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THE WORD

CARIBBEAN BIBLE LESSONS



# Discoverers

Older Children • Age 10-12 • Teacher Guide

September • October • November • December • 2023





# Discoverers

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## Older Children • Age 10-12 • Teacher Guide

The learning activities suggested in this book are used as part of the teaching plan provided in the *Older Children Learner Guide*. It is strongly recommended that each church provides a copy of the *Older Children Learner Guide* for each Older Children teacher and Older Child.

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**Editor:** Tamara Francis **Editorial Assistants:** Flavia Orr, Gladstone Fletcher **Review Editor:** Beryl Roper**Cover Design:** John Hatton, Carleen Clothier **Cover Image:** Ramon MorganProduced and Published by **Caribbean Christian Publications Limited**, 27 Balmoral Avenue, Kingston 10,Jamaica, West Indies **E-mail:** info@ccpcbf.org **Website:** www.ccpcbf.org

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# MEET OUR WRITERS

SEPTEMBER



## **Annette George-Boney - Dominica**

*Annette has been a Christian for over 45 years. her ministry involvement includes church administration and president of Women's ministry. Annette became involved in children's ministry in 2009. She is a Sunday School teacher who became a writer for the CCP Older Children curriculum in 2010. Annette appreciates the need for Bible study and the need to rely on God in the preparation of the lessons. Mrs Boney is a Systems Analyst at the Inland Revenue Department in Roseau.*

OCTOBER



## **Petrea Facey - Jamaica**

*Petrea has been a deacon and Sunday School Teacher at Gardeners View Baptist Church, Jamaica for many years. She also was involved in the Drama, Sign Language and Youth ministries. She remarked, "Writing for Older Children reminded me of how important and valuable the lessons were in shaping my Christian life". Dr Facey's career includes being a research chemist and a lecturer at the University of the West Indies, Mona.*

NOVEMBER



## **Jacquelyn Williams-Argyle - The Bahamas**

*Jacquelyn is a member of Mt Calvary Baptist Church, Freeport in Grand Bahama. She has been a Christian for over 35 years and a Sunday School teacher since her teenaged years. She has been writing teacher and learner lessons for Older Children since 2010 and has also written for Youth. Jacquelyn is an educator with over 25 years of experience in her profession. She serves in national and international organisations which are involved in the spreading of the gospel. Mrs Williams-Argyle lives in Freeport, Grand Bahama.*

DECEMBER



## **Lisa Rocke - Belize**

*Lisa has been a Christian for over 45 years. She is a Sunday School teacher and is also involved in Women's ministries. Lisa is a Bible teacher who has faithfully filled many leadership roles in the Baptist Association of Belize. She has served CCP as a member of the Board of Trustees of Caribbean Christian Publications. Lisa has been involved in the development of Caribbean Bible Lessons since the early 1980s. Mrs Rocke is Senior Administrative Assistant at the University of the West Indies Open Campus in Belize.*

*Thank you for your service to Christ and the children of the Caribbean through CCP.*

## WEEKLY PLANNING CHECKLIST

Timely planning and preparation of the Sunday School lessons will provide personal interaction with the lessons and help you to achieve the learner goals. A checklist is a useful reminder as you plan your lessons weekly.

Here are some suggestions for you to incorporate in your weekly planning.

### PERSONAL READINESS

- Always prayerfully seek the guidance of our Lord in your weekly preparation. Remember, “He is the Potter, we are the clay”.
- Think about the lesson often and allow the Holy Spirit to use it to minister to you.
- During the week, pray for the children in your class, especially for those with special challenges.
- Make an honest response to the **Reflection**, provided at the end of the **Teacher Bible Study**. How does the lesson apply to you?
- Remember to contact your absentees each week.

### PREPARE THE LESSON

- Be sure to read the weekly **Teacher Bible Study** in your *Teacher Guide*. It will help to bring focus to each lesson.
- Read the **Bible Focus** carefully. If possible, read it from several versions of the Bible.
- Know the focus of the lesson. Ask yourself: What do I want the children to say when parents ask, “What did you learn today?”
- Practise so that you can present the lesson in an interesting way.
- Read the **Bible Story** in the *Learner Guide* and plan how you will use it in your presentation. It is always better not to read the lesson to the children.
- Prepare the suggested visual aids as well as other appropriate learning aids. Learning aids are effective in reaching the age group you teach.
- Study the **Memory Verse** for the week and prepare the activity you will use to help the children to memorise it.
- Colour the *Teaching Picture*. Plan how you will incorporate it in the lesson.

