

RAINY DAY RESCUE

75+ Activities to Cultivate Christian Character

Rainy Day Rescue: 75+ Activities to Cultivate Christian Character

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GAMES

RED LIGHT, GREEN LIGHT **K5**

Fairness—We act **fairly** when we follow the rules and don't cheat.

Students can play a game of “Red Light, Green Light.” Before the activity, mark a starting line and a finish line, perhaps with cones or masking tape.

Ask students to line up at the starting line. Once the game begins, students may only move toward the finish line when they hear you say “green light.” Students must stop and remain completely still when you say “red light.” If you catch students moving after you say “red light,” ask them to sit down. The first student to reach the finish line wins.

As time allows, let volunteers say “red light” or “green light” for a few rounds.

Afterward, discuss what might happen if no one followed the rules. What if no one ever stopped? What if someone moved the finish line? What if someone tackled a classmate? Could there really be a winner?

Note that the rules of this game are made up, but they're made up to help everyone have the most fun. Other rules—like the rules in class or at home—are more important. They help people be kind, stay safe, and have a fair chance to do well. If we cheat, we don't give others a good chance to enjoy life. Fairness, on the other hand, is one way to show love.

MUSICAL CHAIRS **K5**

Patience—We show **patience** when we wait quietly.

Students can play a game of musical chairs. Before the activity, prepare some music, and arrange a circle of chairs—one fewer chair than the number of students.

Explain that as students listen to the music, they should walk around the circle slowly. Once the music stops, the students should sit down on a chair. The one student without a chair loses and is out of the game. If students sit down before the music stops, they are out, as well. After each round, remove a chair from the circle.

In the final round, when only two students and one chair remain, the winner is the student who sits in that chair first.

Afterward, ask students for the best way to reach a chair. If they are distracted by other students, will they hear the music stop? If we want to do well, it's important to pay attention. If we are talking or being too silly, we won't know when we should sit down.

Sometimes God wants us to wait for something. He might ask us to keep doing right until He fixes a problem. We might need to wait before we can rest or get exactly what we want. But whenever we have to wait, we can do so attentively and quietly, trusting in God.

BARNYARD BLITZ **K5**

Attentiveness—We are **attentive** when we listen to instructions and follow them.

Outside or in a gym, students can play a game that requires listening for specific team cues. Before the activity, place several soft objects, like foam balls or stuffed animals, in the center of the play area.

At equal distances from this center, mark 4–5 bases, one for each team of students. Divide the class into 4–5 teams. Ideally, the number of students on each team should match the number of objects in the center of the play area.

Each team is named after an animal. Tell each team their animal, and ask them what sound their animal makes:

Cat	Sheep	Snake	Dog	Cow
Meow	Baah	Hiss	Bark	Moo

Tell each team to listen carefully to the sounds that you make. When you make an animal sound, the matching team should run to the center of the play area, grab the items, and then run back to their base. Students should only move when they hear their team’s animal sound. If you yell “stop,” all students should freeze in place until they hear their animal sound again.

You can demonstrate the value of listening with a non-competitive activity, but if you decide to make it a competitive game, you could put many items in the center, and then, after several rounds, count how many items that each team was able to gather. You could also make more than one animal sound in quick succession.

Afterward, discuss the importance of listening to instructions. What kinds of things distracted the students during the game? Note that we can help others enjoy the game more if we avoid becoming a distraction ourselves.

MOTHER MAY I? **K5**

The Fear of God—We **fear** God by offering Him our respect, awe, and worship.

Students can practice respect by carefully following instructions in a game like “Mother, May I?” Before the activity, mark a starting line and finish line. Ask students to gather at the starting line. You will stand at the other end of the room and give instructions to specific students. Instructions might include . . .

- Take a big step forward.
- Stomp forward two steps.
- Hop two times on just one foot.
- Take one step sideways.
- Jump forward once like a frog.
- Take two tiny steps backward.

ACTIVITIES

ON THE JOB **K5**

Stewardship—We are good **stewards** when we take care of God’s gifts.

