

THIS QUARTER

www.wordaflame.org

The PreTeen curriculum is designed to help your tweener students as they grow too old for “kid stuff” and look forward to joining the youth group. Several Bible stories and topics are presented that have not appeared in the younger age curriculum, while several familiar stories are presented with a different twist. Critical thinking groups, drama, question-and-answer sessions, and other learning formats are used to help pull responses from your students, as well as to show them they can live for God in the middle of peer pressure, an ungodly world, and in spite of their ever-changing bodies and minds.

Use the ideas and visual aids in the teacher’s manual and the teacher’s resource packet to create a WOW! room and WOW! lessons. Let this manual enhance your excellent teaching skills. Improvise to suit your purpose. Add to, take away, substitute—whatever works best to teach your students about Jesus. Use your imagination to make Sunday school fun for everyone.

Teenagers and senior members of the church are excellent assistants who may be waiting to be asked to help. Use them to help cut out, organize, file, and decorate so that you may concentrate on your weekly lessons. Also, senior members make excellent prayer partners. Find one or two to pray for you and your teaching staff each Sunday, and ask others to pray specifically for the students.

Good Bible skills are critical to a Christian. Many lesson activities will encourage the use of Bibles, concordances, dictionaries, maps, and charts to help the students know, understand, and use their Bibles with confidence.

PreTeen Teacher’s Manual

The teacher’s manual gives detailed instructions, biblical background of the lesson, and insight on student capabilities. In each lesson, instructions to the teacher are in plain type. Examples of wording that you could use when speaking to the students are in **bold type**. We do not recommend reading the lesson to students straight from the manual.

Every lesson has a one-line objective, or Bible point, to stress throughout the lesson. The Bible point is in **bold type and underlined**. It may be a thought-provoking question or a simple short phrase. The Bible point is the life application of the lesson. Every Bible story or Bible lesson should have life application and answer the “So what?” question. The lame man was healed, so what does that mean to me? Jesus went away, so what does that mean to me? A teacher’s job is not to tell a Bible story but to communicate Bible truths and principles that will promote a relationship with the Lord. When the students leave the classroom, the life application should be clear to them.

Instead of weekly Bible verses, the students will memorize a two- to four-verse passage each unit, working on it for four weeks until it is settled in hearts and minds alike. Some children excel at learning and retaining a single passage, whereas others learn it just long enough to earn a point in a contest, and then it is gone. By spending several weeks on a key passage that directly relates to the four lessons of a unit the child will understand and hide the Word firmly in his heart and mind.

Every lesson includes a Before the Lesson segment that will help you prepare and organize your teaching materials. A Lesson at a Glance table shows supplies that are needed for each segment of the lesson. However, basic supplies such as pencils, markers, and glue generally are not included on this list but may be found on a standard supply list on page 10. Keep these items in your resource closet at all times.

PreTeen Teacher’s Resource Packet

The teacher’s resource packet is full of teaching tools, supplements, and visual aids to make your room come alive and the lessons exciting.

A **bonus resource CD** is provided in the packet that includes items to be printed on an as-needed basis. This CD allows you to print what you need when you need it. The documents are all PDFs and can be opened on any computer that

has Adobe Acrobat Reader software. Some documents are in color for those who have access to color printers; however, these may be printed as black and white and still be effective. If you do not have a computer, perhaps you can take the CD to the church office or to a local office supply and print the documents you need.

Included in the resource packet is a four-page **teacher training article** that features information relevant to your age group as well as seasonal ideas, resources, and recipes/craft ideas. This article is drilled for a three-ring binder so you can begin creating your own teacher’s resource notebook. Be on the lookout for other materials you can add to your notebook. It will be a great tool to refer to when you need an extra idea. This article, as well as archived articles, is also posted on our Website.

Special **décor items** are provided in the packet. Instructions are provided in the theme pages. Consider letting your students come for a room-decorating party and help you cut out and display the items.

A **Kids in Missions newsletter** introduces the children to the ministry of our home missionaries. This informative letter offers several ideas for promoting prayer and developing a burden for our home missionaries. Focus on your district’s home missionaries and work with your pastor in selecting whom and how you will help. Work with your Sunday school superintendent so that all offerings and efforts to focus on missions coordinate with other classes.

PreTeen Student Papers

This four-page activity/take-home paper reinforces the day’s lesson and memory passage through short stories, activities, and creative artwork. Instructions are given in the teacher’s manual for using this paper as a teaching tool in class and at home.

Please remove the staple from each set of student papers. Before the quarter begins, separate the papers and group by date.

