



WEEK 2

ELEMENTARY LESSON OUTLINE

REVEALED

BIG IDEA

I can be a part of something big.

THE BIBLE

The Mustard Seed: Matthew 13:31-32;
(Philippians 2:10-11)

THIS WEEK AT A GLANCE

LARGE GROUP TIME

- **ACTIVITY** | A Second Look
- **ACTIVITY** | The Big Picture
- **POLL** | In My Kingdom. . .
- **THE BIG IDEA** | I can be a part of something big.
- **VIDEO** | Revealed, Episode 2
- **BIBLE STORY** | Matthew 13:31-32
- **IMAGE** | God's Got the Whole World
- **MUSIC** | "God You Reign"
- **SCRIPTURE** | Philippians 2:10-11
- **ACTIVITY** | God's Big Love
- **REFLECTION** | Zoom
- **PRAYER**
- **MEMORY VERSE** | Jeremiah 33:3

SMALL GROUP TIME

- **DISCUSSION**
 - What did Jesus compare the kingdom of heaven to?
 - What happens when that small seed grows?
 - Why do you think Jesus chose the mustard seed in the story instead of large pumpkin seeds?
 - Re-read Philippians 2:10-11. What happens to God's kingdom when everyone believes in Jesus?
 - Describe a time when you felt like you (or something you did) didn't matter. Why did you feel that way?
 - Think back on today's story. Is anything too small for God to see or notice?
 - What happens when you do something small for God?
- **ACTIVITY** | Seeds of Something Big
- **MEMORY VERSE** | Jeremiah 33:3



WEEK 2

HACKS FOR PRETEENS

REVEALED

BY MIKE SHELEY

HOW TO HACK THIS SERIES FOR PRETEENS

In children's ministry, you've got a wide range of ages you need to engage every week, but preteens tend to get overlooked, so here are a few adjustments you can make to this week in order to keep your preteens more engaged.

ACTIVITY | A Second Look

This activity involves showing kids "macro" shots of everyday objects to see if the kids can identify what they are from the close-up photo. You can have your preteens actually construct this activity. Divide them up into teams, each with a digital camera or smartphone. Have them take photos of every day objects or locations around your church, with about five different levels of zoom, ranging from extremely close-up to wide. The kids can "quiz" each other on what they think the items are.

BIG IDEA | I can be a part of something big.

Here's a way to involve preteens in the teaching segment! For this week's Big Idea reveal, pick a preteen ahead of time to be the king or queen, (or pick one of each). Explain to them how the activity will work and have them brainstorm what the silly "royal instructions" will be for the Simon Says game. Then, let them lead this part!




BIBLE STORY | Matthew 13:31-32

Just like how Jesus used a mustard seed because it was familiar to his audience, you can have your preteens help you make this story more relevant to your group. Ask a few of your preteens to take a picture standing next to a really tall tree or plant in your neighborhood. You can show these images, talking about how these gigantic trees or plants started from small seeds!

ABOUT THE AUTHOR

MIKE SHELEY



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Mike Sheley is the Middle School Pastor overseeing ministries for preteen (5th-6th grade) and young adolescent (7th-8th grade) students at Mount Pleasant Christian Church in central Indiana. He has been in student ministry for over twenty years, with more than twelve of those years in his current position. In his current ministry, preteens participate alongside middle schoolers for weekly programming, but have their own lessons and special events. However, part of the health of the ministry is due to the close friendship and working relationship Mike has with the children's ministry team.

Mike is married and has three kids - one in college,

one in high school and one in middle school. Mike has had the joy and challenge of ministering to all of his kids as their youth pastor during their preteen and middle school years.

Mike's odd jobs over the years have included working at the his local Apple Store, Target, and at a couple fast-food restaurants. He has a weird fascination with presentations and fonts.

If you'd like to chat with Mike about spiritual disciplines with preteens, parent ministry or developing better presentations, reach out! He would love to connect with you!

ADDITIONAL DEVELOPMENT: Elle Campbell, Brooklyn Lindsey, Amber Stephens, Linda Moon, Lauren Wierzba.

TEACHING VIDEOS: Elle Campbell, Brooklyn Lindsey, Linda Moon, Jared Callahan.

PRETEEN HACKS: Mike Sheley.

SPECIAL NEEDS HACKS: Eugenia Lee.

MEMORY VERSE SIGN LANGUAGE: Sunny Brown.

GRAPHIC DESIGN: Josh Gosney, Jules Gray, Elle Campbell.

