For years, *Echoes* curriculum has been one of the most widely used resources for African-American churches. Every lesson is easy to use, teacher friendly, strengthens the entire church body with a shared quarterly theme, and is certain to keep your classes engaged with relevant Scriptural content that applies to their everyday lives.

**Features Include:**

- Easy-to-use four-step lessons make teaching a snap
- Bible-based lessons encourage application in real-life situations
- Shared quarterly themes, across all age levels, tie the study of God’s Word together
- ISSL lessons offered to suit the needs of your adult classes
- Flexible and affordable to meet any church budget
- Free weekly downloads through [EchoesDownloaded.com](http://EchoesDownloaded.com) tie into current news stories and topics to take your class deeper into the lesson

**Special Features Include:**

- Quarterly Superintendent’s handbook helps leaders unify their Sunday school
- African-American Book Review presented in high school *Blueprint*
- *Highlights in Black History* featured quarterly in teacher’s guides for preschool through adult
- Ministry tips and ideas and quick references assist teachers in each lesson
- Appealing African-American artwork and engaging content for students of all ages
Lesson Overview

Faith Calls for Perseverance

The Boldness—
The Book of Hebrews tells us Christians can confidently stand before God and present their petitions to Him. All God’s children have the privilege of pouring out their hearts to Him, talking with Him, and receiving personal answers.

The Blood—
Before Christ’s death, a thick veil separated the Holy Place from the Most Holy Place, the room in the temple symbolizing God’s presence. If anyone were to go into the Most Holy Place other than the high priest, it meant certain death. The high priest entered once a year on the Day of Atonement with sacrificial animal blood on his hands. He was the only one who could enter, and this was the only way to approach God to ask for the removal of the people’s sins (Lev. 16:11-17).

When Christ hung His head and died on the cross, the temple veil tore from top to bottom, without any human effort! It was as if God Himself declared, “My Son Jesus destroyed the dividing wall between Myself and man.” No more sacrifices are needed to reconcile God to man. Instead we can come to Him with arms outstretched like a little child, saying, “Thank You, Daddy.”

The Believers—
The Book of Hebrews encourages brothers and sisters in Christ, as much as possible, to gather together to encourage each other with the promises stated in the Bible. Jesus will return soon. Brothers and sisters need to constantly pray about ways to love and help each other stay committed and grow in the Lord.

The Ban—
The Gospel message is all over television, billboards, and the Internet, yet many people are still deceived and blinded. “I’ll get into heaven my way,” they think, by giving money, going to church, trying to be good—all manmade ways to try to reach heaven. But God is serious; there is only one way into His presence. The blood of Jesus has paid the price of our sins.

Suggested Material for
As Your Students Arrive:

1. Life Need
Discuss ways that someone’s perseverance was rewarded.

2. Bible Learning
Learn why we need to persevere in believing what we know to be true about Jesus.

Suggested Material:
• Adult Teacher’s Resource Kit:
  Poster and reproducible sheet—Hebrews: A Definition of Faith

3. Bible Application
Discuss what we can do so we persevere in our faith.

Suggested Material:
• Adult Teacher’s Resource Kit:
  Reproducible worksheet—Persevering Together
  • Two sheets of newsprint, colored markers, adhesive tape

4. Life Response
Make a commitment to persevere in your faith.

Photo: © Shutterstock

Lesson Scripture:
Hebrews 10:19-31

Lesson Focus:
Together we persevere in faith.

