you be praying for the students this week?
- Are there any specific students or requests you can pray for?
- Are there any adaptations that you can make to the lesson this week to better serve the kids in your small group or make your small group more effective?
- How can you connect with the students outside of the club over the next few weeks?
- Is there a sporting event or performance you can go to? Can you plan a casual park or fast-food meet-up with them and their families (as a group or individually)?

Connect



Connect with the kids and make them feel heard and cared for.
(15 minutes)

Small Group Session 1

ICE BREAKER

Distribute name tags and snacks. Choose one of the following icebreaker activities to do together while children eat their snack:

- Option 1: Ask the children to share their highs and lows (the best and worst things that happened to them either today or from the past week).
- Option 2: Ask the children to take turns sharing how they're feeling today using the "How Are You Feeling?" chart (from the CKC Games Bag).

PRAY TOGETHER

Collect prayer requests from the students. The leader or a student can pray for the entire group or a leader can pair up students and invite them to pray for one another.

ACTIVITY: MATCHING THE COMMITMENTS

Print and cut Printout 2. Spend a few minutes figuring out which commitment fits the scenario.

Ask:

- Have you ever tried to do something, but it was a lot harder than you thought it would be?
- How did you feel when it got really tough to keep going?
- What did you do when it got hard?
- Did you keep trying, or did you stop?

Say, When we talk about commitment, we mean sticking to a promise or a goal, even when it's not easy. It's about doing something again and again, and not giving up, even when it's really tough.

Today, we're going to learn about a hero who stayed committed to following Jesus, even when it was very hard. Her name is Mary. Mary loved Jesus so much that she kept following Him, even when things weren't going well.

Pray and dismiss to Large Group.

Heart



Facilitate activity and study to help kids know and love Jesus. (20-25 minutes)

Small Group Session 2

Review the main idea of the lesson with the students.

Say, Mary was a committed follower of Jesus, even after he had been crucified. Like Mary, we also can follow Jesus through the hardest times, because he will be there for us.

Pass out Printout 3, and allow five minutes to write or draw.

Discuss the questions after everyone has had a chance to write or draw.

Read Mark 16:1-9 out loud.

Ask:

- Who went to the tomb after the Sabbath was over? (A tomb is a place where people are buried when they die, kind of like a cemetery.)
- What were the women planning to do when they went to the tomb?
- What did they find when they arrived at the tomb?
- Who did they see sitting in the tomb, and what was he wearing?
- What message did the angel give to the women?

HELPFUL HINT

Consider offering students a ticket or other incentive to answering a question. You might also consider going around in a circle and asking each student a question. You may not get through all the questions with younger children. Maybe pick your top 3-4 questions to ask students.

Say, Because Mary was a woman, people in her time thought she could only do certain things. Even the disciples did not believe her when Mary told them that Jesus was alive.

Ask:

- Are there times when people do not believe you? Why?
- How do you feel when this happens, or how do you think Mary felt?
- Mary was probably discouraged when she saw Jesus buried, but what did she do after that? (Think Station 4 in Large Group)

We can be like Mary when we are discouraged or when we don't know what to do. Mary just kept doing what she knew how to do, and that was to follow and obey what Jesus taught her.

- What are some things Mary did to show her commitment to following Jesus? (Mary listened to Jesus' teaching, and she told others about Jesus.
- How can you show your commitment to Jesus? (Spend time reading your Bible and praying. Tell others about Jesus.)

Say, When we read our Bibles, we have a chance to learn about Jesus. We get to spend time with him when we pray, just like Mary followed Jesus and spent time with him to help her obey the things Jesus was teaching, she also grew in her commitment to him. When we spend time reading the Bible and praying, we are able to grow closer to Jesus.

Jesus loves us and wants to spend time with us. He is able to help us when things get difficult, and he wants us to come to him for help.

OPTION 1: TRUST WEB

Have kids sit in a circle and use a ball of yarn to create a "web" of trust. One child holds the yarn and shares something they trust about another person in the circle, then tosses the ball to that person while holding onto part of the yarn. Continue until everyone is holding part of the yarn. If you are short on time, skip to the second round that focuses on trusting God. This creates a visual representation of how trust connects people, showing that trust is a two-way street and that everyone's actions contribute to a strong community.

Now, Have students do this activity but direct their attention and trust towards God.

Say, Just like you trust your friends and family, you can also trust God in your lives.

Read Proverbs 3:5-6, "Trust in the LORD with all your heart; do not depend on your own understanding. Seek his will in all you do, and he will show you which path to take."

The first child holds the ball of yarn, says something they trust God for (e.g., "I trust God to take care of my family." or 'I trust God to help me when I'm scared."), and then tosses the ball to another child while holding onto their piece of yarn.

The next child repeats the process, sharing their trust in God and passing the yarn, creating a web as each child participates.

OPTION 2: TRUST FALL

Ensure there is ample space free of obstacles, ideally with soft flooring (e.g., mats, grass, or carpet) to reduce the risk of injury. The teacher (and any additional catchers, if available) should stand behind the student, feet shoulder-width apart for balance.

Let the student know the goal is to fall straight back, trusting that they will be caught safely. Instruct the student to stand straight, arms crossed over their chest, feet together. Be clear when you would like them to fall. Consider using a verbal cue like, "Fall now" or "Fall on".

Their body should remain stiff throughout the fall, with no bending at the waist or knees. The Small Group leader should keep their knees slightly bent for stability. Have them keep their arms extended forward with palms open and slightly up, ready to receive the student's weight.

When you allow each student to have a turn, sit back down and begin a discussion.

An alternative to this is doing a trust walk with the students. The leader should have students close their eyes and be led by hand or voice around the room.

Ask, What does it mean to trust someone?

Trust means believing in someone, even when you can't see how things will turn out. Trusting God works in a similar way. It can be hard to trust Him, especially when we face challenges or uncertainty, but He is always faithful and trustworthy.

- How did you feel before the trust fall?
- Were you nervous?
- Did you doubt that you would be caught?

Just like it was hard to let go and trust that you would be caught in the trust fall, it can be hard to trust God in our lives, especially when we're going through tough or scary situations. Sometimes we're afraid to let go of control, or we feel unsure about what's going to happen.

Mary trusted in God when things were going well, and even when Jesus was arrested and killed, she still was committed to trusting him.

We can learn from Mary and her trust.

Hands



Lead kids to live out the mission of the Gospel. (5-10 minutes)

Small Group Session 2



Bible Memory Verse Games

WRAP IT UP



The following questions may need to be adjusted based on the activity option you selected.

Ask:

- What does the web or trust fall represent?
- What do you think it represents about our relationship with God?

Encourage kids to think about how the web symbolizes the connections we have with God and each other through trust.

- How does trusting God connect us to each other? (Just like this yarn connects us in this web) (Our shared trust in God creates a strong bond within their faith community.)
- How is that similar to what happens when we don't trust God?

Illustrate the importance of every individual's trust in God and how it strengthens the whole group.

- How Does God support us?
- Just like the web of yarn, or the leader who catches you when you fall, supports you, how does God support us in our lives?
- Can you think of a time when you felt God's support?
- What are some things in your life that you can trust God with?
- Why do you feel you can trust Him with these things?
- How do you think we can make our trust in God grow stronger, just like how we made the web stronger by adding more connections?

Actions like prayer, reading the Bible, and helping others are ways to strengthen your trust in God.

Why do you think it's important to trust God, even when things are difficult or you don't understand what's happening?

The yarn has connected everyone, just like how our trust in God connects us all as a community of faith. Just as the yarn connects us, God is always with you, supporting and holding you up in life's challenges.

The web is stronger with more connections, just as our trust in God grows stronger when we support each other and share our faith.

End the activity with a prayer, asking God to help each child grow in their trust and faith, knowing that He is always with them.

RESPONSE & REFLECTION

Print out the memory verse.

Practice the memory verse for this unit (John 14:6).

Consider cutting pieces of the yarn and passing them to each student. Encourage them to think this coming week about ways they can grow in their trust and commitment to God.

Have them put the yarn around their wrist or doorknob to their bedroom to help them remember to pray and read their Bible to spend time with Jesus and remember that Jesus is someone they can trust because he will always be there for them!



INTERMEDIATE
Small Group

LESSON 10: INTERMEDIATE SMALL GROUP

Mary

MAIN IDEA

Mary remained a devoted follower of Jesus, even after His crucifixion. Like Mary, we too can continue to follow Jesus through the most difficult times, knowing that He will be there for us.

