



# WEEK 3

## ELEMENTARY LESSON OUTLINE

# REVEALED

### BIG IDEA

God will never stop loving me.

### THE BIBLE

**The Lost Sheep, Coin, and Son:** Luke 15:4-32;  
(Psalm 23)

### THIS WEEK AT A GLANCE

## LARGE GROUP TIME

- MUSIC** | "Reckless Love"
- ACTIVITY** | Rabbits From Hats
- STORY** | The Runaway Bunny
- OBJECT LESSON** | I Wool Always Love You
- THE BIG IDEA** | God will never stop loving me.
- VIDEO** | Revealed, Episode 3
- BIBLE STORY** | Luke 15:4-32
- STORY** | What I Lost
- IMAGE** | Sheep and Shepherd
- SCRIPTURE** | Psalm 23
- ACTIVITY** | Yes or No
- ACTIVITY** | Lost and Found
- PRAYER**
- MEMORY VERSE** | Jeremiah 33:3

## SMALL GROUP TIME

### DISCUSSION

- What did the shepherd do when he lost one of his 100 sheep?
- What did the woman who lost one of her ten coins do?
- What did the father who lost one of his two sons do?
- Re-read Psalm 23. What part in this Bible verse shows us God will never ever stop loving us?
- What are some ways you can see God's love for you in your life?
- What kinds of things could you do that might make God stop loving you?
- How does knowing that God will never stop loving you make you feel towards God?

### ACTIVITY | God's Sheep

### MEMORY VERSE | Jeremiah 33:3



# WEEK 3

## 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 | Rabbits From Hats

Engage preteens through participation and involve them in servant leadership early! For this activity, preteens will enjoy trying to learn magic tricks of their own—[here are some](#) they could try out. If possible, have a few of your preteens learn this a week or so in advance and practice at home. Then this week, they can display the illusion they learned and reveal how it works for the group!

#### STORY | The Runaway Bunny

Some preteens might clock out the minute you start reading a "kiddie" book. So get them to be a part of presenting the story! Before the lesson, give preteens long socks or paper lunch sacks and markers. Have them decorate these to match characters in the story. When you tell the story, have the preteens act out the parts with the puppets. If you want to go the extra mile, allow them to voice the characters by reading their parts of the story as well as acting them out with the puppets.




#### STORY | What I Lost

Students today may not think much about being lost since they assume that they or someone with them will have a device with GPS and navigation apps. Allow this role-play to help them connect with the idea of being lost. They will have to use their imaginations and problem-solving skills to work through the following "survival" situation: "You are taking the bus on a long trip. You fell asleep as soon you got on the bus, and when you wake up, you realize you've missed your stop and now you're in a city you don't recognize. The last text message you got was from your friend (who took

another bus) who told you to meet them at the pizza place for dinner. But now you have no reception so none of your apps work. You are lost. Take five minutes to brainstorm how you will find your way to the pizza place to find the rest of your friends.” Have everyone share their methods and discuss how they would feel if they were really lost like that.

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 Synan, Josh McLemore, Amber Gaddis.



# WEEK 3

## 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.

#### BIBLE STORY | Luke 15:4-32


This module involves volunteers acting out a story, which can be confusing for some students with special needs. An alternative to volunteers acting out the story is to create a puppet play. With a puppet play, the teacher has better control of the information being presented, and you have the ability to make it concise. And you don't need fancy puppets! You could use simple drawings cut out and pasted on to popsicle sticks to hold them up! You are more likely to hold their attention for longer, and students are more likely to retain the information as a result.

#### ACTIVITY | Lost and Found

Defining the words "lost" and "found" using alternate vocabulary and examples may be helpful. It can be difficult to understand this abstract notion of being spiritually lost and found. To aid comprehension of these concepts, try giving more tangible or easy to grasp words and phrases. Synonyms for "lost" may be: disconnected, far, unable to call/talk, unable to locate, unable to know, feeling like a stranger, and so on. Synonyms for "found" may be: connected, close, able to talk anytime, able to locate, feeling like the best friends and so on.

#### MEMORY VERSE | Jeremiah 33:3

Get a ball of yarn (from our earlier activity) and have the group sit in a circle (if you have a large group, break it down into groups of 5 or 6). The first student says the first word in the memory verse and holds on to the beginning piece of yarn. Then the student rolls the rest of the yarn to a friend across the circle. That student says the second word of the verse, holds on to a piece of



string, and rolls the rest of the yarn to another friend sitting around the circle. All the kids will enjoy watching the yarn criss-cross across the circle each time the ball of yarn is passed. This will increase retention and interest, as students are physically engaged in memorizing the verse.