LAYOUT DESIGN: Jules Gray, Elle Campbell.

ADDITIONAL SUPPORT: Kenny Campbell, Tash McGill, Stephen Switzer, Ali Anne, Eddie Irvin, Ari Raines, Kellee Gentry, Tim Syman, Josh McLemore, Amber Gaddis.



WEEK 2

HACKS FOR KIDS WITH SPECIAL NEEDS

REVEALED

BY EUGENIA LEE

HOW TO HACK THIS SERIES FOR KIDS WITH SPECIAL NEEDS

In children's ministry, you've got a wide range of ages you need to engage every week, but kids with special needs tend to get overlooked, so here are a few adjustments you can make to this week in order to keep your kids with special needs more engaged.

BIG IDEA | I can be a part of something big.

Kids with autism have difficulty understanding abstract ideas, That makes it difficult to engage in imagination and pretend play. This explains the tendencies of kids with autism to prefer playing alone, find it hard to understand the rules of a game, and have difficulty following preset rules. It is just too complicated and difficult to play with other people sometimes. So, for this activity, where various kids are playing make-believe, make sure you communicate to our special needs kids that the person being the king or queen is just pretending for this activity. Also, encourage your volunteers to keep commands simple so everyone can follow along with ease.

IMAGE | God's Got the Whole World

It is a common characteristic for kids with autism, especially, to be overly interested in a particular subject, like space! Because they like rigidity and repetitive play, kids almost obsess about singular topics in this way. If you happen to have a student with special interest in astronomy who would like to talk about their interest, I would encourage their participation by having them share with the class about how big our universe is and how small the earth is in comparison. Set explicit expectations and boundaries about sharing time, so they can mentally prepare and exercise self-control. Use a timer so they can have a clear time frame of how long they are allowed to share. Special needs students are accustomed to these kinds of boundaries as they are often asking questions like how long they have to color, how long is break time, or when they can move on to the next activity,

REFLECTION | Zoom

Imagine being a student who cannot see, when the class uses visuals like a picture or no-word book like Zoom. You hear students oohing and aahing but you have no idea what is going on. I would feel so alone. For volunteers or peer buddies who work with blind or visually impaired students, make sure to give a detailed description of what is going on and why students are having such reactions.

Another thing to keep in mind working with students with visual impairment are offering a guiding arm, instead of holding hands. If they'd like a guiding arm, bring their hand to your elbow, let them hold on to you by the elbow. Watch for uneven floors or obstacles in his/her way, such as stairs, doorway, pavement, and so on. Most of all, include them in classroom and small group activities by sharing what is happening.



ABOUT THE AUTHOR

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Eugenia Lee currently serves as a volunteer leader at Newsong Church in Santa Ana, CA. Having children of her own with special needs, she started leading a support group of parents with special needs children and collaborating with children's ministry. In time, she learned that she loved working with children with special needs and realized it was her calling. She has worked on accommodating and modifying curriculum for students with different needs as well as training 1:1 buddies for many years. Helping children with special needs gave her so much joy that she decided to pursue a teaching career in special education. In a few short weeks, she will be ready to have her own classroom at a public school!

She is also working on a volunteer training manual specifically geared toward layperson volunteers working with children with disabilities in any setting.

Eugenia and her husband live in Orange county, CA with their four amazing children. Home is her favorite place on earth: spending time with her family, cooking up some BBQ, and sharing good conversation with close friends.

If you have any questions about curriculum accommodations and modifications, engaging with parents of special needs children, training volunteers, and so on, feel free to get in contact with her via email, Instagram, or Facebook!

ADDITIONAL DEVELOPMENT: Elle Campbell, Brooklyn Lindsey, Amber Stephens, Linda Moon, Lauren Wierzba.

TEACHING VIDEOS: Elle Campbell, Brooklyn Lindsey, Linda Moon, Jared Callahan.

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WEEK 2

ELEMENTARY LESSON GUIDE

REVEALED

BIG IDEA

I can be a part of something big.

THE BIBLE

The Mustard Seed: Matthew 13:31-32;
(Philippians 2:10-11)

LARGE GROUP TIME

WHAT? *What are we talking about today?*

ACTIVITY | A Second Look

- **INSTRUCTIONS:** Show [this video](#) (or another like it), which has super close-up photos of everyday objects. Pause after each “macro” shot to see if kids can guess what the item is.
- When we see only a small part of something, it’s hard to tell what the whole thing will look like. When we zoom out to the larger image, that small part makes so much more sense! Today, we’re going to see what that means for us in God’s big picture.