4

Note: The Pentecostal Publishing House offers Word Aflame award Bibles at a reasonable price, and they include a special segment sharing our Oneness doctrine. Visit www.pentecostalpublishing.com or call 866-819-7667. Keep extra Bibles on hand for visitors.

Kids in Praise

The Kids in Praise CDs contain several worship songs that are applicable to this quarter’s lessons. They may be purchased through www.pentecostalpublishing.com or by calling 866-819-7667.



Faith Works

Aim: To have confidence in God and His Word.

What is the difference between science and faith? *Merriam-Webster Online Dictionary* offers these definitions:

Science: the state of knowing; knowledge as distinguished from ignorance or misunderstanding; knowledge or a system of knowledge covering general truths or the operation of general laws especially as obtained and tested through scientific method

Faith: firm belief in something for which there is no proof; complete trust; something that is believed especially with strong conviction

Can science and faith coexist? They can coexist, but each strives for dominance due to the polarity of their differences. Science demands knowledge, physical proof, and absolute and well-defined parameters. Faith is built on hope, unseen evidence, conviction, and trust. The two seem to be polar opposites. However, the scientist who has a point to prove first must believe he is right, that the fleeting, not-yet-tangible possibility could indeed be confirmed. It appears that science often begins with faith!

Your classroom will become a science laboratory this quarter. Think back to the dreams of your childhood when you wanted to discover something great. Picture yourself in your white lab coat, goggles in place, test tube in one hand as you pour a steamy bubbly liquid from a large flask. Listen to the oohs and aahs from your audience as liquid goo rolls over the edges of the test-tube onto the floor. Eureka! You've done it!

The mad scientist has been pictured as a comic figure for years, as a villain, an idiot, or a book-smart-but-short-on-common-sense harmless experimenter. Today's scientists often dress in white lab coats, working in highly sanitized and protected environments. Then again, they could be everyday Joes in jeans and t-shirts as they discover the next source of energy to help save our earth. You are going to become one of these scientists—just take your pick. (We recommend that you do not become the villain or idiot scientist in front of your preteens!)

The Lab

Transform your room into an exciting world of science, complete with hot plates, beakers, test tubes, microscope, flasks and bottles, tubing and flashing lights, and lots of glistening silver. It will not be a difficult transformation, but the result will be a room of fun. Here is a shopping list of items to gather from your kitchen, garage, attic, basement, kids' toy box, tool

box, Sunday school supply closet, beauty supply stores, hardware and plumbing stores, yard sales, clearance sales, and so forth.

Let your imagination go wild as you look at objects—any and all objects, no matter how silly or improbable they may appear—through your scientific eyes. Your room may be scientifically neat and orderly, or items could be scattered, spilled, and chaotic. Let the room reflect the scientist role you plan to play.

Cover boxes, carpet tube sections, 2-liter bottles, and beverage coolers with foil. Stack two large foil-covered boxes and add bottle cap knobs, pie plate meters (add numbers and lines) and flashing lights (Christmas). Connect flexible dryer vent tubing on one side leading to a smaller similar box. What is it? Just another piece of vital equipment in a science lab. Place this against one wall.

Splice the length of each swim noodle and secure to corner edges of shelving units. Mix colors to help add a bright inviting touch to the atmosphere.

Fill every shelf and counter with science equipment. Add food coloring to water in clear plastic sealable containers (pasta or canning jars). Use bright spray paints to color assorted sizes of Styrofoam balls and store in clear containers. Place an assortment of clear



Additional theme pictures are available on the resource CD.

containers on a table and on shelves. Fill spice jars with plastic insects, gummy creatures, slime, fake body parts, and plastic eyeballs (check Halloween and party stores). Dissect gummy worms

Clear plastic or glass: bottles, pitchers, bowls, cups and glasses of various sizes, beakers, spice jars, canning jars, 2-liter bottles, water bottles	plumbing supplies), copper, flexible dryer vent	Disposable gloves	Magnifying glasses
Tubing (think flexible, not pipes): clear (polyurethane or polypropylene in	Hula hoops	Rubber gloves	Lots and lots of foil
	Styrofoam shapes (balls, cones, triangles)	Egg timers/hour glass	Boxes of various sizes
	Microscope	Food coloring	Twisty drinking straws
	Measuring tools: beakers, spoons, cups, pitchers	Silly putty and slime	Aluminum pie plates
	Tongs and spoons	Buckets (bright colors)	Chenille wires
		Swim noodles	Plastic insects and mice
		Rope lights (Christmas)	Fire extinguisher
		Colored masking and duct tapes	

and insects and pin to cardboard. Prop against the wall for all to see.

