

The New City Catechism

Curriculum

52 Questions
& Answers
for Our Hearts
& Minds

The New City Catechism

Curriculum

Volume 1 – Leader's Guide

God, Creation & Fall, Law

Questions 1–20

The New City Catechism Curriculum, Vol. 1, Leader's Guide: God, Creation & Fall, Law, Questions 1–20

Copyright © 2018 by The Gospel Coalition

Published by Crossway
1300 Crescent Street
Wheaton, Illinois 60187

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form by any means, electronic, mechanical, photocopy, recording, or otherwise, without the prior permission of the publisher, except as provided for by USA copyright law. Crossway® is a registered trademark in the United States of America.

This publication was made possible through the support of a grant from the John Templeton Foundation. The opinions expressed in this publication are those of the publisher and do not necessarily reflect the views of the John Templeton Foundation.

Cover design: Matt Wahl & Micah Lanier

First printing 2018

Printed in China

Scripture quotations are from the ESV® Bible (The Holy Bible, English Standard Version®), copyright © 2001 by Crossway, a publishing ministry of Good News Publishers. Used by permission. All rights reserved.

Trade paperback ISBN: 978-1-4335-5939-6

Crossway is a publishing ministry of Good News Publishers.

RRDS			28	27	26	25	24	23	22	21	20	19	18	
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1

Introduction

A very warm welcome to *The New City Catechism Curriculum*! Our prayer is that this curriculum will serve to equip the children entrusted into your care to be theologically robust, confident, virtuous, and courageous followers of Christ. The curriculum consists of fifty-two lessons, and each lesson corresponds to one of the questions in *The New City Catechism*. The curriculum is aimed at children ages eight through eleven, and is designed to be used in a wide variety of contexts—Sunday school, home school, Christian school, or after-school clubs. The catechism will be most effective if it is concurrently taught in the local church and in the context of the family.

What Is a Catechism?

A catechism is a collection of biblical doctrines, assembled into a question-and-answer format. The term comes from the New Testament word *katecheo*, which simply means “to teach or instruct.” The process of catechesis has rich Reformation roots. Martin Luther, John Calvin, and other Reformers endeavored to catechize both children and adults in order to combat doctrinal ignorance and biblical illiteracy. This biblically derived process has proven hugely influential at critical points in the history of the church. We believe the church needs this ancient practice more than ever to equip Christ’s people to stand fast in the face of an ever-changing, often hostile culture.

What Is This Curriculum Designed to Do?

Catechize Children

Children are constantly learning. Their inquiring minds soak up information at a spectacular rate. They are trying to make sense of a complex and ever-changing world, seeking to acquire the skills to survive—and even thrive—in life. As they learn, a framework of understanding is established in their minds. This is called a worldview. All children and adults observe and interact with the world through their personal worldview. It is a thrilling and great responsibility to raise children and shape their understanding of the world, how it works, and their unique purpose in it. To catechize children is to give them a coherent and extensive system of thought that equips them to confidently interpret the world and their experiences

in the world through a biblical framework. It also nurtures in children a love for and understanding of the essential doctrines for the Christian faith. To catechize children is to lay deep and strong biblical foundations for a lifetime of faith.

Develop Virtue

The New City Catechism Curriculum is designed to help children not only learn sound doctrine but also to learn how to respond to it and live it out in their lives. Each lesson in *The New City Catechism* has a Virtue Vision covering one of ten Christian virtues that connects in some way with the catechism question. The virtues are Awe, Forgiveness, Gratitude, Honesty, Hope, Humility, Joy, Love, Perseverance, and Trust.

The emphasis and intention of *The New City Catechism Curriculum* is to shape and affect the hearts of the children who engage with each lesson, with the hope that the catechism will contribute greatly to the nurture of godly, mature, and virtuous young men and women. This is definitely not about behavior modification, but rather helping children to respond with keen heart awareness to God's Word as they encounter it in and through the catechism and curriculum. The curriculum seeks to develop in children a mature Christian character, shaped by Scripture, that will be countercultural and striking in our world. By cultivating the capacities for character in both the heart and mind, this curriculum prepares children to love God and others. (For more information and research on faith and virtue development in children, visit newcitycatechism.com/virtue.)

How to Use This Curriculum

The New City Catechism Curriculum is designed to be engaging, dynamic, and creative for children ages eight through eleven. It is intended to be taught in order, beginning at Question 1 and working through to Question 52. It can be taught straight through in a year by covering one lesson a week, but it can also be broken up in whatever way fits your church or school schedule best.

The curriculum is divided into three sections and published in three corresponding books.

Part 1: God, Creation & Fall, Law (twenty lessons covering Questions 1–20)

Part 2: Christ, Redemption, Grace
(fifteen lessons covering Questions 21–35)

Part 3: Spirit, Restoration, Growing in Grace (seventeen lessons covering Questions 36–52)

Each lesson is intended to be flexible in length to suit a variety of contexts. You'll find three sample lesson outlines on page 12. The sample lesson outlines vary in length, highlighting how the curriculum can be tailored appropriately to serve the needs of a particular classroom. The most essential elements have been included in the shortest outlines. If you have more time, other activities that reinforce the essential components may be chosen from the longer outlines.

Each component has a time allocated to it; this is meant to be only a rough guide. The length of time a component will take depends on a variety of factors, such as the number of children in the class, the age of the children, and the number of teachers. Carefully consider how much time each component may require in your particular context. You may want to go over the allotted time if an activity is going well, or cut it short when it seems wise to you.

Please do not feel obliged to do exactly as the lesson plan prescribes! If you find that your class loves a particular form of catechism recap, then feel free to use that more often than the lesson plans dictate. Similarly, if certain memorization methods work better for your class than others, use the successful methods more.

Some classes will have children who love to work quietly at crafts; others will need more physical activity. The more you seek to illustrate and apply the lessons in a way that specifically works for your class, the more successful you will be at discipling the children through *The New City Catechism Curriculum*.

Memorization is an essential element of this curriculum. There is an emphasis on helping the children to learn the questions and answers of the catechism and the corresponding Scriptures. Each lesson begins with a memory challenge (Catechism Recap) and ends with a memorization game (Memory Activity). The Catechism Recap will help the children recall and reinforce the catechism questions already covered. The Memory Activity can be used either to learn a Scripture verse or to memorize the new catechism question.

The Catechism Recap section sometimes requires questions and answers to be printed out in different sizes for different activities. When you see the abbreviation "DL," it means you can download a pdf prepared for this activity at www.newcitycatechism.com/recap.

Many lessons include visual resources that can be found in the Resource Book (RB). These resources may be photocopied from the book or downloaded at www.newcitycatechism.com/resourcebook. Some resources are worksheets that accompany the activities, and you will need one per child. Others are visual aids for classroom discussion. It would be helpful to enlarge these photos and illustrations before you print or as you photocopy them.

Leading and Loving the Children Well

Children learn best in an environment that is relationally rich and characterized by love. Consistent class leadership facilitates great relationships between the children and their teachers. Though this may not always be possible, some degree of continuity is highly encouraged.

How to Pray

The best way to grow to love the children in your class is to pray diligently for them. Divide the class up into seven groups, and pray for some of the children each day of the week.

Before each class, come together as a group of teachers and pray that God would be at work in the heart and mind of each child that will come into the classroom.

How to Plan a Lesson

Lesson planning is a serious business; don't leave it until the night before the class!

Begin your planning by praying that God would help you to teach the lesson in a way that is faithful and engaging for the children in your care. (Each lesson includes a Leader's Prayer.) Take some time to read through the curriculum material and carefully consider which components you will use to build your lesson plan. Do pay attention to timings, particularly making sure you leave plenty of time to teach the Bible passage well.

Once you have decided which components will be included in your lesson plan, consult the Leader's Tool Kit list and determine what resources you need for the lesson. It's important to check this list in plenty of time in case you need to buy supplies. Most supplies listed can be found at any craft store.

Finally, read through the Bible passage and Teaching Outline multiple times. The Teaching Outline should be only a guide for you. You should expand or amend it to suit your own children and context. Write out the talk in your own words, and include illustrations and applications that you know will connect with the children in your class.

A Discussion and Question Time outline is included in each lesson. These are not meant to be questions leaders ask the children; rather, they are meant to help leaders prepare for the sorts of questions children might ask them. The children in your class may have entirely different questions. Pray that the Holy Spirit will help you answer well and in accordance with God's Word.

How to Manage the Classroom

Children enjoy and thrive in situations where there are clear boundaries. Communicate clearly to the children what your expectations are with regard to behavior in your classroom. For example:

- Raise your hand if you'd like to speak.
- Don't speak if someone else is speaking.
- Don't leave the classroom without permission.
- Be kind and gentle to each other at all times.

Remember, however, that the children are not in school, so while clear boundaries are helpful, the learning environment should be joyful and grace-saturated. Each teacher should strive to clearly model Christian virtue to the children, particularly the ten virtues highlighted in *The New City Catechism Curriculum*.

Mischief usually arises when children are bored or there is a hiatus in the lesson, so good planning and preparation will help manage the classroom.

Make sure to position yourself near the chatty or disruptive children and encourage them to pay attention and participate well. Try not to draw unnecessary attention to a child as you help him or her focus. The less fuss the better.

Work hard to know the names of the children in the class, and call on them by name to contribute. Nurture an active listening stance in the children by encouraging them to be involved in an interactive way throughout the lesson.

Interact individually with children who cause serious disruption. Explain to them how detrimental and distracting their behavior is to the rest of the class. If the disruption continues, involve the child's parents in the discussion.

How to Encourage Memorization

The key to memorization is repetition! It's unrealistic to expect children to remember something if they've heard it only once. Creative repetition is especially helpful in memorization. For example, hearing or singing a song over and over again embeds it in memory. Remember that children learn in a variety of styles, so hearing, seeing, and doing all help children with memorization.