ABOUT THE AUTHOR

# EUGENIA LEE



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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 3

## ELEMENTARY LESSON GUIDE

# REVEALED

### BIG IDEA

God will never stop loving me.

### THE BIBLE

**The Lost Sheep, Coin, and Son:** Luke 15:4-32;  
(Psalm 23)

## LARGE GROUP TIME

**WHAT?** *What are we talking about today?*

### MUSIC | “Reckless Love”

- **INSTRUCTIONS:** Sing [the song](#) together.
- Did you notice these lyrics: “Oh, it chases me down, fights ‘til I’m found, leaves the ninety-nine”? Today we are going to hear a Bible story that explains exactly what that means!

### ACTIVITY | Rabbits From Hats

- So, we are in the middle of a series called, “Revealed.” The word “reveal” makes me think of magicians! **What are some magic tricks you know of?** Well, the most famous one I can think of is pulling a rabbit out of a hat!
- **INSTRUCTIONS:** Show [this video clip](#) (or another like it) of a magician pulling a rabbit out of a hat. After the clip, encourage the kids to try it out! Take a few minutes with some stuffed animals and hats, and let the kids get silly trying to figure out how to pull an animal out of a hat.
- Well, I don’t know how the magician in the video did it, but it was so cool to see him make a bunny appear out of nowhere! Usually, things aren’t found unless we go looking for it!
  - ✂ **PRETEEN HACK:** Preteens will enjoy trying to learn magic tricks of their own—[here are some](#) they could try. If possible, have a few of your preteens learn this a week or so in advance and practice at home. Then this week, they can display the illusion they learned and reveal how it works for the group!

### STORY | The Runaway Bunny

- Speaking of bunnies, **have you heard of this book, The Runaway Bunny, before?** Well, whether you have or not, let's read it together so everyone can know the story!
- **INSTRUCTIONS:** *Read the book or show this [read-aloud video](#) (or another like it).*
- **Which of the things the bunny said he would turn into would you want to turn into?**
- **Do you think the bunny really wanted to get away from his mom? Or was he maybe just wondering how far his mom would go to be with him?**
- **Did the mom ever say she would give up on the little bunny?**

✂ **PRETEEN HACK:** *Before the lesson, give preteens long socks or paper lunch sacks and markers. Have them decorate these to match characters in the story. When you tell the story, have the preteens act out the parts with the puppets. If you want to go the extra mile, allow them to voice the characters by reading their parts of the story as well as acting them out with the puppets.*

### OBJECT LESSON | I Wool Always Love You

- **INSTRUCTIONS:** *Get a ball or skein of yarn, and have two volunteers try to stretch out the yarn as wide as they think God's love is for them. Then, show [this video](#) of the Guinness World Record for longest knitted scarf.*
- Did you know the longest knitted scarf in the world was almost 15,000 feet long? Can you imagine how much yarn they used to make that? But you know what? We could buy all the yarn in the world and we still wouldn't have enough yarn to show how much God loves us!

### THE BIG IDEA | God will never stop loving me.

- **INSTRUCTIONS:** *Sometime before the kids arrive, tape a piece of paper or an index card that says, "God will never stop loving me," under one of the chairs. Then play a round of musical chairs (and make sure that the last chair is the one you taped the card under). Have the last kid remaining in the game retrieve the card and read it for the whole group.*
- That's the Big Idea for today! I know there was only one card to be found, but this Big Idea is true for everyone in this room! Not only does God love us a lot, but **God will never stop loving us.**

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

### VIDEO | Revealed, Episode 3

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

### BIBLE STORY | Luke 15:4-32

- The hidden message in Jesus' story today is so important, Jesus uses three different parables to help us understand it. **Who remembers what a parable is?** (*Pause for answers.*) That's right (or "Remember,") it's a short story that tells us a deeper message about God.
- **INSTRUCTIONS:** *Read Luke 15:4-10. Then, assign the following roles: Narrator (needs to be able*

to read), *Father, Lost Son, Older Brother, Citizens of Foreign Land and Pigs* (optional, but fun, especially for very littles). The narrator reads Luke 15:11-32 while the rest of the characters act it out without speaking. Encourage the kids to be dramatic! Use props if you'd like (such as play food, play money, etc.).