### GROUP ACTIVITIES

- Be sure to plan at least two **Group Activities** for each lesson.
- Provide enough material so that each child can participate and benefit.

### TEACHING THE CLASS

- Observe the teaching steps in the *Teacher Guide*. Recognise the uniqueness of each child and try your best to touch each life.
- Be mindful of children with undesirable behaviours; for example, “selfish Sally”.  
You may be the person God will use to bring about change in their life.
- Make sure you provide opportunities for Older Children to accept Christ, as they respond to the lesson and the prompting of the Holy Spirit.

# SEPTEMBER UNIT OVERVIEW: GOD'S WORLD

## Session Title & Bible Focus

### God Made the Universe

Genesis 1: 1-25  
Psalm 24:1-2

September 03

### God Made People

Genesis 1:27; 2:1-7,  
15-23

September 10

### God Gave Us Responsibility

Genesis 1:26-31; 2:15-17

September 17

### God Gave Us Freedom to Choose

Genesis 3: 1-24

September 24

## Memory Verse

### Psalm 24:1 CEV

*The earth and everything on it belong to the LORD. The world and its people belong to Him.*

### Genesis 1:27 NIV

*So God created mankind in His own image, in the image of God He created them; male and female He created them.*

### Genesis 2:15 NIV

*The LORD God took the man and put him in the Garden of Eden to work it and take care of it.*

### Deuteronomy 30:15 CEV

*Today I am giving you a choice. You can choose life and success or death and disaster.*

## Unit Description

The unit focuses on aspects of the creation story as recorded in Genesis 1—3. It highlights:

- God's creation and ownership of the universe;
- the privilege that God gave to human beings to enjoy God's world and the responsibilities to manage and take care of it;
- the capacity which God has given people to respond to God by choice.

## Unit Central Truth

God created the whole world, placed people in it, and gave them the responsibility to manage and care for God's world.

## Unit Aim

To help children to understand that: a) God created the world, b) God gave people responsibilities and choices and c) God desires that people obey Him and maintain a relationship with Him.



September 3, 2023

## Unit 1: GOD'S WORLD

## Lesson 1: God Made the Universe

Bible Focus: Genesis 1:1-25; Psalm 24:1-2

**Memory Verse:** *The earth and everything on it belong to the Lord. The world and its people belong to Him. Psalm 24:1 CEV*

**Central Truth:** God's act of creating the world reflects His greatness, wisdom and love.

The first chapter of Genesis describes God's creation of the universe. He made the whole world by the power of His spoken word. The Hebrew word for 'create' means 'made out of nothing'. Only God who has always existed could create the earth out of nothing. God 'spoke' what He desired and they came into existence.

Based on the description in the text, before God's creative activity, the earth had no form, was empty and covered with darkness. At that time, the universe did not have the ordered form it has now. In the first act of creation, God commanded light to appear to disperse the darkness. He then gave structure to the universe: land, air and water with living species. The method that God used to create the universe, demonstrates that His power and greatness are indisputable. Repeatedly, the text states: "And/Then God said", (Genesis 1:3, 6, 9, 11, 14, 20, 24, 26). By the power of God's spoken word, the heavens and the earth came into being.

God established a place, the universe, where His purpose and goals for humankind can be fulfilled. God also provided all the resources to meet

the needs of humankind. When we examine the expanse of the created universe and the beauty and order of nature, we are compelled to acknowledge, the majesty and wisdom of our Creator. This display of majesty, power and greatness is reason for human beings to praise and worship God continuously.

The earth, and all its fullness, belong to God. He made it and He remains the sole Owner and Master (Psalm 24:1). Of note is that despite the demands which human beings make on the stores of the earth, God keeps the stores full or replenished. Ground provisions, fruits, fish, soil, plants and other resources are always available.

