TAGLife

TRUTH & GRACE



BLOCK 01

What is TAGLife?

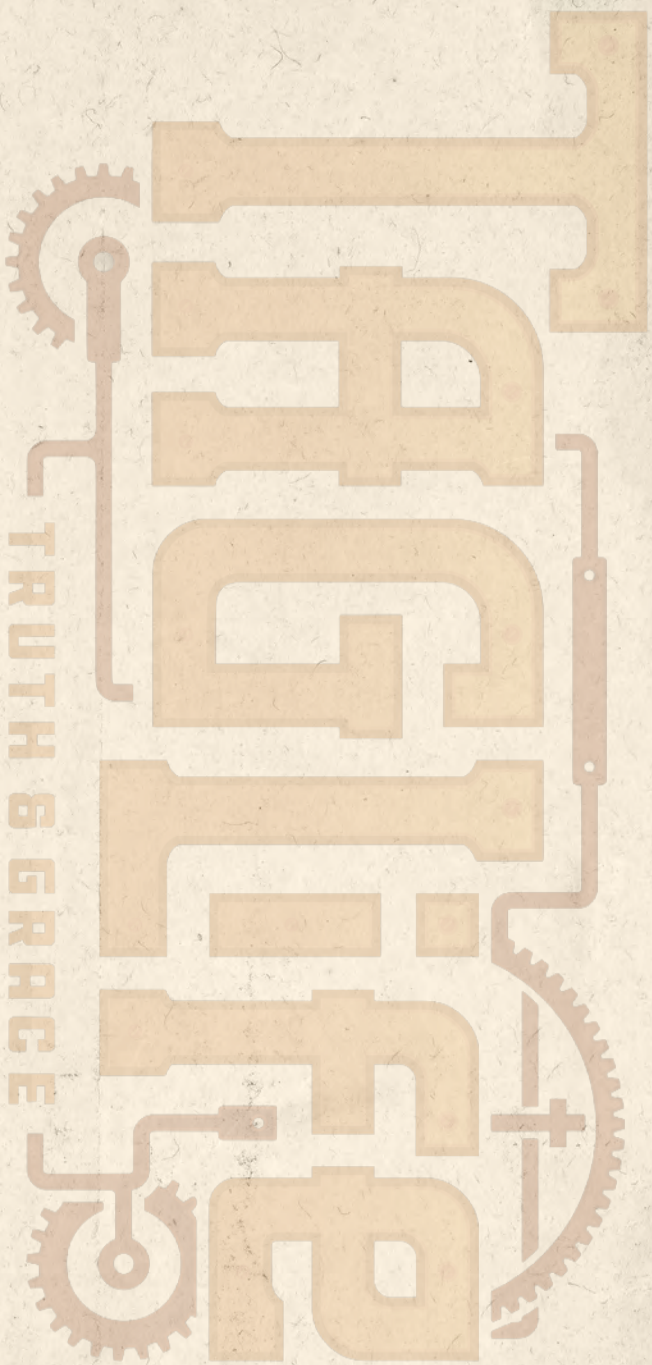
TAGLife is a discipleship resource designed to help children grow in their relationship with Jesus. It also encourages them to share their faith with others. Discipleship is woven into every lesson through digital content, original worship, fun activities and impactful interactions between leaders and students. Our memorable characters will grow with your students through the years, providing familiarity as they convey biblical truths.

TAGLife Website

Discipleship doesn't end on Sunday afternoon or Wednesday night: it's an everyday, all day, lifelong process. To that end, we provide loads of additional content to support leaders, parents, families, and accountability partners in their mission to grow disciples. This content spans the gamut from high-resolution, 4K versions of every video presented in the curriculum to posters, coloring pages, activities, and more—all specifically tuned to the age of the students you've been blessed to lead. You can find all of these high-quality resources on our website provided for each TAGLife lesson!

What is the Shop?

The Shop is a marvelous and miraculous location that forms the backdrop for the TAGLife curriculum. A place where anything can happen (and often does), the Shop is equal parts library, school, theater, laboratory, concert hall, art gallery, museum, inventor's workshop, and so much more. Stewarded and overseen by the Wordsmith, the master maker, the Shop abounds in unexpected—and sometimes messy—discoveries. Yet, with the ever-present organization and assistance of the Wordkeeper, things are always set back to rights. The Shop is a wonderous place that mixes the ancient and the advanced where kids (like Ben and Beth) and the young-at-heart can explore and understand the truth of God's word, His world, and His creativity.