Review is also a very helpful aid to memorization, which is why each of *The New City Catechism Curriculum* lessons begins with a Catechism Recap. Regular review will substantially increase memorization. This is one of the reasons why *The New City Catechism Curriculum* will be most successful if the catechism is concurrently studied in the home as well as the church.

Explanation is also significant in memorization. It is much easier to remember something if you understand it. The children will be better able to commit the catechism questions to memory well if they understand what the question and answer are all about.

How to Nurture Heart Application

The training and instruction of children and the nurture and nature of their hearts are inextricably linked. So as those who presume to teach children, we must be concerned to help them transfer what they're learning from their heads to their hearts. There is a real difference between knowing and understanding something intellectually and having a heart that is deeply affected by the truth.

So how are we going to engage children's hearts as we teach, train, and catechize them? The first thing to acknowledge is that it isn't easy; it takes hard work and great determination. It's reasonably easy to teach the Bible well—providing head knowledge—and reasonably difficult to apply it well to the hearts of children—growing heart knowledge.

It is important to remember that the molding and shaping of the heart is a process. It takes time and will look different depending on the age, stage, and development (physical, emotional, and social) of each individual child. Every child is different; there is no "one size fits all" when it comes to spiritual development.

Try to use "heart language" with children. This will serve to instill in them an awareness that their heart matters and that it affects how they live.

It's much harder to do real heart application with children when leaders change every week, causing the teachers to have underdeveloped relationships with the children. Leaders must know the children well to apply the Word well. Engaging the hearts of children so that they know God, as opposed to simply knowing about God, requires significant relationships. Children need to regularly observe the lives of older Christians who are seeking to apply God's Word to their own hearts and are willing to live honest and transparent lives before the children.

Remember that virtue is not just taught—it is also caught! By displaying Christian character in our own lives as leaders, we are modeling for children how the lessons play out in the real world today. A teacher’s authentic faith and embodiment of virtue can be inspiring and instructive to children, so also be sure to attend to your own spiritual growth.

Clear and thoughtful illustration and application in talks is a significant way to engage a child’s heart. This is why it’s important to work hard to personalize the teaching outlines in *The New City Catechism Curriculum* in a way that resonates deeply with the children in your class.

In order to effectively engage them we need to make every effort to know and understand their hearts, particularly where they’re tempted to idolatry. That means we must know and understand their world well—what they’re watching, what they’re learning, what their friends are saying, and ultimately what worldviews they’re encountering in the world.

One-on-one engagement with a child is particularly useful when seeking to involve the heart; this can be done in the classroom and by the parents in the home. This allows us to ask heart-penetrating questions, and it also invites the child to question back.

We have the opportunity to teach children the art of preaching to their own hearts. This is where a catechism is so eternally useful.

Melanie Lacy
Director of Theology for Children and Youth
Oak Hill College

Lesson Outline

■ 75-Minute Lesson Outline

- Catechism Recap (5 Mins)
 - Introduction to Question (5 Mins)
 - Activity (10 Mins)
 - Teaching Outline (15 Mins)
 - Activity (10 Mins)
 - Discussion and Question Time (5 Mins)
 - Virtue Vision (10 Mins)
 - Memory Activity (10 Mins)
 - Closing Prayer Time (5 Mins)
-

■ 45-Minute Lesson Outline

- Catechism Recap (10 Mins)
 - Introduction to Question (5 Mins)
 - Teaching Outline (15 Mins)
 - Discussion and Question Time (5 Mins)
 - Virtue Vision (10 Mins)
-

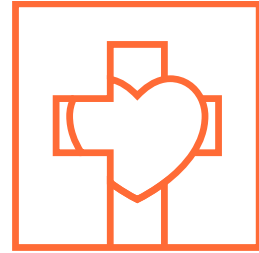
■ 30-Minute Lesson Outline

- Catechism Recap (10 Mins)
- Introduction to Question (5 Mins)
- Teaching Outline (15 Mins)

- ➔ **Do** pick the time frame that works best for your group.
- ➔ **Don't** be afraid to mix and match the lesson components based on what works best for the children in your group.

Question 1

What is our only hope in life and death?



Answer

That we are not our own
but belong to God.

Big Idea

Certain hope is found only in relationship with God through Jesus Christ.

Aim

To help your children understand that children of God belong to him and should long to live for him.

Bible Passage

Romans 14:7–12

Memory Verse

“For none of us lives to himself, and none of us dies to himself. For if we live, we live to the Lord, and if we die, we die to the Lord. So then, whether we live or whether we die, we are the Lord’s.” (Rom. 14:7–8)

Virtue

Forgiveness





Notes

Leader's Notes

Children may not be inclined to regularly consider the purpose of their existence, but they will daily encounter messages that seek to teach them about the meaning of life. The media, school, friends, and family are all seeking to shape and focus children for the future. Some will say that the purpose of life is to be successful and earn lots of money; others will teach that the purpose of life is simply to be happy; and still others may insist that the point of life is to make a positive impact on the world. Children's hearts are often nurtured to place their hope either in themselves or in created things, rather than in the Creator. This lesson aims to help the children understand that they were made by God and for God. The lesson will show them that they should put their hope in God as they come to him through the forgiveness won for them by the Lord Jesus Christ and that he alone is trustworthy in life and death.

Things to remember when planning and teaching:

- Children are familiar with the concept of hope, but in a limited way. They may hope for snow tomorrow or a great present at their next birthday. Their understanding of the concept of eternal hope will need to be developed.
- There is of course nothing wrong with enjoying the good gifts that God has provided in life, like money or enjoying the feeling of happiness. The difficulty arises when these good things become god things.
- The ability to hope in God comes only to those who know his forgiveness through the saving work of Jesus.
- Remember to mix and match the activities in the lesson to fit your time frame (see p. 12 for some sample outlines). You won't have time to do them all. Feel free to adapt each activity based on your class's strengths and weaknesses.

Leader's Prayer

Loving God, please give me joy in the knowledge that you are my hope in life and death. Please make me aware of the areas in my own life where I am tempted to substitute hope in created things for hope in you, the generous Creator God.

Please help the children who will hear this lesson to understand clearly how wonderful it is to know forgiveness through the Lord Jesus, so that they may place their hope in you, both now and forever. In Jesus's name. Amen



Leader's Tool Kit

- Two large pieces of paper
- Markers
- Copies of Q1 Illustrations (RB)
- Each word of the memory verse printed on its own card; two sets of cards

Notes



Catechism Introduction

This is an opportunity to explain to the children what a catechism is. Explain that a catechism is simply a way to learn more about what the Bible says on many different things. The way it works is by learning questions and answers. Encourage the children by telling them that this is a biblical, fun, and exciting way to grow in

the Christian faith. Explain to them that at different times in history, God has used this way of learning about him and his Word to grow, strengthen, and equip his church in different countries around the world.

Pass around copies of *The New City Catechism for Kids* for the children to see.



Introduction to Question 1

Ask the children if they can figure out which stories these sentences refer to:

- ❓ **The prince's only hope was to find the owner of the glass slipper.**

| *Cinderella*

- ❓ **The rabbit's only hope was that Mr. McGregor would not find him in the watering can.**

| *The Tale of Peter Rabbit* (Beatrix Potter)

- ❓ **The children's only hope was Aslan.**

| *The Lion, The Witch and the Wardrobe* (C. S. Lewis)

Then ask the children what they think the phrase "their only hope was" means. They will recognize that each character was in a situation that required some help to escape from it. Highlight for the children that hope often involves trusting somebody or something. Ask the children about the kinds of things they hope for their future.

Introduce Question 1: "What is our only hope in life and death?" Explain to the children that in life people hope for many things, but in actual fact the Bible teaches that there is only one certain hope in life and in death, and that is that we are not our own but belong, body and soul, both in life and death, to God and to our Savior Jesus Christ.



Notes



Activity



Lay out two large pieces of paper. On the top of one of the papers write “My Family” and on the other write “God’s Family.”

Ask the children to identify and list the things that are great about belonging to their particular family. They will perhaps mention the love of their parents, the home that they live in, or the fun vacations they enjoy. Write down their answers. Ask the children what would happen if another child were adopted into their family. Would he benefit from all these great things as well because he would now belong to their family?

Then ask them to identify and list the great things about being part of God’s family. Be

prepared to offer some prompts, such as, “Think about why Jesus died on the cross,” or “What do we look forward to after death?” Write down their answers.

Explain to the children that everybody is born into a human family (it may be worth acknowledging that some of these families are less than ideal), but not everybody is born into God’s family. God brings people into his family and makes them his children through adoption! Teach the children that adoption into God’s family allows people to have certain hope and that adoption happens after people have realized that they are sinful and turn to Jesus to say they are sorry and ask for his forgiveness.



Teaching Outline

Begin the teaching time by asking for God’s help. Ask that the lesson would be taught faithfully and that the children might listen well.

Introduce the children to Romans 14. Explain to them that this letter is written by Paul and that in this chapter he is trying to sort out some disagreements among people in the church in Rome.

Tell the children that this was a family squabble! The people who were arguing were all people who had found forgiveness in Jesus and had been adopted into God’s family; they just couldn’t agree on how they should live. Paul explains to them that in

some situations, people in God’s family will do things differently, but that the important thing is that they seek to do things to bring praise and glory to God.

Read Romans 14:7–12. Provide Bibles for the children to read along with you.

Ask the children what they think verse 8 means. What does it mean to belong to the Lord? Is it a good thing or a bad thing?

Help the children to recognize that most people believe that their lives are their own. However, those who have found forgiveness in Jesus and have been adopted into God’s family recognize that they have been



Notes

rescued from God's anger and punishment. The Bible says that those who do not believe in Jesus are slaves to sin. In order for slaves to be freed, a price must be paid for their release. Jesus paid the ultimate price for sinners by sacrificing his own life and paying the price for sin on the cross. The Bible says that those who are adopted into God's family have been bought at a great price, and now their lives belong to God. Tell the children that being God's child is the most wonderful way to live life—the most joyful, freeing, and fulfilling. Paul is helping the Romans understand that their lives are not their own. Everything that they are and have belongs to God.