All the products of this vast world belong to God and all living inhabitants belong to Him. All of creation is under the ownership, authority and power of God, and so human beings display wisdom when they acknowledge God as King.

**REFLECTION:** *The awareness that the earth belongs to God should make me willing to share what I possess.*



## Prepare the Lesson

### Aim:

*To encourage Older Children to choose to worship God because of His greatness, power and wisdom in creating and owning the world.*

### ◀LARGE GROUP STUDY▶

- ▶ Make a **Unit Poster**: Cut a large circle from a sheet of poster board. Write the **Unit Title** across the middle of the circle. From construction paper, cut four shapes. On each shape, write a **Lesson Title**, as per week.
- ▶ Plan to attach each week's **Lesson Title** to the poster before the start of the session.
- ▶ Prepare to include the following **Key Points** in your presentation:
  - ☞ God created and owns the world.
  - ☞ All of God's creations such as land, gold, silver, oceans, rivers, waterfalls, animals, fruits, food, the air we breathe, day, night, morning, evening and flowers, should help us to realise how great and wise God is.
  - ☞ Our wise and loving God, created various resources which He knew that human beings need. He created these resources even before He created human beings.
  - ☞ God's wisdom and greatness are reasons for us to worship Him.
- ▶ Plan to teach the **Memory Verse** using the *Volley Ball Activity*. Have the children stand in two rows facing each other. One row says the first word and then the other row says the next word. Do this twice, and then, have both rows say it all, together.

- ▶ Colour the *Teaching Picture*. Plan how you will use it to introduce or review the story.
- ▶ Plan to use the song, "How Great Thou Art", as the Unit Song.

### ◀SMALL GROUP ACTIVITIES▶

#### Group 1: Creation Accordion Folds

- ▶ Plan to make an Accordion Fold Book which depicts the six days of creation.
- ▶ Provide drawing paper, crayons coloured markers, pens and pencils.
- ▶ Plan to have the students draw the things which God created on the six days of creation. The first sheet should be decorated and given a title which the children can choose.
- ▶ Assist the children in taping the sheets together, to form the Creation Accordion Fold.

#### Group 2: Creation Praise Litany

- ▶ On cartridge paper, begin the litany as shown below. The group will complete the litany with at least six expressions of praise to God.

#### CREATION PRAISE LITANY

*Boys: Lord, You created everything, great and small.*

*Girls: Lord, we praise You because You are great and wise.*

*Boys: Lord, we see Your greatness all around us.*

*Girls: Lord You ...*

- ▶ Provide a dark marker for the group.



## ◀STEP 1: START OFF▶

•Welcome the children as they arrive. When they settle, give special attention to visitors and those who had been noticeably absent and have returned. •Pray for the children, yourself and the desired lesson outcome. •Sing the Unit Song, “How Great Thou Art”.

## ◀STEP 2: LARGE GROUP STUDY▶

•Take the children to a window or outdoors. Have them describe what they see. The idea is to have them focus on things of nature. On a chalkboard or construction paper, draw basic pictures of some natural things they see, such as clouds, trees, flowers, fields and animals. Use the drawings to direct the discussion, helping the children to see that God made all these things. •Open your Bible to the **Bible Focus** passages. Let the children find the passages in their Bible. Tell the Bible Story and as you proceed, request persons to read some verses for emphasis. Discuss the **Key Points** noted on page 6. •Display the *Teaching Picture*. Ask: *What does the picture show?* •Teach the **Memory Verse** using the activity as suggested on page 6.

## ◀STEP 3: SMALL GROUP ACTIVITIES▶

### **Group 1: Creation Accordion Fold**

- 1) Explain the activity.
- 2) Distribute the material collected and allow the children to do the activity.
- 3) Help them to decide where to display the Accordion Fold.

### **Group 2: Creation Praise Litany**

- 1) Explain the activity.
- 2) Encourage the children to praise God in the litany.
- 3) Remind the children that the litany will be one way to show that they appreciate God’s creation.

