

# We Believe For Kids!

## Quarter 2



## Who Am I?



## Teacher's Guide

# **We Believe For Kids!**

## **Teacher's Guide**

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# Acknowledgments

Teachers, we appreciate you! You understand the importance of investing your time into our children, giving them a sound spiritual basis by which they can develop an informed, faith-filled worldview. Your dedication will help steer the course of their lives.

We are indebted to a team of knowledgeable, dedicated children’s workers, youth workers, and other leaders with a wealth of experience in teaching and leading student ministries who voluntarily worked diligently to help envision, craft, and write the curriculum for *We Believe For Kids*. They are:

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Finally, we thank churches like yours that recognize the fact that we have a huge opportunity and responsibility to communicate to our young people the importance of living out their faith in Christ and to give them tools to do so. May God continue the work He has called you to do.

**Randall A. Bach, David L. Cole, and Andrea P. Johnson**

# Introduction

Who is teaching your students the fundamentals of the Christian faith? What they believe about faith helps them determine their values, the values they will use when making major life decisions as well as the minor day-to-day choices that shape their character. It's no secret that fewer and fewer people operate from a biblical worldview, opting instead to pick and choose from a wide variety of philosophies. They may even attend church sporadically, but sadly far too many have not done the hard work of establishing a basis for their beliefs. Instead, they ride the waves of current trends, unaware or unconcerned with where those waves are headed. We can see from our chaotic world the results of this kind of belief.

Alarmingly, most children's beliefs are determined by what they have heard from the media, our educational system, and their peers. Repetition from all these sources tend to make a statement seem true regardless of whether it is or not. The Nazi Joseph Goebbels said, "Repeat a lie often enough and it becomes the truth."

Thankfully, we have the opportunity to reverse this trend, but sermons and Bible stories alone will not give our children the foundation they need to develop a healthy worldview. In the absence of a thorough and systematic instructional approach our students might not be picking up the truths we know are important. Jesus did tell great stories, but He also clearly taught doctrine, as did many of the biblical writers.

That's why we are so excited to share with you *We Believe for Kids! We Believe Kids!* is a catechism based on the Open Bible doctrinal manual, *We Believe: Core Truths for Christian Living*. Geared for children in fifth and sixth grades, this

curriculum provides instructional resources and tools to teach children the fundamentals of the Christian faith.

The curriculum consists of three books designed to be taught in three different quarters, such as fall, winter, and spring. Each quarter has its own **Teacher's Guide** and **Student's Journal**. The first quarter's book speaks to the general question of "**Who is God?**" It covers topics such as the Bible, God the Father, God the Son, God the Holy Spirit, and how God speaks to us. The second book answers the question: "**Who am I?**" It covers topics such as creation, the fall, salvation, water baptism, and the baptism in the Holy Spirit. The third book asks the question "**Why Am I Here?**" and include topics such as future events (eschatology), the Church, sex/marriage/purity, the call of God, and evangelism.

This **Teacher's Guide** provides detailed instructions that equip you to teach your students sound doctrine even if you do not have an extensive teaching or doctrinal background. **The Student's Journal** helps students personally interact with the lessons and also gives them something tangible they can refer to in the future.

It's important that our children receive a solid biblical foundation on which to base their worldview before they make major life choices. We have a relatively small window of opportunity to shape their views and outlook. We must make it count! We trust this resource will assist you in such an important task.

**Randall A. Bach, David L. Cole, and Andrea P. Johnson**

# Instructions to Teachers

***We Believe for Kids*** is meant to act as an introductory course to the fundamentals of the Christian faith. People have spent their entire lifetimes studying doctrine. In fact, we hope this course will serve as a catalyst to motivate your students to do just that: dive into their faith and live it out! That being said, there is no way in one course to cover every aspect or tenet of the Christian faith. We trust this course will whet your students' appetites to learn more!

***We Believe for Kids: Who Am I?*** is the second book in a series. You should have already completed the first book, ***We Believe for Kids: Who is God?*** You will want to follow this book up with ***We Believe for Kids: Why Am I Here?*** The course is designed to present the first book in the fall term, the second in the winter, and the third in the spring.

