

The COMPASS

for Finding Our Way in the World



- a hike through the apologetic of Perfect Love -

Karyn Henley

Teachers Manual: 13 Lessons for Ages 8-11

The Compass for Finding Our Way in the World

©2006, 2013 Karyn Henley. All rights reserved.
Exclusively administered by Child Sensitive Communication, LLC
PO Box 150806, Nashville, TN 37215 U.S.A.

Written and illustrated by Karyn Henley

The dandelion logo is a trademark of Karyn Henley.

For more information about this curriculum, contact: office@karynhenley.com

No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means (electronic, mechanical, photocopying, recording or otherwise) without prior written permission, except as specified below.

A word about photocopying:

Permission is granted to the original purchaser to reproduce any of these pages for ministry purposes at a single location within the original purchasers organization - not for distribution to non-purchasers.



Because we are a small company every sale is important to us. Please do not deprive us of our livelihood by giving away photocopies or electronic files to non-purchasers. If you enjoyed this publication and did not pay for it, please order one now at my website. Thank you!

May God bless your ministry to children.

Karyn Henley

www.KarynHenley.com

The Compass

for Finding Our Way in the World

- a hike through the apologetic of Perfect Love -

Table of Contents

Introduction

1. Greater Than Human	1 Corinthians 13:13 – Love	1
2. What Everyone Knows	Genesis 1:26 – Created in God’s Image	9
3. Falling Short	Romans 7:15, 21-23 – Paul’s Frustration with Sin	13
4. Payback	John 9:1-7 – A Blind Man Healed	19
5. The Hero’s Greatest Act	Genesis 44:33 – Judah’s Offer	23
6. Immanuel, God With Us	Colossians 1:15 – The Visible Image of the Invisible God	27
7. The Law, Our Teacher	Matthew 5:43-48 – Sermon on the Mount	32
8. The Worst for the Best	John 19:1-11 – Jesus’ Death	39
9. Alive Again	Luke 24:36-43 – Risen Jesus Appears to Disciples	45
10. Free From Sin’s Control	John 8:34, 36 – If the Son Sets You Free	50
11. Eternal Life	Luke 15:11-24 – Prodigal Son	56
12. One Rule	Mark 12:28-34 – The Greatest Commandment	61
13. When I Am Faithless	Luke 18:9-14 – Tax Collector’s Prayer	69

INTRODUCTION

For the past few years, a shocking statistic has been circulating like an electric current through the leadership of today's church: Thousands of young people are leaving the church every year. Christian Bookseller's Marketplace reported in July 2004 that 8 to 9 million 20-year-olds had made a mass exodus from the church. These are young people who grew up in our churches memorizing scriptures, learning Bible stories, being taught how to pray and worship. What happened?

I don't presume to know all the reasons why people leave the church. It's a complex issue. But I do have a strong suspicion that while we have taught our children how to be Christian, we've not taught them *why*. As a result, when they emerge into a pluralistic society, which is what America has become, they are confronted with a variety of beliefs, many of which are quite attractive. It is not unusual for a Christian to realize that many of his friends of different faiths are kinder, more accepting of him, and less condemning than many Christians he knows. They ask why he's a Christian. He wonders himself.

At the same time these statistics were beginning to surge throughout Christendom, I began helping a missionary friend write a book that was the culmination of his 44 years of teaching about Christ in Asia, especially Thailand. Ken Rideout, in The Truth You Know You Know, presents an apologetic (defense of the gospel) that explains why Jesus is the answer to every person's search for Truth, and explains it in a way that our global, pluralistic culture can understand. After spending a year immersed in his teaching, I realized one day that for the first time I knew why I believed. And I knew that children and young people should have a chance to learn this apologetic so they will be equipped to deal with pluralistic philosophy.

For teens and young adults, I wrote Love Trumps Karma. Then I wrote Bridgequest, a curriculum which helps younger students, grades three through five, understand this apologetic on their level, while at the same time gaining a general understanding of some of the most popular world religions and/or philosophies. Then I decided kids might need an in-depth look at the simple apologetic by itself. It's something that bears repeating and deepening in a variety of ways. So I wrote this curriculum, The Compass. During this thirteen-week study, while learning the apologetic in new and fun ways, you will make a wall chart of a compass that points to God, who is Perfect Love, our "true north" and the direction of our lives. Kids will also learn this apologetic with hand signs, which will help them remember it as well as share it with friends. Enjoy!