Students can discuss stewardship as volunteers depict ways to show responsibility and care. For each situation below, ask two volunteers to pantomime the given actions. If possible, include props to help students visualize the activity.

Situation	Volunteer 1	Volunteer 2
Feeding your fish	Using a can or cup, the student sprinkles a little food in the fish tank.	The fish swims around and gobbles up the food.
Watering your plant	Using a watering can, the student pours water onto the plant.	The plant grows up big and strong.
Taking out the trash	Using a bag, the student takes the trash out.	The waste collector puts the bag into the truck.
Sweeping the porch	Using a broom, the student sweeps away the leaves.	The leaves blow off the porch and flutter away.

SO SORRY **K5**

Repentance—We **repent** when we stop, turn around, and go back in the right direction.

Students can practice apologies by role-playing situations that require repentance. Present a few simple cases to your students, and ask them to follow 2–3 steps like the following:

- Explain what they did wrong.
- Say that they’re sorry for what they did.
- Make up for their wrong, if possible.

Case	Repentance
A student steals another’s crayon.	The student should apologize and return the crayon.
A student cuts in line in front of another.	The student should apologize and go behind the other student.
A student crumples up another’s drawing.	The student should apologize and try to flatten the paper.

Explain that we can’t always make up for our wrongs. Sometimes we do things that we can’t make right—like if we rip up a drawing, or if we push someone and they get hurt for a long time. We should think before we act.

NOAH'S NOISY ARK **K5**

Trust / Faith—We can **trust** God even when we don't understand what's happening.

Students can review and reenact the main points of the story of Noah and the ark. Select a few volunteers to perform and prompt the rest of the class for sound effects. As time allows, ask students to describe what happened in sequence.

Figures
Noah
Noah's Wife
Noah's Sons
The Animals

Cue	Sound
Flood	Wooosh!
Ark	Wow!
Animals	Moo! / Roar! / Hiss!

Story

- The people on Earth were very wicked.
- One day, God told Noah that He would send a huge **flood**.
- God told Noah to build a big boat called an **ark**. The **ark** would hold many **animals**.
- Noah obeyed God. He and his family built the **ark**.
- **Animals** went into the ark. There were at least two of each kind, plus seven pairs of each kind of bird.
- Noah and his family went inside the **ark** with the **animals**. God shut the door.
- Then came the **flood**. It started to rain and didn't stop for 40 days. But God protected the **ark** with all the people and **animals** inside.
- Later, after the **ark** settled on a mountain, God opened the door, and everyone came out on dry land. The **flood** was gone.

Ask students if Noah knew what would happen to his family and all the animals after the flood. Even though Noah did not know God's plan, he trusted and obeyed God. We show trust by obeying God even when we don't understand.

Challenges

CAPTAIN'S ORDERS **K5**

Obedience—We **obey** when we do what God tells us to do.

Students can play a simple game to model and discuss obedience. Consider playing a “Simon Says”-style game. Students should follow simple instructions, but only if preceded by a phrase like “Simon Says.” Encourage students to listen carefully. When students follow an invalid instruction, ask them to sit down. The last student standing wins.

Instructions could include the following:

- Jump once.
- Wiggle your nose.
- Touch your ear.
- Turn in a circle once.
- Turn in a circle twice.
- Put your hand on your head.
- Say hello to someone nearby.
- Sit down.
- Shake your leg.
- Freeze for five seconds.
- Roar like a lion.
- Trumpet like an elephant.
- Bark like a dog.
- Say the color of your shirt.
- Be completely silent.

Discuss the difficulty of obeying. Sometimes, we don't understand the rules. Whenever we're confused, we should ask for help. God has given us teachers and family to help us learn. They can teach us how to obey God and do right.

HOT AND COLD **K5**

Honesty—We are **honest** when we tell the truth and only the truth.

Students can play a game of “Hot and Cold.” To begin the activity, tell a volunteer to close their eyes while you hide a small item—perhaps a bean bag—somewhere in the room. The rest of the class can see where you hide the item.

