

Materials I Need:

Legend:



= Option 1, Appropriate for 1st – 2nd Grade



= Option 2, Appropriate for 3rd – 6th Grade

Memory Work:

“Now it is required that those who have been given a trust must prove faithful.” 1 Corinthians 4:2 (NIV)

Suggested Thematic Tracks:

① Serve Faithfully

HOOK: Laying the Foundations (*Discussion/Activity*)

Everyone Has a Job (*Activity*)

For Whom Are You Working? (*Discussion*)

Quality vs. Quantity (*Discussion/Activity*)

Copy Cat (*Game*)

One Body, Many Parts (*Game*)

God's Field (*Nature Walk/Discussion*)

Super-Specific Heroes (*Activity*)

BOOK: The Simple Truth (*Skit*)

LOOK: Faithful Servants (*Worksheet*)

Careful Constructions (*Activity/Object Lesson*)

Serve Faithfully (*Puzzle*)

Answer Mat (*Game*)

TOOK: Servant's Necklace (*Craft*)

A Firm Foundation (*Craft*)



Imitate Paul (*Discussion/Take-Home Card*)

Serving God's Field (*Craft*)


➤ **Complementary Activities**

Hook:




① **Laying the Foundations (*Discussion/Activity*).**   Bring in building blocks for the younger students and have the students take turns building structures using the concept of laying the foundation first. For the older students, show pictures of structures, or invite an architect or engineer to visit the classroom to talk about the importance of firm foundations. Explain how buildings are constructed and the necessity of laying a firm foundation before the rest of the building is built. In the Bible Adventure, Paul refers to himself as someone who started the foundation of a very special building (not like one you would think!).

- ① **Everyone Has a Job (Activity).** 🍌, 🦋 As the students enter the classroom, give them each a job. One might be dusting furniture, while another cleans the whiteboard, and yet another sorts toys or washes windows. Have a couple of helpers or teachers talk loudly to the others about how their jobs were more important than any of the others because they were the most difficult, the first to see when you entered the classroom, or took the most skill. They should continue to brag until the end of the HOOK time. This activity can be used to illustrate the lack of humility on the part of the workers who were putting themselves above the others, and can be referred back to during the BOOK time. At that time, explain that all who are workers for Christ share the same benefits.
- ① **For Whom Are You Working? (Discussion).** 🍌, 🦋 Bring in magazines or newspapers (photos or classified ads), that show different people in different occupations. Talk about what these people do for their jobs and what kinds of skills they would need to perform their duties. Ask the students who would be the bosses over each of these employees and how these workers might treat these employers. Personalize this discussion by asking the students if they have ever had a job to do. They perform work everyday as they clean their rooms, walk the dog, take out the trash, complete their school work, rake the leaves, pull weeds, or shovel the snow. For whom are they performing these tasks? Where do they get the ability to perform these tasks, and what are the rewards? Some might say that they learned a skill from someone else, or watched their older brother do it before. Others might say that they learned all by themselves or were initially taught by mom or dad. Tell the students that they will hear this morning from Paul's letter to the church in Corinth how each worker for Christ will be judged on his or her heart's motivation, and that Christ provides each one of us with the skills to perform whatever tasks He calls us to do.
- ① **Quality vs. Quantity (Discussion/Activity).** 🍌, 🦋 Compare and contrast items that will stand the test of time versus those that will not last. Talk about why some things last longer than others do. Ask the students to tell you what they would look for in something that would last for a very long time. Do they have any items at home that belonged to their grandmother or great-grandmother? In our "throw-away" society, this may be difficult. Some suggestions might be a piece of old furniture, clothing, jewelry, shoes, or houses. Would a house built of brick last longer than one of wood or straw? It may be hard for the students to think of the tasks that they have performed as lasting for a long time. Paul tells the Corinthians that the work performed for Christ should be of value to the kingdom. It should stand the test of time. Explain that humility is the secret to keeping your work and the workers in the proper perspective.
- ① **Copy Cat (Game).** 🍌, 🦋 Assign each student a partner and give him or her a specified amount of time to copy exactly what that person is doing. After a period of time, have them trade and let the other student be the copy cat. Ask them what kinds of people we want to copy or be like. This question will set up a good time of discussion. Tell the students that this morning they will hear who Paul tells the Corinthians to copy and why.
- ① **One Body, Many Parts (Game).** 🍌, 🦋 Form groups of 4-6 students and have each group form a circle, giving each group an inflated swim ring. Call out "right arm," and have the person in each group who's holding the ring put his or her right arm through the ring. Then call out another appendage from the following list: left arm, left leg, right leg, head, left elbow, right elbow. When you call out the body part, the person to the right of the person currently having the ring must put that body part through the ring also. The first person may need to bend or cooperate in some way for this to happen but must not let the ring slide off his or her right arm. Once the first two people have the correct parts through the ring, call out another body part. At this point, the first person should remove his or her right arm from the ring, and the second person should turn to the third who then puts the appropriate part through the ring. Continue until all the students have had at least two chances to pass the ring. End the game by calling, "All left arms in the ring!" Then have the students give themselves a round of applause without removing their arms from the rings. Explain that all believers are servants of God and are assigned the faithful work of building up the church with the gifts God has given them. Each believer has a responsibility to work diligently and faithfully for the Lord. Review 1 Corinthians 12:12-26 for a more in-depth treatment of this concept.