Ask the children if they think it's easy to live for God. Ask them what might stop them from living for God. Ask them to consider how remembering what Jesus did on the cross might motivate them to live for God. (Be prepared to prompt them in their answers.)

Help the children consider how to live with God as Lord of their lives. Help them see how sometimes they may prefer to be Lord. Offer some examples from their everyday experiences where they might

struggle to submit to the lordship of God. Ask them when they're tempted to put themselves first.

Explain to the children that Paul helps the Christians in Rome to focus on their own lives and not to worry about how others are living. Show the children verse 12. Explain that one day, everybody will answer to God for how they've lived their lives. Help them to understand that, because of the price Jesus paid on the cross, those who've been adopted into God's family should long to live fully for him.

Conclude by reminding the children that being adopted into God's family means that we get all the great things that come with being part of the family. We trust God in life and death, knowing that he is with us and that he alone is where our hope is found.

Finish the teaching time by helping the children commit Question 1 and the answer to memory.

(These notes are just for guidance. Please expand or amend them to suit your own children and context. Write out your talk in your own words, and include illustrations and applications that you know will connect with your children.)



Activity



Around your classroom, post pictures of various things that represent the children's lives. Cut out and use Q1 Illustrations (RB). Feel free to add your own pictures.

- Television
- iPad/Computer
- School
- Sports



Notes

- Music
- Friends
- Money
- Shopping
- Family

Arrange the children in pairs and send a pair to each picture. Ask them to discuss how

belonging to God affects how they should use or interact with the various components of their lives. When all the pairs have visited all the pictures, ask them to sit back down and discuss with the group whether they think that belonging to God makes a difference in their day-to-day lives.



Discussion and Question Time

Some questions that might arise include:

? Does this just mean that we move from being slaves to sin to being God's slave?

Explain to the children that they are made for relationship with God, which is where perfect freedom is found.

So while the world might think that Christianity is all about rules and regulations, the truth is that being part of God's family is how best to enjoy life in all its fullness.

? What if I just can't live for God all the time?

Explain to the children that in this life, it will be a struggle to live for God, but

that God will help them through his Spirit. They can prayerfully ask for help.

Also use this opportunity to help the children to think about their own lives and how this catechism question and answer affects them personally.

- How will they respond to the messages the world communicates about the meaning of life?
- How will they seek always to have their hope in God?
- How might they explain what their hope is to someone at school?



Virtue Vision

Forgiveness

Remind the children of the earlier conversation about the benefits of being in a family. When God adopted us into his family, we received forgiveness through Jesus. We belong to God and enjoy all the

privileges of being in his family. While it may be easy to *accept* forgiveness, it can be hard to *give* forgiveness. But once we become a part of God's family, we should want to imitate our Father. God showed sinners great mercy when he sent Jesus to die





on the cross. God's children must be quick to forgive because we have been forgiven.

Share this short testimony with the children:

Corrie ten Boom was imprisoned for helping Jewish people during the Holocaust escape from the people who wanted to kill them. Many years later, after she was released, she was at a church service when she saw a man who had been her prison guard. Corrie had spoken all about the forgiveness that God offers through Jesus. The man came up to her after she spoke and told

her that he had found forgiveness in Jesus and had been adopted into God's family. He wanted to shake Corrie's hand, but Corrie remembered all of the horrible things that had happened to her and others in prison. She just couldn't bring herself to shake his hand. But then she remembered who she was: a child of God who had been forgiven. As one who belonged to God, she was to live for him. So she prayed and asked God to give her the strength to forgive this former guard and rejoice that he was part of God's family too. God answered Corrie's prayer.

Notes



Memory Activity

Print each word of the memory verse onto its own card; you will need two sets of cards. If you choose not to do a memory verse, this activity can be used to help the children memorize the catechism question and answer.

- Divide the children into two teams.
- Read the memory verse out to the children.
- Read the memory verse, inviting the children to repeat each word after you.
- Read the memory verse again and invite the children to join in saying it with you.
- Hand out a full set of memory verse cards to each team; make sure the cards are not in order! Ask the children to put the words in the correct order. Points can be given to the team that first arranges the cards correctly.
- Practice the memory verse one final time.

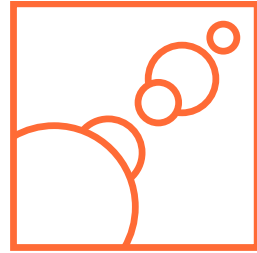


Closing Prayer Time

Conclude the lesson by inviting the children to say short prayers asking God to help them to live for him and to allow him to be the Lord of their lives.

Question 2

What is God?



Answer

God is the creator of everyone
and everything.

Big Idea

God can be fully known only through the pages of Scripture.

Aim

To help the children understand who the God of the Bible is.

Bible Passage

Psalm 86

Memory Verse

“There is none like you among the gods, O Lord,
nor are there any works like yours. All the nations

you have made shall come and worship before
you, O Lord, and shall glorify your name. For you
are great and do wondrous things; you alone are
God. . . . But you, O Lord, are a God merciful and
gracious, slow to anger and abounding in steadfast
love and faithfulness.” (Ps. 86:8–10, 15)

Virtue

Awe





Notes

Leader's Notes

Children, particularly those in the West, are growing up in societies that seek to remove God from life. The atheistic worldview is increasingly popular, with movements aggressively declaring that there is no God. Even where some belief in God remains, it is often not an accurate understanding of who God is as revealed in the pages of Scripture. This lesson will seek to introduce the children to the God of the Bible and to instill in them confidence that there is a God and that we can both know about him and know him personally.

Things to remember when planning and teaching:

- Children who have been raised in a Christian context will hopefully

already have a firm belief in God. They will, however, need some help in understanding how to engage with a world that is increasingly keen to erase God.

- Children must be challenged to commit to searching the Scriptures for themselves in order to grow in their knowledge and love of God.
- Remember to mix and match the activities in the lesson to fit your time frame (see p. 12 for some sample outlines). You won't have time to do them all. Feel free to adapt each activity based on your class's strengths and weaknesses.

Leader's Prayer

O great God, thank you that you alone are God. Thank you that you are knowable, and through the pages of the Bible I can understand more about you each day. Please, would you increase my love for you as I

prepare this lesson? Would you cause the children who will participate to gain a clear understanding of who you are and what you're like? In Jesus's name. Amen.

Leader's Tool Kit

- Some autobiographies (or pictures of autobiographies) of famous people
- White paper
- Markers
- Magazine articles or TV clips that show an atheistic worldview
- Envelopes
- Tape
- "Fun size" candy bars or small toys
- Q2 Attributes of God (RB)



Catechism Recap

Quiz the students to see what they remember from the previous lesson.

- What was Question 1?
What is our only hope in life and death?
- What is the answer to Question 1?
That we are not our own but belong to God.
- What was the memory verse?
“For none of us lives to himself, and none of us dies to himself. For

if we live, we live to the Lord, and if we die, we die to the Lord. So then, whether we live or whether we die, we are the Lord’s.” (Rom. 14:7–8)

- What was the name of the lady in the story about forgiveness?

Corrie ten Boom

Commend the children for their participation and tell them that they’re ready to move to Question 2!



Introduction to Question 2

Have some autobiographies of famous people ready to show the children. They should include people that most of the children will recognize.

Ask the children if they have ever read an autobiography. Explain that autobiographies are books people write about themselves.

Show the children some of the autobiographies you’ve brought. Explain that

it’s not usually easy to get to know famous people, but reading an autobiography is one way to find out a little bit more about them.

Introduce Question 2 to the children: “What is God?” Explain that this lesson will focus on getting to know God through his own story, the Bible.



Activity

Give each child a piece of paper and some markers. Have them fold the paper in half to make it look like a book.

Ask the children to consider what they might include in their own autobiography.

- What would they like people to know about who they are?

- What great deeds have they done that the world should know about?

Get them to design the front cover of their autobiography, and then challenge them to write a brief summary that might be printed on the back cover of their autobiography.





Notes



Teaching Outline

Begin the teaching time by asking for God's help. Ask that the lesson would be taught faithfully and that the children might listen well.

Introduce this teaching time by telling the children that some people say there is no God. Others say that we cannot know what God is truly like. Some people even make God what they want him to be. Tell the children that they should expect to encounter these views in the world. It might be helpful to show them some evidence from popular media, magazine articles, or TV clips. (For example, see the famous 1966 *Time* magazine cover story "Is God Dead?" or the *New York Times* article "God Is a Question, Not an Answer.")

Ask the children if they ever encounter these views at school or among their friends.

Draw the children's attention back to their autobiography covers. Comment that even through reading the little that they've written, you have grown to know them more.

Explain to the children that God wants to be known—although God can never be known in all his fullness. He longs that people might know about him and subsequently truly know him. God has kindly revealed himself, and he has done that in and through his Word, the Bible. God has spoken, and his words have been written down so that people throughout all of history might hear

God speak. As God speaks through the Bible, he reveals what he is like.

Read Psalm 86. Provide Bibles for the children to read along with you.

Explain to the children that King David wrote this psalm, and it reveals a personal relationship between God and David. In this psalm, David refers to God in a way that reveals he is kind, forgiving, and abounding in great love.

Direct the children's attention to verses 8–10 and ask them what they can learn about God from these verses. Invite them to share their thoughts with the group.

These verses reveal the power and greatness of God. There is no one, in heaven or on earth, who is like God. God is so powerful that one day all nations will bow down before him. He is sovereign, ruling over all things. The beautiful thing for the children to understand from this psalm is that this awesome, all-knowing, powerful, incomparable, sovereign, and great God is approachable. David in this psalm is crying out to God in prayer! Remind the children that this is the God who is eternal, who has no beginning and no end, who has created the whole universe and sustains it each day, and who has performed countless miracles. This big God hears the prayers of his people.