Connect painted Styrofoam balls to thin dowel rods or

Pick-up sticks to form DNA chains. Hang these from the ceiling or place on shelves. Or use Tinker toys to assemble complex DNA structures. Gum drops attached to dry spaghetti or toothpicks also make great molecule models.

Spray paint 3-inch Styrofoam balls. Slice open a hula hoop and feed two or three balls onto the hoop. Reconnect the hoop with duct tape and slide a ball over the joint. Repeat with another hoop, then slide the second hoop through the first hoop (a tight fit) and hang from the ceiling.

Several science and faith posters are included in the resource packet for mounting on your walls. The resource CD contains additional items for you to print as space allows. Mount the door poster for all to see as they pass by or enter the class.

Position your worktable front and center so students have a good view of your experiments. Cover the table with a white disposable tablecloth large enough to accommodate students when they do their experiments. Keep a supply of rags under the table. Each week place your props on the table for easy access.

Designate another area of the room as a classroom. You will need a writing board (chalk or dry erase) and a table for object lessons. Mount some of the posters on this wall.

The Scientists

The teaching staff should wear white lab coats. These can be purchased where nursing smocks are sold, or use men's large white dress shirts (roll up the sleeves and sew on deep pockets on the front shirt tails). Another idea is to let one teacher be the lead scientist and the assistants wear bright colored smocks or aprons. The lead teacher should determine if he is to be the chaotic and flustered scientist, or a straight, by-the-book scientist. In either case, try to have a counterpart and play off each other in comments and experiments. Preteens love to be entertained!

Provide smocks, aprons, or men's shirts for the students to wear when performing experiments. Purchase two or three pairs of goggles for students to use during experiments. It is important that the students participate in the lessons. As much as they like being entertained, nothing beats personal involvement.

Wall of Faith

Dedicate one wall as a Wall of Faith. Secure large stencil letters to the wall spelling Wall of Faith. The resource CD offers Bible art (faith plaques) of each character from this quarter's lessons. Print these and mount them on the wall. Attach pictures of heroes of faith from your students' lives. A blank frame is included with the plaques. Print as many copies as you need, cut out the center, and secure your hero behind it. These should include the pastor, church leaders, and anyone who has been healed or had prayer answered as a direct result of faith. If possible,

write a small paragraph for each, describing their act of faith. Create a sub-section titled "Working on Faith" and place photos of your students here. Again use the frame from the CD.

Prayer Board

Create a prayer board on one wall, using a bulletin board or a large piece of cardboard. Cover with bright paper. Print a supply of prayer request forms from the resource CD. Each week students may add requests, or write how a request was answered.

Memory Work

Three unit passages will be studied and memorized this quarter: Hebrews 11:1-3; Proverbs 3:5-6; and Psalm 9:1-2, 10-11. Posters are provided in the resource packet for mounting on the wall (consider one poster per wall to give each its own special focus). Each week students will study what the passage is saying as they do experiments, student papers, or fun activities to help lock the passage into mind and heart.

Special Memory Passage

This quarter's Special Memory Project is John 1:1-14. A poster is provided in the resource packet. Although the lessons focus on Old Testament characters, this passage will encourage the students' faith as they gain understanding of who Jesus is and why He came to Earth. An optional activity is offered each week that involves the entire class in memorizing this passage. These verses are also a part of the weekly student paper.

Awards

Encourage attendance, bringing Bibles, and completing student papers by offering students opportunities to build their own science kit. Purchase inexpensive items in bulk, such as test tubes, magnifying glasses, and goggles. Determine a point system for earning specific prizes, but be sure to give some prizes on a weekly basis (preteens and kindergartners are similar in that long-term earnings do not hold their interest). Each student can store his items in a plastic shoebox (try dollar stores).

Volunteers

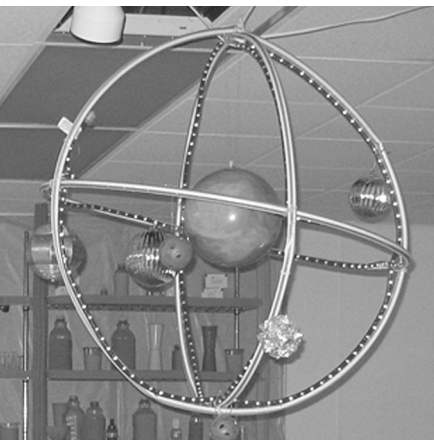
The first Sunday, let each student create his DNA structure using six colorful round beads and a piece of chenille wire. After sliding beads into position, fold the wire so that it forms a DNA shape. The student folds and secures a narrow mailing label over the wire and writes his name on it. Store these in a plastic bucket and draw from it whenever volunteers are needed.