WALK THROUGH A LESSON

1. Scripture and Compass Concepts

The lesson for each week begins with a scripture and a simple “Compass Concept.” You may use the scripture as a memory verse if you wish, or you may use it to support the concept for the day. In each lesson, there is a specified time at which a student is asked to read the scripture.

2. Introductory Activity

You can begin your introductory activity as soon as the first student arrives, guiding others to join as they come into your room. This activity serves two purposes. First it gives students something fun to do from the first moment they arrive. Second, it starts thoughts and conversations about the day’s concept. Talking is encouraged. Questions are welcome. Get to know your students. Make it your goal to discover something interesting and special about each of them.

3. Base Camp

Students come together as a group in front of the compass wall display.

- What’s the Good Word? This is a time to read the scripture for the day. Occasionally the scripture reading is postponed until a more appropriate time.
- Mapping the Trail: This is the time to introduce and discuss the day’s Compass Concept as well as the Bible story or main passage for the day.
- The Compass: You will add the compass pointer to the wall compass and learn hand motions for the apologetic.
- Prayer: Choose a student to lead a prayer of blessing for the day’s activities.

4. Exploring the Trail

These are activities to reinforce the concepts. If you divide into groups for these activities, you will need one teacher/facilitator for each group. The way your class uses these groups will depend on how much time you have and how many children there are in your class.

If you have: then:

- A few children - do as many of the activities as you can in the time you have.
- Over 10 children
and lots of time - divide into three groups
 - send one group to each discovery center
 - let each group rotate to a different center as they finish activities
 - each child gets to go to each center during class time

- Over 10 children but little time - Choose the one or two activities you think your students will enjoy most, or the one that communicates what you want to emphasize for the week. Divide them into groups for discovery centers, and once they are there do not rotate. Instead, let each group do the one or two activities you have chosen.

5. Campsite Council:

If you have time, gather as a large group at the end of the class time to ask and answer questions and discuss the theme and/or other issues on the students' minds. There are probably more questions in this section than you have time to ask, but it's better to have more than you can cover than to run out and scramble for something else to do or talk about.

You will also review the scripture for the day, the compass point, and the hand motions for the apologetic. Then you or a student may close your class time in prayer.

Room Decoration:

On one wall, you will be making a compass poster. Each week you will also bring a backpack and one hiking accessory, which will be an object lesson. You may use these objects as part of the "set." If you want to decorate even more, find ways to make your classroom look like a trailhead or campground with camping gear and items from nature all around.

TO ADAPT FOR OLDER STUDENTS:

This curriculum can be used as a framework for students older than fifth grade. If you feel the activities are not challenging enough for your students, you will need to either make them more challenging or come up with activities more appropriate to your group. Check Group Publishing Company's resources for books that contain fun activities for older students.

Week 1

GREATER THAN HUMAN

“The greatest of these is love.” – 1 Corinthians 13:13

Scripture: “God is love.” 1 John 4:8

Compass Concepts:

God is greater than humans.

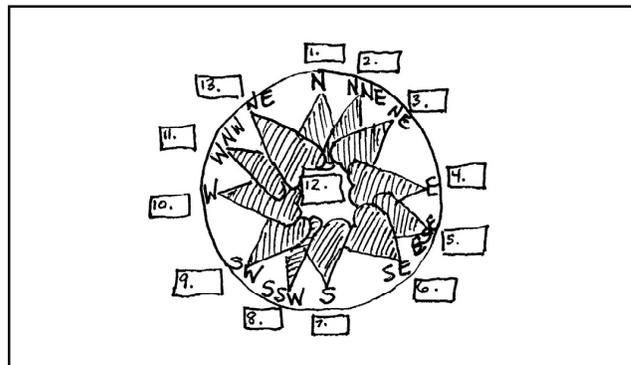
A human’s highest, best thought or feeling toward another person is love.

So if God is greater than humans, He must be greater than our highest thought, love.

God is Love. He loves perfectly.

Love is personal. So God must be a person, a being, not just an impersonal force.