Remind the children that this is God's story, and even in these few short verses God makes himself known.



Show the children from verse 11 that David prayed that he might know God's way and live fully for God (Ps. 86:11). David has understood who God is and what God is like. David longs to follow him with an undivided heart. Tell the children that the purpose of spending time reading the Bible is to come to know God more and to understand more fully what it is to live his way.

Conclude by confirming for the children that there is a God and that they can know him.

Finish the teaching time by helping the children commit Question 2 and the answer to memory.

(These notes are just for guidance. Please expand or amend them to suit your own children and context. Write out your talk in your own words and include illustrations and applications that you know will connect with your children.)

Notes



Activity



Cut up Q2 Attributes of God (RB) so that each attribute is on one slip of paper. Wrap each piece of paper around a small candy bar or small toy, and hide them around the classroom or building.

This activity will introduce the children to even more attributes of God. Let the children go on a treasure hunt. Tell the children not to unwrap the items until they return to their seats. Once the children are seated, invite them to open the items and read the attributes and accompanying definitions aloud. (If you used candy bars, tell the children they must take them home and eat them only with their parents' permission.)

- Eternal—God has no beginning or end
- Righteous—God is right in everything he says, does, and thinks
- Sovereign—God rules over and is in control of all things
- Holy—God is perfect and separate from sin
- Gracious—God is kind
- Infinite—God knows no bounds
- Omniscient—God knows all things
- Wise—God never makes mistakes
- Faithful—God always keeps his promises
- Omnipotent—God is all powerful
- Omnipresent—God is everywhere, all the time
- Immutable—God never changes
- Self-sufficient—God does not need anything or anyone
- Merciful—God is compassionate
- Incomprehensible—God is too grand to understand
- Never-tiring—God never has to sleep
- Patient—God is slow to become angry
- Victorious—God always wins



Notes

**Discussion and Question Time**

Some of the questions that might arise include:

? Is the God of the Bible actually interested in me?

Reassure the children that God is intimately involved in his world and is concerned for each of his children.

? Why does God not speak directly to us today?

Explain to the children that God speaks directly today through his Word. The Bible is infallible (never wrong), and it is trustworthy. Help the children to understand that it would be very difficult to discern the authoritative voice of God outside the Bible.

? Can we actually believe that God is who he says he is?

The whole Bible testifies to God's character. Explain to the children that God's mighty acts recorded in Scripture confirm time and time again that he is who he says he is.

Also use this opportunity to help the children to think about their own lives and how this catechism question affects them personally.

- Ask the children to consider how they might describe the God of the Bible to someone who has never heard about him.
- Ask the children what difference having a bigger view of God might make in their lives.

**Virtue Vision****Awe**

Provide each child with a piece of paper, an envelope, and some markers.

Explain to the children that to be filled with awe is to be amazed and filled with wonder.

Ask the children to write a letter to themselves and to describe the ways that the lesson filled them with awe as they learned more about who God is and what he is like.

Encourage them to be creative in the design and layout of their letter. Ask the children to place their letters in the envelope and to seal the envelope. Tell the children to write their name and address on their envelope.

Sometime during the week mail the letters to the children; this will once again cause them to be filled with awe as they reflect on their great God.



Memory Activity

This memory verse is longer than most, and so the memory activity for this lesson will not work for the catechism answer. If your class is not memorizing the verses, use one of the memory activities from another lesson to reinforce the memorization of Question 2.

Divide the children into four groups, and give each of them a sentence of the memory verse to learn. Give the children a little time to learn their sentence.

1. There is none like you among the gods,
O Lord, nor are there any works like yours.
2. All the nations you have made shall
come and worship before you, O Lord,
and shall glorify your name.

3. For you are great and do wondrous things; you alone are God. . . .
4. But you, O Lord, are a God merciful and gracious, slow to anger and abounding in steadfast love and faithfulness. (Ps. 86:8–10, 15)

Call the children together, and have each group say the line assigned to them; you can ask some groups to say their line loudly and some quietly, or some in high-pitched voices and some in low-pitched voices. Conclude by getting the group to recite the verse together.

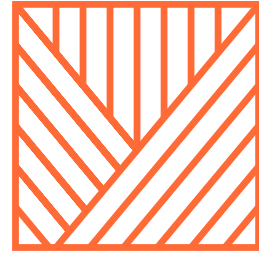


Closing Prayer Time

Have the children call out why they think God is awesome! Join the shouts of praise together by thanking God that he reveals himself and allows himself to be known through the Bible.

Question 3

How many persons are there in God?



Answer

There are three persons in one God:
the Father, the Son, and the Holy Spirit.

Big Idea

A correct understanding of the Trinity is essential to right worship of God.

Aim

To help the children understand that God is *three* persons; Father, Son, and Holy Spirit, and that each person is *fully* God and that there is only *one* God.

Bible Passage

2 Corinthians 13:5–14

Memory Verse

“The grace of the Lord Jesus Christ and the love of God and the fellowship of the Holy Spirit be with you all.” (2 Cor. 13:14)

Virtue

Awe





Notes

Leader's Notes

It is worth acknowledging that the concept of the doctrine of the Trinity is hard to understand for adults as well as children! However, it is important for children to begin to engage with the doctrine of the Trinity, which will expand their knowledge and understanding of who God is and what he is like. Children will be exposed to pantheistic religions through various everyday encounters: at school, with their friends, and via the media. It is important to help them understand that the God of the Bible is one and that Christianity is a monotheistic faith. The examination of the doctrine of the Trinity will help the children to understand that God is one, but also three distinct persons. This lesson aims to begin to help the children to understand the beauty and diversity in the Godhead. It is worth noting that the Trinity is often described as a mystery for a reason; be as clear and concise as you can in this lesson, but do not expect the children to grasp the doctrine fully.

Things to remember when planning and teaching:

- It is quite possible that the children will have heard illustrations that have attempted to teach the doctrine of the Trinity incorrectly (water, steam, ice; a shamrock; an egg). Be prepared to graciously correct any misunderstanding and explain to the children that most of the illustrations people use don't actually teach the doctrine well.
- You may need to reassure the children by telling them that this is a hard concept to understand and that many adults find it tricky. Explain that in our humanness it is sometimes difficult to fully grasp the greatness of God.
- The use and consistency of language in this lesson will be extremely important. Aim to explain this question as simply and clearly as possible.
- Remember to mix and match the activities in the lesson to fit your time frame (see p. 12 for some sample outlines). You won't have time to do them all. Feel free to adapt each activity based on your class's strengths and weaknesses.

Leader's Prayer

Beautiful triune God, thank you for revealing yourself in your Word as God the Father, God the Son, and God the Holy Spirit. I praise you that in learning more about your triune nature, I can further understand what unity in diversity means. Please grant the children who will

engage with this lesson a great degree of comprehension, and help me to explain and teach the lesson in a way that glorifies you. I pray that the children would better understand who you are and what you're like after this lesson. In Jesus's name. Amen.



Leader’s Tool Kit

- Rolls of chalkboard paper
- Liquid chalk marker pens
- Printouts of the words *God the Father, God the Son, and God the Holy Spirit*
- A copy of Q3 Trinity Diagram (RB) for each child
- Colored pencils
- Papier-mâché letters (AWE)
- Permanent marker

10 Catechism Recap

Cover a wall well with chalkboard paper and provide liquid chalk pens for the children to use.

Divide the children into a few groups and give them a designated area to design. Invite the children to design and decorate their

chalkboard with as much detail as they can remember of Questions 1 and 2 of the catechism. Encourage them to try to recall the questions and answers. You can award distinctions such as “most creative,” “neatest,” and “prettiest.”

5 Introduction to Question 3

Print out and cut up the words God the Father, God the Son, and God the Holy Spirit,—you can either cut them into individual letters, or if you have a small group, words. Put all the letters/words into a container.

Explain to the children that today you’re going to learn a really difficult concept about God. At this stage encourage the children to listen carefully, but reassure them that it doesn’t matter if they don’t gain full

understanding. Tell the children to empty the container and to try to assemble the letters into words or phrases. Depending on the capabilities of the group, you can give them some clues or help. Once the puzzle has been solved, introduce the children to today’s question: How many persons are there in God? Introduce the children to the concept of one God and three persons—Father, Son, and Holy Spirit.

10 Activity



Read the following true/false quiz aloud. Tell the children that if the statement is true, they should run to the right side of the room. They should run to the left side if they think the statement is false.

1. The word *Trinity* is found in the Bible. (False)
2. There is one God. (True)
3. The Father is fully God. (True)



Notes

4. God has always existed as three persons. (True)
5. God the Son only came into existence when Mary became pregnant. (False)
6. The Son is not the Father. (True)
7. The persons of the Trinity each have distinct roles. (True)
8. God the Father died on the cross for our sin. (False)



Teaching Outline

Begin the teaching time by asking for God's help. Ask that the lesson would be taught faithfully and that the children might listen well.

Ask the children if they have learned who the three persons of the Trinity are. Hopefully they will say God the Father, God the Son, and God the Holy Spirit.

Explain to the children that the word *Trinity* means "Tri-Unity"—*Tri* means three, and *Unity* means one. The word acknowledges what the Bible reveals to us about God, that God is three persons who all have the same essence of God.

Highlight for the children these key things they need to understand about God:

1. There is only one God. (Deut. 6:4)
2. God is three persons. (2 Cor. 13:14)
3. Each person is fully God. The Bible speaks of the Father as God (Phil. 1:2), Jesus as God (Titus 2:13), and the Holy Spirit as God (Acts 5:3–4). Emphasize that each person is fully God, not one-third of God.

4. Each person of the Trinity is different from the others. Because the Father sent the Son into the world (John 3:16), the Father cannot be the same person as the Son. Likewise, after the Son returned to the Father (John 16:10), the Father and the Son sent the Holy Spirit into the world (John 14:26; Acts 2:33). Therefore, the Holy Spirit must be distinct from the Father and the Son.
5. The three persons of the Trinity relate eternally as Father, Son, and Holy Spirit.