BIBLE PASSAGES

- Luke 8:1-3
- Matthew 27:56
- Mark 15:42-47
- Luke 24:1-12

MEMORY VERSE

Jesus told him, "I am the way, the truth, and the life. No one can come to the Father except through me."

John 14:6, NLT



Prepare your heart to teach.
Plan for the lesson.



Connect with the kids and make them feel heard and cared for. (15 minutes)



Facilitate activity and study to help kids know and love Jesus. (20-25 minutes)



Lead kids to live out the mission of the Gospel. (5-10 minutes)

INTERMEDIATE
Small Group

Prepare



Prepare your heart to teach.
Plan for the lesson.

MATERIALS NEEDED:

- ☐ Bible
- Name tags
- ☐ Snacks, 1 per child
- ☐ Printout 2, 1 per group
- ☐ Printout 3, 1 per child
- ☐ Pens or pencils, 1 per child
- ☐ Yarn, 1 roll per small group
- Memory Verse Cards, 1 per child

QUESTIONS

- How can you be praying for the students this week?
- Are there any specific students or requests you can pray for?
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- How can you connect with the students outside of the club over the next few weeks?
- Is there a sporting event or performance you can go to? Can you plan a casual park or fast-food meet-up with them and their families (as a group or individually)?

Connect



Connect with the kids and make them feel heard and cared for.
(15 minutes)

Small Group Session 1

ICE BREAKER

Distribute name tags and snacks. Choose one of the following icebreaker activities to do together while children eat their snack:

- Option 1: Ask the children to share their highs and lows (the best and worst things that happened to them either today or from the past week).
- Option 2: Ask the children to take turns sharing how they're feeling today using the "How Are You Feeling?" chart (from the CKC Games Bag).

PRAY TOGETHER

Collect prayer requests from the students. The leader or a student can pray for the entire group or a leader can pair up students and invite them to pray for one another.

ACTIVITY: MATCHING THE COMMITMENTS

Print and cut Printout 2. Spend a few minutes figuring out which commitment fits the scenario.

Ask:

- Have you ever committed to something but then it was more difficult than you expected?
- How did you feel when it became hard for you to keep that commitment?
- How did you respond to the difficult commitment?
- Did you keep the commitment, or did you break your commitment?

Say, Commitment is about sticking to a promise or goal even when it's not easy. It's about doing something regularly and not giving up, even if progress is slow or things are difficult.

Today we will hear about a hero who was committed to following Jesus even when it got really hard. Her name is Mary, and she was a committed follower of Jesus. Mary was willing to follow Jesus even when the commitment was difficult and the circumstances were bad.

Pray and dismiss to Large Group.

Heart



Facilitate activity and study to help kids know and love Jesus. (20-25 minutes)

Small Group Session 2

Review the main idea of the lesson with the students.

Say, Mary was a committed follower of Jesus, even after he had been crucified. Like Mary, we also can follow Jesus through the hardest times, because he will be there for us.

Pass out Printout 3, and allow five minutes to write or draw.

Discuss the questions after everyone has had a chance to write or draw.

Read Mark 16:1-9 out loud.

Ask:

- Who were the three people who went to Jesus' tomb on Sunday morning?
- On the way there, what was the question they asked each other?
- What did they find when they arrived at the tomb?
- Who did they see at the tomb?
- What did the angel tell the women to go do?
- After speaking with the angel, how did the women feel?
- What was the response of the disciples when they heard the message that Jesus is no longer dead but is risen?
- How would you feel if someone told you that someone rose from the dead?

HELPFUL HINT

Consider offering students a ticket or other incentive to answering a question. You might also consider going around in a circle and asking each student a question. You may not get through all the questions with younger children. Maybe pick your top 3-4 questions to ask students.

Say, Because Mary was a woman, people in her time thought she could only do certain things. Even the disciples did not believe her when Mary told them that Jesus was alive.

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INTERMEDIATE
Small Group

We can be like Mary when we are discouraged or when we don't know what to do. Mary just kept doing what she knew how to do, and that was to follow and obey what Jesus taught her.

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INTERMEDIATE
Small Group

OPTION 2: TRUST FALL

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We can learn from Mary and her trust.

Hands



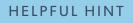
Lead kids to live out the mission of the Gospel. (5-10 minutes)

Small Group Session 2



Bible Memory Verse Games

WRAP IT UP



The following questions may need to be adjusted based on the activity option you selected.

Ask:

- What does the web or trust fall represent?
- What do you think it represents about our relationship with God?

Encourage kids to think about how the web symbolizes the connections we have with God and each other through trust.

- How does trusting God connect us to each other, just like this yarn connects us in this web? (Just like this yarn connects us in this web) (Our shared trust in God creates a strong bond within their faith community.)
- How is that similar to what happens when we don't trust God?

Illustrate the importance of every individual's trust in God and how it strengthens the whole group.

- How Does God support us?
- Just like the yarn supports the web, how does God support us in our lives?
- Can you think of a time when you felt God's support?
- What are some things in your life that you can trust God with?
- Why do you feel you can trust Him with these things?
- How do you think we can make our trust in God grow stronger, just like how we made the web stronger by adding more connections?

Actions like prayer, reading the Bible, and helping others are ways to strengthen your trust in God.

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The web is stronger with more connections, just as our trust in God grows stronger when we support each other and share our faith.

End the activity with a prayer, asking God to help each child grow in their trust and faith, knowing that He is always with them.

INTERMEDIATE
Small Group

RESPONSE & REFLECTION

Print out the memory verse.

Practice the memory verse for this unit (John 14:6).

Consider cutting pieces of the yarn and passing them to each student. Encourage them to think this coming week about ways they can grow in their trust and commitment to God.

Have them put the yarn around their wrist or doorknob to their bedroom to help them remember to pray and read their Bible to spend time with Jesus and remember that Jesus is someone they can trust because he will always be there for them!

Memory Verse Cards

MEMORY VERSE

Jesus told him, "I am the way, the truth, and the life. No one can come to the Father except through me." John 14:6, NLT

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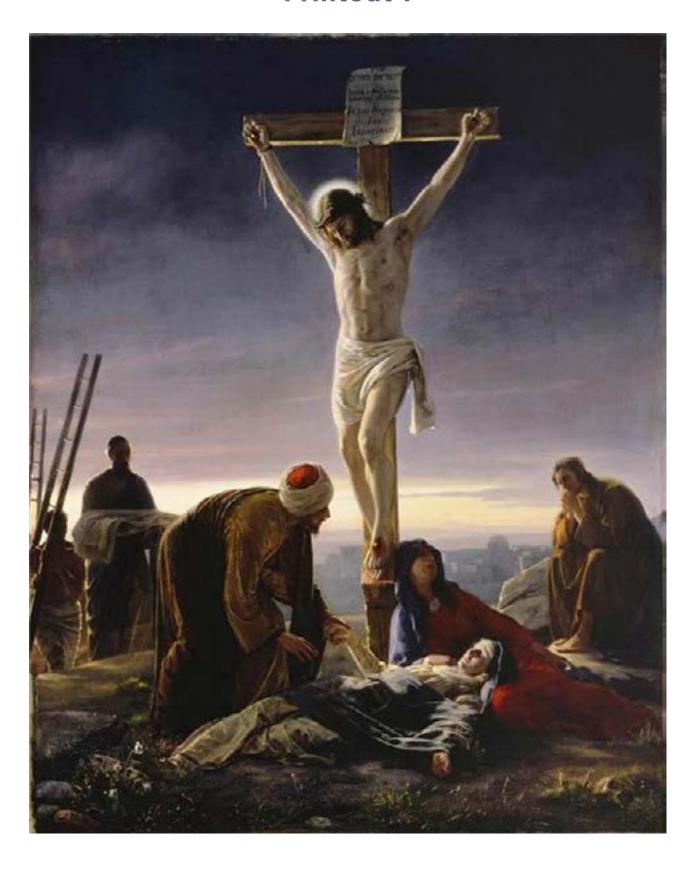
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Printout 1



Printout 2

Sports Team Practice	You have committed to a soccer team, but there's practice on a rainy day or when you are tired.
Completing Homework	You have homework due tomorrow, but you want to play video games or watch TV.
Helping with Chores	You agreed to help with household chores, like cleaning your room or setting the table, but you'd rather play outside or chat with friends.
Attending a Friend's Event	You promised to attend a friend's birthday party, but on the day of the party, you feel shy or not in the mood to go.
Caring for a Pet	You promise to take care of a pet by feeding it and cleaning its cage, but sometimes you forget or don't feel like it.

Printout 3

Why is Mary a hero in God's eyes?