Kids in Missions

This quarter the students will learn about home missionaries. The *Kids in Missions* newsletter in the resource packet offers several ideas for promoting prayer and developing a burden for our home missionaries. Focus on your district's home missionaries and work with your pastor in selecting whom and how you will help. This can be a double blessing if you are a home missions church as you teach your students to reach out to a fellow home missionary for the next three months.

Teacher Training Article

Teacher training should be an on-going process, no matter how long you have served. We help in this process by providing a



fresh four-page article each quarter that is hole-punched for easy storage in your personal teacher's resource notebook. This quarter's paper focuses on teaching children to give. Past and current issues can be printed from our Website: www.wordaflame.org. Click on downloadable resources, then teacher-training articles .

Sharing Spaces

If you share your class with a school or daycare and cannot decorate the entire room, work with those teachers to gain a space designated for your preteens. Set up easels each Sunday morning for displaying memory posters. Select a few choice lab items (stored in a container each week) to display and place these on a table (or teacher's desk). A card table can be your worktable. This situation requires a bit of extra work from you each week as you set up and tear down, but it will be worth the effort to give your students part-time ownership of their classroom.

Gizmos, Gadgets, and Other Stuff

Teacher supply stores carry an abundance of science posters and props. Ask your local high schools for items they can donate. Check out all clearance sales (especially at hardware stores). Keep an open creative mind when shopping.

Several Websites offer excellent science experiments and props. www.orientaltrading.com Search: science; excellent site for awards and prizes

www.stevespanglerscience.com Offers excellent experiments using everyday items as well as specialty items from his store

www.scienceproject.com Requires membership

www.sciencemadesimple.com Offers experiments and props

Is there a science museum nearby? Consider taking the children on a field trip one day this summer. The personal contact outside of the classroom can go a long way in strengthening relationships between teachers and students.

Mad Scientist Party

End your quarter with a fun science party. This would be best for an evening or Saturday afternoon of fun rather than a Sunday morning when time and mess are factors. Send home permission slips (see resource CD), recruit chaperones and volunteers (teenagers who will abide by your safety rules but will freely inter-

act with your students), and draft a food coordinator. Tell students to dress in their grubbies as there will be lots of fun, messy, gooey activities! Hopefully the weather will allow you to have the party outdoors (the best and easiest place for cleanup). If not, cover surfaces with plastic tarps. Use painter's drop cloths on the floor to control slippery surfaces. As always, get the pastor's permission before doing anything this messy on church property. Let students and parents know that everyone helps to clean up before being dismissed.

Provide fun foods your students enjoy. Consider offering some crazy concoctions with weird scientific names, such as Red Eye Drink, Summer Snow, and Spider Brownies (see below). Serve drinks from beakers or test tubes.

Each student needs a lab coat and goggles. Lab coats can be made from old white shirts or white t-shirts (cut up the middle). Students may want to decorate them with markers. Goggles can be inexpensive safety goggles, sunglasses, or geeky reading glasses. **Students and teachers should always wear glasses when doing experiments.**

Allow students time to do science experiments. Several recipes are offered below. Repeat the experiments from the lessons that were obvious hits with your students. Visit the library or the Internet for more fun science experiments.

If any part of the party is indoors, replace light bulbs with colored bulbs for a crazy lab atmosphere. (Avoid black light bulbs, as this can be embarrassing for those dressed in white.)

Party favors could include bags of scientific candy: Pop Rocks, Nerds, Atomic Warheads, Smarties, and gummies. Cans of silly string, molecule models (gumdrops and toothpicks), zipper bags of slime (made at the party), and silly putty also work.

Recipes

Red Eye Drink

- lemonade or lemon/lime soda
- vanilla ice cream
- grapes
- red food coloring
- glasses

1. Put a scoop of ice cream in each drink (do not mix).
2. Place the grapes in a bowl and mix with a few drops of red food coloring.
3. Place 2-3 red grapes in each drink.

Summer Snow

- ice
- blender
- 1 packet of Kool-Aid
- bowl
- paper cups

1. Fill the blender half full of ice, and crush ice. Place in a bowl.
2. Mix the Kool-Aid with the crushed ice.
3. Serve in a paper cup.

Spider Brownies

- brownies
- M&Ms
- Twizzlers (black or red), cut into 2-inch pieces (8 per brownie)

1. Prepare brownies according to box directions and let cool. Cut into squares.
2. Poke four holes in two sides of each brownie and poke a Twizzler piece into each hole.
4. Use M&Ms for eyes.
5. A small piece of Twizzler can be used for a mouth.