Ask the volunteer to open their eyes and hunt for the item. The class can help guide the volunteer by saying “warm” as they move toward the item, and “cold” as they move away from it. Explain that they can also use more extreme adjectives like “freezing” or “burning,” as appropriate. The game ends when the class successfully guides the hunter to find the item. As time allows, do another round or two with new volunteers.

Afterward, discuss what might have happened if half the class tried to trick the hunter. What if most or all of the class lied? How would the hunter feel?

All of us will get chances to help other people. When it's our time to help, we should try to share the truth with love, just like God does for us.

CALM ON COMMAND **K5**

Peace—We can have **peace** when we trust God’s provision.

Students can play a game that requires them to act calm on command.

- For this activity, begin with students standing.
- Tell them that when you turn off the classroom light, they can wiggle around and make noise.
- But when you flip the light back on, everyone must freeze and stay perfectly quiet—no moving or giggling.
- When the light is on, any student moving or making noise must sit down and stay out of the game.
- Continue to play until only a few students remain. As time allows, play another round.

Afterward, discuss what made the game difficult or easy. Note that it can be hard to stay still and calm while others are acting crazy. It takes self-control and focus. Explain that our lives can fill up with many loud or scary things, but if we focus on God and His blessings, He will give us peace. We will know peace when we trust God to keep us safe and give us what we need.

SILLY SEQUENCE **1**

Attentiveness—We show **attentiveness** when we listen carefully and remember what we hear.

Students can play a game in which they remember and repeat a rhythm. To begin, choose 5–7 volunteers to stand in a line at the front of the room.

- Perform three actions in a row, such as a clap, a stomp, and a tummy pat.
- The first volunteer should repeat your three actions, then add one more. The second volunteer should repeat those four actions, and then add another—and so on until all the volunteers have added an action. Repeat actions are fine.
- At the end, see if all the volunteers can repeat the entire sequence together.

As time allows, select another group of volunteers.

Afterward, discuss how the students can better remember what they hear. What can distract us during class time or games? Is it easier or harder to hear when others are talking?

ART PROJECTS

DRAW AND TELL **K5**

Love—We show **love** by doing what’s best for others.

Ask students to draw someone or something they love. Ask volunteers to share their drawings with the rest of the class. As time allows, ask students . . .

- Why do you love this?
- How can you show love to this?

Explain that we can show love by . . .

- Taking care of others
- Helping others
- Listening to others
- Saying thanks

PRAYING FOR HELP **K5**

Belief / Trust—We **trust** God if we believe what He says, even when we’re scared.

Students can draw a picture to visualize themselves asking God for help.

Ask volunteers to share things that might scare them—such as storms, doctor visits, or getting lost. Explain that life can seem scary sometimes, but God gives us promises to help us remember His power. We can trust Him, even when we feel scared.

Have students write Psalm 4:3b along the top of their paper, and ask them to draw themselves praying to God. Note that we can all talk to God whenever we feel scared. He always watches over us.

VILLAGE VENTURE **1**

Creativity—We show **creativity** by using our unique gifts to make things.

Students can draw maps of imaginary neighborhoods to spark a discussion about human needs and God’s provision. Begin by making sure that each student has a sheet of white drawing paper, then tell students that they’ll be designing a small village. They can draw a map of buildings, roads, and other features on their paper.

But first, ask students what people might need or want in their village. Answers may include . . .

- A Home
- A Store
- A Church
- A River or Lake
- A School
- A Playground

Settle on 4–5 essential items and ask students to draw those places—along with anything else they’d like for their village. As they complete their maps, discuss how difficult it can

be to think of everything that people need. It's hard to plan a small village, much less a city or a planet.

But God blessed Earth with everything that we need. He gave us air, water, food, warmth, and so many other wonderful things.

God also gave us wonderful brains that can hold knowledge and creativity. Humans have learned to use Creation to make lots of new things—like factories, airplanes, and computers. God didn't make these things, but He did give us the mind we needed to make them.