Church/Home Theme:
God Our Creator Calls Us

Scope & Sequence

Toddler through Early Elementary – 2 Year Cycle
Elementary through High School – 3 Year Cycle
Adult Comprehensive Bible Study – 6 Year Cycle
Adult Understanding the Bible – 8 Year Cycle

To view the complete Scope & Sequence visit www.DavidCCook.com/Echoes

Format

Family-friendly
Classroom model
Printed curriculum
Additional online resources available
STEP 1  Life Need (5–10 minutes)
• Use a Creative Teaching Aid poster to discuss “The Big Question”
  □ Bibles
  □ Middle School Creative Teaching Aids: “The Big Question” poster

STEP 2  Bible Learning (15–20 minutes)
• Analyze the biblical view of Creation.
  □ Bibles
  □ The Rock
  □ Pens or pencils

STEP 3  Bible Application (5–10 minutes)
• Discuss how the memory verse argues against false statements concerning Creation.
  □ Bibles
  □ The Rock
  □ Pens or pencils

STEP 4  Life Response (about 5 minutes)
• Respond to God in worship and praise.
  □ Bibles
  □ Whiteboard or poster board and markers

**Bible Basis:**
God created the universe (Gen. 1:1-26)

**Bible Truth:**
Our God is an awesome God.

**Lesson Aim:**
That your students worship our wonderfully almighty God.

**Understanding the Bible**
Genesis 1:1-26. The brief opening chapters of Genesis may leave us wanting more details about the events of early history, yet they allow theological truths to stand out powerfully. The central truth of the Creation narrative is that everything owes its existence to God.

In Hebrew literature pairs of opposites suggest totality. Although scholars disagree over whether “heavens” in Genesis 1:1 refers specifically to the sky or to the spiritual universe, the phrase “the heavens and the earth” supports the idea that God created all things.

Apparently God first created the stuff of the universe as an unfinished mass, then formed it into what we see through our eyes, our microscopes, and our telescopes. Verse 2 comprises three clauses describing the original unfinished mass. In the first clause “formless” and “empty” translate two rhyming words in Hebrew, tohu and bohu. “Darkness” and “the deep” (the primeval ocean) both suggested evil to the Hebrews. But all was not gloom, since “the Spirit of God was hovering over the waters” like a bird over her brood.

Beginning with verse 3 the writer described Creation in terms of the first six days of a week. Note that the first group of three days describes the creation of realms, while the second group of three days describes the creation of the

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**Memory Verse**

But God made the earth by his power; he founded the world by his wisdom and stretched out the heavens by his understanding.

—Jeremiah 10:12

□ indicates items you will need to prepare before class

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continued on next page
Understanding the Bible — cont’d

rulers of those realms. The sun, moon, and stars (vss. 14-19) rule over day and night (vss. 3-5). Fish and birds (vss. 20-23) rule over the seas and the sky (vss. 6-8). Animals (vss. 24-25) rule over the land and its vegetation (vss. 9-13). But humans rule over all creation (vs. 26). Thus a hierarchy of authority is built into Creation.

The assumption behind all this is that God rules over humans as well as over the rest of Creation, for He made it all.

Tips

Classroom Tip

PreSession Activity

This lesson may spark many questions. Too many questions may prevent your class from participating in a most beneficial part of the lesson—the Life Response. Don’t discourage students from asking questions, but keep the discussion focused so you can complete the lesson. If a student asks a question that distracts from the Lesson Aim, write it down and promise to discuss it later.

• Consider the following activity to use during the Bible Application step. It provides thought-provoking material for students who want to explore the subject more. It also helps you deal with unexpected questions.

• Choose an object in the classroom or bring a common object from home and trace its origins. Have students be specific and detailed. For example, take an orange.

• Q: Where did this orange come from? A: California (or Florida) Q: From where in California? A: From an orange tree. Q: Where did the orange tree come from? A: A seed. Q: Where did the seed come from? A: From another orange tree. Q: Where did that orange tree come from? And so on, until you get back to the idea that everything must have started somewhere.

• How did the first orange tree get here? This is a question science struggles with. Scientists develop theories to explain the existence of the universe and the life-forms in it. But many times they ignore the first question: Who started this whole thing?

• Good books on origins from a Christian perspective are also available. Get recommendations from your local Christian bookstore.

