

# Middle Schoolers

God

Because God is holy, He is altogether separate from and far above people who are sinful.

## Activities and Games

### Mirror Game/Charades

Students mirror your actions to show how we should imitate Christ; use Charades to act out holy/unholy actions, tying it to being set apart.

### “One of These Things is Not Like the Other”

Use objects (e.g., toothbrush, fancy item, regular item) to show how holy things are unique and set apart.

### Blindfolded Object Hunt

Blindfolded, students find items with specific uses (like cleaning teeth), demonstrating specialized, set-apart purposes.

### Red Light, Green Light

A classic to teach obedience and immediate response to God’s call (green light) vs. stopping for sin (red light).

### Bull in the Pen

Students form a “pen,” one tries to break out, teaching about breaking free from sin’s bondage to God’s holiness.

## Creative and Scripture Based Ideas

### Isaiah 6 Storyboards/Videos

Act out or draw the vision of Isaiah, focusing on the “Holy, Holy, Holy” and God’s call to service.

## “Holy Space” Creation

Build a blanket fort or cozy corner with Bible, special items, and fabrics to create a dedicated time/place for God.

## “Holy” Word Art/Journaling

Have students write “Holy” and draw or write things that remind them of God’s holy attributes (purity, set-apartness).

## “Quest for Holiness” Sorting Activity

Label signs “My Way” and “God’s Way,” having students sort phrases to learn the difference between sinful and holy actions.

## Key Concepts to Emphasize

### Set Apart

Holiness means being unique and designated for a special purpose, like holy days or tools.

### Purity and Cleanliness

God’s holiness is intense and awe-inspiring (Moses at the Burning Bush).

### Awe and Wonder

God’s holiness is intense and awe-inspiring (Moses at the Burning Bush).

### Imitation

We imitate God’s holiness in our actions and character.

## Conversation Starters

- What does it mean to be holy?
- How does God’s holiness affect eternity?
- What does God’s holiness mean for our lives?

God is Creator, all creation is a result of His work, and people were created to live in relationship with Him.

## Activities for God as Creator and His Work

### Creation Collage/Wall

Give students magazines, colored paper, and art supplies. Have them cut/draw things from nature (mountains, oceans, animals, plants) and glue them onto a large poster, discussing how each element reflects God's creativity and power (e.g., a sunset shows His imagination).

### Divine Detective Nature Walk

Go outside (or look at pictures). Have students find and document "clues" about God's character in nature (e.g., a spiderweb shows intricate design, a sturdy tree shows strength). Discuss how creation whispers His story.

### "Made in His Image" Clay Sculpting

Give each student clay. First, have them make a generic "living thing." Then, remove it and have them sculpt a person (or themselves) from memory/imagination, discussing the difference between making and God's purposeful, unique creation of humans in His image.

### Creation Stations

Set up stations for different days of creation: Play-Doh animals (Day 5), building a "sky" with blue paper (Day 2), making seed/plant crafts (Day 3).

## Activities for Relationship and Our Role

### "God's Fingerprints" Reflection

After nature walks/art, have students write or share what they discovered about God and how it makes them feel to be His unique creation.

### "Reflection of God" Discussion

Ask students to name people they know who best reflect God's goodness or love (grandparents, teachers). Discuss *how* they reflect Him, then connect this to how we are made to reflect Him.

## “Care for Creation” Challenge

Brainstorm ways to care for God’s creation and pray for guidance on how to live in relationship with Him and care for His world.

## Key Discussion Points

- God spoke creation into existence (Genesis 1).
- We are His masterpiece, made in His image (Genesis 1:27).
- Creation’s purpose is to display His glory and draw us to Him.
- We are made for relationship with our Creator.

## Conversation Starters

- How does knowing that God created everything affect our interactions with our planet? Other creatures? Other people?
- If all creation is a result of God’s work, what does that mean for us?
- What does it look like to live in relationship with God? How does that affect our daily lives?

God is omnipresent (all places at all times), omniscient (all-knowing), and omnipotent (all-powerful).

## Omnipresence (Everywhere at Once)

### The “God’s Everywhere” Art Project

Give students paper and markers. Have them write “Omnipresent” and draw things that represent God being present everywhere - like the sky, the ocean, inside a heart, or even in their messy room, emphasizing He’s always there to help.

### The “Can’t Hide” Challenge

Discuss Jonah’s story or Psalm 139, asking where you can go that God isn’t. Use scenarios like hiding a bad grade or a secret thought, showing God knows and loves them anyway.