Sometimes we might waste or misuse God's gifts, but if we're thoughtful, we can care for Creation and enjoy it.

FAMILY PORTRAITS 1

Love—We **love** others by doing what's good for them.

Students can draw pictures of their family, then discuss ways to support them. Begin by making sure the students have drawing paper and any other materials they might need, and then encourage them to draw a picture of all the family members they live with. Some students may include absent members.

As students finish their drawings, ask volunteers to share . . .

- Their favorite family activity—what they like to do together or where they like to go
- One way their family helps them
- Something difficult that their brothers or sisters are facing

Consider closing in prayer, and ask God to work in the situations mentioned and help the students show love to their families.

ME, MYSELF, AND I 1

Confidence—We have **confidence** when we believe that God will work through us.

Students can draw themselves at different stages of life.

Ask students to draw three pictures of themselves:

- **Me in the Past** – Students could draw themselves as a baby.
- **Me in the Present** – Students could draw themselves as they are now.
- **Me in the Future** – Students could draw themselves as grown-ups.

Discuss how God works through us at different stages of our lives—past, present, and future.

- He grows us and helps us learn.
- We can encourage others by showing kindness.
- And when we're older, we'll have many other ways to help others.

No matter how old we are, we can be a blessing.

STORIES AND COLORING PAGES

A SOFT HELLO K5

One day, Brooke's class took a field trip to Rocky Hollow Farm. This was a "living history" farm, which means that people grew plants and took care of animals, but they worked the way that people did hundreds of years ago. When Brooke and her class got to the farm, they could see what life was like in the past.

Brooke saw some women in old-fashioned dresses. They were making cloth out of sheep's wool.

Brooke also saw a blacksmith—he was making tools out of iron. He took some metal out of a big oven, then pounded it with a hammer until it became an iron hook.

Another man showed Brooke and the class how people used to plant corn.

Brooke thought everything at the farm was amazing, but most of all she liked what came next. The farm had a corral with horses. Brooke had always wanted to ride a horse. She had seen them on videos and read about them in her books. Horses were Brooke's favorite animal.

When it came time to see the horses, Brooke bounced excitedly. She walked up to the fence of the corral. "Horsey!" she called, stretching out her hand. But . . . the horses just ignored her. They kept on eating grass.

Brooke didn't understand. She thought the horses would like her right away.

Discuss: Does every kind of animal come when you call it? Why might some animals run away?

The class gathered near the horse wrangler, Mr. Joe. He took care of all the horses at the farm. Right now, he stood next to a big, black horse. The horse was even taller than Mr. Joe.

Brooke didn't know horses could get so big. In her picture books, a lot of horses looked small and cute. They were different in real life.

Wow, thought Brooke. *I bet this horse could jump right over the fence.*

Mr. Joe patted the horse gently. "Horses are beautiful animals, aren't they? But there are a few secrets about horses that you need to know."

He held up a finger. "Number one, never walk up behind a horse. That may surprise them. And when a horse gets surprised, it gets scared. So it tries to kick, and it kicks *hard*. A horse kick can hurt you very, very badly."

A couple students shuffled nervously. No one wanted to go behind the horse.

"So instead," said Mr. Joe, "Walk slowly to the front of the horse and talk quietly to him." Mr. Joe faced the horse's shoulder and gave him a few more pats.

"Good boy," he said. "See how I'm talking with Banjo here?"

Mr. Joe held out his hand, and Banjo the horse nudged it with his nose. "Look, he's smelling me and looking me over. He's trying to see if I'm a safe person. If you're gentle, the horse will let you pet him and even ride him."

Discuss: Ask students if they listened carefully to what Mr. Joe said. If you have a toy horse handy, use it to help students visualize.

- If you go near a horse, what should you *not* do?
- What will happen if a horse kicks you?
- How should you talk to a horse? Why?

Banjo swung his nose up to Mr. Joe's hat and tried to nibble it. The class laughed as Banjo knocked Mr. Joe's hat right off his head.