 ① **God's Field (Nature Walk/Discussion).** 🌿, 🦋 Tour the church grounds with the students to examine the plants and trees. Ask them to answer specific questions:


1. How did these plants get here?
2. Who is to credit?
3. Who planted the seeds, or watered the plant?
4. Who caused them to grow?
5. To whom should we give thanks and praise?

Read 1 Corinthians 3:5-9 when the class returns to the room. Tell the students that, in today's Bible Adventure, they will learn that some Christians in Corinth were giving certain people praise for the growth that was occurring in the church, instead of thanking God, who was the real cause for growth.

 ① **Super-Specific Heroes (Activity).** 🦋 Teachers will need to prepare for this activity beforehand. Set up an obstacle course in the classroom with a theme, such as a swamp, desert, or mountain. At the opposite end of the course will be a "damsel in distress" under some great threat, perhaps appearing much like a doll under the threat of a stuffed alligator toy. The objective for the students is to save the damsel and bring her back to safety. Due to the size of the classroom, the teacher may choose to have a team of students attempt this feat while the remaining students carefully observe their behavior. These students will be called "Super-Specific Heroes." Each of the volunteers will draw one of the teacher's pre-prepared "super-specific" powers out of a hat. The powers that the teacher chooses should relate directly to the obstacle course that has been developed. For example, a "swamp" obstacle course may have several islands (rugs or towels can be used) on which heroes can stand without being killed by the toxic swamp waters. Different props (e.g., 2' x 4' plank) should be available in the course for maneuvering the team from island to island. Additional variables in the course include any rules that you articulate and the specific powers of the heroes. A team of six students (heroes) in this obstacle course may have the following powers:

1. Singster – cannot see (blindfolded), and must sing all his words when speaking.
2. Insighter – knows that the Singer-Hero must sing a lullaby to the alligator before another team member takes the damsel; the Insight-Hero cannot talk at all until he or she is on the second-to-last island.
3. Firefoot – can walk in the toxic swamp but cannot speak or use hands (have props located in swamp so that they must be kicked back to an island for heroes to use).
4. Tendertouch – is the only hero who can hold the baby doll, but cannot walk and must be carried herself.
5. Communicaterer – can silence the whole team by raising his or her hand in the air to address the whole team; all other teammates must speak to one another through this hero.
6. Muscledaneous – can manipulate all props and function normally.

After a team has attempted to rescue the damsel and failed, the teachers may recruit another team (redrawing the same specific powers randomly). After each team, however, ask both the participating and the observing students if they noted any evidence of pride in the behavior of the heroes. Ask the heroes what they thought was the most important "specific power." Debrief this activity by explaining that the church team in Corinth was boasting about the different gifts of its heroes. Instead of using these gifts to serve the Lord faithfully, the Corinthians were dividing themselves over who was most important. Paul addresses this pride in 1 Corinthians 3, 4.