## ◀STEP 4: END THE SESSION▶

- 1) Reassemble the groups and let the children sing “How Great Thou Art”.
- 2) Invite them to share what they did in **Small Group Activities**.
- 3) Close with sentence prayers with each child thanking God for his or her favourite fruit, meal, flower, vegetable or animal.
- 4) Ask for a show of hands of those who will tell someone during the week about God’s power and wisdom in creating the world.
- 5) Encourage the children to invite a friend to next week’s class. Dismiss the class.



September 10, 2023

## Unit 1: GOD'S WORLD

### Lesson 2: God Made People

**Bible Focus:** Genesis 1:27; 2:1-7, 15-23

**Memory Verse:** *So God created mankind in His own image, in the image of God He created them; male and female He created them. Genesis 1:27 NIV*

**Central Truth:** The attitude of human beings towards their life should be worthy of God's great work of creation.

Human beings were created differently from how God created the other creatures. God's spoken word formed every other element of creation into existence. However, after God formed man from the dust, He breathed the breath of life into the man's body (Genesis 2:7). This method of creating man, makes human beings uniquely different from other creatures.

God created humans in His own image, a being with whom He could communicate and who could worship Him. Being made in the image of God means that, like God, we are spirit beings and we have the ability to reason and relate to God and our fellow human beings. We do not operate solely on instinct.

God saw that the man was lonely. God said, *"I isn't good for the man to live alone. I need to make a suitable partner for him."* (Genesis 2:18 CEV). God made woman from Adam's rib and brought her to Adam. Adam said: *"This is now bone of my bones and flesh of my flesh; she shall be called 'woman', for she was taken out of man"* (Genesis 2:23 NIV).

The awareness that God created human beings in His image should

awaken devout gratitude about our origin and existence. The authors, Spence and Exell, in *The Pulpit Commentary*, spoke of, "the true nobility of man's descent and the duty of walking worthily in it" (p. 43). It was probably in recognition of this nobility that the psalmist said, *"I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well"* (Psalm 139:14 NIV).

Knowledge of our origin and the value of our life should prompt us, human beings to: **a)** praise the unmatched power of God in producing us from dust; **b)** accept that we are not self-owned, God is our master; **c)** live by the obligation not to dishonour nor abuse any human life and **d)** accept that it is befitting for us to worship our Divine Creator.

**REFLECTION:** *How is my relationship with God, my Creator? Is it distant and aloof, or do I have constant fellowship with Him?*



## Prepare the Lesson

### Aim:

*To encourage each child to celebrate his or her uniqueness and to praise God for creating us as unique individuals.*

### ◀LARGE GROUP STUDY▶

- ▶ Plan to identify some markers in your class area, for example, beside the door, beside the window, behind the table, or the back of the room. As an introductory activity, you will call out physical attributes, such as eye colour and ask the children to gather around the markers for those characteristics. Repeat this with different physical features, such as hair colour or types of clothing. At the end, call all the children together in one group by calling for ‘a group that God made’.
- ▶ Prepare to include the following **Key Points** in your presentation:
  - ☞ God created and owns all human beings.
  - ☞ The life in human beings is a special gift because God breathed it into them.
  - ☞ God created human beings in His image and so we have some of His characteristics.
  - ☞ All human beings are special to God.
  - ☞ Human beings should live in ways which are pleasing to God since their life belongs to God.
- ▶ Plan to teach the **Memory Verse** using the *Pass the Ball* activity. See instruction on page 10, **Step 2: Large Group Study**. Provide a ball.

- ▶ Colour the *Teaching Picture* and plan how you will use it in the lesson.
- ▶ Plan to sing the song, “How Great Thou Art”, during the lesson period.

### ◀SMALL GROUP ACTIVITIES▶

#### Group 1: Listing Races

- ▶ Provide a world map, pencils or pens and paper.
- ▶ Each child will make a list of different races which God made and they will write beside each race the names of countries where the races are mainly found.

#### Group 2: Worship in Poetry

- ▶ Provide paper, pencils or pens for children to write a poem. In the poem, the children should do the following:
  - 1) *Acknowledge that God is great and wise.*
  - 2) *Praise God for life.*
  - 3) *Acknowledge that God owns each human being;*
  - 4) *Thank God for making male and female persons and that they perform different roles in life.*
  - 5) *Thank God for making human beings in His image.*
- ▶ Encourage the children to write the poem in the dialect of their community.