Mary followed Jesus with everything she had. In other words, she was a fan of Jesus. What are you a fan of? Draw a picture or describe it in this space:



How are you like Mary? How are you different from Mary?



LESSON 11: LARGE GROUP

Grab the Torch

MAIN IDEA

Running the race of faith requires discipline and courage. We can develop the same commitment and courage as the heroes of faith we've learned about in the Bible.

BIBLE PASSAGES

- Hebrews 11:6
- Romans 3:23
- Romans 6:23
- 1 John 5:1-5

MEMORY VERSE

Jesus told him, "I am the way, the truth, and the life. No one can come to the Father except through me."

John 14:6, NLT



Prepare your heart to teach.
Plan for the lesson.



Introduce the story of the Gospel. (10-15 minutes)



Play large group games. (25 minutes)

Prepare



Prepare your heart to teach.
Plan for the lesson.

MATERIALS NEEDED:

- ☐ Bible
- ☐ (Optional) Plastic devil horns, 1 pair
- ☐ (Optional) Plastic angel halo
- (Optional) Winter coat, gloves, boots, backpack with weights or rocks, running shoes
- ☐ Printout 1, 3 copies

QUESTIONS

- How can you be praying for the student this week? Are there any specific students or requests you can pray for?
- Are there any changes and additions needed for the Large Group Lesson?
- Is there anything specific you need to communicate to the small group leaders?

Large Group



Introduce the story of the Gospel. (10-15 minutes)



"Who is Jesus"
Call and Response

INTRODUCTION

Welcome the students to Crossroads and tell them you are glad they came this week.

(Optional) Go through the "Who is Jesus" call and response.

(Optional) As a group, say the memory verse for this week.

Open with prayer for the students.

The Bible talks about us being in a spiritual race—the race of the life of faith.

What kinds of training do you think would help us run better in the spiritual race?

Say, Today for our lesson we will have some of our leaders help with a skit.

SKIT:

HELPFUL HINT

Consider using the Gospel Hand when presenting the Gospel to student.

Have three leaders perform the skit in Printout 1.

Read 1 John 5:1-5 out loud.

Everybody has sinned. The Bible says that everyone has sinned and fallen short of God's standard (Romans 3:23). Sin comes easy for us, but it's not good to sin. In our skit the runner was encouraged to just give up running and sit on the couch and watch TV. With sin, it's easier to just give up and give in to temptation, but there are always consequences for sin.

- What are some examples of sin?
- Why is sin such a big deal?

Sin leads to death, and sin separates us from God (Romans 6:23). Sometimes we might think that sinning is fun, or we sin to impress others, but sin doesn't bring joy and complete happiness.

With sin, we can't live a completely happy life. We can't be the person that God wants us to be.

If we choose to let him, God can take away our sin by placing the punishment for our sins on Jesus, who died on the cross. By dying on the cross Jesus took the punishment for our sins, but 3 days later, God raised lesus from the dead!

If you believe in Jesus, that he died on the cross for your sins and rose again from the dead, God takes away your sin, and you can live a full and happy life like God wants. When you believe in Jesus, you are now a child of God!

WRAP IT UP

Say, Today we are considering a very important question—whether or not we are in the race just like in the skit. All the heroes that we considered this year have gone before us, and now it is our turn to "grab the torch". But in order to carry the faith forward, we must first be a runner in the race. In small groups, we will talk more about what it means to be a runner in the race of faith.

Close in prayer.

Games



Play large group games. (25 minutes)

MATERIALS NEEDED:

- ☐ List of heroes (biblical, historical, or real-life) relevant to the previous lessons (Joseph, Moses, Elijah, Peter, John, Mary, Paul) (written or in a hat for random selection)
- (Optional) Timer to keep rounds quick
- (Optional) Small whiteboard or paper to keep track of points
- ☐ Small, soft object to act as the "hot potato" (a ball, bean bag, or stuffed toy)
- Music (this could be on a phone, speaker, or played live on an instrument)
- Prepared questions or topics (these can be based on the lesson or themed around "Heroes of the Faith").

LARGE GROUP GAME: HERO CHARADES

Materials: A list of heroes (biblical, historical, or real-life) relevant to the previous lessons (Joseph, Moses, Elijah, Peter, John, Mary, Paul) (written or in a hat for random selection), (Optional) timer to keep rounds quick, (Optional) small whiteboard or paper to keep track of points

Object of game: Guess which hero is being portrayed

How to play: One student from the first team draws a hero's name from the list (or hat). They must not show the name to their teammates.

If using a timer, give the actor around 1-2 minutes to act out their hero. You can adjust the time based on the group's age or skill level. The student silently acts out clues about their hero. They can: Mimic the Hero's Actions (for example, if they're acting as David, they might pretend to sling a stone at Goliath); Use Props or Gestures (Encourage creativity!) (for instance, they might pretend to part the Red Sea for Moses or kneel in prayer for Daniel).

Speaking or mouthing words and pointing to people or objects in the room is not allowed. They can use their whole body to act out characteristics or stories that relate to their hero.

While the actor is performing, their team members try to guess which hero they are portraying. They can call out as many guesses as they like within the time limit. If the team guesses correctly within the time limit, they score a point. If they don't guess correctly, no points are awarded.

After one team has had a turn, the other team sends up their actor to do the same with a new hero. Alternate between teams until everyone has had a chance to act, or until you've gone through all the heroes.

Encourage the adult leaders to participate.

LARGE GROUP GAME: HOT POTATO WITH A TWIST

Materials: Small, soft object to act as the "hot potato" (a ball, bean bag, or stuffed toy), music (this could be on a phone, speaker, or played live on an instrument), prepared questions or topics (these can be based on the lesson or themed around "Heroes of the Faith").

How to play: Tell the students they will be passing the "hot potato" around the circle while music is playing. When the music stops, the person holding the hot potato will have to answer a question or share a fun fact related to the lesson. If a student gets stuck or can't answer, allow them to either "phone a friend" (ask another student for help) or try a different question. Begin the music, and have students pass the hot potato around the circle. Encourage them to pass it quickly to add excitement. Stop the music after a short amount of time (15-30 seconds). The student holding the hot potato when the music stops must

answer a question. Read out a question or prompt to the student holding the hot potato.

Example Questions:

- "Who showed great faith by building an ark when God warned him of a flood?"
- "How did Ruth demonstrate loyalty and faithfulness?"
- "What can you do to be brave like Daniel?"

The student with the hot potato answers the question to the best of their ability.

If they answer correctly, they pass the hot potato to the next person, and the game continues. If they're stuck, they can ask a classmate for help, or you can give them a hint to guide them. Start the music again, and the hot potato gets passed around once more. Repeat this process, stopping the music and asking questions each time.

LARGE GROUP GAME: SHARKS AND MINNOWS

Materials: None needed

Object of game: Run to the other side without getting tagged

How to play: One or two students start as "sharks" in the middle of the gym. The rest are "minnows" who line up on one side of the gym or space. When you say "go", the minnows try to run to the other side without getting tagged by the sharks. If they get tagged, they become sharks. The game continues until one or two minnows remain.

The remaining minnows can be the sharks for the next round or choose other students to be the sharks.

LARGE GROUP GAME: DON'T LOOK BACK

Materials: None needed

Object of game: Be the team to finish running first

How to play: Divide students into teams. Designate a start line and a finish line. Students must run backwards to the finish line, return to their team, and tag the next one in line, until all have run. Repeat the race, this time with students running facing forward. When they return to tag the next one in line, they must shout, "Don't look back!"



LESSON 11: PRIMARY SMALL GROUP

Grab the Torch

MAIN IDEA

Running the race of faith requires discipline and courage. We can develop the same commitment and courage as the heroes of faith we've learned about in the Bible.

BIBLE PASSAGES

- Hebrews 11:6
- Romans 3:23
- Romans 6:23
- 1 John 5:1-5

MEMORY VERSE

Jesus told him, "I am the way, the truth, and the life. No one can come to the Father except through me."

John 14:6, NLT



Prepare your heart to teach.
Plan for the lesson.



Connect with the kids and make them feel heard and cared for. (15 minutes)



Facilitate activity and study to help kids know and love Jesus. (20-25 minutes)



Lead kids to live out the mission of the Gospel. (5-10 minutes)

Prepare



Prepare your heart to teach.
Plan for the lesson.