 ➤ **Measure Up Incentive Memorization (Review).** 🌿, 🦋 Check the students' memorization at the beginning of class as they come in, and award lesson buttons and wall-hangings as appropriate. Encourage new methods of memorization with the students and parents if a student is having difficulty. Encourage hard work and success in memorizing the whole verse, making appropriate accommodations when necessary. Utilize this time of Scripture review to discuss the Biblical concepts with individual students. Shepherd the students' hearts toward a right attitude and motivation in memorization of God's truth.



Book:

Presentation Ideas –



① **The Simple Truth (Skit).** 🦋, 🦋 Prepare a humorous skit before class with three adults. One person will arrive on the scene with a battery, two wires (or tin foil strips), and a flashlight bulb. Knowing that these components are somehow able to produce light, this person sets out to discover the truth about how it all works. Going to a library and checking out a couple of videos, this seeker witnesses two different presentations of wise technical instruction. He views both videos on a life-sized screen. The first includes a very charismatic speaker (the second adult in the skit), who entertains many gimmicks and lights, fancy words, and passion. The seeker responds with similar excitement and tries to follow this speaker to discern the truth about lighting his bulb but fails because of the lack of true substance in the speaker's content. The second video (with the third adult) includes a very normal and humble man teaching the very basic truths of lighting the bulb. He might be ready with a handy electrician's manual under his arm, and he may dryly explain the implications and importance of having light. The Corinthians were attracted to the charismatic and entertaining teaching of gifted speakers who were offering only human wisdom in the church. Paul told them plainly that human wisdom is not worth anything; only God's wisdom reveals the truth.

Bible Adventure for 1st – 6th Grades –

Do you remember why Paul wrote his first letter to the Corinthian church? Was it to tell them how mature and grown up they were in the Lord? Unfortunately, no. He had to tell them the exact opposite. They were behaving very immaturely. Paul had to correct them sternly in matters where they had strayed from the truth that he had so faithfully taught them.

In 1 Corinthians chapters 3 and 4, Paul had to specifically correct them because they wrongly believed that the work of God was to preach fancy sermons. They thought that they could spot a servant of the Lord if that person sounded smart and well-spoken. These wrong beliefs led to wrong behavior. The Corinthian believers began to quarrel with one another and divide themselves over the different leaders and preachers they followed. They would choose to follow a certain leader if they liked his talents, or if he seemed wise. They focused all their attention on the messenger who was doing the preaching. They did not focus at all on whether his message was true and in line with what Paul had originally taught them about the Gospel of Christ. Paul's simple preaching was being attacked and they were questioning whether or not he was even qualified to be their teacher. The Corinthians were judging all the leaders who came to them (both good and bad) by their outward abilities and personalities, not by the truth of what they said. They would rally behind their favorite leader and brag about the particular person whom they were following.

As we learned last week, Paul said that he was indeed qualified to be their spiritual leader. He proved how superior God's wisdom was over the human wisdom of the "wisdom teachers." In chapters 3 and 4, he corrected their wrong understanding of what a true worker of God was like. God's workers are merely servants who are given a job to faithfully carry out. They are not to be "put on a pedestal" to be idolized, nor were the Corinthians to be divided over them. Paul pointed out that he and other leaders such as Apollos had only done the job that God had given them, but it was God Himself who had saved the Corinthians. It was His power that caused them to grow. He used the illustration of a garden to make his point clear. "I planted the seed, Apollos watered it, but God made it grow" (3:6). All true workers of God have the same purpose—to faithfully serve God together to build up His church.

Paul compared the church, or body of Christ, to an actual building. He said humbly that by the power and grace given to him by God, he had laid the foundation for the church. The foundation of a building is the very bottom level that supports everything else. For all believers in the body of Christ, the foundation is the true Gospel of Jesus that Paul had preached. The fact that Jesus died and rose again for the salvation of mankind supports everything else that is done in the church. Paul warned that all other workers who come along must be careful about what kind of work they do to build upon this foundation. He explained that when Christ returns, He will judge the work of everyone. It's as if He will throw all that has been done in the church into a fire. Quality work that has been done according to God's wisdom will stand the test of the fire like gold, silver, and precious stones. However, work done in man's wisdom will not survive. It will burn up just like wood, hay, or straw.