## ◀STEP 1: START OFF▶

•Welcome all the children. Give special attention to visitors and to those who have not attended for a long time. •Invite the children to share their experiences in carrying out the task to which they were committed in the previous week. Congratulate or encourage them as is appropriate •Ask the children to say sentence prayers, thanking God for His care and provision during the past week.

## ◀STEP 2: LARGE GROUP STUDY▶

•Proceed with the introductory activity you planned in **Prepare the Lesson**. •Sing the Unit Song, “How Great Thou Art”. •Open the Bible to the **Bible Focus**. Tell the Bible Story. •Discuss the **Key Points** you noted on page 9. Discuss the *Teaching Picture* •Teach the **Memory Verse** using the *Pass the Ball* game. Have the children form a circle. Pass the ball to any child. He or she will then pass the ball to the next child to the right until the teacher claps his or her hands. Then, the child who is holding the ball has to say the entire verse. The game goes on until each child has had an opportunity to say the **Memory Verse**. Finally, the whole class says the **Memory Verse** together.

## ◀STEP 3: SMALL GROUP ACTIVITIES▶

### Group 1: Listing Races

- 1) Give examples of races and use the world map to identify the countries in which they are mostly found.
- 2) Distribute pencils or pens, and paper. Have the children write the examples given, then list other races and the countries in which they are mostly found.
- 3) Encourage the children to help each other in completing the activity.

### Group 2: Worship in Poetry

- 1) Explain the activity.
- 2) Distribute paper, pencils or pens to the children.
- 3) Assist the children with the writing of the poem.

## ◀STEP 4: END THE SESSION▶

- 1) Invite the children to share what they learned in **Group Activities**.
- 2) Ask each child to tell ways in which the following word, *special*, describes him or her. Agree with or encourage each child appropriately.
- 3) Encourage the students to do the *Learning Activities* for the lesson, in their *Learner Guide*.
- 4) Let all the children repeat the **Memory Verse** as the closing prayer.
- 5) Dismiss the class.

September 17, 2023

## Unit 1: GOD'S WORLD

### Lesson 3: God Gave Us Responsibility

Bible Focus: Genesis 1:26-31; 2:15-17

Memory Verse: *The LORD God took the man and put him in the Garden of Eden to work it and take care of it. Genesis 2:15 NIV*

Central Truth: God's plan is for people to accept and fulfil their responsibility of taking care of His creation.



The crowning moment of “The Creation Story” is the point at which human beings were appointed ruler over all of creation: *“Now we will make humans, and they will be like us. We will let them rule the fish, the birds, and all other living creatures.” So God created humans to be like Himself; He made men and women*” (Genesis 1:26-27 CEV).

The command to rule separated human beings from the rest of creation and defined human beings’ relationship with God as being very different from that of the rest of creation. People are God’s stewards over creation. Just as God has dominion over all of creation, including human beings, human beings have dominion over the rest of creation: *“You have made them a little lower than the angels and crowned them with glory and honor. You made them rulers over the works of Your hands; You put everything under their feet: all flocks and herds, and the animals of the wild, the birds in the sky, and the fish in the sea, all that swim the paths of the seas”* (Psalm 8:5-8 NIV).

Human beings’ privileged position is not one of only dominion. As God’s stewards, they are responsible for taking care of His wonderful creation. God is

depending on people to treat His creation with respect and concern.

God placed the man in the Garden of Eden to work the garden and take care of it. God allowed the man to partake in the delightful provisions with one important exception, *“You are free to eat from any tree in the garden; but you must not eat from the tree of the knowledge of good and evil, for when you eat from it you will certainly die”* (Genesis 2: 16-17 NIV). Here, the man was warned that God has set certain limitations to freedom but there would also be devastating consequences for exceeding the God-ordained limits.

Similarly, when we fail to honour our responsibilities and to obey the commands of God to care for our environment, including animals, trees and rivers, the consequences can be devastating.