Understanding Your Students

Young teens seem to have a natural interest in expressing themselves creatively. It’s no wonder that your young people respond to teaching methods that captivate their imaginations. Watch them in roleplays, dramas, skits, and games. They enjoy making posters, charts, crafts, listening to music, setting up displays, going on field trips, doing experiments, and watching videos.

As you study God’s creativity in this lesson, be sure to let your students’ creativity shine through. Let them contribute to the learning process. They might think of ways to worship God that are more genuine and creative than we can imagine! Make sure you affirm them for their contributions.

Be True to Your School

Objective: To help students find out where others go to school, and learn a little about each other.

Give each student a piece of paper and a pen. Have students write the name of their school or school mascot down the left side of their papers, one letter per line. For each letter in the name of their school, have students come up with a word or phrase that starts with that letter and describes themselves.

When finished, have students pass their papers to their left. Take turns going around the room introducing each other. (By having the students read each other’s papers, they get to know someone else a little better, and it helps avoid the “I’m in the spotlight” jitters.)
Aim: That your students worship our wonderfully almighty God.

Objective: That your students discuss their need for a logical, biblical answer to the question “Where did it all come from?”

Materials:
- Bibles
- Middle School Creative Teaching Aids: “The Big Question” poster

Move into this first lesson of the quarter by saying something like: Have you ever had that funny feeling come over you? Do you know the one I’m talking about? You might feel it when you haven’t been doing anything in particular and it’s quiet all around you. Or when you’re looking up at the sky on a starry night. Or maybe you feel it when you’re at a funeral or when someone in the family is seriously ill.

The feeling I’m talking about is . . . well, it’s strange. You suddenly start wondering why you’re here and how all this happened. (Move your arms in a sweeping motion to show that you’re talking about the world.) This funny feeling can be summed up in one question—the big question. Where did it all come from?

Display the poster titled “The Big Question” from your creative teaching aids packet. Have someone read the statements on the poster aloud.

From MIDDLE SCHOOL CREATIVE TEACHING AIDS—The Big Question


Do you ever wonder how life was created? How the universe began? Throughout history people have sought answers to these questions.

The Bible answers these questions with a single statement. “In the beginning God created . . .” Genesis 1:1.

There are still questions about the details, but the big question does have one satisfying answer: GOD. Jeremiah 10:12. Have you ever wondered how it all began? Describe what might have caused you to ask this question. Encourage students to talk about this. Some may mention they are confused by all the arguments about the origin of the universe. Acknowledge that there seems to be a lot of ideas from many people concerning origins.

Sometimes it seems like people who don’t believe in God have all the answers and all the logic. These people might talk and act like it’s not reasonable to believe God created the world. But there are very logical and biblical reasons for believing in God, who made everything. Let’s look at some of them.
Objective: That your students begin to discover logical, biblical answers to the question of the origin of the universe.

Materials:
- Bibles
- The Rock
- Pens or pencils

Before you begin this section on the biblical view of the origin of the world, distribute Lesson 1 of The Rock. Have students turn to the Bible study on pages 4 and 5.

Where did it all come from? How did God create everything? The Bible does not describe the creation process in the technical terms a scientist might use. However, it’s not unscientific. In answering the question of how God created, science could be helpful—as long as it doesn’t ignore the statements the Bible does make.

Let’s read how our wonderful Creator God started this universe. I’ll need a few volunteers to read some verses in Genesis 1. Every time the word “God” appears in one of the verses being read everyone should say it aloud along with the volunteer.

This Scripture reading activity will work best if everyone reads from the same Bible version. You will find selected verses from today’s Bible Basis printed on page 12 and in The Rock. A few verses from the Bible Basis have been left out because of space limitations. However, the selected verses will thoroughly communicate the story.

What do you think God is telling us in this passage? (He created everything. He is the cause of everything—everything that exists, including human beings as His grand finale.)