Read 2 Corinthians 13:5–14. Provide Bibles for the children to read along with you.

Introduce the children to the apostle Paul and his second letter to the Corinthians. Explain that Paul is writing to the Corinthians in preparation for a visit he is planning to make to them. Tell the children that there are lots of problems in the Corinthian church that Paul wants to address and that he's afraid that when he arrives in Corinth, the Christians will be arguing and fighting. Tell the children



Notes

that in these ten verses, Paul is really challenging the Christians in Corinth to live obedient lives for God's glory. Paul ends this letter with a verse that has become very well-known and is often said as a prayer in church: *"May the grace of the Lord Jesus Christ, and the love of God, and the fellowship of the Holy Spirit be with you all."*

Paul mentions the three persons of the Trinity in this verse; there are three who's and one what! In this prayer, Paul is trying to show the Corinthians how important God is for their lives and relationships with one another. Explain to the children that in this verse we see something of the distinct roles of the Father, Son, and Holy Spirit.

Paul first identifies Jesus, God the Son, as the one who displays God's grace clearly in his life and death. Grace is kindness shown to someone who does not deserve it. Tell the children that when they are kind to someone who has been unkind to them, they are showing grace. Jesus Christ is the person of the Trinity who reveals God's grace to us. Remind them that God shows sinners great grace by allowing the Lord Jesus to take the punishment for sin that was due to them. Those who've experienced such grace should show grace to others.

Paul then prays that the Corinthians would know the love of God the Father. Paul is describing the love of a Father that is

known by those who have been brought into a relationship with him through the sacrificial death of Jesus. Highlight to the children that as those who know the great love of God as Father and those who are made in his image, they should be characterized by love.

Finally, Paul prays that the Corinthians would know the fellowship of God the Holy Spirit. Explain to the children that it is the Spirit who brings sinners into friendship with God and into friendship with one another.

Finish by telling the children that the experience of grace, love, and friendship is the result of being in a relationship with God. The triune God exists in three persons, the Father, the Son, and the Holy Spirit. Each one demonstrates for us a certain characteristic in this verse. Jesus shows us the grace of God. The Father shows us love. The Holy Spirit draws us into fellowship. These three are one.

Conclude the teaching time by helping the children commit Question 3 and the answer to memory.

(These notes are just for guidance. Please expand or amend them to suit your own children and context. Write out your talk in your own words and include illustrations and applications that you know will connect with your children.)



Notes



Activity



*Give each child a copy of Q3
Trinity Diagram (RB).*

Invite the children to fill in the blanks, and, if time allows, have them color the diagram.

Remind the children that:

1. There is only one God.
2. The Father is God.
3. The Son is God.
4. The Holy Spirit is God.
5. The Father is not the Son.
6. The Son is not the Holy Spirit.
7. The Holy Spirit is not the Father.



Discussion and Question Time

Some of the questions that might arise include:

? Why do we believe this doctrine if the word *Trinity* isn't used in the Bible?

Explain to the children that the nature of the triune God is very clearly shown in the Bible. Although the word isn't used, the doctrine is present in Scripture. Also mention that the Christian church has believed in the Trinity for several thousand years.

? This is really hard to understand. If I don't understand it, am I not a Christian?

Reassure the children that the Trinity is hard to understand and that many adults can't fully comprehend what the Trinity is. Explain that this is because we're not God, and he is hard for us to comprehend. Reassure the children that a lack of understanding does not mean that they're not Christians.

? What does it mean that persons of the Trinity related eternally as Father, Son, and Holy Spirit?

Explain to the children that God wasn't created like us. God always existed and always will exist. So God the Father, God the Son, and God the Holy Spirit always related to each other in unity and love.

Also use this opportunity to help the children think about their own lives and how this catechism question and answer affects them personally.

- Help the children think about what it means to be made in the image of God when we understand that God is three persons in one. Remind them that God exists in perfect unity and love. Help the children understand the implications for personal relationships and the necessity of community.



- Help the children to think about what it looks like to have distinct roles but to be equal in value, as God the Father, Son, and Spirit are. Explain to the

children that being different or having different roles does not mean people have less value.

Notes



Virtue Vision



Awe

Have large papier-mâché letters spelling AWE ready for the children to write on with permanent markers. You may need more than one set depending on the size of your class.

Ask the children if they remember what awe is. To be in awe of something is to be amazed and filled with wonder. We often use the word *awesome* casually, but ask the children if they think it is accurate to describe something like a video game or a toy as “awesome,” given the true definition of *awe*.

Explain that awe is a “See-Feel-Do” thing.

First, we use our senses, typically sight, to experience something vast (visiting the ocean or witnessing the live performance of a large orchestra are examples). Next, we feel humbled or small in comparison. We may even get goose bumps, or our jaw may

fall open as we are amazed at what we see.

Finally, the experience of sensing and feeling awe leads us to action. For instance, awe may lead us to give praise to God who formed all of creation.

Ask the children whether knowing that God is a Trinity makes them feel awe.

Give each group a set of letters (*A, W, E*).

Have them write descriptive words of God or how they feel toward God. For an extra challenge give the following special instructions: When they are writing on the letter *A*, they must use words beginning with *A*; on letter *W*, they must use words beginning with *W*; and on letter *E*, they must use words beginning with *E*. Take time to set up a classroom display of the letters so the art can be a reminder for the children to experience awe in the future.



Memory Activity

Print each word of the memory verse or catechism on a piece of paper, and then cut each word in half. Hide one half of each word around your classroom.

Give every child one half of a word from the memory verse or catechism answer. Instruct

them to find the other half of their word that is hidden somewhere in the classroom. (If you have a small group of children in your class, give each child responsibility for two words; if you have a big class, have children work in pairs). Once the children have



Notes

found the other halves of their words, have them put the sentence in the correct order. Read it through with the children. Then remove half of some of the words and read through it again. Finally remove full words, and see if the children can remember the whole sentence.

5 Closing Prayer Time

Close the lesson by praying for the children, that God would grant them understanding and that by learning about the Trinity they would have a much bigger understanding of who he is.

Question 4

How and why did God create us?



Answer

God created us male and female
in his own image to glorify him.

Big Idea

Men and women are created by God, in his image and for his glory.

Aim

To help children understand that they were made in the image of God and for his glory.

Bible Passage

Genesis 1:26–31

Memory Verse

“So God created man in his own image, in the image of God he created him; male and female he created them.” (Gen. 1:27)

Virtue

Love





Notes

Leader's Notes

Children are increasingly being exposed to evolutionary theory that is used to discredit the existence of God and the fact that the world was created by God and for his glory. If they are not fully versed in the Christian doctrine of creation, children will find it difficult to stand apart when they face disagreements about the origins of the world and humanity. This lesson will allow the children to engage with the biblical truth concerning the creation of humanity and to understand why God chose to create men and women. This lesson aims to ground children in the knowledge that they were created by a loving God in order to rule over his creation and to show his likeness to the world, while glorifying him with their lives.

Things to remember when planning and teaching:

- The children may be concerned about engaging with this question in relation to the theory of evolution. Help the children to have confidence in the knowledge that God created people in his image and likeness and for his glory.
- The children will be aware that God created men and women, and some of them may have been exposed to some of the popular debates concerning gender. Be sensitive while clearly showing the children that God created two genders and remind them (from Question 2) that God doesn't make mistakes.
- Remember to mix and match the activities in the lesson to fit your time frame (see p. 12 for some sample outlines). You won't have time to do them all. Feel free to adapt each activity based on your class's strengths and weaknesses.

Leader's Prayer

Creator God, thank you for the beauty and design of your world. May my heart be filled with awe and wonder each day as I consider the greatness and power of your creative work. Thank you for creating me in your image and likeness. May I always glorify you.

Please help the children who hear this lesson to have confidence in you, the Creator God. May they trust that your design is good and that your plan for creation is glorious. In Jesus's name. Amen.

Leader's Tool Kit

- Q4 Catechism Recap (DL)
printed and cut up
- Markers
- White paper
- Q4 Human Body Outline (RB), several copies



- Q4 Illustrations of Ancient Near East Statues (RB)
- Play-Doh (4–5 cans)

Notes

10 Catechism Recap

Print out and cut up the answers to Questions 1, 2, and 3 (DL), and lay them upside down on the floor in the middle of the classroom.

Begin the catechism recap by reading Questions 1, 2, and 3 aloud (don't read out the answers!). Tell the children that on the

floor are the words that make up the answers to each question. Have the children turn over the words and see if they can work together to correctly assemble the right words into the right order to answer each question. Practice saying each question and answer together to finish the recap.

5 Introduction to Question 4

Provide the children with paper and markers.

Gather the children into small groups, and ask them to pick one person from their group to pose as a model. Then ask the children to create a Minecraft avatar based on the model.

Introduce Question 4: "How and why did God create us?" Tell the children that the

lesson today is all about the creation of men and women, boys and girls. They have just made an image of their friend by drawing an avatar. Highlight the fact that when God created men and women, he made them in his image, to be like him. Tell the children that this catechism question will help them to understand what that means and why it's important.

10 Activity

Divide the children into groups, and give each group a copy of Q4 Human Body Outline (RB).

Divide the children into groups, and ask them to identify all the ways that humans are different from the rest of God's created beings. Have them fill in the outlines of the human bodies with words or drawings that describe or show the differences.

The aim of this activity is to help the children clearly understand that by being created in

the image of God, humans are distinct from the rest of God's creation.

Conclude this activity by highlighting for the children that God not only made humans different from the rest of creation, but he actually made two different genders—male and female. Tell the children that God intentionally made men and women to live in his creation and that he made them equal but different.





Notes



Teaching Outline

Begin the teaching time by asking for God's help. Ask that the lesson would be taught faithfully and that the children might listen well.

Introduce the teaching by telling the children that there are many people in the world today who sadly do not believe in God and therefore do not believe that human beings were created but rather they developed or evolved accidentally over a long period of time.