## Student's Journal

We encourage you to obtain an accompanying **Student's Journal** for each student in your class but to instruct students to leave their workbooks in the classroom in a safe, private place at least until the end of the quarter. After the end of each quarter, encourage students to either leave the journals with you or keep them in a secure place because they will need them to study for the review at the end of the course. You may want to purchase some extra journals to keep on hand to offer visitors or newcomers. The **Student's Journal** includes the *Big Question*, *Doctrinal Statement*, *Key Verse*, questions to help students reflect on the lesson, and activities to help them personalize and act on the lesson learned.

# Teacher's Guide

Each lesson in the **Teacher's Guide** is formatted in a consistent manner with the following sections: the *Doctrinal Statement*, *Big Question*, *Lesson Aim*, *Key Verse*, *Materials Needed*, *Setup*, *Warming Up* period, *Going Deeper* section, *Activation* section, and a *Closing*. Review lessons are inserted into the curriculum to ensure students are getting a good grasp on the material.

Words in regular font are the words a teacher is meant to speak out loud. Words in italics are simply directions for the teacher. They are not to be spoken out loud.

Time suggestions are geared for a one-hour class but can be easily lengthened if your class period is longer. Timing will depend on how much interaction there is among the students. In most situations there will be more material than can be covered in a one-hour class period. Review the material ahead of time and decide which parts you want to be sure to cover. Often there will be some extra time available on Review days so you can go back and cover sections you were not able to cover.

For *Lesson 30: "Sex, Marriage, and Purity,"* be sure to review the material ahead of time and send out a note to the students' guardians in advance of the teaching time so they will be aware of the subject being taught and have a chance to review it.

## Student Sponsors

This would be a great time to connect your students with a spiritual coach, someone in their corner who can encourage them in their faith walk. If possible, team up each student with an adult who will be intentional about praying for them this year. This person could also send an encouraging card or text or somehow touch base with the student on a regular basis. They could even discuss questions the student might have.

## Student Celebration

Plan to host a **huge celebration service** at the end of the year to honor each student who successfully completes the course. We will make certificates available for course graduates, but churches can also plan their own awards.

## Tips for a celebration service:

**Make it a big deal!** Honor your leaders and students who have worked so hard!

Make the celebration part of a regular church service. Invite graduates to come to the front of the auditorium to receive their certificates. Have someone take pictures of the class throughout the year and display those pictures on screen during the celebration.

Encourage relatives of the students to join you for this service. If possible, have one or two family members, close

family friends, or the student's sponsor pray a special blessing over each student. (Even better, have them print out their blessing so they can give a copy to the student.) Teachers could also write a blessing for each student.

Encourage a few students who feel comfortable to share publicly how their faith has changed throughout the year.

Be creative and make the celebration meaningful for your specific group. The more visible and significant your celebration, the more likely you are to attract students to participate in the future.

Teachers, we trust these resources will assist you in your efforts to help your students grow in their faith walk. However, we know that much of the students' enthusiasm for this curriculum will come from you. If you are enthusiastic and passionate about these lessons, that passion will rub off on your students.

As well, we cannot care for your students as you can. You know them personally. You are the one who will be meeting with them, teaching them, and developing relationships with them. You may not always do everything "correctly" with your students. There may even be others whom you think would do a better job teaching. But if a student knows you care about them, knows you love them, then they will be much more open to what you have to say to them. Most important, they will know that Jesus cares about them because you do.

I Peter 4:8 says, ***"The end of the world is coming soon. Therefore, be earnest and disciplined in your prayers."***

***Most important of all, continue to show deep love for each other, for love covers a multitude of sins.”***

May God bless you as you lead your students into a deeper walk with Him.

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# We Believe For Kids!

## Teacher's Guide



## Lesson 12 Creation

# Lesson 12

## Doctrinal Statement:

We believe God created ALL things, including us, on purpose and for a purpose.

## Big Question:

Am I the result of a huge cosmic accident?

## Lesson Aim:

That students will realize they were created along with the rest of the world on purpose for a purpose.

## Key Verse:

“In the beginning God created the heavens and the earth”  
(Genesis 1:1).