The story of Creation is probably familiar to your students. To help them think more deeply about it, complete the “God Made It All!” Bible study in The Rock. Divide your class into two teams. One team should answer the questions for Team A, the other for Team B. To play, teams take turns answering their assigned questions. To make this more challenging, don’t allow students to work through the questions beforehand. Give them one minute (or a time limit of your choice) to find the answer. If team members give a good or correct answer, they score 1,000 points. (If they do not, the other team has a chance to answer the question.)

Begin with Team A and alternate back and forth. The team with the most points at the end is the winner. The questions and their answers are printed for you here. They are not in alternating order so you can see the progression of thought. You can easily alternate them yourself by taking note of how they are numbered. Feel free to interrupt the quiz every so often to ask the questions printed in bold. Encourage students from both teams to answer these questions. Explain they won’t receive points for doing so.

■ From THE ROCK—God Made It All!

Bible Questions for Team A

1. What was the last thing God made? (Human beings.)
2. Why do you think God made this last out of all His creation? (In some cases, last place is the place of most honor [as is the case when royalty enters a room]. This is the case with humans who are the crowning act of Creation.)
TODAY’S SCRIPTURE

Verses from Genesis 1

1In the beginning God created the heavens and the earth. 2Now the earth was formless and empty, darkness was over the surface of the deep, and the Spirit of God was hovering over the waters. 3And God said, “Let there be light,” and there was light. “God saw that the light was good, and he separated the light from the darkness. “God called the light “day,” and the darkness he called “night.” And there was evening, and there was morning—the first day. 4And God said, “Let there be an expanse between the waters to separate water from water.” 5God called the expanse “sky.” And there was evening, and there was morning—the second day. 6And God said, “Let the land produce vegetation: seed-bearing plants and trees on the land that bear fruit with seed in it, according to their various kinds.” And it was so. 7And God said, “Let the land produce vegetation: seed-bearing plants and trees on the land that bear fruit with seed in it, according to their various kinds.” And it was so. 8Then God said, “Let the land produce vegetation: seed-bearing plants and trees on the land that bear fruit with seed in it, according to their various kinds.” And it was so. 9And God said, “Let the water under the sky be gathered to one place, and let dry ground appear.” And it was so. 11Then God said, “Let the land produce vegetation: seed-bearing plants and trees on the land that bear fruit with seed in it, according to their various kinds.” And it was so. 13And there was evening, and there was morning—the third day. 14And God said, “Let there be lights in the expance of the sky to separate the day from the night, and let them serve as signs to mark seasons and days and years.” 19And there was evening, and there was morning—the fourth day. 20And God said, “Let the water teem with living creatures, and let birds fly above the earth across the expance of the sky.”

If, like God, you could create anything you desired, what would you make? Would you make something that might not respond positively to you? Explain.

3. In what ways are humans more special than God’s other creations? (Humans are made in God’s image, and given the right to rule over Creation.)

4. Think of seven words that describe God, write them down, and then read them to the rest of the class. (Possibilities: intelligent, loving, just, eternal, perfect, all-knowing, all-powerful, unseen, kind, emotional.)

5. Circle the words describing God that could also describe humans. Explain how these words relate to Genesis 1:26. (Circle words such as: intelligent, loving, just, kind, in charge of creation, can communicate, can feel. These words are attributes we share with God to some degree as we are created in His image.)

Acknowledge that we don’t show these attributes the same way God does. For example, God is perfectly just and loving; we are not.

6. Each team member: Describe one unique way you are made in the image of God. (I can be kind or loving; I can make decisions; I can communicate; etc.)

Bible Questions for Team B

1. According to the first four words of Genesis 1:1, what existed “in the beginning”? (Only God existed in the beginning.)

2. What did God do during the first day of Creation? (God created the heavens and the earth. Verse 3 means God caused the light to function, or made it visible.)

