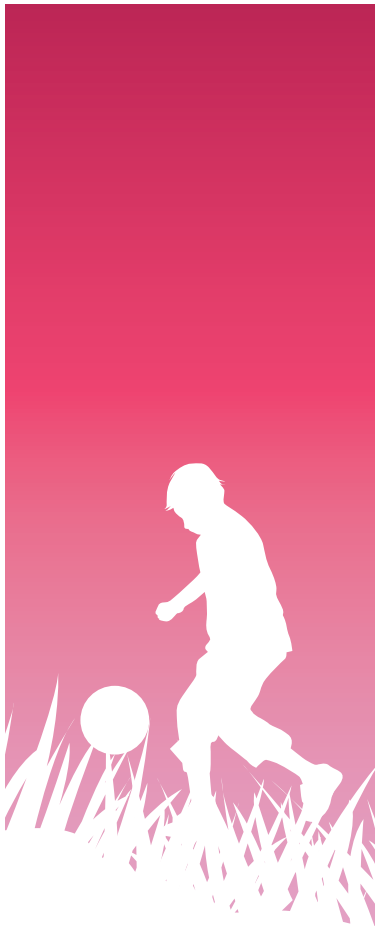


RELATIONSHIPS  
WITH INTEGRITY

# GOD IS LIFE



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## Curriculum for Grades K-12 and Parents

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# RELATIONSHIPS WITH INTEGRITY

## LESSON INTRODUCTION

**Learning Objectives:** Specific goals for the lesson

**Key Truth:** This is the nugget that is the “take away” from this lesson.

**Unit Theme:** In the header section of each lesson, is the unit’s theme and Scripture. It is suggested that students memorize this over the course of the unit and that teachers repeat it before each lesson.

**Scripture:** The Scripture in each lesson is presented to reinforce the Key Truth. God’s Word is the final authority on the Key Truth. If the teacher desires, the verse may be memorized by the student and recited at the beginning of the next lesson. Rewards make a fun incentive for children to memorize the Scripture. The New International Version (NIV) is used unless otherwise indicated.

**ASL (American Sign Language) Option:** Sign language is a wonderful way to memorize Scripture or the Key Truth. Prepare to do this ahead of time by accessing the website <http://www.aslpro.com>. Select “religious dictionary” or “main dictionary” to navigate efficiently. This site contains video demonstrations of real people performing the signs so all that is necessary is teacher practice. The words to sign for each Key Truth are in the lesson and the particular sign choice is given if there is more than one option on the website.

**Story Episodes:** The audio drama series is the anchor for the lesson, to bring biblical principles to life. Each lesson has a story that will focus on the lesson’s Key Truth and Scripture. Coloring pages are provided and add a fun element for students as the audio is being played. This is another way the Key Truths are highlighted through art. You will find a breakdown of the story elements and song track in your notebook jacket. Each story has at least one song. Many teachers choose to play the songs at other times or re-play important story lines as a refresher.

**Q&A Time:** This is a time when you will extract specific information regarding the story from the students. Directly guide them to the answers (in parenthesis). Key vocabulary words may be pointed out at this time by writing them on paper or the whiteboard. This will be a brief review of the story and will take less than five minutes.

**Activity and Craft:** The intent of this curriculum is to involve the child’s whole body in the lessons so that the concepts and truths are cemented. There are two opportunities to engage the body affect, through activities (or object lessons) and through crafts. We want our students to do something good in their bodies to reinforce the concepts being taught. With that in mind, the activities and crafts that are included are *not optional*. Some of the crafts are more detailed or elaborate so that the craft will endure the test of time.

**Master Materials List:** In the appendix, a materials list for each lesson is provided as a quick overview of what needs to be on hand for the activities and crafts. This handy tool may be copied and given to whoever will be gathering the supplies for the Legacy unit.

**Labels and Templates:** In some lessons, the materials list will indicate things such as labels, stickers, worksheets or other types of templates. These are all included at the end of the unit in the appendix in the same sequence as the lessons.

**Discussion:** Every lesson activity, craft or object lesson has important discussion questions and thoughts regarding the Key Truth. The language and order of the discussion is very important, and has been crafted carefully for this particular age group. Please do not leave any of the discussion points out. Each discussion is another layer in the foundation of truth.

**Wrap Up:** This segment is a review of the lesson Key Truth, Scripture, sign language and songs. Included in each wrap up is a time for prayer with the students to thank the Lord for His Truth.

**Teacher Notes:** Most lessons are divided into part one and part two. Since the unit will be used in a variety of classroom settings with different time allowances, we did this to give the teachers' options. You may assimilate both parts into the lesson or spread it out by doing part one at one time and part two another time. Since all aspects of the lessons have been thoroughly tested to achieve particular results, please do not add to it or replace elements in the curriculum in any way. Thank you! We welcome your feedback and offer our assistance by email at [411@thelegacyinstitute.com](mailto:411@thelegacyinstitute.com).

#### Symbol Legend:

✓ = Required Element - all components must be completed

😊 = Optional Element - This section can be left out





# GOD IS LIFE

*“For by him all things were created: things in heaven and on earth, visible and invisible”*

*Colossians 1:16*

## LESSON ONE – PART ONE

### ✓ LEARNING OBJECTIVES

- ◆ Students will identify God as the unrivaled creator of all things.
- ◆ Students will recite key Scripture that points to God as the beginning of life.
- ◆ Students will be exposed to vocabulary related to life: creator, genesis, sustain, provide and protect.
- ◆ Students will understand that God is committed to all life that He creates through His provision and protection.
- ◆ Students will make observations about different kinds of life around them.