Paul continued to warn that the teaching of the “wisdom teachers” and others like them was foolishness and would not survive the Lord’s judgment. These men did not serve God but only themselves, and the Corinthian believers were not to admire them or boast about them. All they said was full of human wisdom and would do absolutely nothing to encourage and build up the body of Christ. Paul sternly exclaimed in 1 Corinthians 3:21, “No more boasting about men!” In fact, they were not even to boast about Paul or Apollos. All of God’s true workers serve Him and faithfully carry out the jobs given to them to make the church stronger. However, God is the one who gives the gifts and abilities to carry out this service. No one could do a thing without Him. Therefore, all boasting and praise should go to God and God alone!

It is the same today as it was in the time of Paul and the Corinthians. God’s workers are not those who are particularly talented and can speak impressively. They are servants who obey the Lord and serve Him faithfully. No one should brag about their ability to preach or teach or anything else. All these are gifts from God. He will judge His workers based upon how faithfully they have used their gifts to serve Him and His church.

Aim Questions

1. **In what area did Paul give correction to the Corinthian church in chapters 3 and 4 of 1 Corinthians?** *(The worker and work of God; esteeming outward giftedness in leaders rather than faithful service to build the church in truth.)*
2. **What is a true worker of God?** *(A servant of God.)*
3. **What is the work of God?** *(The assigned tasks given by God for the building up of the church.)*
4. **On what foundation do Christians build today?** *(The foundation of Christ’s salvation laid by the apostles and prophets.)*
5. **How do we wrongly boast about other people today?**
6. **What are the things that God has given for you to do faithfully?**



Look:






① **Faithful Servants (Worksheet).** 🎨, 🦋 Have the students form table groups and complete **1CO03.GF1**. Read through the passages listed and have the students draw lines from the Scripture references to the “faithful servants” and then to his or her service in Corinth. Explain that these servants planted and watered the spiritual seeds of the Gospel, but God caused the salvation of souls and the growth of the church.





① **Careful Constructions (Activity/Object Lesson).** 🦋 Divide the class into teams of 3-5 students. Tell the students the objective for this activity: to build a quality, weight-bearing structure on top of their table. Students will earn the building materials in two ways: 1) Dried spaghetti noodles – earned by making a list of faithful servants found in the New Testament within one minute. Names must be written on paper to count; one spaghetti noodle per name. 2) Sticky labels (can be torn into pieces and used like tape to construct the spaghetti tower) – one label earned for every memory verse memorized in 1 Corinthians by the individual team members; i.e., one label per memorized verse per student. After the students and their building materials are set to go, give each team a large Dixie cup. This cup must be mounted to the top of the tower above the table top at least five inches. Students should be given ten minutes to complete the construction, but must sit at their table without wandering if finished early. After the end of ten minutes, the teachers will test and reward each construction individually, placing Hershey’s Kisses or peanut M&Ms into the Dixie cup until the structure fails. The reward for each team is either a full cup of candy or the actual number of candy pieces the tower could hold (plus the one that toppled it). Be sure to devote ample time for discussion with a careful look at 1 Corinthians 3:10-15.







① **Serve Faithfully (Puzzle).** 🎨, 🦋 Have the students solve the puzzle in **1CO03.GF2** by looking up the passages quoted from 1 Corinthians 3 and 4. The answers are in the verses. Be ready to spur the students’ thinking and searching ability within the Scriptures. *Answers: Across: 1. kindly; 3. boasting; 5. solid food; 6. servants; 9. foundation; 10. expert builder; 12. hard; 13. homeless; 16. worldly. Down: 2. dishonored; 4. fire; 7. faithful; 8. guardians; 11. Timothy; 14. scum; 15. fool.*

 ① **Answer Mat (Game).** ,  Spread a sheet of newspaper or small rug on the floor. This represents the Answer Mat. Divide the class into teams (a team per table will work). Have the students gather around the Answer Mat. Explain that you're going to ask them a few questions. These questions could have several right answers. Have one student stand on the Answer Mat. As soon as the question is answered, he or she needs to jump off so that the next student can jump on and offer another answer. If a student jumps onto the mat and has no answer, he or she is out. For each correct answer, the team scores a point. Possible questions could be:

1. What materials are good materials for building on the foundation of a believer's faith? (*gold, silver, precious stones*)
2. What materials are weak materials for building on the foundation of a believer's faith? (*wood, hay and straw*)
3. What men were the Corinthian church dividing over? (*Cephas, Paul, Apollos, Jesus*)
4. What kinds of things were happening to Paul when he wrote this letter to the Corinthian church? (*4:9-13*)

 ➤ **Aim Questions (Worksheet).**  Have the students answer the Aim Questions about today's Bible Adventure, **1CO03.GF3**.