MATERIALS NEEDED:

- ☐ Bible
- Name tags
- ☐ Snacks, 1 per child
- ☐ Pom pom balls, 2 per small group
- ☐ Plastic spoons, 1 per student
- ☐ Pens or pencils, 1 per child
- ☐ Printouts 2, 4, 5; 1 per child
- ☐ Printout 3, 1 per small group
- Memory Verse Cards, 1 per child

QUESTIONS

- How can you be praying for the students this week?
- Are there any specific students or requests you can pray for?
- Are there any adaptations that you can make to the lesson this week to better serve the kids in your small group or make your small group more effective?
- How can you connect with the students outside of the club over the next few weeks?
- Is there a sporting event or performance you can go to? Can you plan a casual park or fast-food meet-up with them and their families (as a group or individually)?

Connect



Connect with the kids and make them feel heard and cared for.
(15 minutes)

Small Group Session 1

ICE BREAKER

Distribute name tags and snacks. Choose one of the following icebreaker activities to do together while children eat their snack:

- Option 1: Ask the children to share their highs and lows (the best and worst things that happened to them either today or from the past week).
- Option 2: Ask the children to take turns sharing how they're feeling today using the "How Are You Feeling?" chart (from the CKC Games Bag).

Ask, What sport do you like to play or watch and why?

PRAY TOGETHER

Collect prayer requests from the students. The leader or a student can pray for the entire group or a leader can pair up students and invite them to pray for one another.

INTRODUCTION

Join with another small group, divide students into equal teams, have them line up, and give each player a plastic spoon. Give a pom pom to the first player on each team. When you say, "GO", the students must pass the pom pom down the line using only the spoons. If the pom pom falls, start back at the first person. When the pom pom reaches the last player in line, that player moves to the front of the line, and the passing begins again. When the first person has reached the end of the line and brings the pom pom back to the front, the game is over and that team wins. Depending on the size of your group consider having leaders participate or sit out.

If time allows, you could make it more challenging by having students put the spoons in their mouths to pass the pom pom to each other.

When you are finished, head back into your small groups and have a brief discussion.

Ask:

- What was the hardest part of this game?
- Was it easy to get distracted and drop the pom pom ball?
- Was it frustrating having to go back to the first person if the pom pom fell?

Say, We have been talking about Heroes of the Faith, and we have studied many people in the Bible who believed in God and followed him. The Bible talks about life as a race of faith. Just like a race or game, it's important to stay focused, or you can get behind or lose where you were. Today we will be discussing how we need to be focused on running the race of faith in our own lives.

Heart



Facilitate activity and study to help kids know and love Jesus. (20-25 minutes)

Small Group Session 2

THE RACE OF FAITH

Review the main idea of the lesson with the students.

Say, It takes discipline and focus to run the race of faith.

A runner needs to train and stretch, a runner needs a good coach, and a runner needs to throw off things that distract them. (Consider creating hand motions to make this more visual and clear to these younger students.)

DEFINITIONS

DISCIPLINE

Working hard on a regular basis to finish the job

DETERMINATION

Never giving up

Pass out Printout 2. After everyone finishes the maze, discuss as a group:

In the skit for our large group, only one coach got the runner through the race. In life, only one path gets you to heaven!

HELPFUL HINT

Consider rotating questions, one per student, and provide tickets for students as they answer each question. Another suggestion would be to engage students in one of the Game Bags games like Zap where students can engage in a discussion using a game to keep their attention.

- In our maze and in life, we have to go through Jesus' death on the
 cross to get to heaven. What are some other paths people follow to
 try to get to heaven? (Try to do good things and be a good person, go to
 church enough, say a prayer over and over, give to the needy, etc.)
- Why is Jesus the only way to get to heaven?
- Have you decided to believe in Jesus and take the path to heaven?

Say, We're not just people who run—we're runners in a race! A race has a beginning and an end, and there's a path to follow all the way through. There are rules to help everyone stay on track, and sometimes you even need to sign up and pay to join the race.

Read Philippians 3:12–14 out loud.

- What do you think about when you hear about running a race?
- How is this like our faith in God?

Running a race requires effort, practice, and focus. In our relationship with God, we also need to keep going, even when it's hard, just like in a real race.

ILLUSTRATION: RUNNING THE RACE OF FAITH

Show kids Printout 3.

Imagine you're in a big race! You're standing at the starting line, feeling excited and ready to go. You know where the finish line is, and there's a path marked out just for you to follow.

Now, this race is special because you're not running alone—Jesus is running with you! He's right there by your side, cheering you on. He even helps you when you get tired or when you trip and fall. He shows you the way when the path gets tricky, and he encourages you to keep going, even when it feels hard.

Just like in a real race, you have to follow some rules to stay on track. The rules are like the things Jesus teaches us: to be kind, to love others, to tell the truth, and to do what's right. If we listen to Jesus and follow his way, we'll finish the race strong.

And here's the best part—when you cross the finish line, Jesus is waiting there with a big smile and open arms, so proud of you for keeping your faith and never giving up! The race of faith isn't about being the fastest; it's about trusting Jesus and taking one step at a time with him every day.

The life of faith is compared to a race, and in a race, we need to focus on where we are going and what we are doing. If you don't focus, it would be easy to get tripped and fall.

- When you are running a race, why is it important to not look back?
- Why is it important to keep our eyes on the finish line in a race?
 - So that we don't end up somewhere we don't want to go!
 - It is the same when we follow Jesus-we have to focus on Him.

When we are at Crossroads Kids Club or church, it might seem like the life of faith is easy. We see clearly where we need to go and what we need to do, but when we leave there are a lot of distractions.

- What is something that distracts you from spending time with Jesus?
- What do you think is the prize you get when you run the race of faith?

Hands



Lead kids to live out the mission of the Gospel. (5-10 minutes)

Small Group Session 2



Bible Memory Verse Games

WRAP IT UP

In the race of faith, Jesus is like our finish line. We need to keep our eyes on Him to stay focused and run well. He is our example of how to live and the one who helps us when the race gets hard.

Ask, What happens when you get tired during a race? What do you do?

In our faith, we need to keep going and not give up, even when something is really hard. It's about trying again and again until you succeed. It's okay to get tired or feel like quitting sometimes, but we can pray, ask for God's help, and encourage one another to keep going.

- How can you run your race of faith this week?
- What are some things you can do to keep following Jesus?

Help them think about practical ways to focus on Jesus—such as praying, reading the Bible, or showing kindness to others.

Faith is an exciting, active journey where Jesus is with you every step of the way!

When we believe in Jesus for salvation and start the race of faith, what are some things that we are leaving behind, some things that we may need to give up?

Pass out Printout 5 to students. This is a practical item you can give kids to help them stay focused on Jesus this week. This simple, personalized tool will encourage them to think about small, daily actions they can take to stay on track in their walk with God, just like a runner needs a good daily practice to stay in shape for the race.

RESPONSE & REFLECTION

Print out and practice the memory verse (John 14:6).



INTERMEDIATE
Small Group

LESSON 11: INTERMEDIATE SMALL GROUP

Grab the Torch

MAIN IDEA

Running the race of faith requires discipline and courage. We can develop the same commitment and courage as the heroes of faith we've learned about in the Bible.

BIBLE PASSAGES

- Hebrews 11:6
- Romans 3:23
- Romans 6:23
- 1 John 5:1-5

MEMORY VERSE

Jesus told him, "I am the way, the truth, and the life. No one can come to the Father except through me."

John 14:6, NLT



Prepare your heart to teach.
Plan for the lesson.



Connect with the kids and make them feel heard and cared for. (15 minutes)



Facilitate activity and study to help kids know and love Jesus. (20-25 minutes)



Lead kids to live out the mission of the Gospel. (5-10 minutes)

INTERMEDIATE
Small Group

Prepare



Prepare your heart to teach.
Plan for the lesson.

MATERIALS NEEDED:

- ☐ Bible
- Name tags
- ☐ Snacks, 1 per child
- ☐ Pom pom balls, 2 per small group
- ☐ Plastic spoons, 1 per student
- ☐ Pens or pencils, 1 per child
- ☐ Printouts 2, 4, 5; 1 per child
- ☐ Printout 3, 1 per small group
- Memory Verse Cards, 1 per child

QUESTIONS

- How can you be praying for the students this week?
- Are there any specific students or requests you can pray for?
- Are there any adaptations that you can make to the lesson this week to better serve the kids in your small group or make your small group more effective?
- How can you connect with the students outside of the club over the next few weeks?
- Is there a sporting event or performance you can go to? Can you plan a casual park or fast-food meet-up with them and their families (as a group or individually)?