## Omniscience (All-Knowing)

### The “Superpower” Brainstorm

Ask, “If you had a superpower, what would it be?” Then pivot to God’s ultimate superpower: knowing everything!

### “I Know What You’re Thinking” Game

Have students write down a secret thought or feeling. Then, discuss how God knows even those private thoughts, referencing verses like Psalm 139:4.

## Omnipotence (All-Powerful)

### The “Electric Power” Demo

Bring a lamp and plug it in. Explain that electricity is unseen but lights the bulb, just as God’s unseen power works in the world (like lighting a lamp or growing a seed).

### Bible Story Spotlight

Focus on stories like creation, David and Goliath, or Daniel in the lion’s den, highlighting how God’s power overcomes impossible situations for His people.

## Combining All Three: The “3 O’s” Game (Zip/Zap)

### ZIP/ZAP Game

Create cards with questions about the “3 O’s.” Some are “ZIP” (God is all-powerful, present/knowing) and some are “ZAP” (bad). Students draw cards and answer questions, learning about God’s attributes while playing.

### “Omni-Superpowers” Role-Play

Have students act out scenarios where they need God’s *omnipresence* (feeling lonely), *omniscience* (made a mistake), and *omnipotence* (facing a challenge), showing how God’s attributes meet their needs.

## Key Takeaway

Emphasize that these “Omni-brothers” aren’t just scary facts but comforting truth: God is always *with* you (omnipresent), *knows* your deepest needs (omniscient), and is *able* to help you (omnipotent), working everything for your good.

## Conversation Starters

- How is God's omnipresence a comfort? Are there times when it isn't?
- How does God's omniscience make you feel? How does it affect your actions?
- What does God's omnipotence mean for our lives?
- When have you see God's omnipotence in action? When is a time you wish He had acted?
- When have you struggled to trust God's omnipresence/omniscience/omnipotence? When have you found it easy to trust?

## God communicates to us through His word and hears and answers when we pray.

### Activities for God's Word (Hearing Him)

#### Bible Story Comic Strip

Read a story (like Samuel hearing God in 1 Samuel 3) and have students draw panels depicting the story and how God communicated, then discuss how God speaks today.

#### "God Speaks Through..." Creation Walk

GO outside or look out a window; students list natural things (storm, song, sunset) and connect them to God's power or message, linking creation to hearing God.

#### Scripture Scavenger Hunt

Give clues from Psalms or Isaiah (e.g., "lamp to guide my feet") leading to the full verse (Psalm 119:105), showing how God's Word illuminates their path.

#### "What Stood Out?" Bible Study

Read a passage and ask students what words or phrases jumped out, connecting personal reflection to hearing God's voice in the text.

### Activities for Prayer (talking and Listening)

#### Head-to-Toe Prayer Stations

Set up stations (toes, knees, hands, ears, eyes, head) where students pray about walking with God, serving, listening, seeking, and thinking like Christ

## Burden Basket and Healing Wall

Students write worries on rocks and place them in a basket (giving burdens to God), and write names needing healing on band-aids, sticking them on a wall while praying.

## Prayer Telephone

A twist on the classic game, whispering “God hears me” to show how God understands the *intent* of our hearts even if words get mixed up.

## Quiet Listening Corner

Set up a peaceful space (a tent or corner) with quiet music; students practice sitting silently, listening for God’s gentle guidance or peace (Philippians 4:6-7).

## Prayer Request Swap

Students write requests anonymously, swap, and pray for the new request, fostering empathy and a sense of shared prayer.

## Discussion Prompts

- How is talking to God like a conversation with a friend?
- Besides the Bible, what are other ways God might be speaking to you right now?
- Is it easier to talk *to* God or listen *for* God? Why?
- What’s one thing you can do this week to read the Bible or pray more intentionally?

God related to His people according to His covenant promises, He is faithful, and He always keeps His promises to us.

## Old Testament Covenants: Building Blocks

### Rainbow Covenant Craft

Have students draw rainbows (Genesis 9), discuss the promise of never-ending flood, and connect it to God’s consistent promise-keeping, maybe adding other symbols for Noah/Abraham.

### Abram’s Obstacle Course

Set up simple physical obstacles, asking students to navigate them while discussing Abram’s (Abraham’s) challenges in Genesis 12-13, emphasizing God’s blessing through trials.

## “God’s Chosen Nation” Mosaic

Use colored tiles or paper to create a mosaic representing Israel as God’s special people, discussing how He promised to dwell among them and make them holy (Exodus 19:5-6).