Before class: Prepare a wall display of a Compass. Cut a circle 12” or larger from white posterboard. (A 12” pizza pan or round serving tray works well as a template.) Mark the directions as shown below. Make four copies, on colored paper, of the compass points (page 6). You will add one heart-shaped compass point per week, except for one week, when you will label the center. You will also need one copy of each of the direction labels (pages 7 and 8). You will also add one of these to the compass every week. The finished compass will look like the illustration below.



Completed Compass Chart

Note: If you want to give each student a real compass at the end of this thirteen-week study, you may want to shop for them now. One place to order them is at www.campmor.com. As of this writing, carabiner compasses cost \$1.99 each there.

Introductory Activity - Guess the Drawing

You will need a dry-erase board or chalk board. As students arrive, ask them to think of something that is stronger than humans or lasts longer than humans. Each student keeps his answer a secret. Now students take turns drawing their answer on the board. This is similar to the game “pictionary.” As soon as other students think they know what’s being drawn, they call out the answer. You can play this in teams if you want, scoring one point for a team if they can guess what their team member is drawing within one minute. (Or 30 seconds as a challenge.)

Base Camp

You will need a Bible marked at 1 Corinthians 13:13 and 1 John 4:8, a dry-erase board or chalk board, one compass point copied from page 6, direction label #1 copied from page 7, tape or temporary plastic adhesive like Plasti-Tak, a backpack, and a walking stick (this can be a dowel or a broomstick or a stick from a tree). Place the Bible and other small items listed above in the backpack. Wearing the backpack, and carrying the walking stick, gather all students together in front of the Compass poster.

- Mapping the Trail

Say: This season, we’re going to look at life as a hike. How many years have you been on this hike? According to the Bible, who was the oldest man? (Methuselah) How long did he live? (969 years; Genesis 5) That’s a long hike! According to the Guinness World Records, the oldest man ever was from Japan and lived 120 years and 237 days. The oldest woman was from France and lived 122 years and 64 days. That’s still a long hike!

How many people have lived and died on this planet Earth? (billions)

Do you think any of them thought they would physically last longer than trees or stars or (name some of the things the students drew)?

What do you think most of them would answer to this question:

Is God greater or less than you? (On the board, write God > *humans*. Or choose a student to be the scribe for you. Make sure the students understand the > symbol.)

What’s a human being’s highest or best thought or feeling toward someone else?

(Love.) Romantic love? (“Sexual” love, if you and your students are open to the word.) Love, as in “I love chocolate”?

What kind of love are we talking about? (Kind, encouraging, forgiving love, the kind you should expect from good family and good friends.)

Do humans always act in perfectly loving ways? (No.)

So *Humans* = *imperfect love* (draw a heart with a jagged line down the center).

Now if God > humans, and humans at their best = imperfect love,

then God > *human love*, *imperfect love*.

God = *Perfect Love* (draw a whole heart).

Is love personal (shared between persons) or impersonal (shared between things)?

(Personal. A pencil can't love you. A chair can't love. A book can't love.)

So if God = Perfect Love, then is God a person or a thing?

Some people say God is just an impersonal force, an "essence" or energy.

But if God is greater than humans, and God = Love, can He be just *impersonal* energy?

(Leave this on the board for review at the end of the lesson.)

All of this *makes sense* to us. In other words, we just sense that it's right. God's Spirit confirms to our human spirits that, yes, *this is true*. Ask a student to read 1 John 4:8.

A hiker can depend on a good walking stick.
And we can depend on the fact that God = Love.

- The Compass

Over the next few weeks, on this part of our hike together, we'll be making a chart of a compass. Which direction does the needle of a compass point? (north) So our first compass point will head that direction. (Ask a student to stick on one compass point, top side down, point at N. Ask another student to stick direction card #1 just outside the circle, as shown in the illustration.) Read it together.

We'll also be learning some hand signs. The first is thumbs up. What do we mean when we give someone a thumbs up? ("good job," or "we're #1") Who is really #1, the greatest? (God) So for this hike, a thumb up will mean *God loves perfectly*.

- What's the Good Word?

Ask a student to read 1 John 4:8 and 1 Corinthians 13:13.

Talk about how this affirms that though we have other good feelings, the greatest is love.

- Prayer

Exploring the Trail

1. Haikus

Material: plain printer paper (colored if you want), pens, markers, pencils, and a sample haiku written out on paper, posterboard, or white board:

Big round moon above.
Stars that dance in darkness high.
You are greater, God.