3. What did God do during the sixth day of Creation? (God created living creatures “each according to its kind.”)

Some commentators think that “each according to its kind” means God made each of these as separate divisions, and there could be no “evolution” or interbreeding from one major division to another.

4. How did God create light? What does this creative act reveal about the Creator? (God created light by speaking. God spoke to bring light into existence. Hebrews 1:3 says Christ is “sustaining all things by his powerful word.”)

5. What does being created in God’s image mean? (Being created in the image of God means we are like God in some ways.)

6. Each team member: Describe one unique way you are made in the image of God. There are so many possible answers to this question that students should be able to come up with answers different from Team A’s answers.
**Objective:** That your students talk about what difference it makes to them whether they think the world and life was created or exist by chance. (5–10 minutes)

**Materials:**
- Bibles
- The Rock
- Pens or pencils

Use the feature article in The Rock to help students understand what the Bible says about Creation. One approach to this portion of the lesson is to form debate teams. One side can argue the “Chance” position and the other the “Choice” position. Before students read the article, give them the statements for chance and choice (statements 1-4 and the four Scriptures). Allow them the opportunity to huddle and form their plan of attack. After the debate, allow them to read the article in its entirety. Have one person read the feature or let several share in the reading.

The last paragraph on page 3 says, “Faith in God is our handrail in the darkness. Though we may not be able to understand everything we want to, we need to hold on to what God says in His Word about ‘Where did it all come from?’ ”

- **Why do some people refuse to use the handrail?** Help your young teens understand that some people refuse to acknowledge God because they don’t want to submit themselves to Him. Others like to believe that man is the most supreme being. Others think that what they do hold on to, whether it is a theory like evolution or something else, is more believable than a belief in a supreme power they can’t see or explain.

Making the right call can save a lot of frustration and confusion now and in the future. The chance route leads nowhere. Accepting the choice alternative (that all came into being by an all-wise Creator) leads straight to God. (Use the layout in The Rock to demonstrate what you have just said.) Have students compare statements on the “Chance” side in The Rock (page 2) with today’s memory verse Jeremiah 10:12 printed on page 8 of The Rock and on the first page of this lesson.

- **How does our memory verse deflate the statements on the “Chance” side?** (The Bible says God made the world. This shows the error of statements 1, 2, and 4. The Bible also says God created the world with wisdom and understanding. He planned it. It didn’t happen by chance. So those looking for a missing link can stop the search!)

- **What key words in this verse tell us how God created the world?** (The key words are power, wisdom, and understanding.)

- **How do you think each key word played a part in God’s act of Creation?** (God’s power had to be strong in order to create something so big and full of power. God’s wisdom and understanding created a complex creation.)
Objective: That your students respond in worship to our almighty God.

Materials:

- Bibles
- Whiteboard and markers or poster board and markers

God must be amazingly powerful to have created everything. But isn’t it wonderful that while He was creating the world He thought of us? He created things for our comfort and pleasure. Let’s make a list of some of the things He created for us.

Have students list on a board the good things God created for us. Their answers might include flowers, trees, water, beaches, people, animals, and many more things.

When students have run out of ideas, ask the following question:

What should be our response to the God who has created so much for us?

(Thanks, worship, praise.)

Let’s offer our praise to God right now for the wonderful creation He has given us. Have students spend time praising God and praying to Him. You might want to use the memory verse, look up other passages of Scripture, or create a list of words that describe God. Encourage your students to think about what they personally enjoy about God’s creation and to thank Him for those things specifically.

Remind each person that he or she can worship anytime he or she wants. Encourage students to worship God whenever they see or think of something God has given to them.

God enjoys our praise and worship. Let’s not neglect to let Him know that we appreciate what He’s done for us.
CHANCE or CHOICE?
1 In the beginning God created... Genesis 1:1

2 Through him all things were made... John 1:3

3 "The God who made the world and everything in it is the Lord of heaven and earth..." Acts 17:24

4 For he spoke, and it came to be; he commanded, and it stood firm. Psalm 33:9

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1 A great explosion millions (or billions) of years ago was the start of this world.