## New Testament and Jesus: The Fulfillment

### “The Covenant Path” Visual

Draw a gate (baptism) leading to a path, explaining that Jesus opens the path to God, and we make further promises (covenants) along the way (temple, etc.).

### Promise and Fulfillment Charades

Write key promises (e.g., “I will be your God,” “A Savior will come”) on slips of paper. Students act them out or match them to New Testament fulfillments (Jesus’ life, salvation).

## Interactive Application and Reflection

### “Sealed Promises” Notes

Students write encouraging promises to each other (or themselves) about God’s faithfulness, seal them in envelopes, and write a future date to open them, similar to the Abraham lesson.

### “God’s Promises” Bingo/Memory Game

Create bingo cards with different covenant promises (e.g., “Eternal Life,” “Holy Spirit,” “Always with You”) and call out corresponding Bible verses or scenarios.

### Faith in Action Scenarios

Present mid-teen dilemmas (peer pressure, doubt) and discuss how knowing God’s covenant promises (He is faithful, He has a plan) helps them respond, building a life on His stability.

## Interactive and Visual Activities

### Biblical Promise Timeline

Divide students into groups and assign them key figures (Noah, Abraham, David). Have them research and map out God’s promises to that person and when/how they were fulfilled, creating a visual timeline on a large paper.

## God's Promise Jar

Students write Bible verses about GOD's promises (e.g., never leaving, providing) on slips of paper and put them in a jar. They can also write personal promises they make to God, discussing how God's faithfulness helps us keep ours.

## Rainbow Covenant Craft

Use colors to represent God's covenant with Noah (Genesis 9). Students can decorate a rainbow craft while discussing how God's promise of no more floods endures.

## "Sands and Stars" Collage

For Abraham, create a collage with sand and star stickers, discussing GOD's promise of descendants like the stars in the sky (Genesis 15).

## Experiential Activities

### Sunrise Watch

Go out before dawn, bring blankets, and watch the sunrise, discussing how God is faithful to bring the sun daily (Lamentations 3:22-23).

### Water and Penny Drop

Use a dropper to add water to a penny, showing how many drops fit (surface tension) before spilling, symbolizing God's overwhelming faithfulness that we can't always predict but always exists.

### "Solid as a Rock" (Ice)

Freeze a bottle of water (representing them) in a freezer (representing the Bible/Word). Take it out, discuss how spending time in GOD's Word makes their faith solid and consistent, even when it's hard.

## Creative and Reflective Activities

### Faithfulness Necklace

As you string beads (each representing a promise or example of God's faithfulness), have students share a time God was faithful in their lives (Proverbs 3:3).

### Draw/Write "Faithful"

Give each student paper to draw or write about God's faithfulness, including verses, definitions, or personal examples, then share.

## Worry Folders

Students write worries on paper, fold them, then write a Bible promise over the folded paper (e.g., "God's banner over me is His love") to visualize trusting Him.

## Games and Object Lessons

### Star Path Game

Set up "stars" (paper plates) and have kids hop across, sharing a promise God kept for each "star" they land on (Genesis 15:5 - Stars).

### Rope Reminder

Give each student a small piece of rope as a tangible reminder that God always keeps His promises (Proverbs 3:3)

### Play-Doh Challenge

Students create something in a time limit, then you reveal your own unmade Play-Doh ball, explaining that God has purpose and meaning even when His faithfulness seems unclear.

### The "Wait" Game

Have students wait for something simple (e.g., a snack, a game) while reminding them that God's promises, like Abraham's, sometimes require patient waiting, but He always comes through.

### "Fool's Gold" vs Real Gold

Use iron pyrite (fool's gold) as a visual. Explain it looks like gold but isn't. God's promises are the *real* treasure, unlike fleeting worldly things or deceptions.

### "Hold On" Object Lesson

Have students lean back as if trusting someone to catch them. Discuss how we lean on God's promises for security, even when things feel uncertain, referencing verses like Joshua 1:9

## Application

### Promise Matching

Create cards with Old Testament promises and their New Testament fulfillments (e.g., Abraham's promise of a great nation -> Jesus, the promised Messiah). Match them up and discuss.

## “Truth Over Feelings” Discussion

Talk about times when feelings (fear, doubt) conflict with God’s promises. Use Scripture to show how truth (God’s Word) supersedes feelings, offering peace and security (e.g., Philippians 4:6-7)

### Discussion Points

- Faithfulness isn’t just feelings; it’s action, even when prayer or worship feels dry.
- Compare human faithfulness (flawed) to God’s perfect faithfulness.
- Look at Bible stories (Creation, Abraham, Jesus) to see God’s consistent plan unfold.