- Okay, so let's think back to all three of the stories we read. They all had something in common. **What was it?** (If you need to prompt, "Remember, the first one was about a sheep that got . . . ? And the second was about a coin that got . . . ?") Right! They're all about something or someone that got lost! Jesus told these stories about something or someone very valuable and precious who is lost. And the lost thing or person was found by someone who loves them very much!
- The hidden meaning in this story is not just that God loves us. It's that God will never stop loving us! Each one of us is so valuable and so precious to God, and God wants to make sure we are never lost.
- Now, you probably don't think you're lost, right? We all know where we are! We are at [name of church] in [name of town]. But the hidden meaning of these stories means that some people are lost because they haven't yet discovered how big God's love is. But no matter who we are or where we are or what we are doing, **God never stops loving us.**

✂ **SPECIAL NEEDS HACK:** An alternative to volunteers acting out the story is to create a puppet play. With a puppet play, the teacher has better control of the information being presented, and you have the ability to make it concise. And you don't need fancy puppets! You could use simple drawings cut out and pasted on to popsicle sticks to hold them up!

## STORY | What I Lost

- **INSTRUCTIONS:** Tell a story of a time when you lost something really valuable to you. Stick with something that kids would recognize as valuable (they might not quite understand the impact of losing a passport or a credit card). Perhaps you can tell a story about losing your favorite blanket or stuffed animal as a child, or maybe even a story (if it isn't too traumatic) of you getting lost when you were a kid, or of losing one of your own kids. Hone in on how you felt like you would do anything to get the item back or find the person you'd been separated from.
- **Has anyone else ever lost something or someone that was very important to them?**
- **What are some of the feelings you would have if you were the one that was lost? How would those feelings change if you had someone with you to help you, especially an adult?**
  - ✂ **PRETEEN HACK:** Have your students use their imaginations and problem-solving skills to work through the following "survival" situation: "You are taking the bus on a long trip. You fell asleep as soon you got on the bus, and when you wake up, you realize you've missed your stop and now you're in a city you don't recognize. The last text message you got was from your friend (who took another bus) who told you to meet them at the pizza place for dinner. But now you have no reception so none of your apps work. You are lost. Take five minutes to brainstorm how you will find your way to the pizza place to find the rest of your friends." Have everyone share their methods and discuss how they would feel if they were really lost like that.

### IMAGE | Sheep and Shepherd

- **INSTRUCTIONS:** Show [these images](#) on a screen or pass around printouts.
- This shepherd had 100 sheep. But one went missing. Now, I want you to imagine what it would be like to be a shepherd. Your whole job is to keep track of these sheep. It is very important to you! Doing this job is how you care for your family and your community. **So, what would you do if that happened to you, if you were in charge of 100 sheep and one wandered off?** (Allow for some answers.) To this shepherd, that one missing sheep was so important that he left all the others – the ones that were safe – to go find it.

### SCRIPTURE | Psalm 23

- **INSTRUCTIONS:** Read Psalm 23 as a group. Encourage children who have Bibles to take turns reading a verse out loud, or project the verses on to a screen.
- God loves us all very much. And God will never, ever, no matter what, stop loving us. This Bible verse compares God's love for us like how a shepherd takes care of their sheep, which reminds us of the story of the lost sheep we read earlier. So, just like the shepherd went to find his missing sheep, God wants to help each and every one of us find our way back to the safety and love that God offers us.

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

### ACTIVITY | Yes or No

- **INSTRUCTIONS:** Make simple voting paddles out of paper plates by attaching a tongue depressor in between two paper plates. Have the kids write "yes" on one side and "no" on the other (pre-readers can do smiley faces and frowny faces). Read the following situations and have the kids hold up "yes" or "no" based on their answer (Feel free to modify this activity and use whatever materials you have on hand, or you can do this verbally, with the kids signaling a "thumbs up" or "thumbs down").
- I'm going to tell you a situation. If you think God would love you even in this situation, hold up your paddle and vote "yes." If God wouldn't love you, hold your paddle so it says "no." Are you ready?
  - You build a rocket ship and become the first person to live on Mars!
  - You move to a different country and become a painter when you are 18.
  - You try out for the soccer team, but you don't make the team.
  - You say something really mean to your parents.
  - You have a huge fight with your best friend and you call your friend a hurtful name.
  - You cheat on a math test at school.
  - You think maybe you don't even believe in God.
  - (Use other examples, including some things you know the kids in your group will find particularly funny.)
- So, you might have noticed that the answer to all of these is yes! God will never stop loving you. No matter where you go, what you think, or what you do, God will never, ever, ever stop loving you.