## Materials:

A physical Bible for each student  
Student's Journals  
Markers, colored pencils, crayons  
Whiteboard or butcher paper  
Heavy weight, rock, or bricks (more than one)

# Creation

## Setup:

Gather materials. Pray for your students this week, that the Holy Spirit would reveal to them how precious they are to God.

Ask for volunteers to find and be ready to share the verses for today's lesson: Psalm 57:2, Genesis 1:27, Psalm 139:1-4, Psalm 139:13-14, Ephesians 1:4-5.

[Alternatively, print out verses and ask students to read them at the designated times throughout the lesson.]

## Warming Up: [10 minutes]

*Open with prayer, asking that God would speak personally to each student today.*

*Remind students about who God is: the Father, the Son, and the Holy Spirit. Explain: This week, we're going to learn about God's creation.*

*Read the doctrinal statement together: "We believe God created ALL things, including us, on purpose and for a purpose."*

# Lesson 12

***Have students turn to the diagram of the blank face on page 5 of their Student Journals. Ask students to take some time to write words or phrases that describe who they are. Examples could be roles they have such as friend, student, or sibling or character words such as kind or funny. If students have trouble getting started, give an example or two (such as student, son/daughter) to help.***

***Students will talk about their papers later in the lesson.***



# Creation

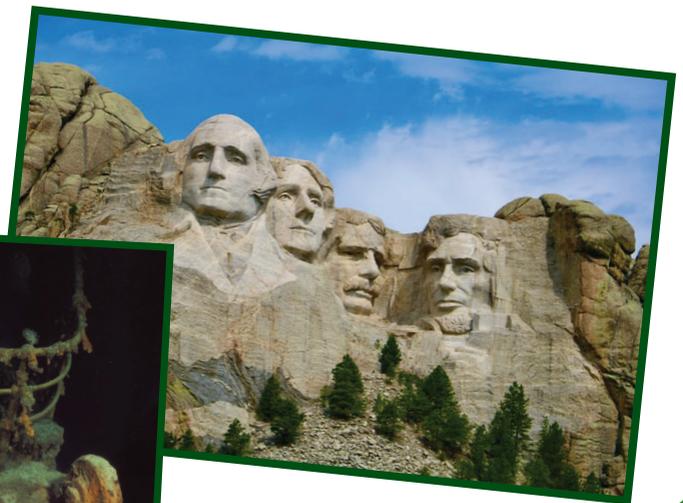
## Going Deeper: [25 minutes]

**How many days do you think it took to build the Empire State Building?** (410 days)

**How many days do you think it took to build the Titanic?** (1,096 days = 3 years)

**How long do you think it took to create Mount Rushmore?** (5,142 days = 14 years!)

All these things took a long time to build, but do you know how many days it took God to create the whole entire world?  
That's right, seven!



# Lesson 12

**Read Genesis 1:1-27.**

**As you are reading, ask students to write down in their journals what God created each of the seven days.**

**Day 1:** *Light and Day/Night (Genesis 1:3-5)*

**Day 2:** *Sky (Genesis 1:6-8)*

**Day 3:** *Land, Seas, and Plants (Genesis 1:9-13)*

**Day 4:** *Sun, Moon, and Stars (Genesis 1:14-19)*

**Day 5:** *Flying Animals and Sea Life (Genesis 1:20-23)*

**Day 6:** *Land Animals and Humans (1:24-26)*

**Day 7:** *God Rested (Genesis 2:2)*

After God created something, He would look and see that it was good. This tells us that God doesn't create anything but good things. He makes no mistakes!

# Creation

## Did you know?

It is said that it took Thomas Edison over 1,000 tries to invent the lightbulb?

It took God only seven days to create the earth – and He never made a mistake!



***Ask students to look back at the face they worked on at the beginning of the lesson. Divide a whiteboard or butcher paper into two halves. Label the first half “Who do I say I am?” Ask students to share some of the things that they wrote and record them under the first heading.***

***After students have shared, label the second section, “Who does God say I am?”***

Now that we’ve talked about who we think we are, let’s see what God has to say about who we are.