God is loving and righteous and will one day make right all that sin has damaged.

## God is Loving and Righteous (Who He Is)

### Righteous Warriors Craft

Students decorate breastplates/crowns (Colossians 3:12-14) with jewels representing righteous acts, understanding righteousness as God’s armor.

### Oil and Vase Object Lesson

Show how oil makes a visible vase (Christ) fill an invisible jar (God), demonstrating Jesus as the visible image of the unseen God (Colossians 1:15)

### Shining Righteousness Art

Create sunrise/sunshine pictures to symbolize committing life to God so righteousness shines (Psalm 37:6)

### “Stir the Pot” vs “Cover with Love”

Discuss how to react to conflict, choosing love (God’s nature) over stirring trouble.

## Sin Separates and Damages

### The Weight of Sin

Have students walk with a heavy backpack, then confess sins to feel the relief when the burden is removed (God’s forgiveness).

## Hide Dirty Laundry

Use smelly, dirty clothes to illustrate how sin separates us from God and “stinks” to Him.

## Crumple It!

Write sins on paper, crumple them, then discuss how God’s grace transforms and cleanses them.

## Resist Temptation Maze

Use mazes or challenges to show how sin leads away from Christ (John 8:32)

## God Will Make All Things Right (Future Hope)

### Target Toss Game

Throw darts at a target with righteous commands (Exodus 20), discussing how God upholds His just standards.

### The Prodigal Son (Video/Story)

Discuss how sinful choices separate from love and how God’s restoration brings joy.

### Joy of Judgment (Psalm 96:13)

Teach that God’s justice is good news, bringing final peace where evil is defeated, offering hope to the wronged.

### Bible Story Narration

Have students retell the *whole* story (creation, fall, redemption, restoration) focusing on God’s consistent love and justice.

God is worthy of our worship because of how He relates to us and because of who He is, and we owe to Him our attention and affections.

## Activities Focusing on God's Character and Relationship

### "God is..." Flip Book

Have students create flip books with index cards. Each card has a "God is..." statement (e.g., "God is love," "God is strong," "God is faithful") with a corresponding Bible verse, decorating each card to reflect the trait. This visually shows *who* He is.

### The 5 Senses Game

Use an activity (like the one from this Youtube video ([https://www.google.com/url?sa=i&source=web&rct=j&url=https://www.youtube.com/watch?v%3D0KawKk-M3-A&ved=2ahUKEwiUuqXM7OORAxUBwskDHRyyFygQy\\_kOegQIAxAE&opi=89978449&cd&psig=AOvVaw1OzhElplvUswSB6cCcDbQY&ust=1767133816077000](https://www.google.com/url?sa=i&source=web&rct=j&url=https://www.youtube.com/watch?v%3D0KawKk-M3-A&ved=2ahUKEwiUuqXM7OORAxUBwskDHRyyFygQy_kOegQIAxAE&opi=89978449&cd&psig=AOvVaw1OzhElplvUswSB6cCcDbQY&ust=1767133816077000))) to explore the 5 senses. Afterward, discuss how we can use our senses to perceive God's presence and goodness in creation (e.g., seeing His beauty in nature, hearing His voice in quiet moments), showing *how He relates*.

### "God's Masterpiece" Art

Discuss famous artists, then have students create art (drawing, collage) inspired by natural wonders (like a mountain, ocean). Connect this to God as the ultimate artist, making *us* His masterpieces, showing His creative relationship with us.

## Activities for Worship as Action and Affection

### Prayer Stations

Set up stations around the room or outdoors with sensory elements (mud, water, pinecones, vines). Students move through, engaging with creation and praying for areas where they need God's presence, showing worship through physical response and focused attention.

### "Worship Playlist" and Discussion

Have students create a shared playlist of worship songs. Play songs and pause to discuss specific lyrics, asking how those words show God's character or relate to their lives, connecting music to personal affection.

## Random Acts of Worship

Challenge students to perform small acts of worship/kindness throughout the week (e.g., thanking God for a meal, being kind to a sibling) and share their experiences, demonstrating worship is a lifestyle.

## Discussion Starters (Who He is and He He Relates)

- If God went on vacation, would you notice? Why or why not?
- What's one thing you've experienced recently that made you think, "Wow, God's involved in that!"?
- How does knowing God sent Jesus for you change how you feel about Him?
- When is it hardest to give God your attention and affection?