Soak the beans at least ½ hour before today’s lesson.

### ✓ KEY TRUTH

God is Life, and all of creation finds its beginning in Him.

### ✓ SCRIPTURE

“He created everything there is. Nothing exists that He didn’t make.” John 1:3 (NLT)

### 😊 ASL OPTION

Students are introduced to the Lesson 1 Key Truth in sign language for better retention.

#### TODAY’S KEY VOCABULARY WORDS

- ◆ Creator
- ◆ Genesis
- ◆ Sustain
- ◆ Provide
- ◆ Protect

Key Truth Words to Sign: God, life, all, creation, begin, him

(ASL Page link <http://www.aslpro.com>, select “religious dictionary” or “main dictionary” to navigate the site efficiently)

### ✓ STORY EPISODE 1

CD TRACK #1  
EPISODE LENGTH: 14 MINUTES

Have students work on the color page provided while audio drama is unfolding. After story is complete, put the coloring page aside in a folder, or paperclip the pages together as they accumulate during the unit. Lesson 5 will complete the “book” of coloring pages.

The audio drama series is centered around the fictional town of Legacy. The main characters in the stories are Dad, Mom, Phillip (age 11), Hannah (age 9), Katie (age 5) and Grandpa Henry, who lives next door. Grandpa Henry is the town historian and also records his personal thoughts in a book he calls his “Heart Journal”, which concludes each episode. Grandpa Henry narrates most episodes from his favorite coffee shop.

The story begins with the introduction to Legacy and the theme song. It is followed by the Grandpa’s coffee shop narration, which transitions to the barnyard of Genesis Orchards, the farm of Great Uncle Earl and Great Aunt Millie. Phillip, Hannah and Katie are staying the week at the farm while their parents are out to town. In this first episode, Uncle Earl, Hannah and Katie encounter life found on the farm, especially the new litter of kittens. Uncle Earl is known for his riddles, and true to form, he gives the first of five clues.

*Legacy Biblical Points: God is life, and all of creation finds its beginning in Him. God is the unrivaled, living Creator of all things and creation is proof of this. When God brings forth life, He is committed to caring for that life and sustaining it. God transfers this charge to men and women as protectors of the culture of life. His creation is an amazing wonder!*

## ✓ Q&A TIME

TIME: 10 MINUTES

1. In our story today, the children are visiting their aunt and uncle. Who can tell me the name of the place they are visiting? *(Genesis Orchard)*
2. Do you know that the word Genesis means origin/beginning? It is the very first book in the Bible, Genesis, which is the book that tells us the story of how God made everything.
3. In the Beginning, God created the Heavens and the Earth... Genesis 1:1!
4. In our story, the girls found some animals in the barn, what were they? *(A momma cat with kittens, a barn swallow sitting on a nest)*
5. Why do you suppose the momma cat hid her kittens up in the hayloft? *(Because she was protecting their little lives from danger)*
6. What about the barn swallow? *(It had its nest way up high and away from danger, and the momma bird was swooping around so that the kids wouldn’t notice the nest.)*

7. When God creates life of any kind, He is committed to care for that life by protecting it and providing for it. For you, as children, God gave you a mom and dad who keep you safe, feed you and look out for your needs for clothing and shelter.
8. Every single bit of life on earth has God's protection and provision!
9. That is exciting to know! God cares for us all the time!

In this unit we are going to become protectors and care givers for some life that God has made.

## **BONUS ACTIVITY**



### **The Riddle Box**

**Teacher:** In our story this week, clues for a riddle are given in each episode. In the classroom, have a box available with paper and pencil next to it for students to write down or draw guesses to the meaning of the riddle. List the daily clues next to the box on a small easel, or paper. At the lesson wrap-up, the guesses could be read aloud and discussed with the class, or they can be saved for the end of the fourth lesson.



### **Bean Book of Life**

Teachers please note that the booklet will be loose throughout this unit until the end when it will be put together. You may need to use a large paperclip in the meantime.

#### Materials

- ◆ Workbook pages
- ◆ Crayons/Markers
- ◆ Construction paper folder (12x18 size folded in half)
- ◆ Crayons/Markers

#### **Directions:**

- ◆ Explain to the students that this book will be used all week with the craft. The students will draw a picture of what they see happening with their bean sprout on each page. For page one of the book, students will cut out the sequenced plant pictures (provided on a separate worksheet) and place them in the order from start to finish for a seed to sprout and grow. Page two onward will begin the observation notes/drawings of their sprout as it changes and grows.
- ◆ Have students place their completed sequenced plant page in their bean folder with their name on in the lower right hand corner. Later they will decorate the front and give it a title.

**\*\*Pass out 1 bean seed per student.**

## ✓ ACTIVITY

TIME: 15–20 MINUTES

- ◆ Look at your bean seed on the table. What do you notice about it? (*curvy, smooth, white*)
- ◆ Now, find the seam on the inside curvy part of the seed. Carefully split the seed apart with your fingernail.
- ◆ Look at the inside of this seed.
- ◆ What are some things that you see? (Point out the embryo-baby plant, the seed case that protects the embryo, and the food area)
- ◆ Draw with your crayons what you see inside the bean on your worksheet.
- ◆ Have students place their page into their plant folder.

## ✓ WRAP UP

8 MINUTES

- ✓ Review Sign Language Key Truth for current lesson.
- ✓ Review current lesson Scripture.
- ✓ Review all key vocabulary words for this lesson.
- ✓ Review Unit theme: God is Life, and Unit Scripture.
- ✓ Pray to close the lesson, thanking God for His care for all life that He created.