Tell the children that Christians disagree with this belief and confidently believe that human beings were made by God, the Creator of all things.

Ask the children to compare the difference between growing up thinking that you're alive because of a random development on earth, and knowing that you were created by a loving and good God. Ask them if this knowledge makes a difference in how they view their worth and value and purpose in life.

The Bible clearly declares that God made human beings not because he was lonely or because he needed some sort of help on earth, but because he is loving and relational. God did not need people, but he decided to create and use people as part of his plan for his world.

Read Genesis 1:26–31. Provide Bibles for the children to read along with you.

Introduce the children to the creation account in Genesis 1–2.

Explain to the children that in the ancient Near East, a king would often set up an image or statue of himself to show his rule over an area. The image would communicate to everyone that the king was in charge of the land. Show the children some pictorial examples from Q4 Illustrations of Ancient Near East Statues (RB).

Genesis 1:26–27 declares that God made human beings in his image and placed them in his world to rule over all other created things. Human beings are not statues, but they are made in the image and likeness of God, to represent him and his rule on earth. Human beings were given authority by God to rule over all the earth.

So human beings were not accidents that just evolved on earth. They were the pinnacle of God's creation—nothing else was created in God's image! At the end of the sixth day God surveyed everything and saw that it was very good.

Ask the children what they think it means to be made in God's image. Ask them to think about all the differences they spotted between human beings and the rest of creation.

Explain to the children that human beings are made in God's likeness. This means that we will be like God in lots of ways—



Notes

in character rather than in appearance. We are God's representatives here on earth, and so we are called to reflect his image in our lives. Some of the ways we might do that are by being:

Creative: God is creative. He instructed Adam and Eve in Genesis 1:28 to use their creativity to rule over creation.

Communicative: God is a God who speaks, and so we too are made to communicate.

Relational: God is in perfect relationship as the Trinity, and being made in his image means that we are relational too. Ultimately we are made for relationship with God.

Loving: God's purpose in creating human beings was love, and so we are called to live and rule showing God's loving character to the world.

Help the children to see from the Bible passage that God intentionally created men and women. Clearly explain that God did not make everyone the same, nor did

he allow people to choose their gender. He clearly created men and women and boys and girls.

Finish by explaining to the children that their existence is about showing God's existence and about giving him glory.

Ask the children what they think it means to glorify God.

In essence, to glorify God is to acknowledge him as loving Creator, as all-powerful and perfect, and then to live lives of praise to him. We can exalt him in the world. We can show the watching world what he is like. (Tell the children that Question 6 will teach a little more about how to glorify God.)

Conclude the teaching time by helping the children commit Question 4 and the answer to memory.

(These notes are just for guidance. Please expand or amend to suit your own children and context. Write out your talk in your own words and include illustrations and applications that you know will connect with your children.)



Activity



Help the children to create a rap or hand-clapping rhyme for Question 4. Ask them to name some of the key things that

they would like to communicate and then set the words to a beat. This could be done in a large group or in smaller groups.



Notes



Discussion and Question Time

Some of the questions that might arise include:

? Can we really believe that human beings were created by God?

Yes! Millions of people do and have done so throughout history. Help the children to understand that Genesis wasn't meant to be a scientific book describing every detail of how humans were created, but rather it's about the beginning of God's great creation.

? How did God actually make people?

The Bible describes how Adam and Eve were made, and everyone else descended from them. We know that God created everything out of nothing. (This might be a good time to have them turn in their Bibles to Hebrews 11:3 and read it aloud.) After he created the earth, he created Adam from the dust of the earth, breathing life into his nostrils (Gen. 2:7, 21–22).

? What about the theory of evolution?

The theory of evolution—that we are here by accident rather than created—is often taught as fact, but it is just a theory. Tell the children that there are many Christians who are scientists who believe God created us out of nothing.

Also use this opportunity to help the children to think about their own lives and how this catechism question and answer affects them personally.

- How will they reflect God's image in his world?
- Has sin affected their ability to image God?
- What happens when they decide not to glorify God?
- How might they explain to a friend who thinks we are here by accident that they believe God created human beings, and that they have a purpose in his plan for his world?



Virtue Vision



Love

Remind the children that God created out of love, and to be his image bearers in the world we should be loving too.

Help the children to consider what godly love looks like. Does it mean loving only the people they like or who like them? Does it mean loving only people who act like them

and look like them? Or does loving the way God loves mean something much more?

Discuss with the children what it would look like if they were always concerned to show God's love to siblings and parents at home and to classmates and friends at school.

Ask each child to think of one person in their life that they want to love well.



Memory Activity

Divide the children into groups and ask each group to create a word of the memory verse or catechism answer in Play-Doh.

Place each word of the verse or catechism answer on a long flat surface. Have the

children say the memory verse, and then gradually ball up the Play-Doh to remove words. See which of the children can remember the whole memory verse and recite it to the group.



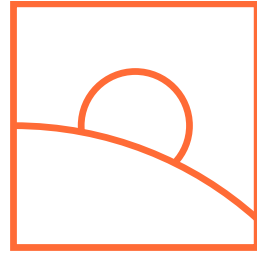
Closing Prayer Time

Conclude the lesson by inviting several of the children to give thanks to God for creating them and to ask that God might help them to glorify him. Conclude by asking God that as the children grow in

understanding that they are immeasurably precious in the eyes of the Lord, he might help them show love more and more in his image!

Question 5

What else did God create?



Answer

God created all things, and all his creation was very good.

Big Idea

God created everything—through his Son, in the power of the Spirit, and for his glory.

Aim

To help the children have confidence in God as Creator and to understand God's purposes in creation.

Bible Passage

Genesis 1:1–31

Memory Verse

“And God saw everything that he had made, and behold, it was very good.” (Gen. 1:31)

Virtue

Joy





Notes

Leader's Notes

Some children will never have considered where the world came from or who made it; others will be fully committed to the belief that God created the world. One thing that the children will certainly encounter at some stage during their lives is the belief that the world came into existence by chance and that there is no intelligent design behind the world. This catechism question will enable the children to think more deeply about the doctrine of creation out of nothing. It will help them to understand that the world came into being through purposeful creation. This lesson aims to bring the children a little deeper into the Genesis account and to show them the presence of the triune God at the dawn of creation. Hopefully the children will find joy in understanding more of God's creative purpose in his world and will more clearly recognize that the world was made for God's glory and delight.

Things to remember when planning and teaching:

- The question of evolution will be in the children's minds.
- Conceptually it's hard for children (or anyone for that matter) to understand how God could create something out of nothing.
- The introduction of the Trinity in lesson 3 is foundational to helping students understand that God the Father, God the Son, and God the Holy Spirit were all involved in creation.
- Remember to mix and match the activities in the lesson to fit your time frame (see p. 12 for some sample outlines). You won't have time to do them all. Feel free to adapt each activity based on your class's strengths and weaknesses.

Leader's Prayer

Triune God, thank you for your beautiful creation. May I find joy in it each day. Thank you that you are not distant now from your creation but intimately involved during every second of every day. Please

help the children who hear this lesson to be thrilled with a deeper engagement with your creation story. May it increase in them confidence in you. In Jesus's name. Amen.

Leader's Tool Kit

- Three plastic cups
- Two ping-pong balls
- Small prizes
- Q5 Animals in Creation Quiz (RB), one for each child
- A pen or pencil for each child



- Q5 Cake recipe
- A bowl
- A wooden spoon
- An apron or chef's hat
- Q5 Days of Creation Illustrations (RB)
- Legos
- Q5 Joy Grid (RB), one for each child

10 Catechism Recap

Set up three plastic cups on a table and give each team a ping-pong ball.

Divide the children into two or more teams. Ask each team to pick a number between one and four. The team must then try to collectively remember the catechism question and answer for the number they

chose. If the team can do it, they get a chance to throw the ping-pong ball into a cup to claim a prize. Write on the bottom of the cups what the prizes are. Repeat with as many teams as you have. Remind the children of any of the catechism questions not covered.

5 Introduction to Question 5

Have the children stand in a circle, and starting with the letter *A* ask them to name things alphabetically that God has made in creation. The first child says something beginning with *A*, the second *B*, and so on. Go through the alphabet as many times as possible. If the children can't think of something, they sit down and pass to the next person until only one child is left standing.

Ask the children what listing some of the amazing things that God has made makes them feel. Are they amazed at the variety of God's creation?

Introduce Question 5: "What else did God create?" Explain to the children that this question will be all about God's marvelous creation.

10 Activity

Print out a copy of the Animals in Creation Quiz (RB).

Give children the creation quiz and ask them to complete it in a set amount of time. Let the children read aloud their answers

(or guesses), then tell them the correct answers (found on the Solutions page of the Resource Book). The aim of the quiz should be to induce awe, wonder, and joy as they think about God's amazing creation.





Notes

**Teaching Outline**

Begin the teaching time by asking for God's help. Ask that the lesson would be taught faithfully and that the children might listen well.

Invite a child to the front of the classroom and give him a mixing bowl, a wooden spoon, a copy of Q5 Cake Recipe (RB), and a chef's hat or apron. Invite him to bake a cake for everyone. Encourage him to get started by reading the recipe out to the class. When he asks for the ingredients, explain to him that he needs to create this cake from nothing!

Explain to the children that it is impossible to make something out of nothing. Ask them to describe the process of creating something, such as a cake or a house.

Highlight that in our experience everything that is created is made out of something; there are raw materials that are used for each and every creation. But when we come to the creation of the world, it is entirely different!! Tell the children that the way the world came into being is totally inconsistent with our experience and in some ways, it's hard to understand. But we must remember that this is God doing the creation and not us: he is all-powerful and all-knowing (refer to lesson 2). Of course he can do things that we can't do.

Read Genesis 1:1–31. Provide Bibles for the children to read along with you.

To involve the children in reading the passage for this lesson, ask different children to read out the creation account for each day.