Connect



Connect with the kids and make them feel heard and cared for.
(15 minutes)

Small Group Session 1

ICE BREAKER

Distribute name tags and snacks. Choose one of the following icebreaker activities to do together while children eat their snack:

- Option 1: Ask the children to share their highs and lows (the best and worst things that happened to them either today or from the past week).
- Option 2: Ask the children to take turns sharing how they're feeling today using the "How Are You Feeling?" chart (from the CKC Games Bag).

Ask, As we have been studying the heroes of the faith, which hero of the faith have you enjoyed studying the most so far?

PRAY TOGETHER

Collect prayer requests from the students. The leader or a student can pray for the entire group or a leader can pair up students and invite them to pray for one another.

INTRODUCTION

Join with another small group, divide students into equal teams, have them line up, and give each player a plastic spoon. Give a pom pom to the first player on each team. When you say, "GO", the students must pass the pom pom down the line using only the spoons. If the pom pom falls, start back at the first person. When the pom pom reaches the last player in line, that player moves to the front of the line, and the passing begins again. When the first person has reached the end of the line and brings the pom pom back to the front, the game is over and that team wins. Depending on the size of your group consider having leaders participate or sit out.

If time allows, you could make it more challenging by having students put the spoons in their mouths to pass the pom pom to each other.

When you are finished, head back into your small groups and have a brief discussion.

Ask:

- What was the hardest part of this game?
- Was it easy to get distracted and drop the pom pom ball?
- Was it frustrating having to go back to the first person if the pom pom fell?

Say, We have been talking about Heroes of the Faith, and we have studied many people in the Bible who believed in God and followed him. The Bible talks about life as a race of faith. Just like a race or game, it's important to stay focused, or you can get behind or lose where you were. Today we will be discussing how we need to be focused on running the race of faith in our own lives.

Heart



Facilitate activity and study to help kids know and love Jesus. (20-25 minutes)

Small Group Session 2

THE RACE OF FAITH

Review the main idea of the lesson with the students.

Say, It takes discipline and focus to run the race of faith.

A runner needs to train and stretch, a runner needs a good coach, and a runner needs to throw off things that distract them. (Consider creating hand motions to make this more visual and clear to these younger students.)

DEFINITIONS

DISCIPLINE

Working hard on a regular basis to finish the job

DETERMINATION

Never giving up

Pass out Printout 2. After everyone finishes the maze, discuss as a group:

In the skit for our large group, only one coach got the runner through the race. In life, only one path gets you to heaven!

HELPFUL HINT

Consider rotating questions, one per student, and provide tickets for students as they answer each question. Another suggestion would be to engage students in one of the Game Bags games like Zap where students can engage in a discussion using a game to keep their attention.

- In our maze and in life, we have to go through Jesus' death on the
 cross to get to heaven. What are some other paths people follow to
 try to get to heaven? (Try to do good things and be a good person, go to
 church enough, say a prayer over and over, give to the needy, etc.)
- In the skit for our Large Group, only one coach got the runner through the race. In life, only one path gets you to heaven! Why is Jesus the only way to get to heaven?
- Have you decided to believe in Jesus and take the path to heaven?

Say, We're not just people who run—we're runners in a race! A race has a beginning and an end, and there's a path to follow all the way through. There are rules to help everyone stay on track, and sometimes you even need to sign up and pay to join the race.

• In our faith, what would be the starting line? What would be the finish line? (Spiritual birth, physical death)

- What is the clearly marked course and rules? (The Bible)
- What would be the registration form? (Choosing to follow Jesus)
- What would be the registration fee? (Faith in God)

Read Philippians 3:12–14 out loud, or have a student read for the group.

What comes to mind when you think about running a race?

Running a race requires effort, practice, and focus. In our walk with God, we also need to keep going, even when it's hard, just like in a real race.

Read Hebrews 12:1-2 out loud for the group:

Therefore, since we are surrounded by such a huge crowd of witnesses to the life of faith, let us strip off every weight that slows us down, especially the sin that so easily trips us up. And let us run with endurance the race God has set before us. We do this by keeping our eyes on Jesus, the champion who initiates and perfects our faith. Because of the joy awaiting him, he endured the cross, disregarding its shame. Now he is seated in the place of honor beside God's throne.

Show the students Printout 5.

Say, When we learn what distracts us and what can help us focus, it will allow us to run the race well.

Why is overcoming distractions so hard?

ILLUSTRATION: RUNNING THE RACE OF FAITH

Show kids Printout 3.

Imagine you're in a big race! You're standing at the starting line, feeling excited and ready to go. You know where the finish line is, and there's a path marked out just for you to follow.

Now, this race is special because you're not running alone—Jesus is running with you! He's right there by your side, cheering you on. He even helps you when you get tired or when you trip and fall. He shows you the way when the path gets tricky, and he encourages you to keep going, even when it feels hard.

Just like in a real race, you have to follow some rules to stay on track. The rules are like the things Jesus teaches us: to be kind, to love others, to tell the truth, and to do what's right. If we listen to Jesus and follow his way, we'll finish the race strong.

And here's the best part—when you cross the finish line, Jesus is waiting there with a big smile and open arms, so proud of you for keeping your faith and never giving up! The race of faith isn't about being the fastest; it's about trusting Jesus and taking one step at a time with him every day.

The life of faith is compared to a race, and in a race, we need to focus on where we are going and what we are doing. If you don't focus, it would be easy to get tripped and fall.

- When you are running a race, why is it important to not look back?
- Why is it important to keep our eyes on the finish line in a race?
 - So that we don't end up somewhere we don't want to go!
 - It is the same when we follow Jesus-we have to focus on Him.

When we are at Crossroads Kids Club or church, it might seem like the life of faith is easy. We see clearly where we need to go and what we need to do, but when we leave there are a lot of distractions.

- What is something that distracts you from spending time with Jesus?
- What do you think is the prize you get when you run the race of faith?

Hands



Lead kids to live out the mission of the Gospel. (5-10 minutes)

Small Group Session 2



In the race of faith, Jesus is like our finish line. We need to keep our eyes on Him to stay focused and run well. He is our example of how to live and the one who helps us when the race gets hard.

Ask, What happens when you get tired during a race? What do you do?

In our faith, we need not give up. It's okay to get tired or feel like quitting sometimes, but we can pray, ask for God's help, and encourage one another to keep going.

Read Isaiah 4:31 out loud or ask a student to read for the group.

- How can you run your race of faith this week?
- What are some things you can do to keep following Jesus?

Help them think about practical ways to focus on Jesus—such as praying, reading the Bible, or showing kindness to others.

Faith is an exciting, active journey where Jesus is with you every step of the way!

Pass out Printout 5 to students. This is a practical item you can give kids to help them stay focused on Jesus this week. This simple, personalized tool will encourage them to think about small, daily actions they can take to stay on track in their walk with God, just like a runner needs a good daily practice to stay in shape for the race.



Bible Memory Verse Games

RESPONSE & REFLECTION

Print out and practice the memory verse (John 14:6).

Memory Verse Cards

MEMORY VERSE

Jesus told him, "I am the way, the truth, and the life. No one can come to the Father except through me." John 14:6, NLT

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SKIT

Choose 3 leaders to help with this skit.

CHARACTERS:

- Runner
- "Devil Coach"
- "Angel Coach"

In the opening scene, the future runner is pretending to watch the Olympics on TV. They comment about how fun it would be to become a runner.

Runner: Wow! I wish I could be a runner, too! You know what? I think I will become a runner. Then maybe I could run in the Olympics, too. I guess I'm going to need to find someone to help me. I need a coach.

At this point, both coaches magically appear on the scene.

Both Coaches: Did you need a coach?

Devil Coach: Running is hard. Why not just watch it on TV? Besides, you need a lot of equipment. Here, put on this backpack (which is full of rocks). And you need to wear this winter coat. You also need these mittens, and these boots are very important. Now, run to the other end of the room and back.

(The runner overexaggerates the heavy bag and starts to run in place but gets a major leg cramp. Then they get tired and fall over.)

Runner: This running is too hard. I think I'll just watch it on TV like the coach said.

(But just then, the "Angel Coach" will come alongside the runner and help them up.)