✂ **PRETEEN HACK:** You can have your preteens construct this activity. Divide them up into teams, each with a digital camera or smartphone. Have them take photos of every day objects or locations around your church, with about five different levels of zoom, ranging from extremely close-up to wide. The kids can “quiz” each other on what they think the items are.

ACTIVITY | The Big Picture

- **INSTRUCTIONS:** Prepare a whiteboard, chalkboard, or large paper on an easel or taped to the wall. Tell the kids they are going to come up and work together to draw a tree. The catch is, they are going to come up one at a time and draw while blindfolded. The first kid draws for five seconds without looking, and then stops. The next kid must come up and continue the picture for five seconds, also wearing a blindfold. Keep bringing up volunteers until the tree is complete (You may continue to do this activity, drawing a flower, person, house, etc.).

- Even though you couldn't see what you were doing at the moment, you all played a part in creating one big picture together. It reminds us we can all be a part of something big.

POLL | In My Kingdom. . .

- **If you were the ruler of your own kingdom, which of these rules would you definitely have?**
You can only pick one!
- a) Dessert must be offered at every meal
- b) The only homework allowed is playing outside
- c) Everyone must play video games for one hour before bedtime
- d) There is no bedtime!
- **What other rules would you have in your kingdom** (*Allow kids to share their ideas*)?

THE BIG IDEA | I can be a part of something big.

- Speaking of kingdoms, I shall make some of you kings and queens today. Your job as ruler is going to be giving your subjects some simple commands!
- **INSTRUCTIONS:** *Prepare a crown, scepter, robe, and any other queenly/kingly accoutrements you have on hand. Play a modified version of "Simon Says" by saying, "His/Her Majesty Says." Have different kid volunteers come up, put on a royal accessory and give a few commands (such as bark like a dog, do jumping jacks, or any silly thing they can think up). You can be the last "ruler," and the last command you give will be to reveal the Big Idea.*
- **Okay, last one: "His/Her Majesty says repeat after me: I can be a part of something big."**
- Great job, everyone! Now, let's talk about what this means!
 - ✂ **PRETEEN HACK:** *For this Big Idea reveal, pick a preteen ahead of time to be the king or queen, (or pick one of each). Explain to them how the activity will work and have them brainstorm what the silly "royal instructions" will be for the Simon Says game. Then, let them lead this part!*
 - ✂ **SPECIAL NEEDS HACK:** *As kids with autism have difficulty understanding abstract ideas, make sure you communicate to them that the person being the king or queen is just pretending for this activity. Also, encourage your volunteers to keep commands simple so everyone can follow along with ease.*

SO WHAT? Why does it matter to God and to us?

VIDEO | Revealed, Episode 2

- **INSTRUCTIONS:** *Play this week's [teaching video](#).*

BIBLE STORY | Matthew 13:31-32

- **INSTRUCTIONS:** *Read Matthew 13:31-32. Pass around a pack of mustard seeds. You might consider putting them in a bowl or cup so the kids can touch them. Queue up [this image](#) (or another image like this one) of a full grown mustard plant on a screen or printed out.*
- Okay, so a mustard seed is a super tiny seed. Did you know these seeds are what they grind

up to make the mustard we eat on hot dogs? But most of us don't really plant or use mustard seeds very much unless they're already ground up in a yellow bottle, right? So, it might be hard to get what Jesus was talking about.

- But the people who were listening to Jesus' parable in real life would definitely have understood what Jesus was trying to reveal. People back then used mustard seeds as seasoning by themselves and also used them to grow plants they could eat. They knew mustard seeds were tiny, but they grew quickly and became huge (Show image)!
- So when Jesus said God's Kingdom is like a mustard seed, Jesus meant that, while it might start small, with just a few people believing in God, it becomes ginormous! Think about this: When Jesus was on Earth, there were probably only a handful of people, all living near each other, who believed in Jesus. But now, more than 2,000 years later, there are around two billion people who believe in God, and they live all over the world! You may just be one person, but you are definitely part of something really big!