As the verses are read, show pictures that correspond with the creation account from Q5 Days of Creation Illustrations (RB).

The first startling thing to help the children notice is that God created everything out of nothing; there was nothing that coexisted materially with God eternally. There was a time when the hills didn't exist, when the sand didn't exist, when the stars didn't exist. Creation comes out of God's will and imagination, and he creates everything for himself, with great meaning and purpose.

Remind the children that it's impossible for us to create something out of nothing, but of course everything is possible for God. Genesis records that by speaking, God brought the heavens and the earth into creation. Point out to the children the number of times the Genesis account says "and God said."

Ask the children if they think anyone besides God the Father was involved in the creation of the world. Encourage them to read verse 2 again. Help them to see in Genesis 1:2 that the Spirit of God was hovering over the waters after they were created. The Spirit of God brought life to all that God the Father created.

Show the children that both God the Father and the God the Spirit are involved in creation, but hint to them that there was someone else as well. Ask them to turn to John 1:1–3 to discover who that was.



Notes

Ask the children what they think these three verses are saying.

John reveals that Jesus was with God the Father when the world was created. John calls Jesus “the Word,” and it was through God’s spoken Word that everything was formed. So at the beginning of the world, God the Father, God the Son, and God the Holy Spirit were all involved in creating.

Ask the children how God described his creation.

God described all his creation as very good; each and every thing on earth was made by God. Everything that God created was intended to show his glory. There are lots of ways creation reveals something of the nature and character of God.

Ask the children if there are aspects of creation that bring them joy and cause them to praise God for the beauty of the world. Remind them that God is powerful,

creative, and beautiful, and he has an awesome imagination.

Creation is intended to bring God great glory and honor and praise. God delights in his creation, and we are invited to delight in it too. God has created a beautiful world for his children to inhabit.

Tell the children that since the creation of the world, God has been intimately involved in his world; he didn’t just set it up and then retreat back to heaven. God is constantly sustaining everything in his world.

Finish the teaching time by helping the children commit Question 5 and the answer to memory.

(These notes are just for guidance. Please expand or amend to suit your own children and context.

Write out your talk in your own words and include illustrations and applications that you know will connect with your children.)



Activity



Borrow or buy some Legos and divide the children into groups that correspond to the days of creation. Invite each group to build a representation of one of the days. Take a

photo of each day that the children create and print out a collage of the photos to use next week in review.



Discussion and Question Time

Some of the questions that might arise include:

? How was Jesus present at the creation of the world?

Jesus is eternal and all-powerful.

Jesus lived with God until he came to earth as a man, and now he is once more with God.



Notes

? What about evolution?

Explain to the children that some people believe we evolved by accident, but that there are millions of people—even top scientists—who believe that the world came into being when God purposefully spoke it into existence.

Also use this opportunity to help the children think about their own lives and how

this catechism question and answer affects them personally.

- How might they explain their belief in a Creator God to their friends?
- Does knowing God as Creator and Sustainer of the world bring them joy?
- Are they able to reflect on all the things they have and enjoy, which ultimately come from God?

10 Virtue Vision



Joy
Download and print the Q5 Joy Grid (RB), one per child. Give each child a pen or pencil.

Ask the children to think of something in particular that gives them joy as they reflect on creation. Once the children have had a moment to think of something, ask them to

write it down in one square of the grid. Then have them move around the room and find out what parts of creation bring joy to the other children. Tell them to fill in the grid as they exchange the information about what in creation brings them joy. The first student to fill in her grid wins.

10 Memory Activity

Invite the children to make up some actions for the memory verse or catechism answer in small groups. Allow each group to show their actions to the rest of the children. Finish

with all the groups joining together in saying the memory verse or catechism answer.

5 Closing Prayer Time

Encourage the children to thank God for the great joy they can find in his beautiful creation.

The New City Catechism

Curriculum

Volume 4 – Resource Book

The New City Catechism Curriculum: Vol. 4, Resource Book

Copyright © 2018 by The Gospel Coalition

Published by Crossway
1300 Crescent Street
Wheaton, Illinois 60187

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form by any means, electronic, mechanical, photocopy, recording, or otherwise, without the prior permission of the publisher, except as provided for by USA copyright law. Crossway® is a registered trademark in the United States of America.

This publication was made possible through the support of a grant from the John Templeton Foundation. The opinions expressed in this publication are those of the publisher and do not necessarily reflect the views of the John Templeton Foundation.

Cover design: Matt Wahl & Micah Lanier

First printing 2018

Printed in China

Scripture quotations are from the ESV® Bible (The Holy Bible, English Standard Version®), copyright © 2001 by Crossway, a publishing ministry of Good News Publishers. Used by permission. All rights reserved.

Trade paperback ISBN: 978-1-4335-6139-9

Crossway is a publishing ministry of Good News Publishers.

RRDS	28	27	26	25	24	23	22	21	20	19	18			
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1

Question 1

- Q1 Illustrations

Question 2

- Q2 Attributes of God

Question 3

- Q3 Trinity Diagram

Question 4

- Q4 Human Body Outline
- Q4 Illustrations of Ancient Near East Statues

Question 5

- Q5 Animals in Creation Quiz
- Q5 Cake Recipe
- Q5 Days of Creation Illustration
- Q5 Joy Grid

Question 7

- Q7 Tweet Template

Question 9

- Q9 Images of False Gods
- Q9 In My Heart

Question 10

- Q10 Code Breaker

Question 11

- Q11 A Very Silly Story

Question 17

- Q17 Comic Strip Template
- Q17 Thought Bubble

Question 20

- Q20 Catechism Clues
- Q20 Opportunities for Humility

Question 21

- Q21 Human and Divine
- Q21 Illustrations of World Religions

Question 22

- Q22 Body Bingo

Question 23

- Q23 Catechism Recap Wheel

Question 24

- Q24 One-Way Maze
- Q24 Love Letter Template

Question 26

- Q26 Catechism Recap Memory Game

Question 27

- Q27 Illustrations A, B, and C

Question 28

- Q28 Code Buster

Question 29

- Q29 Who Am I?

Question 31

- Q31 Apostles' Creed Bookmarks
- Q31 Creed Matchup
- Q31 Martyr Illustrations

Question 32

- Q32 Justification or Sanctification?

Question 33

- Q33 Picture of Martin Luther

Question 35

- Q35 What We Were Word Search

Question 37

- Q37 Roman Armor

Question 38

- Q38 Question Mark

Question 39

- Q39 Emoticon Template

Question 40

- Q40 God Speaks to Me

Question 41

- Q41 Illustrations of Learned Skills
- Q41 Lord's Prayer Bookmarks

Question 43

- Q43 Picture Clues

Question 44

- Q44 Photos
- Q44 What Do These Signs Mean?