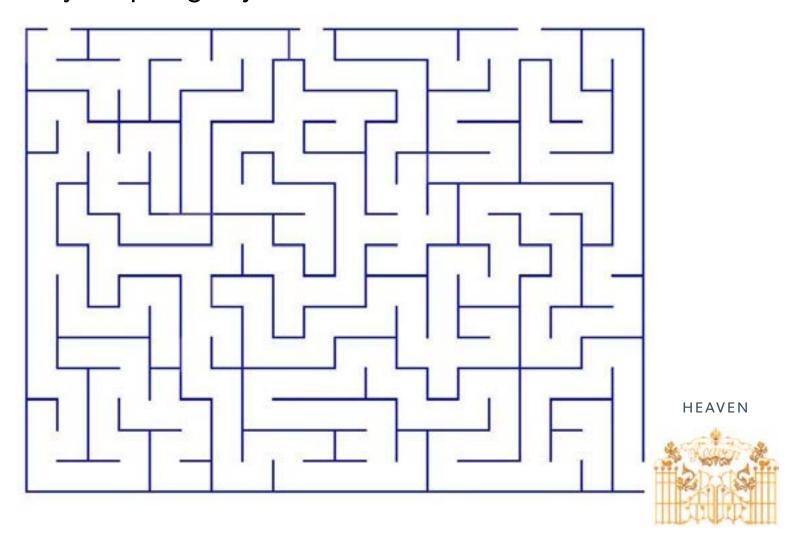
Angel Coach: You can do it. I can help. You were doing things all wrong. Yes, running is difficult, but with the proper training, you can do it. First of all, you need to get rid of these rocks in this backpack. Then, take off all this extra stuff. Next, we need to stretch so we don't get cramps, and then we need to pace ourselves.

(The coach helps the runner, and together they run across the room and back. The runner is excited about how well things went, and they schedule another practice with the coach.)

(While the runner is trying to run, the "Devil Coach" can make fun of the runner and tell him or her to give up.)

Encourage the students to cheer the runner on to the finish line.

In the skit, only one coach got the runner through the race. In life, only one path gets you to heaven!



In our maze and in life, we have to go through Jesus' death on the cross to get to heaven. What are some other paths people follow to try to get to heaven?

What path are you on?

Jesus told him, "I am the way, the truth, and the life. No one can come to the Father except through me." John 14:6, NLT



Things that distract me:	Things that help me focus:
1. The movies I watch	1. Reading the Bible
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.

FOCUS ON JESUS DAILY CHALLENGE:

- Pray for 5 minutes.
- Read a Bible story.
- Tell someone about Jesus (even if it's just saying, "God loves you.").
- Thank God for something He's done.
- Do something kind for someone today.

FOCUS ON JESUS DAILY CHALLENGE:

- Pray for 5 minutes.
- Read a Bible story.
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FOCUS ON JESUS DAILY CHALLENGE:

- Pray for 5 minutes.
- Read a Bible story.
- Tell someone about Jesus (even if it's just saying, "God loves you.").
- Thank God for something He's done.
- Do something kind for someone today.



LESSON 12: LARGE GROUP

Running the Race

MAIN IDEA

Just like athletes preparing for competition must train their bodies through discipline, so Christians must run in the life of faith and train through spiritual discipline.

BIBLE PASSAGES

- Matthew 25:36–44
- Luke 5:16
- Mark 1:45

MEMORY VERSE

Jesus told him, "I am the way, the truth, and the life. No one can come to the Father except through me."

John 14:6, NLT



Prepare your heart to teach.
Plan for the lesson.



Introduce the story of the Gospel. (10-15 minutes)



Play large group games. (25 minutes)

Prepare



Prepare your heart to teach.
Plan for the lesson.

MATERIALS NEEDED:

- ☐ Bible
- ☐ Printout 1, 4 copies
- ☐ Blank posterboard or white board
- ☐ Marker or dry erase marker

QUESTIONS

- How can you be praying for the student this week? Are there any specific students or requests you can pray for?
- Are there any changes and additions needed for the Large Group Lesson?
- Is there anything specific you need to communicate to the small group leaders?

Large Group



Introduce the story of the Gospel. (10-15 minutes)



"Who is Jesus"
Call and Response

INTRODUCTION

Welcome the students to Crossroads and tell them you are glad they came this week.

(Optional) Go through the "Who is Jesus" call and response.

(Optional) As a group, say the memory verse for this week.

Open with prayer for the students.

Say, As we wrap up our study on Heroes of the Faith, I want to take a moment to reflect on what we've learned. Throughout these weeks, we've explored the lives of men and women who stood out in history—not because of their strength, but because of their faith in God.

From the unwavering trust of Joseph, to the courageous leadership of Moses, to the perseverance of Paul, we've seen that a hero of the faith isn't perfect, but they are faithful. They rely on God in every circumstance.

Today we will be discussing the importance of discipline. Discipline is learning to follow rules and make good choices so that we can do the right thing, even when it's hard. It helps us grow, stay safe, and work well with others.

Have one leader and two students prepare to do the skit on Printout 1.

Characters:

- Narrator
- Coach
- Student #1
- Student #2

After they complete the skit, have the students list things that would be required in order to train effectively for a race.

Be sure that they mention: sleep, eating right, studying the competition, lifting weights, sprinting, long distance running, learning to pace self.

Write down the students' ideas on a piece of poster board or whiteboard where they can see it.

Say, The Bible talks about us being in a spiritual race—the race of the life of faith.

What kinds of training do you think would help us run better in the spiritual race? (Make a list with their ideas.)

We will be discussing these disciplines—or training exercises—in our small groups.

Then dismiss them to their groups.

WRAP IT UP

Games



Play large group games. (25 minutes)

MATERIALS NEEDED:

□ Chairs

LARGE GROUP GAME: SHIP TO SHORE

Materials: None needed

How to play: The objective is to be the last remaining player by successfully following commands and avoiding elimination. Designate one side of the playing area (e.g., gym or field) as "Ship" and the opposite side as "Shore".

Players begin standing in the center of the area between 'Ship" and "Shore". The game leader will call out different commands. When the leader calls "Ship", all players must run to the "Ship" side of the playing area as quickly as possible. The last player to reach the "Ship" side is out. When the leader calls "Shore", players must run to the "Shore" side. Again, the last player to arrive is out. (Note: the leader can make it interesting by saying "Ship" while pointing to shore and vice versa. The leader can also say "Ship" and then immediately say "Shore" before any player can reach "Ship". These tweaks keep the players moving and engaged.) In addition to "Ship" and "Shore", the leader can call out the following commands. The last player (or group) to complete the action will be out:

- Captain's Coming: Players stand at attention and salute. They must hold the salute until the leader says, "At ease." Anyone who moves before "At ease" is called is out.
- Hit the Deck: Players lie flat on their stomachs.
- Captain's Table: Players form groups of four, sit in a circle, and pretend to eat.
- Crow's Nest: Players form groups of three, stand back-to-back, and link arms.

The game continues with various commands until only one player remains. That player is the winner!

Pro Tips

- Encourage students to be aware of their surroundings and maintain a safe distance from others while running.
- Ensure the floor is clear of any objects that could cause tripping.
- Emphasize controlled, but quick, movements rather than reckless running.
- Consider using soft flooring (e.g., mats) in areas where falls are more likely.

LARGE GROUP GAME: FRUIT BASKET TAG

Materials: None needed

Object of game: Be the last player tagged

How to play: Each player will be assigned to be one of the following five fruits—apple, peach, pear, orange, or mango. If you have a smaller group, assign less of a variety of fruit. Then have each team go to one of the four corners of the room. Choose two people to be "it". The players who are "it" will stand in the middle of the room. Call out one of the five fruits. Those people who are that fruit will have to run to the opposite corner (diagonally) of the room. While they are running, the people who are "it" will try to tag them. If they get tagged, they are out, and will be "it". The game's leader may call any fruit or may call, "Fruit Basket Upset," and then all the fruits run. The leader may also call two or more specific fruits (e.g., apple and orange). To win, a student must be the last player tagged.

LARGE GROUP GAME: FRUIT BASKET UPSET

Materials: Chairs

Object of game: Find a new seat when your fruit is called

How to play: Arrange chairs or carpet squares in a circle, with one fewer than the number of players. Assign each player a fruit name (e.g., apple, banana, orange, kiwi, peach). Make sure there are at least two players for each fruit.

One player starts in the middle of the circle. This player is "it." The player who's "it" calls out the name of a fruit (e.g., "Apples!"). All players assigned that fruit must quickly stand up and find a new seat. They cannot sit back down in their original seat or the seat directly next to it.

While the players are moving, the person who is "it" also tries to find a seat. The player left without a seat becomes the new person who's "it". Occasionally, the one who's "it" can call out "Fruit Basket Upset!" When this happens, all players must find a new seat. Players must move quickly but safely. Players cannot push or shove others out of the way. If a player is caught not moving when their fruit is called, they become "it".

LESSON 12: PRIMARY SMALL GROUP

Running the Race

MAIN IDEA

Just like athletes preparing for competition must train their bodies through discipline, so Christians must run in the life of faith and train through spiritual discipline.