Fizzy Potion Recipe

- mad scientist glass (clear plastic cup or test tube)
- water
- baking soda
- food coloring
- vinegar

Pour a little water and baking soda into the glass. Add food coloring for a rich deep color.

Add a splash of vinegar. You can drink this potion, but it will taste like salty vinegar (ick).

Or, make this a drinkable potion by using fruit juice instead of water and omitting the food coloring. Stir a small amount of baking soda into the juice and a splash of vinegar to initiate the fizz. Grape juice will actually change colors when the vinegar is added.

chemistry.about.com/od/madscientistlab/a/fizzypotion.htm

Fun Science Stuff

Color Changing Milk Experiment

- plastic plates, food coloring (red, yellow, blue, and green)
- milk (whole or 2%)
- dishwashing soap, cotton swabs

Give each student a plate and two swabs. Provide several bottles of food coloring.

1. Cover the bottom of each plate with milk.
2. Add one drop of each of the four colors close together (but not touching) in the center of the milk.
3. Touch the tip of one cotton swab to the center of the milk, being careful to only touch, not stir, the milk. What happens?
4. Place a drop of dish soap on the other tip of the swab. Place the soapy end into the middle of the milk and hold for ten seconds. What happens?

Milk is mostly water mixed with vitamins, minerals, proteins, and fat. When the soapy tip touched the milk, the chemical bonds that hold those items together were instantly changed and you saw a burst of color.

www.stevespanglerscience.com/experiment/00000066

Mentos Geyser

This trick must be done outdoors.

Per student:

- Mentos peppermints (entire pack)
- index card
- 2 liter bottle of Diet Coke or Sprite
- test-tube or roll of paper

Students will likely get wet with this experiment. Position students a few feet apart. Give each a bottle of soda, a card, and a package of Mentos mints. Students open soda bottle and place on hard surface (such as parking lot, away from cars). Open the Mentos and pour them in the test-tube (or roll paper into a tube just large enough to hold candy). Place the card over the tube's mouth and turn over, and then rest the card on the mouth of the bottle. Slowly pull the card away until the mints drop into the bottle—and quickly step away. A geyser will burst forth!

How to Make Goo

Make squishy non-toxic goo that hardens in your hands when you squeeze it, but flows like a liquid when you pour it.

- 16-oz box cornstarch
- water
- food coloring
- bowl

1. Empty the box of cornstarch into a bowl.
2. Add 1½ cups of water.
3. Add about 15 drops of food coloring.

Capillary Celery

Give each student a glass of water to which he adds a few drops of food coloring. Student stands celery sticks in the water and watches the “capillaries” of the celery take on the color of the water. Serve with cream cheese or peanut butter.

4. Mix the goo with your hands.
5. Store in zipper bags to send home.

NOTE: Dispose of the mixture in the trash—do not pour down the drain.

chemistry.about.com/od/chemistryhowtoguide/ht/makegoo.htm

Slimy Slime

- Elmer's White Glue
- water
- medium sized jar or glass
- plastic or wooden spoon or spatula
- Borax
- glass or plastic bowl
- resealable plastic bags
- food coloring (optional)

1. In the bowl, mix ½ cup of white glue with 1 cup of water.
2. Add a couple drops of food coloring if desired. *
3. In the jar or glass, blend ½ teaspoon Borax with ½ cup of water.
4. Slowly add the Borax and water mixture to the glue mixture, stirring constantly.

You can play with your slime right away or store it in zipper plastic bags for a couple weeks.

Safety note: While this slime is non-toxic, do NOT eat it. Wash your hands well after playing with the slime.

* **Mess Quotient:** If you do not use food coloring, your slime should wash off most surfaces and out of most washable fabrics. Food coloring will stain your skin for a while and may stain clothing permanently, so use care if you create colored slime.

www.essortment.com/hobbies/funcraftskids_sawb.htm

Cool Lava Lamp

- clear jar with lid
- food coloring
- Alka Seltzer or Airborne tablets
- water
- glitter (optional)
- vegetable oil

1. Fill the bottle three-fourths full with vegetable oil. Add water to fill the bottle almost to the top, but without overflowing. Add ten drops of food coloring.
2. Cut the Alka-Seltzer or Airborne tablet into eight pieces. Drop one piece into the oil and water mixture. The mixture will start to bubble. Add more pieces one at a time for a cooler effect.
3. Continue until all pieces are used and the bubbling has completely stopped.
4. Tip the bottle back and forth and watch the fluid appear. The tiny droplets of liquid will join together to make one big lava-squirt blob.
5. Place a strong flashlight or searchlight under the bottle. This will illuminate the bubbles for maximum effect.