 ➤ **Passage Review Questions (Worksheet).** ,  This booklet contains many questions from the Scripture passage covered in today's lesson. The students may work on them in class and complete them during the week at home, **1CO03.GF4**.

 ➤ **1 Corinthians 4:2 (Memory Verse Song).**  Words and music for today's memory verse are available upon request from Children's Ministry.



Took:

 ① **Servant's Necklace (Craft).**  Each student will need:

- 1CO03.GF5** copied onto white cardstock
- scissors
- 1 piece of 18-inch yarn
- coloring crayons or markers

Have the students follow the instructions below to complete their crafts:

1. Cut out the servant silhouettes on **1CO03.GF5**.
 2. Color each one differently and write the names of some of the other students in the class on each of the paper servants.
 3. String them on the piece of yarn by weaving the yarn in front and behind the holes in the arms.
- Tell the students that this morning they learned that, as servants to the Lord, we are all accountable to Him for how we use the gifts He has given to us. As servants, we are complementing each other's works and gifts. We are not in competition with each other. Encourage them to consider the other workers for Christ as all working for the same reason—to serve the King. Talk about serving with a humble heart and making it all count for the kingdom.

 ① **A Firm Foundation (Craft).** ,  Each student will need:

- 1CO03.GF6 Pgs. 1 & 2**
- scissors
- glue
- construction paper
- coloring crayons or markers

Have the students cut out the pieces from **1CO03.GF6 Pgs. 1 & 2** and paste them on a separate sheet of construction paper. They can create their own structure as long as they begin with the firm foundation of the Gospel of Christ. Explain to the students that with Christ as the firm foundation, He gives His servants the power to build His kingdom. As we use our gifts, we need to continually check our motives for service. If we maintain attitudes of humility and depend upon the Lord's wisdom and not man's, our acts of service will stand the test of time.

 ① **Imitate Paul (Discussion/Take-Home Card).** 🦋, 🦋 Each student will need:

1 chart from **1CO03.GF7** copied onto cardstock
coloring crayons or markers

Ask the students the following questions:

1. What have you learned about Paul in the last two weeks?
2. What kind of person was he?


Use these last two lessons, as well as any other verses from the Bible, to develop a list of character qualities found in this man of God. Tell the students that this morning they heard Paul tell the Corinthians to imitate him as they serve Christ. Have them list the qualities that they have learned about Paul in the appropriate box. Discuss ways that they can imitate him this next week. Have them write down what they did to serve God faithfully. Suggest to them that, as they do these acts of service, to do periodic “heart checks” to make sure their motivations are pure as they are performing them. Have the students use this chart to help them keep themselves accountable.

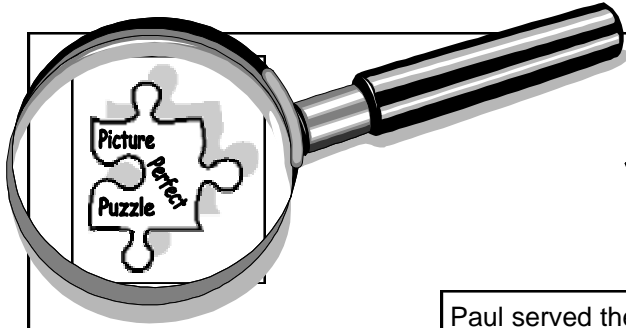
 ① **Serving God’s Field (Craft).** 🦋, 🦋 Each student will need:

1 memory verse label from **1CO03.GF8**
styrofoam cup
beads, glitter, stickers, etc.
colored markers
soil
bean for planting

Have the students color and decorate the cups before putting in the soil. Instruct them to water their bean sprout every day and, as they faithfully serve God’s little bean field, they can recite the memory verse on the cup. Discuss what ways the students might faithfully serve God’s church this week. This activity may provide an ideal time for teachers or helpers in the classroom to give their testimonies about how they came to know Christ as their Lord and Savior. Ask the students the following questions:

1. Who planted the seed of the Gospel in their lives?
2. Who watered it?
3. How is it apparent that God made them grow?

 ➤ **1 Corinthians “Measure Up” Take-Home (Incentive).** 🦋, 🦋 Review today’s verse and lesson theme one last time. Encourage the students to continue memorizing both of these throughout the week to earn the next button. Test their memory of past lesson themes and verses as time permits.