2 All living things developed over the years from simpler life-forms.

3 That God stuff doesn’t make sense. It isn’t logical.

4 There’s a missing link somewhere that explains it all!
A nice name for an argument is a debate. You and other teens probably get into “debates” with your parents about what you can or can’t wear or how long you can stay out or about sharing the responsibilities of the home. If you have brothers or sisters, surely you have “debates” with them every now and then (like every day!).

One of the issues that people have argued (oops, I mean debated) about for centuries is how the world and the things in it came to be. These debaters can be divided into at least two sides. One side believes that the world and the things in it happened by chance, the other side believes that things have come together by God’s choice.

Have you ever thought about the question “Where did it all come from?” Someone may respond, “Who cares? Why does it matter? What’s the big deal anyway? We’re here now, so let’s make the best of it!”

Well, that’s the easy way out, and it does really matter if we believe that things came to be by choice or by chance. It’s like having two paths before you. If you start down the chance path, it leads to nowhere. Sooner or later you walk into nothingness and confusion. It’s easy for the person who selects the chance path to go in circles that lead nowhere fast.

Believing that the world and its inhabitants came into being by God’s choice doesn’t give one total insight into the varied details of how things originated. However, what is understood makes one feel secure enough to continue walking that path—one that ultimately points to an all-wise Creator.

Have you ever gone into a dark stairwell—pitch dark, no sunlight, no electric lights, no flashlight, no oil lamp, no light whatsoever? There’s a kind of helplessness that goes along with those situations. On the other hand, if you go into that same darkness and have a handrail to hold on to, the feelings of helplessness decrease.

Below are two paths that seek to answer the “Where did it all come from?” question. Check both out. Realistically, which is the better one to follow? Make the right call!

Faith in God is our handrail in the darkness. Though we may not be able to understand everything that we want to, we do need to hold on to what God says in His Word about “Where did it all come from?”
In the beginning God created the heavens and the earth. 

Now the earth was formless and empty, darkness was over the surface of the deep, and the Spirit of God was hovering over the waters.

And God said, “Let there be light,” and there was light. God saw that the light was good, and he separated the light from the darkness. God called the light “day,” and the darkness he called “night.” And there was evening, and there was morning—the first day.

And God said, “Let there be an expanse between the waters to separate water from water.”

God called the expanse “sky.” And there was evening, and there was morning—the second day.

And God said, “Let the water under the sky be gathered to one place, and let dry ground appear.” And it was so.

Then God said, “Let the land produce vegetation: seed-bearing plants and trees on the land that bear fruit with seed in it, according to their various kinds.” And it was so.

And there was evening, and there was morning—the third day.

And God said, “Let there be lights in the expanse of the sky to separate the day from the night, and let them serve as signs to mark seasons and days and years.”

And there was evening, and there was morning—the fourth day.

And God said, “Let the water teem with living creatures, and let birds fly above the earth across the expanse of the sky.”

And there was evening, and there was morning—the fifth day.

And God said, “Let the land produce living creatures according to their kinds: livestock, creatures that move along the ground, and wild animals, each according to its kind.” And it was so.

Then God said, “Let us make man in our image, in our likeness, and let them rule over the fish of the sea and the birds of the air, over the livestock, over all the earth, and over all the creatures that move along the ground.”
1. According to the first four words of Genesis 1:1, what existed “in the beginning”?
2. What did God do during the first day of creation?
3. What did God do during the sixth day of creation?
4. How did God create light? What does this creative act reveal about the Creator?

5. The three people who live closest together should answer this question: What does being created in God’s image mean?
6. Each team member: Describe one unique way you are made in the image of God.
Then you admit there are questions science can’t answer?

Love is different from the questions science can’t answer.