✂ **PRETEEN HACK:** *Just like how Jesus used a mustard seed because it was familiar to his audience, you can have your preteens help you make this story more relevant to your group. Ask a few of your preteens to take a picture standing next to a really tall tree or plant in your neighborhood. You can show these images, taking about how these gigantic trees or plants started from small seeds!*

IMAGE | God's Got the Whole World

- **INSTRUCTIONS:** Show [this image](#) (or another image like this one) of the view of Earth from the moon. Then, show [this image](#) (or another like it) that shows the view of Earth from Mars.
- Everyone you've ever known and everyone you love lives on this little dot right here! We are a tiny part of a huge universe, but God still loves each and every one of us! Try to imagine how big God's love must be. It's almost too big to imagine!

✂ **SPECIAL NEEDS HACK:** *It is a common characteristic for kids with autism to be overly interested in a particular subject, like space! If you happen to have a student with special interest in astronomy who would like to talk about their interest, encourage them to share with the class about how big our universe is and how small the earth is in comparison. Use a timer so they can have a clear time frame of how long they are allowed to share.*

MUSIC | "God You Reign"

- **INSTRUCTIONS:** Play [this song](#) (or another like it). Create a slideshow to watch or print out some different pictures to pass around while you listen to the song, showing people all over the world, of many different cultures, languages, and backgrounds, praising God. (If your church has mission partners in other countries, this may be a good time to incorporate pictures of their worship services.)

SCRIPTURE | Philippians 2:10-11

- Every one of us is invited to be a part of God's Kingdom. And that means we are part of something big. People from all over the world, who speak every language you can imagine, who

all have different stories and different lives and different families and different favorite things – they will all be a part of God’s Kingdom – the best kingdom ever!

- The best thing about this kingdom, though, is it won’t be about rulers and subjects. By being a part of God’s Kingdom, we are a part of God’s family.

NOW WHAT? *What does God want us to do about it?*

ACTIVITY | God’s Big Love

- **INSTRUCTIONS:** [Use Google Translate](#) to learn to say the phrases “Jesus loves me” and “Jesus loves you” in a number of different spoken languages (click the microphone button to practice pronouncing the different translations). Also, try learning them in American Sign Language using [this video](#) (or another like it). You could even ask students who are fluent in other languages to teach the group themselves (if they are comfortable). If time allows, make a poster with each student writing the phrase in a different language.
- Hearing and learning new languages reminds us God’s love is really big because it covers the entire world!

REFLECTION | Zoom

- **INSTRUCTIONS:** Find the book, *Zoom*, by Istvan Banyai or show [this video](#) and pause on a page or slide to see if the kids can guess what will be coming next.
- We are a part of something big. Sometimes, we only see one small piece of it – maybe just our family, our church, or our town. But God’s Kingdom is huge, and God sees every tiny thing that happens. And we all get to be a part of it!
 - ✂ **SPECIAL NEEDS HACK:** For volunteers or peer buddies who work with blind or visually impaired students, make sure to give a detailed description of what is going on and why students are having such reactions.

PRAYER

- God, thank You for inviting me to be a part of something big. I am so glad I can help grow Your kingdom family! Help us to be an example of your ginormous love to everyone we meet.

MEMORY VERSE | Jeremiah 33:3

- **INSTRUCTIONS:** Write down all the words, including the reference, from the memory verse on separate sheets of paper (i.e., one word per paper). Ask for as many kid volunteers as there are sheets of paper and tape one paper on each volunteer’s back. Have them work together to “unscramble” themselves and put the words of the memory verse in the correct order.

SMALL GROUP TIME

DISCUSSION

- What did Jesus compare the kingdom of heaven to?
- What happens when that small seed grows?
- Why do you think Jesus chose the mustard seed in the story instead of large pumpkin seeds?
- Re-read Philippians 2:10-11. What happens to God's kingdom when everyone believes in Jesus?
- Describe a time when you felt like you (or something you did) didn't matter. Why did you feel that way?
- Think back on today's story. Is anything too small for God to see or notice?
- What happens when you do something small for God?

ACTIVITY | Seeds of Something Big

- **INSTRUCTIONS:** Hand out the printable available in your Week 2 'Printables' folder. Inside the seed, have kids write or draw pictures of as many "small" things you think you can do for others this week that will help grow God's kingdom family.
- God's Kingdom gets bigger when more and more people come to know Jesus and believe in God. That only happens when each of us do our small part in showing how wonderful it is to be a child of God! Even though each of us are just one person, when the family of God grows because of us, **we are a part of something big!**

MEMORY VERSE | Jeremiah 33:3

- **INSTRUCTIONS:** Introduce kids to this month's memory verse, teaching them the signs (a combination of SEE and ASL) we've provided.