Mr. Joe laughed. "It's OK. He's just checking me out." He put his hat back on. "Would anyone like to ride Banjo?"

Brooke nearly burst with excitement. But she was careful to raise her hand slowly. She did not want to frighten Banjo.

Mr. Joe saw her. "Come on up. What's your name?"

"It's Brooke."

"OK, Brooke. Do you remember how to let Banjo know that you are a safe person?"

"Yes!" said Brooke. "Be slow and gentle. Walk up to his shoulder and talk quietly to him." Brooke was glad she had paid attention.

Mr. Joe nodded. "That's right! Now go ahead and show me. Don't worry—I'm right here."

Brooke took a step toward Banjo. She glanced over and saw Mr. Joe smiling at her. She took another step and talked to Banjo. “Hello, Banjo. You’re so pretty. I’d like to ride you. I’m a nice, safe person, and I’m talking very gently.” Brooke reached out her hand. “Do you want to smell me?”

Banjo bumped her hand with his nose. He made a funny noise and blew warm air. The little whiskers on his nose tickled her, and she giggled.

When Brooke was ready, Mr. Joe lifted her way up into the saddle. He showed her how to hold the reins, and she held them carefully.

Looking down, Brooke realized that she was sitting very high up. All of the other kids looked very small on the ground. Horses were really tall! Banjo moved a little, and Brooke had to keep her balance.

Mr. Joe led Banjo and Brooke around the corral. Brooke forgot about being nervous—she was really riding a horse!

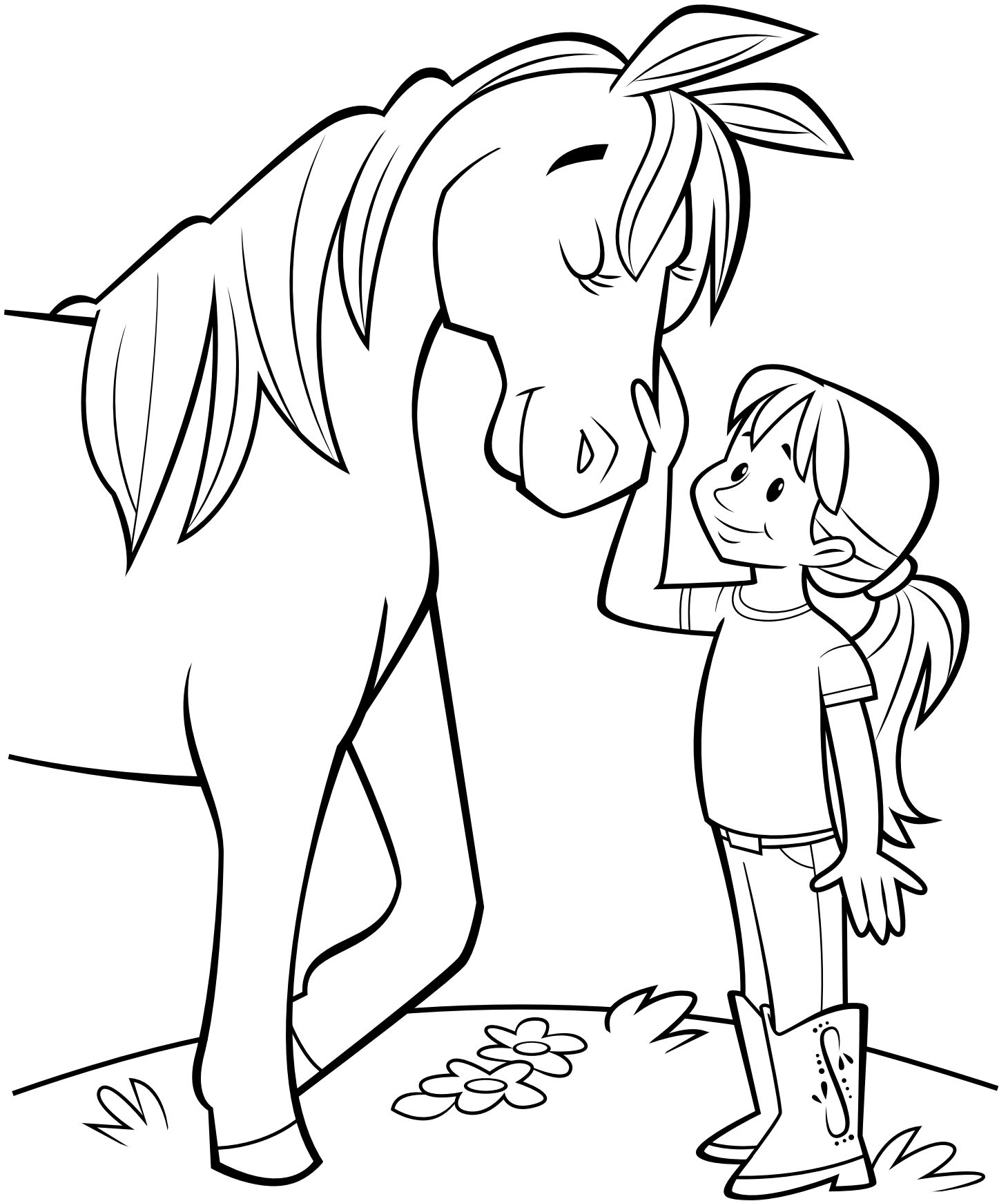
Mr. Joe said, “Thanks for being so careful, Brooke. You listened very well.” He walked the horse a little faster. “You’re doing great!”