Faithful Servants

Paul served the Corinthian church with several faithful servants. Several of these are listed in the book of Acts. Read the passages on the left and draw a line from each particular Scripture reference to the name(s) of the servant(s) it discusses. Then draw another line from each servant to the actual service on the right in which they were faithful. How have faithful servants served in this church?

Faithful Friends

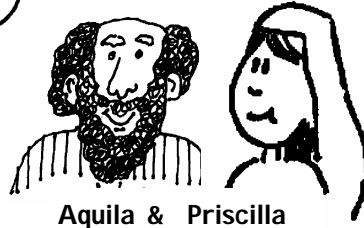
Acts 18:4

Acts 18:7

Acts 18:5; 2 Cor. 11:9

Acts 18:18, 19, 26

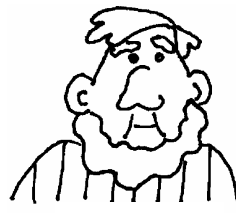
Acts 18:27, 28



Aquila & Priscilla



Titius Justus



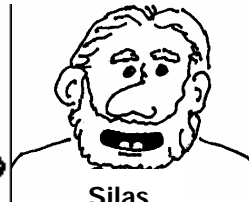
Paul



Apollos



Timothy



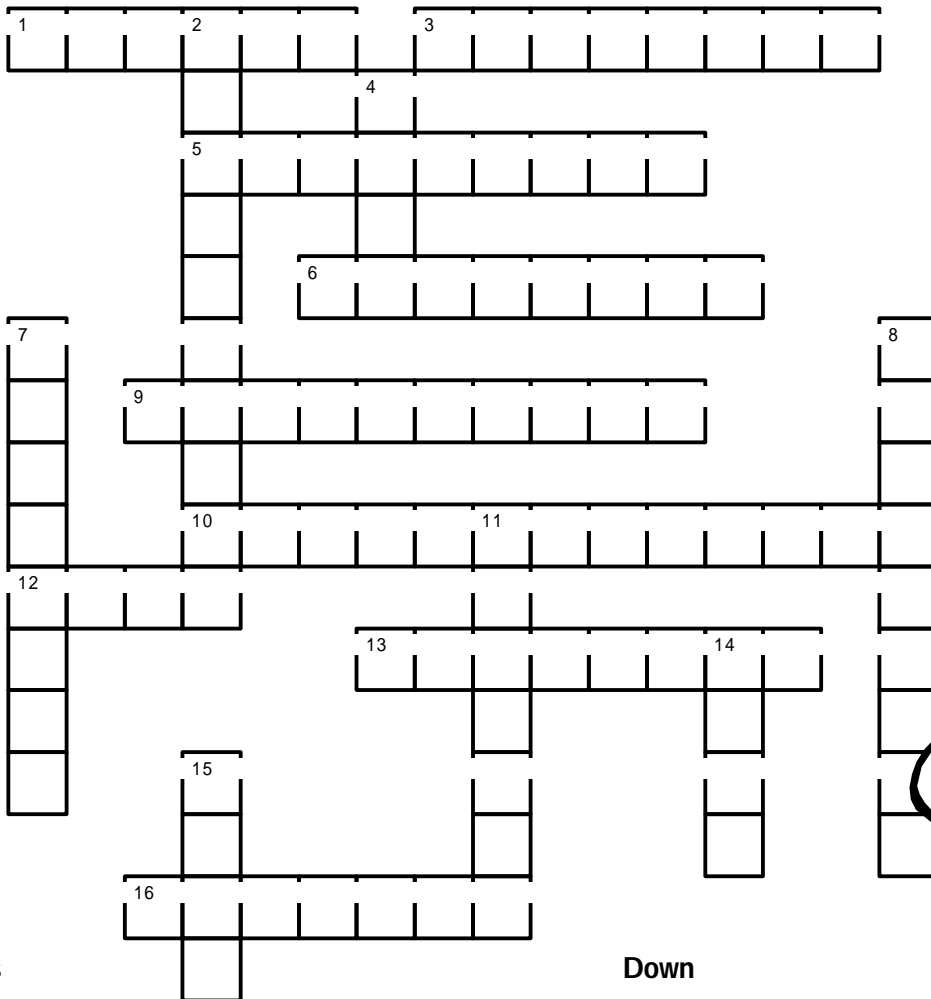
Silas

- Taught about Christ in the synagogue.***
- Served with Paul in Syria and they were hospitable to Apollos and explained the complete Gospel.***
- Delivered financial assistance from the church in Macedonia, allowing Paul to focus all his time to preaching.***
- Housed Paul's ministry to the Corinthians.***
- Taught from the Scriptures that Jesus was the Christ.***



Serve Faithfully

Solve the puzzle below by looking up the passages quoted from 1 Corinthians 3 and 4. The answers are in the verses. Ask a teacher for help if you get stuck.



Across

Down

1. When slandered, answer ____ (4:13)
3. No more ____ (3:21)
5. You get milk instead of ____ ____ (3:2)
6. Paul and Apollos are ____ (3:5)
9. Paul laid it (3:10)
10. Paul is an ____ ____ (3:10)
12. Paul worked ____ (4:12)
13. Paul had no home (4:11)
16. Due to jealousy & quarreling you are ____ (3:3)

2. You are honored, we are ____ (4:10)
4. Our work will be tested by it (3:13)
7. A trust is given, so prove ____ (4:2)
8. Surrounded by ten thousand (4:15)
11. Paul sent him (4:17)
14. ____ of the earth (4:13)
15. Not wise but a ____ (4:10)

Aim Questions

Answer the following questions about today's Bible Adventure.

1. In what area did Paul give correction to the Corinthian church in chapters 3 and 4 of 1 Corinthians?
2. What is a true worker of God?
3. What is the work of God?
4. On what foundation do Christians build today?
5. How do we wrongly boast about other people today?