www.wikihow.com/Make-a-Lava-Lamp-with-Household-Ingredients

Bottled Eggs-periment

- one peeled, hard-boiled egg
 - plastic or glass bottle with an opening slightly smaller than the egg
 - large bowl of hot water
 - large bowl of ice water
1. Heat the bottle in the bowl of hot water for about five minutes.
 2. Move the bottle to the bowl of ice water. Wet the egg and place it pointed side down in the bottle opening. As the air inside the bottle cools, the egg will slowly move into the bottle.
 3. To remove the egg, hold the bottle upside down so the egg is near the opening. Blow hard into the bottle with your mouth tight against the opening. Point the bottle away from you: the egg flies out!

Why?

Hot air expands. Cold air contracts. When the air inside the bottle is heated, the molecules, or tiny air particles, inside the bottle spread out, increasing air pressure. As the air in the bottle cools, the air pressure decreases. The greater outside air pressure pushes the egg into the bottle. Blowing into the bottle raises the air pressure again. The air and the egg rush out of the bottle.

<http://kids.nationalgeographic.com/Activities/FunScience>

Taste Testing

- assorted foods
- straws
- copies of numbered list, one number per food item
- disposable gloves
- opaque containers
- blindfolds

Students learn about taste buds through this blindfold experiment. Gather several types of foods such as Kool-Aid mix, sugar cubes, salt, honey, orange slices, banana slices, chocolate, vinegar, coffee, and ice cream. Place each food in its own opaque container (so students cannot see contents).

Blindfold volunteers and position a partner next to each volunteer. Give each partner a number sheet on which to write his volunteer's responses. Tell volunteer to pinch his nose so he cannot smell the item. Wear food gloves as you place one item at a time on each person's tongue and let him guess the item privately to his partner, who writes it down. Use a straw as a dropper (not for sipping) by placing the straw in the liquid and positioning your thumb over the top of the straw to trap a drop or two of the liquid. Do not let the straw touch the tongue (change straws immediately if this happens). Provide water to drink between tastes. See how many correct guesses each volunteer gives.

Spray the Soda

Do all brands of soda spray the same amount when you shake them up? Does it matter if it's diet or regular soda? This experiment

has to be played outside. Warn students not to spray one another! Give each student a different brand of canned soda. Draw a line on the parking line for students to stand behind. Mark off 3-foot increments from the line outward. At your signal, each student will take a turn to vigorously shake his soda, pop it open (facing away from him toward the marked lines), and let it spray. Mark the child's name where his soda spray lands. See whose soda sprayed the farthest.

Magic Color Breakdown

- water
 - blotting paper (letter size or smaller, from a stationery store)
 - shallow baking sheet or a dish with an edge
 - 4-5 different felt tip colored markers
1. Fill the baking sheet or dish with water.
 2. With each marker, fill in a half-inch circle, about one inch from the bottom of the paper, giving you a row of colored circles across the bottom of the page.
 3. Holding the top of the paper with one hand, slowly place the bottom edge of the paper into the water, making sure the colored circles do not touch the water, until the blotting paper absorbs the water.
 4. Watch what happens as the water travels up the blotting paper and reaches your markings. How many different colors can you see? The break down will show what colors actually make up each marker's ink.

NOTE: Blotting paper works best on this experiment. You can usually find this paper at a stationery shop.

www.kids-science-experiments.com/colorbreakdown.html

Additional Resources

The Science Chef: 100 Fun Food Experiments and Recipes for Kids by Joan D'Amico, Karen Eich Drummond

365 More Simple Science Experiments with Everyday Materials by Judy Breckinridge, Anthony D. Fredericks, and Louis V. Loeschmig

www.funology.com

www.discoverthis.com

www.stevespanglerscience.com

www.kids-science-experiments.com

www.kidzworld.com/article/1762-school-science-fair-project-examples-and-ideas

<http://kids.nationalgeographic.com/Activities/FunScience>

Throughout the book will be small bits of information to help you better know your preteens. Add to your knowledge temperance (control), patience (tolerance), godliness (righteousness), brotherly kindness (compassion), and charity (love). You'll need them to teach—and reach—your preteens.

Visit www.childrensministry.com and click on Preteens in the topic column for several informative articles.

PTI

Standard Supplies

These following items are standard items that should be in your room or supply closet.