Okay, I admit it. But evolution is different. There’s evidence for it.

Evidence that man came from the ape?

And that the ape came from the fish?

Right.

Simplified, but true.

And that the fish came from one-celled animals?

Where did the one-celled animals come from?

Right.

Chemicals combined to form life.

But you said that you never assume. Maybe “Where did it all come from?” is one of the questions that science can’t answer.

Let’s change the subject.

Evidence that man came from the ape?

And that the ape came from the fish?

Where did that planet come from?

The earth. And it probably came from an explosion of a larger planet.

Where did that planet come from?

It was just there. We have to assume . . .
1  Chance or Choice? by Arthur Jackson
   A Conversation Overheard cartoon
2  The Real Me by Susan Hayden
   Incredible! Amazing! Wow! by the Wambergs
3  Trashing God’s Treasure by Anna York
   Save Our Planet by the Wambergs
4  The Testimony of a Gangster by Victoria Johnson
   Measuring Your Friend-ability by Jim Burns and Doug Webster
5  It’s Not Really Sin . . . Is It? by Victoria Johnson and Gretchen Goldsmith
   Robobee by Anna York
6  Color Me Guilty by Arthur Jackson
   Who Is My Brother? by Daphne Myers
7  Somebody by Joyce Mary Dinkins
   Get a Grip! by Leanne C. Lucas
8  The Mighty Nimrod by Victoria Johnson
   What’s the Good Word? by Jon Woodhams
9  Missionary Moment by Frieda Nossaman
   Amazing Decisions by Gail and Marcia Hunt
10 From Riches to Rags by Ronald J. Sider
   Funny Isn’t It? by Miriam Mohler
11 To Be Saved by Victoria Johnson
   Encouraging Words by Gail and Marica Hunt
12 Put Yourself on the Line by Wil Triggs
   Loving God
13 Faithful in the Small Things by Leanne C. Lucas
   Modern-Day Psalm by Frieda Nossaman
But God made the earth by his power; he founded the world by his wisdom and stretched out the heavens by his understanding. Jeremiah 10:12

If you think God’s creation is awesome, just think how much more awesome God Himself is!

**Monday**  Read Psalm 19:1, preferably sitting outside in your yard or in a park. Take some time today to notice God’s creation around you. Write a poem to praise God for His creativity and power.

**Tuesday**  Come up with as many adjectives (descriptive words) as you can to describe God’s power. Use these words in a prayer to give God glory.

**Wednesday**  Look at Jeremiah 10:12. When you read the action words—made, founded, stretched—what images come to your mind? Draw a picture or write a song using these images.

**Thursday**  Read Jeremiah 10:12 again. How does knowing that God created the heavens and earth make you feel about Him?

**Friday**  Read Genesis 1:2a. What pictures come to mind when you read the words “formless and empty”? Now picture the light, sky, seas, and so on, appearing as God speaks them into existence. Thank Him for creating the earth.

**Saturday**  If you can, get up early and take a walk outside. Take time to notice little things that you might normally pass by. Sing a praise hymn that talks about God’s creation.
Echoes presents middle schoolers with a Sunday school experience that supports them through this important time of change—physical, emotional, and spiritual. The lessons target the needs of preteens with in-depth Bible studies, daily devotionals, tie-ins to current events and preteen topics, and aim to provide an outlet for preteens to encounter God’s love for them.

**Teacher’s Commentary**

Each lesson contains step-by-step instructions to help you prepare and teach, with Bible background, tips for teaching middle schoolers, and a variety of activities to help your students learn and apply the Bible lesson.

*One per teacher recommended.*

**Creative Teaching Aids**

Bring the world and time of Scripture to life with this visual aids packet containing a variety of posters, timelines, Bible maps, and more.

*One per class recommended.*

**The Rock**

This student book contains eight pages for each lesson, including Bible studies, stories, articles, and a six-day devotional schedule for your students.

*One per student recommended.*