6. What are the things that God has given for you to do faithfully?

Believers should not boast in church leaders because they can speak well or have other gifts. All our leaders have one purpose in building the church and that is to glorify God in shepherding your heart.



*"Now it is required that those who have been given a trust must prove faithful."
1 Corinthians 4:2*

Passage Review Questions

1 Corinthians 3-4

Due to the immaturity of the Corinthian believers, how did Paul say that he must address them? (3:1)

Because Paul found quarreling and jealousy among the believers at Corinth, how did he describe them? (3:3)

How did Paul describe himself and Apollos? (3:5)

Should believers have one purpose in ministering to the body or many purposes? (3:8, 9)

Was the foundation of faith that Paul laid a weak and worthless one, or a foundation laid by an expert builder? (3:10)

Can a person become a Christian again after he/she has already become a Christian? (3:11)

What words does Paul use to describe a solid building built on the foundation of Christ Jesus? (3:12)

Will the way that believers live their lives really matter in the end? (3:13)

How does God view this world's wisdom? (3:19)

What should believers not do? (3:21)

How does Paul say that believers must live their lives because of the trust that has been given them in Jesus? (4:2)

Paul draws vivid contrasts between righteous living and living for the world. How does he do this? (4:10)

What were Paul's living conditions when he wrote this letter? (4:11)

How does Paul describe the way he works? (4:12)

How does the world look at believers who are walking faithfully and are obedient to God's Word? (4:13)

How did Paul say that he answered to people who were slandering, or saying bad things about him? (4:13)

Why was Paul telling the Corinthians how good their lives were in the world's eyes and how poor his own life was in the world's eyes? (4:14)

Who was the Corinthian church's father in the faith? (4:15)

Who did Paul say that he was sending to show them how to imitate the way Paul was living? (4:17)

What two things does Paul remind the Corinthians of at the end of chapter 4? (4:18-20)