Do: Ask students if they know what a haiku is. If they do, let them describe it. If not, tell them that haiku is a Japanese form of poetry. The first line has five syllables, the second

line has seven, and the third line has five. Usually the haiku is about nature, but it doesn't have to be. It also does not need to rhyme. Ask a student to read the sample haiku. Then ask students to write their own haikus, always using "You are greater, God" as the last line. If someone gets stuck, you can brainstorm with the whole group to help create the haiku. Students may use one piece of paper per haiku and draw designs around the borders. Read them aloud now or at the end of class when you gather as a group. Post these on the wall in the room or outside in the halls for parents to read.

Discuss: Brainstorm the kinds of things that outlive humans. (If someone writes a book – or a haiku – their writing and the ideas in their writing may outlive them. The Bible is an example.) Discuss why we believe that God loves perfectly. Review the thumb-up sign: *God loves perfectly.*

2. Making Our Mark

Material: clay or play dough, toothpicks, styrofoam packing peanuts or marshmallows, chenille wire (pipecleaners), paper clips, other "sculpture" material, paper plates, hand wipes, Optional: one or more books that show famous artwork (sculptures, paintings, architecture, pottery). To avoid controversy or distraction among students, avoid books with nudes, or else show the pictures you want the students to see instead of letting them peruse the books on their own.

Do: Give each student a paper plate and clay or play dough. Ask them to create a sculpture on the paper plate out of the available material. Show pictures of famous artwork.

Discuss: Discuss how humans have always tried to create things that outlive them. Why? Sculptures and paintings live on after their creators die. What other human accomplishments live on after we die? (music, bridges, roads, inventions of all kinds, discoveries, photographs, etc.) Are all these inventions and creations permanent? What can happen to them? (They get destroyed or lost or worn out or replaced by greater inventions.) God is greater than all these. Love is greater. Review the thumb-up hand sign: *God loves perfectly.*

3. Personal and Impersonal: The Question Game

Material: none

Do: Choose one player to be the "thinker." He or she secretly thinks of an object or a person everyone knows, then tells everyone whether he's thinking of something *personal* or *impersonal*. (You may remind them that *personal* means it's a person, *impersonal* means it's a thing.) The other players then take turns asking questions that have a yes or no

answer to try to discover what the person or object is. Any player can guess the object or person when it's his turn. If he guesses incorrectly, he can't ask any more questions or make another guess. But if he guesses correctly, he becomes the next thinker. If no one guesses correctly, the thinker wins that round and chooses who will be the next thinker.

Discuss: After the game, have a brief discussion reviewing whether love is personal (shared between persons) or impersonal (shared between things). Remind them that things can't love. Some people say God is just an impersonal force, an "essence" or energy, a thing. But if God is greater than humans, and God = Love, can He be just impersonal energy? Review the thumb-up hand sign: *God loves perfectly.*

Campsite Council:

If you have time to review, gather as a large group and discuss your hikers' findings. Ask:

What is the most interesting thing you discovered today?

What is something you learned that you didn't know before?

Go to the diagrams you drew on the board during Mapping the Trail.

Remind the students, or ask them to remind you:

God > *humans.*

Humans = imperfect love.

So God > *human love, imperfect love.*

God = *Perfect Love.*

Ask if love is personal or *impersonal*?