# Lesson 12

**Ask the first student to read.**

*Genesis 1:27:*

*So God created human beings in his own image. In the image of God he created them; male and female he created them.*

**What do you think it means that we are made "in the image of God"? [God created us to be a representation of himself on earth.]**

**Ask the second student to read.**

*Psalm 57:2:*

*I cry out to God Most High, to God who will fulfill his purpose for me.*

This verse says that God has a purpose for us. We weren't created by God just because He could. We were created because God has a special purpose for us! How does it make you feel to know that?

**Add the words "God's creation," "made in God's image," and "made on purpose" under the second heading on the board/paper.**

# Creation

So far, we've learned that we are God's creation, we are made in his image, and we were made on purpose. God has a plan for us. Let's keep reading about what else God says about us.

**Ask the third student to read.**

*Psalm 139:1-4:*

*O Lord, you have examined my heart and know everything about me. You know when I sit down or stand up. You know my thoughts even when I'm far away. You see me when I travel and when I rest at home. You know everything I do. You know what I am going to say even before I say it, Lord.*

Did you know God knows everything about you? He knows your name, your thoughts, and everything that you do. He knows what you're going to say before you even say it! What else could we add to the board about who God says we are?

**Take student answers, eventually arriving at "known by God."  
Add it to the board.**

# Lesson 12

**Ask the fourth student to read.**

*Psalm 139:13-14:*

*You made all the delicate, inner parts of my body and knit me together in my mother's womb. Thank you for making me so wonderfully complex! Your workmanship is marvelous – how well I know it.*

Before you were even born, the Word says that God “knit you together,” or created you. He designed you exactly as He wanted you to be. Who you are today and who you are going to be in the future is not an accident; God created and designed you with a purpose in mind. It also says that we are “wonderfully made” and God’s works are “marvelous.” If we are one of God’s created works – which we are – that means the way we were made is marvelous too!

After reading this, what are some more things we can add to the board about what God’s word says about us?

***Examples: wonderfully made, knit together by God***

This is a great list about all the things God says about us.

# Creation

**Request a volunteer to come to the front. Ask students to share some things that they might have thought about themselves that are negative (for example, not smart, unpopular).**

**Each time a student shares a negative thought, hand the volunteer student a rock/brick/weight.**

Each of these weights represents the negative things we think or hear about ourselves. After a while, these thoughts can get pretty heavy. **Hand the student as much as they can hold.**

**Have the fifth student read.**

*Ephesians 1:4-5:*

*Even before he made the world, God loved us and chose us in Christ to be holy and without fault in his eyes. God decided in advance to adopt us into his own family by bringing us to himself through Jesus Christ. This is what he wanted to do, and it gave him great pleasure.*

This says that God loved us and chose us even before the world was made. And we were chosen to be holy and without fault. This means that God does not see us the way we sometimes see or think about ourselves. Instead, He is reminding us of all the good things He says about us.

# Lesson 12

*As you take each weight from the student, say one of the attributes that you wrote on the board about what God says about us. Remind students that whenever they think or hear something negative about themselves, God says those things are not true. Instead, they can remember all the amazing things that God said about them are true.*

## **Activation:** [15 minutes]

*Have students turn back to the page in their journals with the blank face that says “Who does God say I am?” Explain that on this page students will add the words, phrases, and scriptures that God says are true about them. They can use the list you started on the board and add additional things they know to be true. In addition, you can encourage them to write the roles/purposes that God has given them (sister, student, Christian, friend, daughter, son). If they feel that God is calling them to a specific job in the future, they can add that too.*

# Creation

## Closing: [10 minutes]

### What are some things we learned today?

*Allow for student responses.*

We learned what God has to say about who we are. We learned that God created everything on purpose and for a purpose. Let's read together our doctrinal statement again: We believe God created ALL things, including us, on purpose and for a purpose.

***Present students with the following challenges for this week.***

**Challenge 1:** Memorize a scripture that tells you about who God says you are. Share it with me next week!

**Challenge 2:** Make note of a time this week that you were "carrying a weight" or thinking something negative about who you are and God took the weight from you and reminded you of the good things He says about you. I would love to hear about it when I see you again next week!

***Close in prayer. Thank God for each of the students that He created on purpose. Thank him for the purpose that He has given each of them. Ask the Holy Spirit to remind each of the students of what God says about them when they may be thinking or hearing negative things. Pray over any personal requests students have.***

# Lesson 12