BIBLE PASSAGES

- Matthew 25:36–44
- Luke 5:16
- Mark 1:45

MEMORY VERSE

Jesus told him, "I am the way, the truth, and the life. No one can come to the Father except through me."

John 14:6, NLT



Prepare your heart to teach.
Plan for the lesson.



Connect with the kids and make them feel heard and cared for. (15 minutes)



Facilitate activity and study to help kids know and love Jesus. (20-25 minutes)



Lead kids to live out the mission of the Gospel. (5-10 minutes)

Prepare



Prepare your heart to teach.
Plan for the lesson.

MATERIALS NEEDED:

- ☐ Bible
- Name tags
- ☐ Snacks, 1 per child
- ☐ Printout 2, 1 per small group (cut prior to club)
- ☐ (Optional) Hacky Sack ball or other small ball
- ☐ (Optional) Balloon
- ☐ Printout 3, 1 per child
- ☐ Pens or pencils, 1 per child
- Memory Verse Cards, 1 per child

QUESTIONS

- How can you be praying for the students this week?
- Are there any specific students or requests you can pray for?
- Are there any adaptations that you can make to the lesson this week to better serve the kids in your small group or make your small group more effective?
- How can you connect with the students outside of the club over the next few weeks?
- Is there a sporting event or performance you can go to? Can you plan a casual park or fast-food meet-up with them and their families (as a group or individually)?

Connect



Connect with the kids and make them feel heard and cared for.
(15 minutes)

Small Group Session 1

ICE BREAKER

Distribute name tags and snacks. Choose one of the following icebreaker activities to do together while children eat their snack:

- Option 1: Ask the children to share their highs and lows (the best and worst things that happened to them either today or from the past week).
- Option 2: Ask the children to take turns sharing how they're feeling today using the "How Are You Feeling?" chart (from the CKC Games Bag).

PRAY TOGETHER

Collect prayer requests from the students. The leader or a student can pray for the entire group or a leader can pair up students and invite them to pray for one another.

ACTIVITY: PRACTICE MAKES PERFECT

Have your small group stand up and get into a circle. Share with the group instructions for plyaing Hacky Sack. Some students may not be familiar or good at this game, so encourage everyone to try for a few minutes.

Instructions: One player starts by tossing the hacky Sack into the air and lightly kicking it with their foot. The goal is to keep the hacky Sack off the ground for as long as possible, using any part of your body except your hands and arms. Use your feet, knees, chest, or head to tap the hacky sack to keep it in the air. Try passing the hacky Sack to other players in the circle. Each player takes a turn trying to keep it going without letting it hit the ground.

If you want, keep count of how many times the hacky Sack is hit before it touches the ground. The group can try to beat their previous record of consecutive hits.

If you believe this may be too challenging for the age of your small group, a balloon or beach ball can be substituted. Have students use their hands to keep the balloon from touching the ground.

Look at the questions below, and choose several you believe would be best in leading your students to understand the importance of discipline.

Ask:

- Do you have a favorite athlete?
- Who is your favorite athlete?
- What do athletes need to do to get better at their sport?
- How do you think practicing every day helps them improve?
- What would happen if an athlete didn't practice or train?

- How does skipping practice affect their ability to win or do well in a game?
- How do you think being disciplined helps athletes win races or games?
- Do you think it's easy or hard to stay disciplined? Why?
- What can we learn from athletes about discipline that we can use in our own lives, like in school or at home?
- What do you think the Bible says about being disciplined?
- How does being disciplined in reading the Bible or praying help us grow closer to God?

Say, This year we have been focusing on heroes of the faith, people who loved and obeyed God. They were not perfect, but they are great examples for us to follow.

We look up to athletes, but every athlete we know has worked hard and spent hours, days, and years practicing their sport. Today we want to talk about the importance of running the race of faith. We can't be lazy. We need to be disciplined, which means working each day to learn and grow in our faith.

In our lesson today, we will get a brief picture of what discipline looks like.

Close in prayer for students before dismissing to Large Group or Games.

Heart



Facilitate activity and study to help kids know and love Jesus. (20-25 minutes)

Small Group Session 2

Review the main idea of the lesson with the students.

Say, Just like athletes preparing for competition must train their bodies through discipline, so Christians must run in the life of faith and train through spiritual discipline.

Ask, What things do you think would be good practices to train for growing your faith?

Make a list of these things. Help students to include some of the following things as they are common spiritual disciplines: prayer, Bible reading, Bible study, going to church, silence/quiet, solitude, fasting, devotional reading, singing, attending worship services, journaling, service, guidance, and confession.

HELPFUL HINT

If you would like, feel free to share with the students about how you personally incorporate some or all these disciplines into your life.

ACTIVITY: THE HABIT OF STUDY

Say, Today I want us to focus on habits that we can build into our lives that draw upon several of these disciplines.

Read James 1:1-11 out loud for students. Consider reading a paragraph or two at a time. Have students look through the pictures in Printout 2 to match up with each paragraph as you read. Consider making this a game but giving tickets or some other prize to the first student to find the picture and answer the question.

- Who wrote this book of the Bible?
- Who was James writing to?
- What does James say about troubles?
- What are some troubles that you struggle with?
- What is wisdom, and how can you get more wisdom?
- How can being poor be a blessing?
- How can being rich be a bad thing?
- What was the main point of this passage in your own words?
- What could we ask God to help us with based on what we read?

It's important to spend quiet time with God every day. One of the ways that you grow in your faith is reading the Bible. This allows you to know who God is, what he has asked you to do, and how you can live to obey and honor him.

Challenge them to try reading the Bible for themselves for one month or ask if a parent could read to them, even if it's just a few verses each day. If they don't have a Bible, consider how you can get a Bible for your students.

Hands



Lead kids to live out the mission of the Gospel. (5-10 minutes)

Small Group Session 2

WRAP IT UP

Pass out Printout 3 and allow about five minutes to write or draw. Discuss the questions once everyone finishes.

- Do you do any of the things we mentioned as daily practice for the life of faith?
- What are some things you plan to do in the future?
- What did some of our heroes do to prepare for the life of faith?

RESPONSE & REFLECTION

Print out the memory verse.

Practice the memory verse for this unit (John 14:6).



Bible Memory Verse Games



LESSON 12: INTERMEDIATE SMALL GROUP

Running the Race

MAIN IDEA

Just like athletes preparing for competition must train their bodies through discipline, so Christians must run in the life of faith and train through spiritual discipline.

BIBLE PASSAGES

- Matthew 25:36–44
- Luke 5:16
- Mark 1:45

MEMORY VERSE

Jesus told him, "I am the way, the truth, and the life. No one can come to the Father except through me."

John 14:6, NLT



Prepare your heart to teach.
Plan for the lesson.



Connect with the kids and make them feel heard and cared for. (15 minutes)



Facilitate activity and study to help kids know and love Jesus. (20-25 minutes)



Lead kids to live out the mission of the Gospel. (5-10 minutes)

Prepare



Prepare your heart to teach.
Plan for the lesson.

MATERIALS NEEDED:

- ☐ Bible
- Name tags
- ☐ Snacks, 1 per child
- ☐ Printout 4, 1 per small group (cut prior to club)
- ☐ (Optional) Hacky Sack ball or other small ball
- ☐ (Optional) Balloon
- ☐ Printout 3, 1 per child
- ☐ Pens or pencils, 1 per child
- Memory Verse Cards, 1 per child

QUESTIONS

- How can you be praying for the students this week?
- Are there any specific students or requests you can pray for?
- Are there any adaptations that you can make to the lesson this week to better serve the kids in your small group or make your small group more effective?
- How can you connect with the students outside of the club over the next few weeks?
- Is there a sporting event or performance you can go to? Can you plan a casual park or fast-food meet-up with them and their families (as a group or individually)?

Connect



Connect with the kids and make them feel heard and cared for.
(15 minutes)

Small Group Session 1

ICE BREAKER

Distribute name tags and snacks. Choose one of the following icebreaker activities to do together while children eat their snack:

- Option 1: Ask the children to share their highs and lows (the best and worst things that happened to them either today or from the past week).
- Option 2: Ask the children to take turns sharing how they're feeling today using the "How Are You Feeling?" chart (from the CKC Games Bag).

PRAY TOGETHER

Collect prayer requests from the students. The leader or a student can pray for the entire group or a leader can pair up students and invite them to pray for one another.