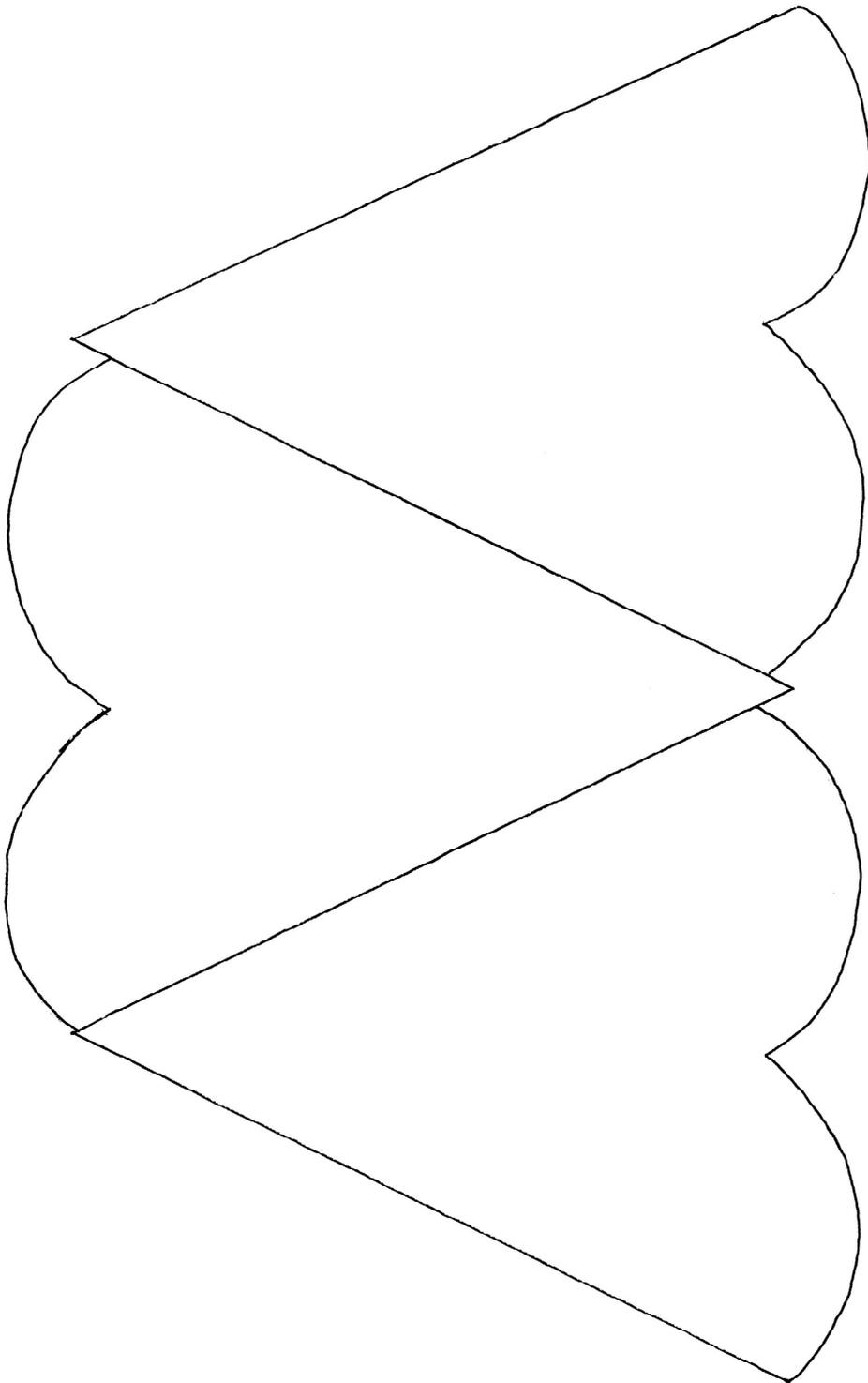
So if God = Perfect Love, then is God a person (a living being) or a thing?

Review the compass point, the scripture for today, and the thumb-up hand sign: *God loves perfectly.*

Pray, admitting to God that He is greater than we are and thanking Him for loving us perfectly.

(Leave the walking stick and backpack in the classroom, or bring it back next time. Over the course of this season, you will be accumulating hiking equipment as object lessons and leaving them as part of the classroom "set.")

Compass Points



Direction Labels

1. <p>God = Love</p>	2. <p>Everyone is made in God's image.</p>
3. <p>But not everyone loves perfectly.</p>	4. <p>We know we grow what we plant.</p>
5. <p>The greatest love is self-sacrifice.</p>	6. <p>God gave Himself to show His love.</p>
7. <p>Jesus lived for us.</p>	8. <p>Jesus died for us.</p>
9. <p>Jesus lives again.</p>	10. <p>We're free from sin's control.</p>

11.

We can know God.

12.

Our compass
is love.

13.

When I'm faithless,
He's faithful.

Week 2

WHAT EVERYONE KNOWS

Created in God's Image – Genesis 1:26

Scripture: “God said, ‘Let us make people in our image.’” Genesis 1:26, NLT**Compass Concepts:**

All people know others should not steal from them, murder them, or abuse them.
How do they know? “In the beginning, God said . . . ‘Let us make people in our image.’” And what is that image? Love.
All people know how perfect love would treat them.