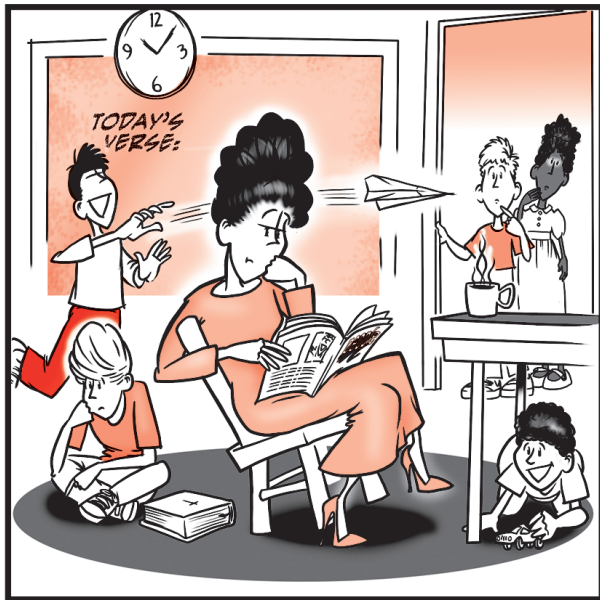
Some of these will be needed each week.

These items are not repeated in the **Lesson at a Glance** table given with each lesson.

- | | | |
|---|--|--|
| <input type="checkbox"/> Bibles | <input type="checkbox"/> CD player | <input type="checkbox"/> Chalkboard or whiteboard |
| <input type="checkbox"/> Concordances | <input type="checkbox"/> Worship CDs | <input type="checkbox"/> Chalk or markers, eraser |
| <input type="checkbox"/> Bible dictionaries | <input type="checkbox"/> Song flipchart | <input type="checkbox"/> Crowd controller (buzzer, clapper, whistle) |
| <input type="checkbox"/> Dictionaries | <input type="checkbox"/> Overhead projector | <input type="checkbox"/> Offering container |
| <input type="checkbox"/> Atlas | <input type="checkbox"/> Transparency film | |
| <input type="checkbox"/> World map or globe | <input type="checkbox"/> Musical instruments | |

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|--|--|---|--|
| <input type="checkbox"/> Aluminum foil | <input type="checkbox"/> Craft sticks | <input type="checkbox"/> Modeling clay | <input type="checkbox"/> Posterboard |
| <input type="checkbox"/> Biblical costumes | <input type="checkbox"/> Crayons | <input type="checkbox"/> Music CDs | <input type="checkbox"/> Rubber bands |
| <input type="checkbox"/> Blindfolds | <input type="checkbox"/> Drawing paper | <input type="checkbox"/> Napkins | <input type="checkbox"/> Rulers |
| <input type="checkbox"/> Brads | <input type="checkbox"/> Envelopes | <input type="checkbox"/> Paint brushes | <input type="checkbox"/> Scissors |
| <input type="checkbox"/> Butcher paper | <input type="checkbox"/> Flannelboard | <input type="checkbox"/> Paint smocks | <input type="checkbox"/> Small prizes |
| <input type="checkbox"/> Cardboard | <input type="checkbox"/> Glitter | <input type="checkbox"/> Paper bags | <input type="checkbox"/> Song books |
| <input type="checkbox"/> Chenille wire/pipe cleaners | <input type="checkbox"/> Glue/glue sticks/glue gun | <input type="checkbox"/> Paper clips | <input type="checkbox"/> Stapler/staples |
| <input type="checkbox"/> Clipboards | <input type="checkbox"/> Gummed labels | <input type="checkbox"/> Paper cups | <input type="checkbox"/> Stickers |
| <input type="checkbox"/> Colored pencils | <input type="checkbox"/> Gummed stars | <input type="checkbox"/> Paper plates | <input type="checkbox"/> Thumbtacks, push pins |
| <input type="checkbox"/> Construction paper—all colors | <input type="checkbox"/> Hole punch | <input type="checkbox"/> Paper towels | <input type="checkbox"/> Timer |
| <input type="checkbox"/> Cotton | <input type="checkbox"/> Index cards | <input type="checkbox"/> Pencils | <input type="checkbox"/> Toothpicks |
| <input type="checkbox"/> Cotton swabs | <input type="checkbox"/> Lunch bags | <input type="checkbox"/> Pins (straight and safety) | <input type="checkbox"/> Yarn/twine |
| | <input type="checkbox"/> Markers | <input type="checkbox"/> Plasti-Tak | <input type="checkbox"/> Ziploc bags |
| | <input type="checkbox"/> Masking tape | <input type="checkbox"/> Play-Doh | |

Sister Do Wrong



Is Sunday school a chore to you? Do you simply show up without thought or concern for the students? Would you rather be somewhere else? If so, it is likely your students feel the same way.