### ACTIVITY | Lost and Found

- **INSTRUCTIONS:** Label a cardboard box with the words, “Lost and Found” with odds and ends (such as a sweater, hat, pencil, button, etc.) – you could probably even use items in your actual Lost and Found at church! Take out the items and briefly describe each item and how the owner must be missing said item. Print and prepare this week’s printable (or use blank [name labels](#)), and put the name badges inside the box for later in this activity.
- Sometimes, we feel like we are lost just like these items, don’t we? We might feel like we aren’t doing enough to show we belong to God. Or, no matter how hard we try to be good people, sometimes we slip up. Even though you might feel this way, God loves each of us so much. You are the most precious lost and found item, and unlike some of the items in this box, you are constantly being searched for. . . by God!
- Now, I don’t want any one of you to get lost again, so let’s put name labels on ourselves so everyone can know who we belong to (Pass out name badges and have kids write their names and “God” after “I belong to \_\_\_\_.” Have kids proudly wear their new name badges!)
  - ✦ **SPECIAL NEEDS HACK:** To aid comprehension of these abstract concepts, try giving more tangible or easy to grasp words and phrases. Synonyms for “lost” may be: disconnected, far, unable to call/talk, unable to locate, unable to know, feeling like a stranger, and so on. Synonyms for “found” may be: connected, close, able to talk anytime, able to locate, feeling like the best friends and so on.

### PRAYER

- God, thank You for always loving us no matter what. Help us to remember that even if we mess up or find ourselves full of doubt, You still love us. And You will never stop. Thank You for loving us nonstop!

### MEMORY VERSE | Jeremiah 33:3

- **INSTRUCTIONS:** Ask the kids to say the memory verse together a few times. Then, tell them you have an imaginary volume dial (pretend to hold a circular dial) that when you turn to the right (“turn” counterclockwise, the kids’ right), the kids need to say it louder, and when you turn to the left (“turn” clockwise, the kids’ left), they need to get quieter. Repeat this as many times as you want, and have fun with when in the verse to turn the volume up or down.
  - ✦ **SPECIAL NEEDS HACK:** Get a ball of yarn (from our earlier activity) and have the group sit in a circle (if you have a large group, break it down into groups of 5 or 6). The first student says the first word in the memory verse and holds on to the beginning piece of yarn. Then the student rolls the rest of the yarn to a friend across the circle. That student says the second word of the verse, holds on to a piece of string, and rolls the rest of the yarn to another friend sitting around the circle. All the kids will enjoy watching the yarn criss-cross across the circle each time the ball of yarn is passed. This will increase retention and interest, as students are physically engaged in memorizing the verse.

## SMALL GROUP TIME

**DISCUSSION**

- What did the shepherd do when he lost one of his 100 sheep?
- What did the woman who lost one of her ten coins do?
- What did the father who lost one of his two sons do?
- Re-read Psalm 23. What part in this Bible verse shows us God will never ever stop loving us?  
(Let the kids explain their answers, but verse 6 is the most obvious choice!)
- What are some ways you can see God's love for you in your life?
- What kinds of things could you do that might make God stop loving you?
- How does knowing that God will never stop loving you make you feel towards God?

**ACTIVITY | God's Sheep**

- **INSTRUCTIONS:** Ask the kids to trace one of their hands on black cardstock paper. After they cut it out, hold the hand upside down (with fingers pointed down) and punch a hole near the top (where the wrist would be) and loop a piece of yarn or string to it. Then, kids can glue cotton balls to both sides of the "palm" and "back" of the hand, leaving the fingers uncovered (these are the sheep's legs). You can glue on googly eyes to the thumb, too (For a visual guide of what your craft might look like, look for a webpage like [this one](#)).
- How awesome that Jesus is the kind of shepherd that doesn't give up on any of His sheep! Hang up your sheep craft somewhere you can see it every day to remind you God will never stop loving you!

**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.