**REFLECTION:** *Abuse of the environment takes place all over the world. How can I help Older Children to understand and adopt the care slogan, “Think globally, act locally”?*



## Prepare the Lesson

### Aim:

*For Older Children to accept the responsibility to care for creation and commit to a specific plan for their home, school and community.*

### ◀LARGE GROUP STUDY▶

- ▶ Collect pictures of animals and trees to put around the class area. Include some fresh fruits to teach the children that when we take care of our environment the land will produce various types of food for all of us.
- ▶ Prepare to include the following **Key Points** in your presentation:
  - ☞ God gave the first man and woman dominion over the earth.
  - ☞ All generations should regard the care of the earth as a sacred responsibility, treating it with respect and concern.
  - ☞ No human being should live a life of idleness because God expects everyone to play his or her part in the care and preservation of the earth.
  - ☞ Although the Bible speaks of ‘a garden’, human beings’ responsibility and the care of the earth are not restricted to a literal garden.
  - ☞ Failure to take care of the environment, will have negative consequences on the balance in nature, which God intended.
- ▶ Plan and practise how you will present the **Bible Story**.

- ▶ Plan to use the *Crazy Stand-up* activity to teach the **Memory Verse**. This can be done in a variety of ways, for example, ask all the boys to recite the **Memory Verse** or ask all children who are 11 years old, or choose a particular colour and ask all the students wearing that colour to recite it. Children should stand when reciting the verse.
- ▶ Plan to sing the Unit Song, “How Great Thou Art”. Ask a child beforehand to lead in the singing of the song during **Step 1: Start Off**.

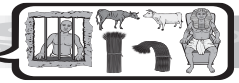
### ◀SMALL GROUP ACTIVITIES▶

#### GROUP 1: ILLUSTRATING LACK OF CARE OF THE ENVIRONMENT

- Plan to provide as many pictures as possible which show the results of neglecting the environment.
- Provide cartridge paper, glue and markers to complete the activity. Students will glue the pictures on the cartridge paper and write below them what they portray.

#### GROUP 2: ILLUSTRATING CARE OF THE ENVIRONMENT

- Provide children with cartridge paper and pictures that show the benefits of caring for our environment
- Provide cartridge paper, glue and markers to complete the activity. Students will glue the pictures on the cartridge paper and write below them what they portray.



## ◀STEP 1: START OFF▶

•Arrive early and display at a focal point, the fruits you provided. Welcome the children as they arrive. Ask the previously selected child to lead the singing of the Unit Song, “How Great Thou Art”. •Ask a volunteer to pray.

## ◀STEP 2: LARGE GROUP STUDY▶

•Discuss the **Bible Story** in the *Learner Guide*. Ask the children to tell how they feel when they are given responsibilities. •Open the Bible to the **Bible Focus**. Tell the story of God making Adam responsible for the care of the environment. •Invite the children to talk about how they think Adam felt, regarding the responsibilities God gave him. •Teach the concepts of *privilege* and *responsibility*. Discuss the **Key Points** noted on page 12. •Teach the **Memory Verse** using the *Crazy Stand-up* activity.

## ◀STEP 3: SMALL GROUP ACTIVITIES▶

### **Group 1: Illustrating Lack of Care of the Environment**

- 1) Give this group one sheet of cartridge paper and pictures which show what happens when we do not take care of our environment. If you have no pictures, let children draw their own, for example, garbage on the beach, factory spewing smoke.
- 2) Explain the activity.
- 3) Provide assistance when necessary.

### **Group 2: Illustrating Care of the Environment**

- 1) Give this group one sheet of cartridge paper and pictures which show the benefits of caring for our environment. If you have no pictures, let children draw their own, for example; children playing on a clean beach, healthy looking trees.
- 2) Explain the activity.
- 3) Provide assistance when necessary.

## ◀STEP 4: END THE SESSION▶

- 1) Reassemble the children. Invite them to share what they did in **Small Group Activities**.
- 2) Challenge the children to tell one way in which they will show more respect and care for their environment during the coming week. Encourage them to be practical.
- 3) Remind the children to complete the *Learning Activities* in the *Learner Guide* and to read next week’s **Bible Story** before coming to church.
- 4) In your closing prayer, ask God to help all the children to recognise and carry out their roles in caring for the environment.
- 5) Dismiss the class.



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