Introductory Activity - Image Race

You will need one deck of traditional playing cards for each six students. As students arrive, place them in groups of three to six. (A group of seven is fine too.) Give each group a deck of cards. Tell them to shuffle the cards and deal all of them to the players in the group. Players leave cards stacked facedown in front of them. The first player to the dealer's left starts by laying down one card, face up, in the middle of the group. Quickly, play moves clockwise around the circle, with each player laying a card on the one in the center. Whenever a face card (the **image** of a king, queen, or jack) is laid down, the first player to tap it gets the pile and shuffles it into his or her hand. The player to the left then lays his next card in the center to start another pile, and play continues. If a player taps a card that's not a face card, he has to give one of his cards to the player who laid down the last card. If a player loses all her cards, she's out. The player who gets all the cards is the winner.

Base Camp

You will need in your backpack: a Bible marked at Genesis 1:26, the face cards from a deck of traditional playing cards, one compass point copied from page 6, direction label #2 copied from page 7, tape or temporary plastic adhesive like Plasti-Tak, a pair of walking shoes or hiking boots. Gather all students together in front of the Compass poster. Ask one student to wear the backpack to the group and take out its contents.

- What's the Good Word?

Ask a student to read Genesis 1:26.

- Mapping the Trail

Show the face cards. Point out that the images on them are *stylized*. That is, they are not realistic (as in a Norman Rockwell painting). So how do we recognize that the king is a king and the queen is a queen? The word *image* comes from a Latin word that means *imitate*. The images of King, Queen, and Jack imitate the real thing.

What does it mean that people are created in God’s image? (Let students discuss this.) We would expect that in some way, people are like God. What did we learn about God last week? (God is love.) Review the thumb-up hand sign: *God loves perfectly*.

Let me ask you some questions:

Is it right for me to steal from you? to murder you? to abuse you?

Did you know that ***all people everywhere, even non-Christians, answer the same way?*** All people know others should not steal from them, murder them, abuse them.

How do they know? (“In the beginning, God said . . . ‘Let us make people in our image.’”) And what is that image? Love.

All people are created in God’s image. *All* people know how perfect love would treat them.

Even a baby knows if he’s being loved or rejected. The knowledge of perfect love, God’s image, is something we have in common with every human on this planet.

Set out the hiking boots: These will never hike the trail unless there’s something inside them to give them direction and energy. We humans are the same. We’d never go anywhere without God’s image, Perfect Love, within us, giving us direction and energy.

- The Compass

Our next compass point will head north-northeast. (Ask a student to stick on a compass point, pointing between N and NE. Ask another student to stick direction card #2 just outside the circle as shown in the illustration, page 1.) Read the card together.

- Prayer

Exploring the Trail

1. Design an Image

Material: face cards from a deck of traditional playing cards, plain printer paper, markers

Do: Lay out all the King cards. Ask the students to study the images and tell what differences they see. Do the same with all the Queen cards, then all the Jack cards. Now hand out paper and set out markers. Ask the students to design their own picture for a face card. It can cover the whole page, or they can fold the paper to make the card smaller. They can design a King, a Queen, or a Jack.

Discuss: As the students work, remind them that the word *image* is built on a Latin word that means *imitate*. Ask if they've ever heard the saying, "He's the spitting image of his dad?" That means he's exactly like his dad, so much like Dad that it seems he could have been spit right out of Dad's mouth! If you're adopted, you may or may not look like your adoptive parents. But you may act like them in some ways. How are you like or different from your parents? You are all created in God's image. How are you like God? (You know what perfect love is. Even if you've never been treated that way.) Review the thumb-up hand sign: *God loves perfectly*.

2. Carving an Image

Material: one block of Ivory soap for each student, plastic picnic knives, old newspapers, paper towels, hand wipes

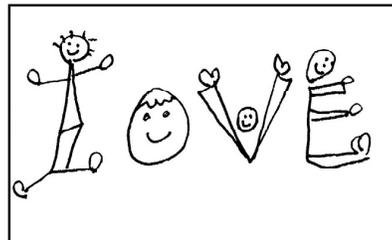
Do: Cover the work surface with old newspaper. Give each student a block of Ivory soap and a plastic knife. Ask them to think of an image they could carve out of the block of soap. It does not have to be a person. With the knife, they carefully outline that image, then start carving away the soap around the outline.