Brooke grinned. She was glad she had been careful, because she loved riding Banjo. Horse-riding might just be her favorite! ♦

Discuss: Why did Brooke get to ride the horse? What might have happened if Brooke didn’t care about the rules?

Consider reviewing any relevant safety rules for your students. Note that students should respect these rules for their own good. When we learn about rules—at school, at home, or in the Bible—we should take them seriously. Healthy respect keeps us healthy.

A SOFT HELLO



BIBLE QUIZZES

THREE CHOICES **K5**

Conduct an oral quiz in which your students vote for their chosen answers.

If you'd like students to vote silently, they could sign letters (A, B, or C).

Alternatively, you could ask your students to vote by moving to a particular corner of the room.

Assign a letter (A, B, or C) to each corner.

Ask the following:

1. According to the Bible, *sin* is . . .
A. Obeying God's laws **B. Breaking God's laws** C. Reading God's laws
2. Adam and Eve sinned when they . . .
A. **Ate some fruit** B. Planted a tree C. Ran from a snake
3. God told Noah to build an ark. An *ark* is . . .
A. A tower **B. A boat** C. A statue
4. After people built the Tower of Babel, God changed their . . .
A. Faces **B. Clothing** **C. Language**
5. God promised Abraham and Sarah that, one day, they would have . . .
A. An army **B. A big city** **C. A son**
6. After Joseph was sold as a slave, he was taken to work in the land of . . .
A. **Egypt** B. Israel C. Canaan
7. When the Israelites left Egypt, Moses raised his staff, and God parted the . . .
A. Mediterranean Sea **B. Red Sea** C. Dead Sea
8. When the Israelites reached the city of Jericho, God told them to . . .
A. **Walk around the walls** B. Dig under the walls C. Climb over the walls
9. Before Samson was born, the angel told his parents never to cut his . . .
A. Nails **B. Clothing** **C. Hair**
10. To see Jesus, a tax collector named Zacchaeus climbed up a . . .
A. Tower **B. Tree** C. Temple
11. Jesus told a story about a traveler who was robbed. The man was helped by a . . .
A. Priest **B. Levite** **C. Samaritan**
12. Jesus told a story about two houses. After a big storm, the house built on sand . . .
A. Stood strong **B. Fell down** C. Grew bigger
13. Paul and Silas were put in prison in Philippi. They were freed after . . .
A. **An earthquake** B. A flood C. A big storm

GUESS THE WORD **K5**

Play a word-guessing game. For each term, draw an appropriate number of spaces on the board, then ask students to guess letters until they can guess the entire word. For reference, consider writing or displaying all 26 letters. After students reveal the word, review the definition together.