Question 47

- Q47 Letter from a Concerned Friend
- Q47 Mural Template

Question 48

- Q48 Illustrations of the Church
- Q48 Paper Chain Template

Question 49

- Q49 Illustrations of Famous Homes
- Q49 Seats of Power

Question 50

- Q50 Word Search

Question 51

- Q51 Advocate Required

Question 52

- Q52 Memory Activity

Solutions





✂

Eternal: *God has no beginning or end.*

✂

Righteous: *God is right in everything he says, does, and thinks.*

✂

Sovereign: *God rules over and is in control of all things.*

✂



Holy: *God is perfect and separate from sin.*



Gracious: *God is kind.*



Infinite: *God knows no bounds.*



✂

Omniscient: *God knows all things.*

✂

Wise: *God never makes mistakes.*

✂

Faithful: *God always keeps his promises.*

✂



Omnipotent: *God is all-powerful.*



Omnipresent: *God is everywhere, all the time.*



Immutable: *God never changes.*





Self-sufficient: *God does not need anything or anyone.*



Merciful: *God is compassionate.*



Incomprehensible: *God is more than humans
can understand.*





Never-tiring: *God never needs to sleep.*

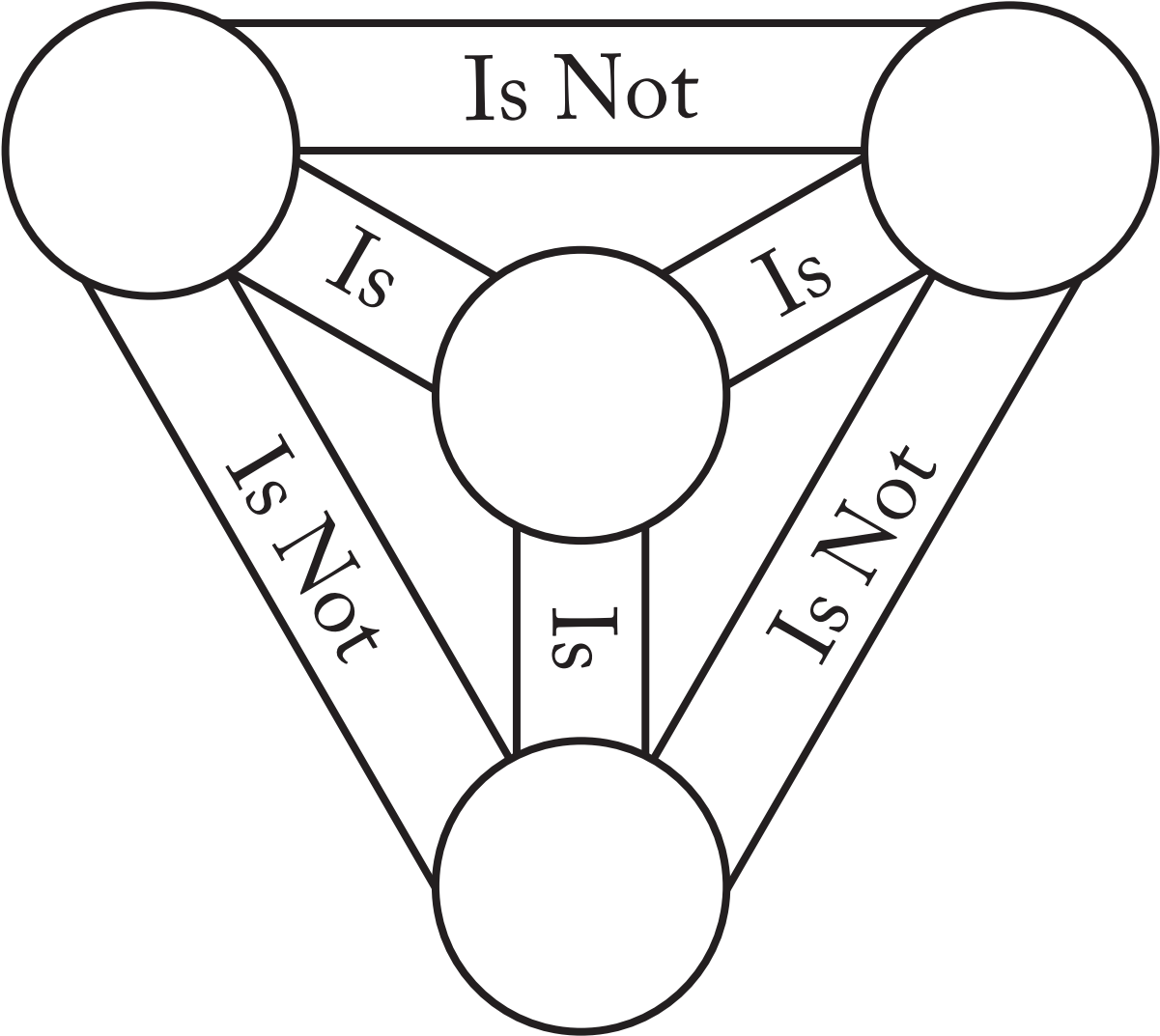


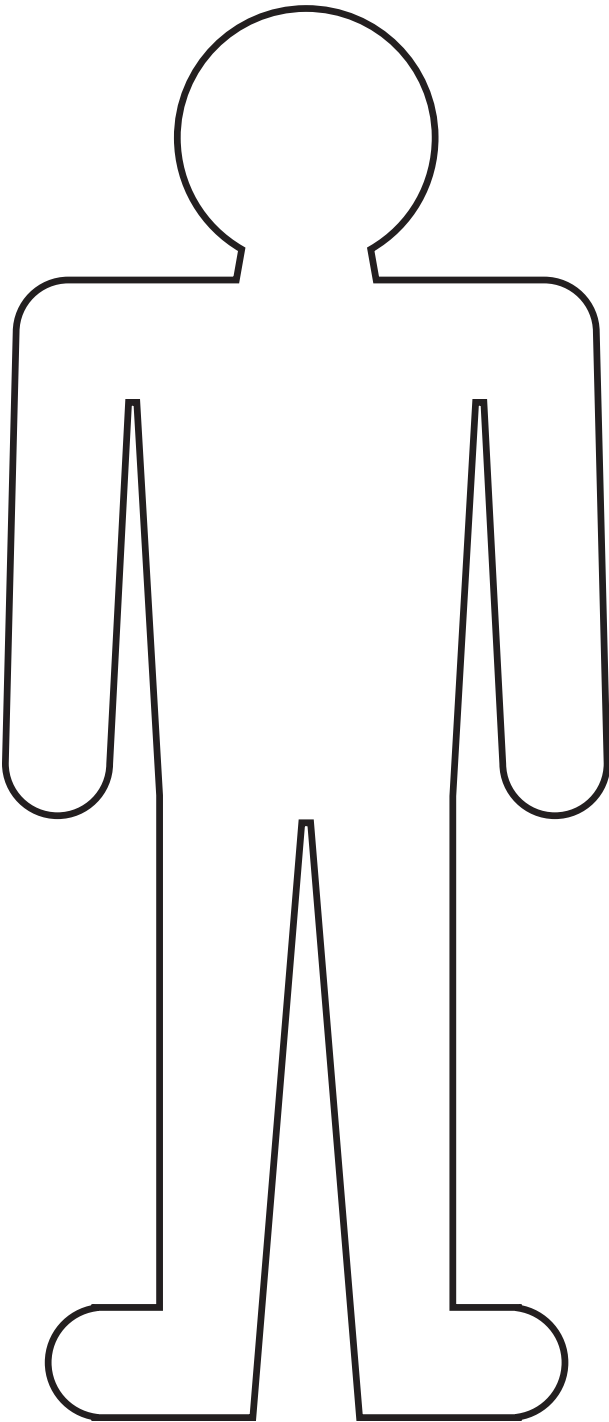
Patient: *God is slow to become angry.*



Victorious: *God always wins.*









Baal



Marduk



Isis



Ishtar

1. What is the deadliest animal in the world?
2. What is the largest member of the cat family?
3. What is the fastest land animal in the world?
4. Name an animal that eats standing up.
5. What animal can see through its eyelids?
6. What animal does not have eyelids?
7. Because of its bright color, this bird was named after fire.
8. This animal can carry up to one thousand times its own body weight.
9. Because of its speed and sense of direction, this animal has been used to carry important messages.
10. If this animal loses a body part, that part will regenerate on its own.

Cake Recipe

Ingredients:

2 cups sugar
1 cup butter, softened
5 eggs
2 teaspoons vanilla
3 cups flour
1 teaspoon baking powder
1 cup milk

Heat oven to 350° F

Mix sugar, butter, eggs, and vanilla in large bowl. Beat on low to mix ingredients well. Beat on high for 5 minutes.

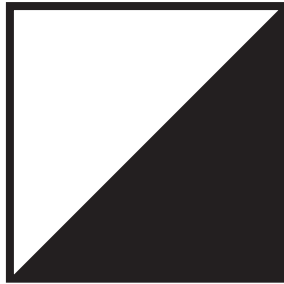
On low, add flour and baking powder alternately with milk.

Beat well after each addition.

Spoon batter into greased and floured 10-inch tube pan.

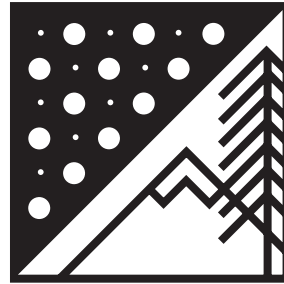
Bake for 65-75 minutes

Day 1



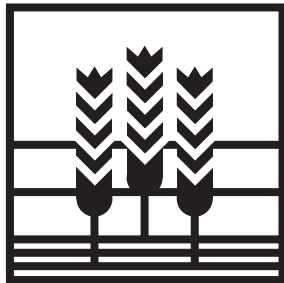
Separation of
Light and Darkness

Day 2



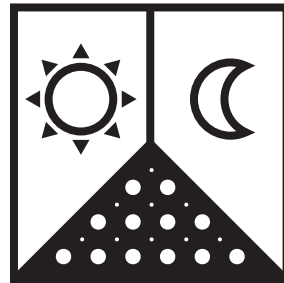
Separation of
Heavens and Earth

Day 3



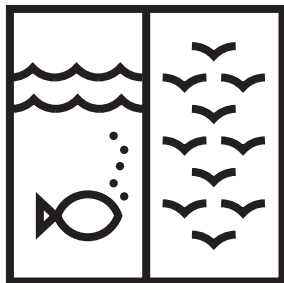
Dry Land
and Vegetation

Day 4



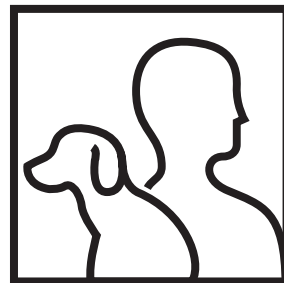
Sun, Moon,
and Stars

Day 5



Fish and Birds

Day 6



Animals and Man

The New City Catechism
for Kids

The New City Catechism for Kids

Copyright © 2018 by The Gospel Coalition and Redeemer Presbyterian Church

Published by Crossway

1300 Crescent Street

Wheaton, Illinois 60187

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form by any means, electronic, mechanical, photocopy, recording, or otherwise, without the prior permission of the publisher, except as provided for by USA copyright law. Crossway® is a registered trademark in the United States of America.

This publication was made possible through the support of a grant from the John Templeton Foundation. The opinions expressed in this publication are those of the publisher and do not necessarily reflect the views of the John Templeton Foundation.

Cover design: Matt Wahl & Micah Lanier

First printing 2018

Printed in China

Scripture quotations are from the ESV® Bible (The Holy Bible, English Standard Version®), copyright © 2001 by Crossway, a publishing ministry of Good News Publishers. Used by permission. All rights reserved.

Trade paperback ISBN: 978-1-4335-6129-0

Library of Congress Cataloging-in-Publication Data

Names: Crossway Books.

Title: The new city catechism for kids.

Description: Wheaton : Crossway, 2018.

Identifiers: LCCN 2017048083 | ISBN 9781433561290 (tp)

Subjects: LCSH: Presbyterian Church—Catechisms—English—Juvenile literature. | Reformed Church—Catechisms—English—Juvenile literature. | Westminster Assembly (1643-1652). Shorter catechism—Juvenile literature.

Classification: LCC BX9184 .N49 2018 | DDC 238/.51—dc23

LC record available at <https://lcn.loc.gov/2017048083>

Crossway is a publishing ministry of Good News Publishers.

RRDS 28 27 26 25 24 23 22 21 20 19 18
15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

The New City Catechism for Kids

52 Questions
& Answers
for Our Hearts
& Minds

Part 1

God, Creation & Fall, Law

Question 1



What is our only hope in life
and death?

Answer

That we are not our own but belong to God.

Question 2



What is God?

Answer

God is the creator of everyone and everything.

Question 3



How many persons are there
in God?

Answer

There are three persons in one God: the Father,
the Son, and the Holy Spirit.

Question 4



How and why did God create us?

Answer

God created us male and female in his own image to glorify him.

Question 5



What else did God create?

Answer

God created all things, and all his creation was very good.