Teaching children is a privilege, but it must also be a call from God. It requires consistent effort through prayer, planning, and preparation. The way you greet

Sister Do Wright



your children is only a small example of this effort, but one that sets the tone for the morning. Activities, story time, even snacks will reflect your attitude towards your calling, an attitude that will be reflected in your students, no matter what their age. Be sure to stir up the gift that is in you, and stay refreshed through His Word and by His Spirit.

Choices

Next
Quarter

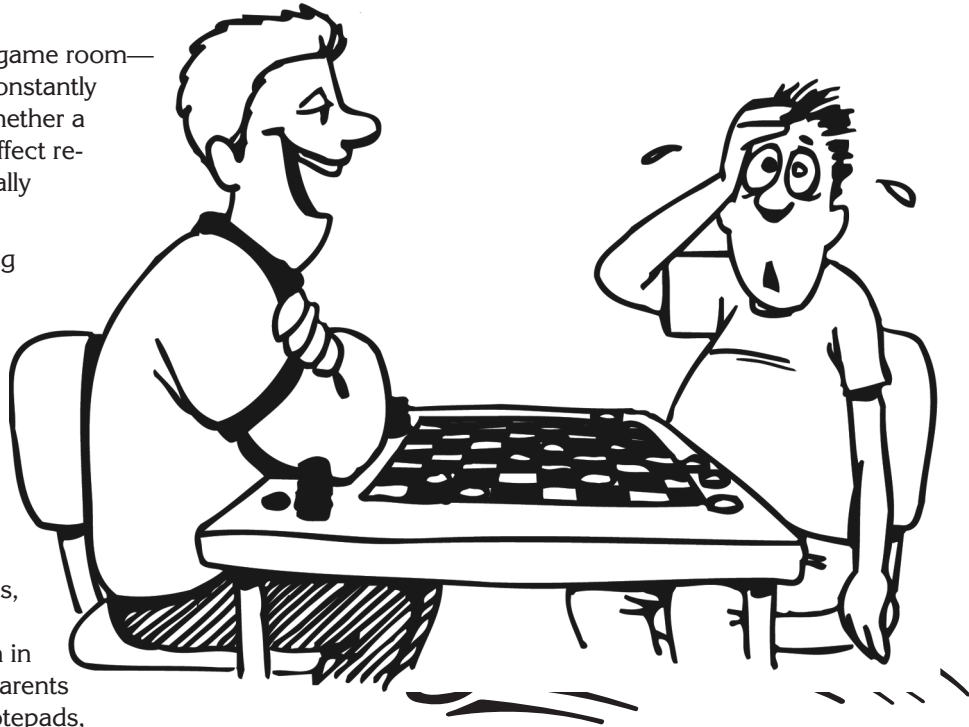
Aim: To learn that while we have options in life, the choices we make affect everything we do and will become.

Theme Decor: Games

In the fall quarter your room will become a game room—not an arcade, but a place where choices are constantly being made. Choices made in a game affect whether a person wins or loses. Choices we make in life affect relationships, salvation, physical wellbeing—virtually every aspect of life.

Each wall is an interactive game wall, helping the students to learn the unit memory passages, make wise choices, recall the weekly lessons, or just have fun. We will emphasize the importance of making choices.

Several posters in the resource packet will help to create giant, oversized games on the walls. Begin collecting tabletop games that the students can play while waiting for class to begin and in lesson activities, such as Tic-Tac-Toe, hangman, pick-up sticks, Chinese checkers, and so on. Prizes and small awards are offered often throughout the quarter. Buy what you can in bulk (try www.orientaltrading.com), and ask parents to donate items. These could include candy, notepads, fancy pens, coupons for game arcades, hand-held games, and travel versions of tabletop games.



Unit One: Choose to Do Right (Four Guys Choose to Do Right for God)

Unit Focus: When we choose to do right for God, He takes care of us.

Walk with God (Noah walked with God)

Trust God (Joseph trusted God)

Obey God (Moses obeyed God)

Honor God (David honored God)

Unit Two: Choose to Stand (Four Guys Choose to Stand for God)

Unit Aim: When we stand for God, He works things for good.

Dare to Be Different (Noah stood against peer pressure)

Don't Do It (Joseph stood against temptation)

Who Is on the Lord's Side? (Moses stood against rebellion)

Take a Stand (David stood against a bully)

Unit Three: Choose to Give (Four Guys Choose to Give to God)

Unit Aim: When we give to God what we have, He blesses us with more.

Give God Worship (Noah worshiped God)

Give God the Glory (Joseph gave God glory)

Give God Your Life (Moses gave his life to God)

Give Back to God (David gave to Mephibosheth)

Choose God (Review)