To create tension, you could draw a picture and then erase part of it every time a student guesses an incorrect letter. When the entire picture is erased, students lose. Consider drawing . . .

- Someone in a basket held up by balloons
- Someone on a bridge above shark-infested waters
- Someone in a house surrounded by bears

ANGEL (5 spaces) – A messenger sent by God from heaven

ARK (3 spaces) – A large boat or ship

CHRIST (6 spaces) – Someone chosen to help others; another name for Jesus

COVENANT (8 spaces) – A binding promise or agreement

FORGIVE (7 spaces) – To not hold people’s wrongs or failures against them; to give up revenge

GOSPEL (6 spaces) – The “good news” that Jesus died for us, then rose again

IDOL (4 spaces) – A statue of a false god

ISRAEL (6 spaces) – A name for God’s chosen nation

LOVE (4 spaces) – Doing the best thing for someone; showing kindness and care

MANNA (5 spaces) – A bread-like food that God gave Israel in the wilderness

MERCY (5 spaces) – Kindness and compassion to someone who might not deserve it

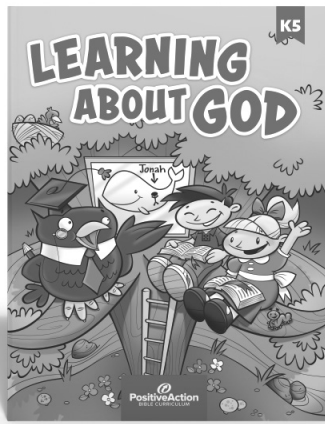
REPENT (6 spaces) – To regret sin and turn back to God; to ask God to forgive you

SHEPHERD (8 spaces) – Someone who takes care of sheep or other herd animals

SIN (3 spaces) – Doing wrong; breaking God’s rules

TEMPLE (6 spaces) – A special building where people worshiped God

WISDOM (6 spaces) – The ability to use knowledge well

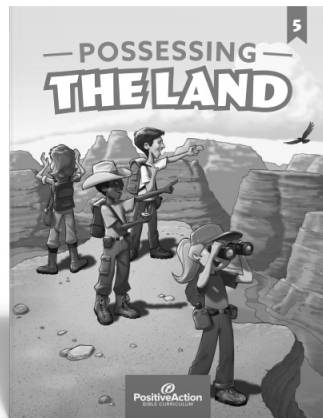
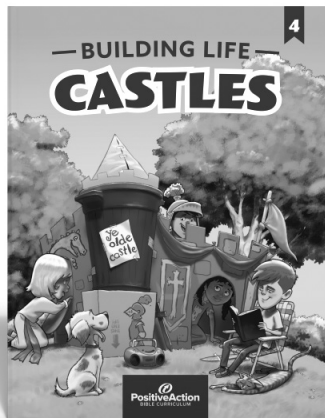
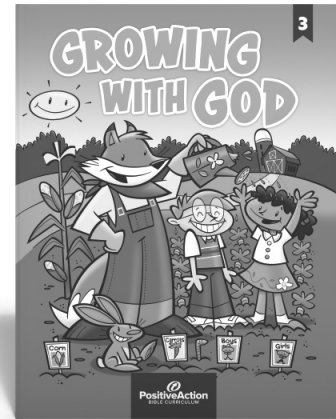
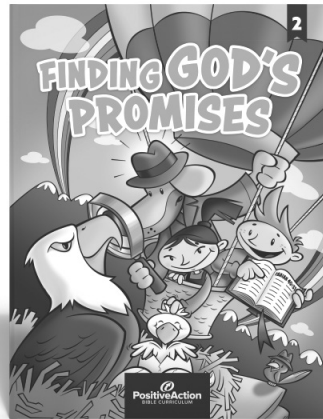


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