Servant's Necklace



Leadership

Administration

Mercy

Faithfulness

Faithfulness

Unselfishness

Compassion

Helping

As precious stones

As precious stones

As precious stones

As precious stones

As precious stones

As precious stones

The Gospel of Christ

Encouragement

Togetherness with other believers

Diligence

Cheerful Service

Perseverance

Generosity

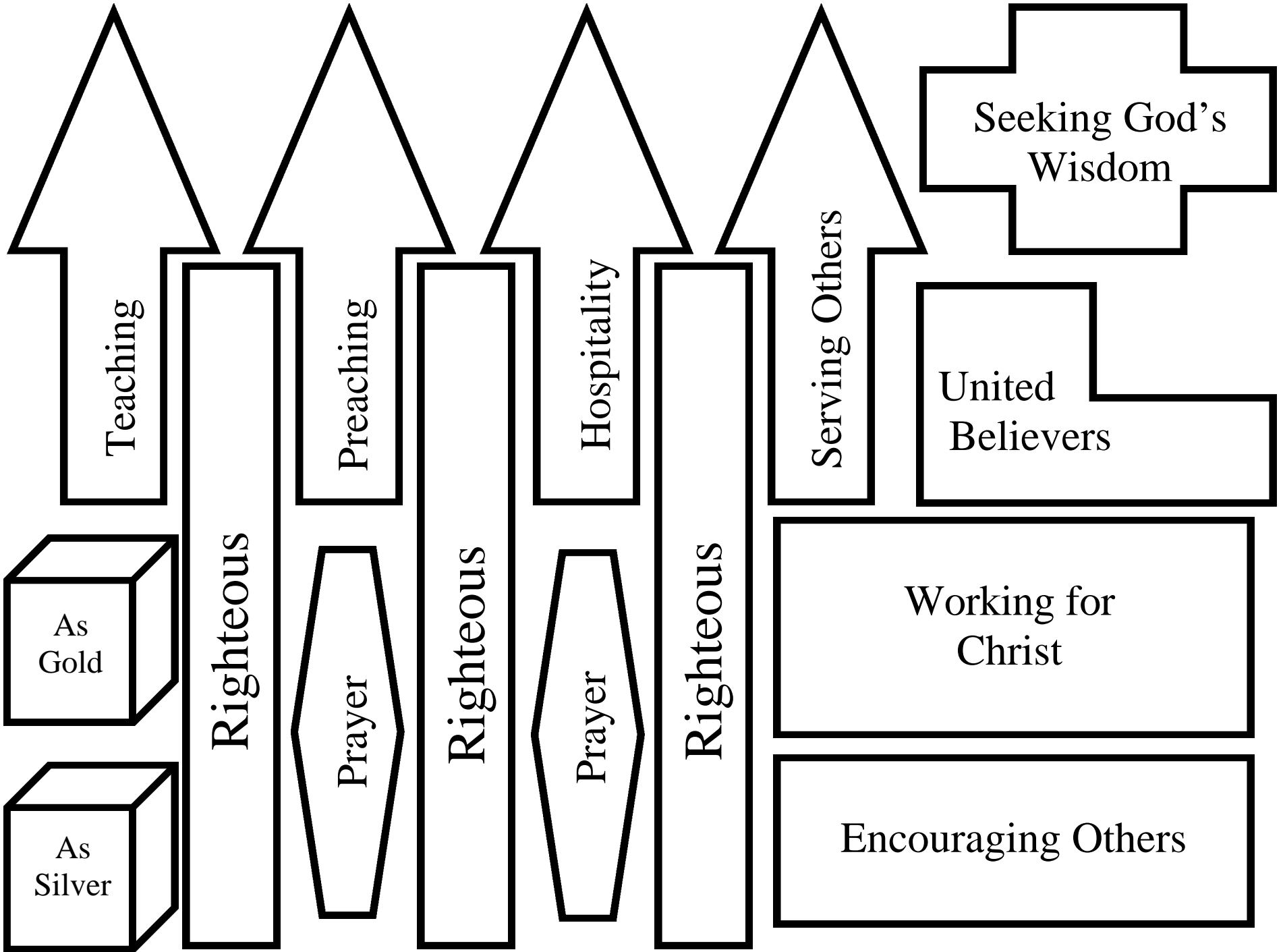
Submission to Authority

JOY

Humility

Love

Evangelism










Imitate Paul

Character qualities of Paul

Serving Christ this Week

Motivation

Imitate Paul

Character qualities of Paul

Serving Christ This Week

Motivation

“Now it is required that those who have been given a trust must prove faithful.”
1 Corinthians 4:2

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