**God (Father, Son, and Holy Spirit) is eternal, and has existed for eternity past and will exist for eternity into the future.**

## Analogies for Eternity

### Mobius Strip (Never-ending loop)

Create a Mobius strip by twisting a strip of paper once and taping the ends together. Have the students trace a line down the middle with a pencil, showing that they can trace the entire surface without lifting the pencil or crossing an edge. Explain that, like the strip, God has no beginning or end.

### Mirror (Look into Infinity)

Place two square mirrors facing each other about a foot apart and have students look over the top of one mirror. The reflection will appear to go on forever, representing the infinite nature of God.

### Hula Hoops or Circles

Use a hula hoop or a simple drawn circle to represent a path that has no beginning and no end. Contrast this with a straight line that has a clear start and finish.

## Time Differences

Ask students what life was like 100 years ago or what they imagine it will be like in a million years. Point out that these are just short moments compared to God, who existed before any of those times and will exist long after.

## Activities and Discussion Starters

### “Who Made God?” Discussion

The question “Who made God?” naturally arises with this topic. Use the concept of God as the “Alpha and Omega” (the beginning and the end) to explain that God is the uncreated Creator Who is beyond our human limitations of time and origin.

### Eternity Timeline

Create a large, physical timeline on a wall using a long roll of paper. Mark significant Biblical events (creation, Abraham, King David, Jesus’ birth/death, etc) and personal life events (birth, current age, etc.). Emphasize that even stretching the timeline back thousands of years, God was already there. When you get to the current day, explain that God’s timeline continues forever into the future, well beyond the paper’s end.

### God’s Attributes Balloon Game

- Divide students into small groups and have them brainstorm and list various attributes of God (loving, just, eternal, powerful, etc.).
- Write these attributes on inflated balloons.
- Toss the balloons into the air and have the youth keep them from hitting the floor.
- If a balloon touches the ground, pause the game and discuss what God would be like without that specific attribute. This reinforces the importance of His eternal, unchanging nature.

## Connecting to the Trinity

### Water Analogy

Use a bottle of liquid water, an ice cube (solid), and a diffuser for vapor (gas) to demonstrate how something can exist in three distinct forms while remaining one substance (water). This helps explain that the Father, Son, and Holy Spirit are three distinct persons, yet one God.

### Trinitarian Graphic Organizer

Draw a triangle or a “shield of the Trinity” symbol and fill in the shared divine attributes (eternal, loving, all-powerful) while also noting the distinctions in their roles (Father/Son relationship).

# There is one God who reveals Himself to us as Father, Son, and Holy Spirit.

## Visual and Analogies (Use with Caution, Stressing Limits)

### The Apple/Egg

Show a real apple (skin, flesh, core) or hard-boiled egg (shell, white, yolk) to represent three parts, one whole. *Crucially, explain that unlike parts of an apple, the Father, Son, and Spirit are fully God, not just pieces.*

### Water

Discuss water's three states (ice, liquid, steam). Again, explain God isn't just *changing forms*, but exists eternally as three distinct Persons.

### Transparent Sheets

Use three colored, transparent plastic sheets (e.g., yellow, red, clear). Write "GOD" on each, stack them, and show how the colors blend, but "GOD" remains clear, representing one God in three Persons.

## Crafts and Movement

### Trinity Triangle

Glue three popsicle sticks into a triangle, decorating each point with symbols/names for Father, Son, Holy Spirit, showing unity and distinction.

### Scripture Actions

Teach a verse like Matthew 28:19 ("in the name of the Father, and of the Son, and of the Holy Spirit") with actions: Point up (Father), center of chest (Son's sacrifice), heart (Spirit within).

### Shield of Faith

Have students decorate a paper or cardboard shield with symbols for each Person, affirming "The Father is God, The Son is God, The Holy Spirit is God."

# Scripture and Discussion

## Creation Story

Read Genesis 1:26 (“Let *us* make man in *our* image”) to find plural hints of God.

## Jesus’ Baptism

Analyze Matthew 3:13-17 (Father’s voice, Son being baptized, Spirit descending like a dove) to see all three present.

## Discussion Questions

- What does it mean for God to be a mystery?
- How does Jesus’ command to baptize show the Trinity?

## Key Takeaway

Emphasize that the Trinity is a core mystery of faith, revealed in Scripture, not fully grasped by logic, but understood as one God (essence) in three co-equal, distinct Persons (subsistences).