Discuss: Ask the students if they've ever heard of Michelangelo. If they have, ask them to tell what they know about him. Tell them it's said that someone once asked Michelangelo how he could carve such beautiful statues out of a chunk of marble. He said that he simply saw the image trapped in the stone and carved away the stone to set the image free. Ask what image they see in their blocks of soap. Ask what it means to be created in God's image. (We know what perfect love is. Even if we've never been treated that way.) How many people have been created in God's image? What makes all humans alike? (There are many answers, including Love.) Review the thumb-up hand sign: *God loves perfectly*.

3. Images in LOVE

Material: plain printer paper or manila paper, crayons, markers, and/or colored pencils
Optional: a variety of books with different styles of illustration (realistic, block prints, photographs, black and white line drawings, cartoon, etc.)

Do: Give each student a piece of paper and set out the crayons, markers, and/or colored pencils. Tell the students to turn the paper horizontally and write the word LOVE in letters large enough to cross the page. Then ask them to design each letter so that it looks like the image of a person. (A simple example is shown.) If you brought books, let students peruse the books to see the different styles they might use in designing their images.



Discuss: As the students work, ask them to tell their favorite kinds of illustrations in books. (realistic, cartoonish, etc.) If you have sample books, let students say which style they like best. Artists develop different styles and create different *kinds* of images. What other words sound like *image*? (Imagine, imitate, etc.) Before God created humans, he had to imagine us. He chose to create us in His image. What does it mean to be created in God's image? (We know what perfect love is. Even if we've never been treated that way.) How many people have been created in God's image? What makes all humans alike? (There are many answers, including Love.) Review the thumb-up hand sign: *God loves perfectly.*

Campsite Council:

If you have time to review, gather as a large group and discuss your hikers' findings. Ask:

What is the most interesting thing you discovered today?

What is something you learned that you didn't know before?

Remind the students:

All people know others should not steal from them, murder them, or abuse them.

How do they know? "In the beginning, God said . . . 'Let us make people in our image.'" And what is that image? Love.

All people know how perfect love would treat them.

Review the compass point, the scripture for today, and the thumb-up hand sign: *God loves perfectly.*

Pray, thanking God for creating us in His image, for putting the knowledge of perfect love in our hearts.

(Leave the walking stick, backpack, and shoes or boots in the classroom, or bring them back next time as part of your "set.")

Week 3

FALLING SHORT

Paul's Frustration with Sin – Romans 7:15, 21-23

Scripture: “For all . . . fall short of God’s glorious standard.” Romans 3:23, NLT**Compass Concepts:**

God, Perfect Love, is the Standard.

The world would be a beautiful place if we all loved perfectly.

But no one can live up to the Standard; humans can’t love perfectly.

Why? Because we’re not God.

Introductory Activity - Olympics

You will need several yardsticks and/or tape measures, some sticky notes, and pens or pencils. As the students arrive, ask them to measure the length and width of the room and write the measurements on sticky notes. Ask them to measure as high on the wall as they can reach and place a sticky note there with the measurement written on it. Now tell them the following sports records and ask them to measure how long or high each stat is compared to the measurement of your room. Place a sticky note at the height or length of each record jump. Option: Go outdoors and measure these distances (some won’t be measurable in a small room, but try).

Standing long jump (jump from a standstill): a little over 11 feet (Ray Ewry, USA)

Standing high jump: a little over 6 feet (Rune Almen, Sweden)

Running long jump (run, then jump): a little over 29 feet (Mike Powell, USA)

Running high jump: a little over 8 feet (Javier Sotomayor, Cuba)

Discus throw (a bit like a metal frisbee): almost 252 feet (Gabriele Reinsch, Germany)
(That’s about the distance of two and a half basketball courts!)

Another fun record: How many jumps can you make in 30 seconds when jumping rope?

The record is 188 jumps in 30 seconds!

How long can you jump rope without missing or stopping?

The record is 36 hours!

Base Camp

You will need in your backpack: a Bible marked at Romans 3:23 and Romans 7:15, 21-23, one compass point copied from page 6, direction label #3 copied from page 7, tape or temporary plastic adhesive like Plasti-Tak, a pedometer. Gather all students together in front of the Compass poster. Ask one student to wear the backpack to the group and take out its contents.

-- END OF SAMPLE --