ACTIVITY: PRACTICE MAKES PERFECT

Have your small group stand up and get into a circle. Share with the group instructions for plyaing Hacky Sack. Some students may not be familiar or good at this game, so encourage everyone to try for a few minutes.

Instructions: One player starts by tossing the hacky Sack into the air and lightly kicking it with their foot. The goal is to keep the hacky Sack off the ground for as long as possible, using any part of your body except your hands and arms. Use your feet, knees, chest, or head to tap the hacky sack to keep it in the air. Try passing the hacky Sack to other players in the circle. Each player takes a turn trying to keep it going without letting it hit the ground.

If you want, keep count of how many times the hacky Sack is hit before it touches the ground. The group can try to beat their previous record of consecutive hits.

Look at the questions below, and choose several you believe would be best in leading your students to understand the importance of discipline.

Ask:

- Do you have a favorite athlete?
- Who is your favorite athlete?
- What do athletes need to do to get better at their sport?
- How do you think practicing every day helps them improve?
- What would happen if an athlete didn't practice or train?
- How does skipping practice affect their ability to win or do well in a game?

- How do you think being disciplined helps athletes win races or games?
- Do you think it's easy or hard to stay disciplined? Why?
- What can we learn from athletes about discipline that we can use in our own lives, like in school or at home?
- What do you think the Bible says about being disciplined?
- How does being disciplined in reading the Bible or praying help us grow closer to God?

Say, This year we have been focusing on heroes of the faith, people who loved and obeyed God. They were not perfect, but they are great examples for us to follow.

We look up to athletes, but every athlete we know has worked hard and spent hours, days, and years practicing their sport. Today we want to talk about the importance of running the race of faith. We can't be lazy. We need to be disciplined, which means working each day to learn and grow in our faith.

In our lesson today, we will get a brief picture of what discipline looks

Close in prayer for students before dismissing to Large Group or Games.

Heart



Facilitate activity and study to help kids know and love Jesus. (20-25 minutes)

Small Group Session 2

Review the main idea of the lesson with the students.

Say, Just like athletes preparing for competition must train their bodies through discipline, so Christians must run in the life of faith and train through spiritual discipline.

Ask, What things do you think would be good practices to train for growing your faith?

Make a list of these things. Help students to include some of the following things as they are common spiritual disciplines: prayer, Bible reading, Bible study, going to church, silence/quiet, solitude, fasting, devotional reading, singing, attending worship services, journaling, service, guidance, and confession.

HELPFUL HINT

If you would like, feel free to share with the students about how you personally incorporate some or all these disciplines into your life.

ACTIVITY: THE HABIT OF STUDY

Say, Today I want us to focus on habits that we can build into our lives that draw upon several of these disciplines.

Pass out Printout 4 to each student. Turn to James 1 in your Bible. Read out loud a paragraph or two; if you have more time read several paragraphs. Help teach students how to read and study the Bible for themselves. Use the questions below to help them learn from James 1:1-11.

- What happened in the story or passage?
- Can you tell me what the main point was?
- What does this teach us about God or Jesus?
- How did God show His love, power, or wisdom in this passage?
- How can we use this in our lives?
- Is there something we should do differently after reading this?
- Is there something you can pray about from this story?
- What could we ask God to help us with based on what we read?

When you are done going through James 1:1-11, talk to the students about the importance of spending quiet time with God every day.

Say, One of the ways that you grow in your faith is reading the Bible. This allows you to know who God is, what he has asked you to do, and how you can live to obey and honor him.

Challenge them to try reading the Bible for themselves for one month, even if it's just a few verses. If they don't have a Bible, consider how you can get a Bible for your students.

Hands



Lead kids to live out the mission of the Gospel. (5-10 minutes)

Small Group Session 2



Bible Memory Verse Games

WRAP IT UP

We've learned that faith often calls us to step outside our comfort zone, to face challenges with courage, and to trust that God is at work even when we can't see the full picture. These heroes remind us that we are part of a greater story—God's story—where ordinary people can do great things through faith.

But this study isn't just about looking back. It's about the present and the future. You and I are called to be heroes of the faith in our own lives today. The world needs people who are willing to live boldly for Christ, to trust God in every situation, and to reflect His love and truth wherever they go.

So, as we leave this series, remember that you don't need a title or position to be a hero of the faith. You just need a heart that says "yes" to God. May we all be inspired to live with that kind of faith—one that shapes the world around us and leaves a legacy for those who come after.

Let's commit to walking in faith, as the heroes before us did, knowing that the same God who was with them is with us now.

Pass out Printout 3 and allow about five minutes to write or draw. Discuss the questions once everyone finishes.

- Do you do any of the things your small group mentioned as daily practice for the life of faith?
- What are some things you plan to do in the future?
- What did some of our heroes do to prepare for the life of faith?

RESPONSE & REFLECTION

Print out the memory verse. Try out some Bible Memory Verses Games.

Practice the memory verse for this unit (John 14:6).

Memory Verse Cards

MEMORY VERSE

Jesus told him, "I am the way, the truth, and the life. No one can come to the Father except through me." John 14:6, NLT

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Printout 1A

LARGE GROUP SKIT

Narrator: The coach invites both students to enter a marathon, and both students say that they want to.

Coach: It will require a lot of training and discipline on a daily basis. You will need to eat the right foods, exercise, get plenty of rest, and drink lots of water. You will have to give up time with your friends to devote to practicing. Are you committed to this?

Narrator: Both students insist that they are committed. The coach exits the scene.

Student #1: Well, let's get started with some stretches.

Student #2 (laughing): Forget that! I'm going to the China Buffet! See you tomorrow at school!

Narrator: The next day . . .

Student #1: I'm so sore! I practiced so hard for this race.

Student #2: They had crab rangoon at the China Buffet.

Student #1: Well, would you like to go running after school today?

Student #2: No, man, I got to go back to the crib and play video games.

Narrator: Both students leave. The next day . . .

Student #2: Hey, what's up? I cleared Level 5 on Super Mario Brothers last night!

Student #1: That's cool. I ran 8 miles, and I'm sooo tired!

Student #2: Too bad for you!

Student #1: Hey, that race is coming up. I think you better start training. Do you want to go lift weights with me today?

Student #2: No way! My favorite show is on TV tonight.

Narrator: The students exit. The next day . . .

Student #1: Wow! I had a great workout last night! You missed it.

Student #2: My show was awesome! The guy I was cheering for totally won!

Student #1: That's nice, but you should really do some training. You're never going to reach the goal otherwise.

Printout 1B

Student #2: Whatever! I'll be fine.

Student #1: Well, the race is tomorrow, so make sure you get a good night's sleep.

Student #2 (laughing): You're such a baby! I don't need sleep. I have to go to my friend's sleepover tonight.

Student #1: Okay, I'll see you at the race tomorrow, then.

Narrator: The next day . . .

The coach reappears and asks both students if they're ready, and they both insist that they are. The coach offers them some water.

Student #1: Thanks! (drinks it)

Student #2: No, thanks, I just drank two liters of Mountain Dew.

Narrator: They get set on a starting line.

Coach: Go!

Student #2 drops to the ground after one step, and student #1 finishes victoriously.













DAILY TRAINING

Do you do any of the things your small group mentioned as daily practice for the life of faith? Also, write any things you plan to do in the future:



What did some of our heroes do to prepare for the life of faith?

JAMES 1:1-11, NLT

¹This letter is from James, a slave of God and of the Lord Jesus Christ. I am writing to the "twelve tribes"—Jewish believers scattered abroad.

Greetings!

² Dear brothers and sisters, when troubles of any kind come your way, consider it an opportunity for great joy. ³ For you know that when your faith is tested, your endurance has a chance to grow. ⁴ So let it grow, for when your endurance is fully developed, you will be perfect and complete, needing nothing.

⁵ If you need wisdom, ask our generous God, and he will give it to you. He will not rebuke you for asking. ⁶ But when you ask him, be sure that your faith is in God alone. Do not waver, for a person with divided loyalty is as unsettled as a wave of the sea that is blown and tossed by the wind. ⁷ Such people should not expect to receive anything from the Lord. ⁸ Their loyalty is divided between God and the world, and they are unstable in everything they do.

⁹ Believers who are poor have something to boast about, for God has honored them. ¹⁰ And those who are rich should boast that God has humbled them. They will fade away like a little flower in the field. ¹¹ The hot sun rises and the grass withers; the little flower droops and falls, and its beauty fades away. In the same way, the rich will fade away with all of their achievements.

- 1. What happened in the story or passage?
- 2. What does this teach us about God or Jesus?
- 3. How can we use this in our lives?
- 4. Is there something you can pray about from this story?