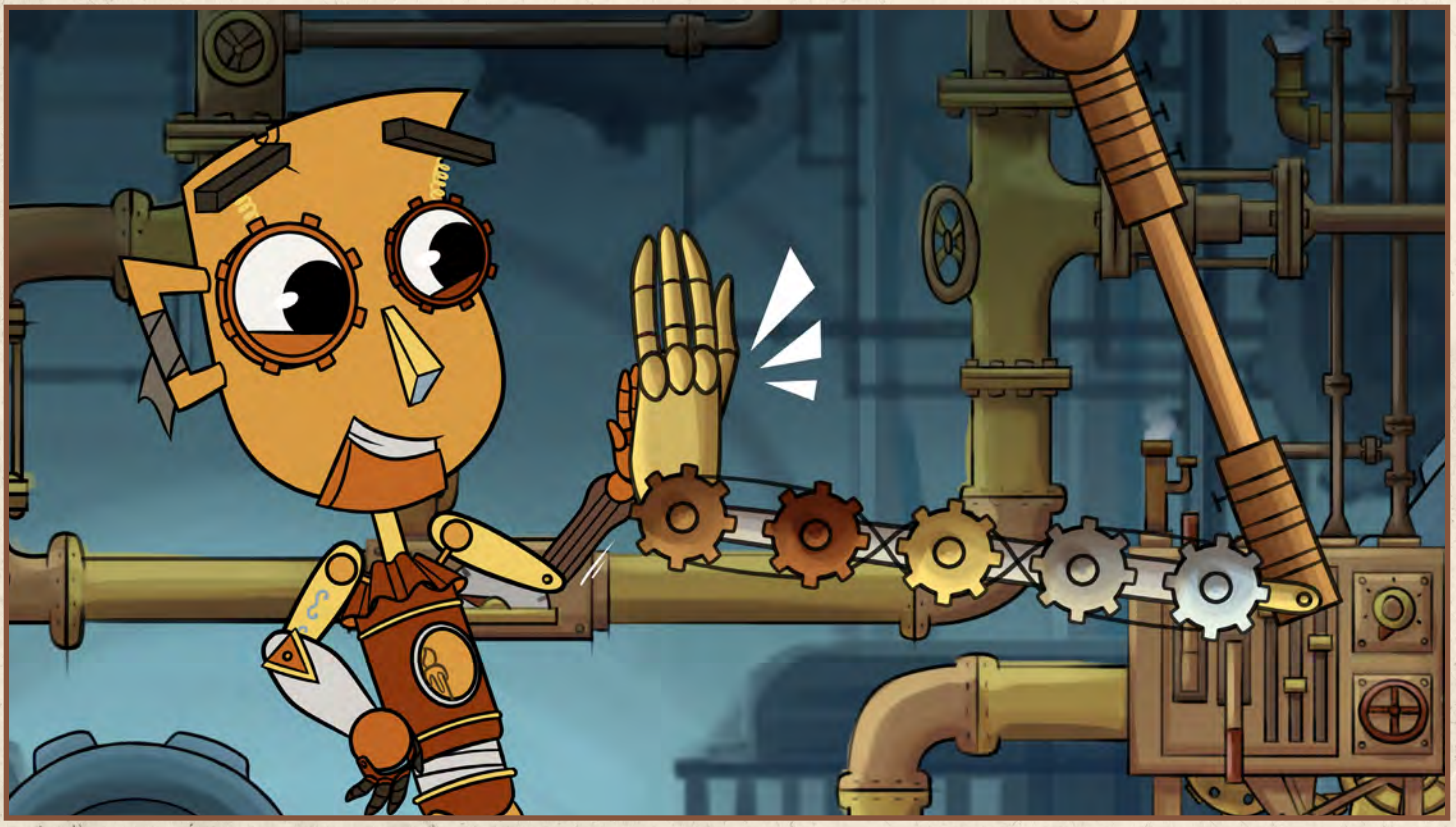


How to Use this Curriculum

The TAGLife Curriculum has been designed to be essentially "plug and play" and yet flexible enough for teachers and church administration to select and rearrange sections of the curriculum, if needed, to fit with any Sunday School time period. As designed, TAGLife follows the outline below:

- **Gathering Time (~6 minutes)** - a time of directed activity that children can easily join as they enter into the Sunday School classroom.
- **Memory Verse (~4.5 minutes)** - a puppet-led memory verse song based entirely on scripture.
- **Lesson Intro (~3 minutes)** - a scripted introduction into the day's lesson.
- **Animated Video, Story Time (Part 1) (~7 minutes)** - an animated video with live action intro which sets up, via a cliffhanger, the story and the big question or theme of that day's lesson..
- **Question and Discussion Time (~5 minutes)** - a period in between the animated videos that allows for instructor-led questions and discussions (provided in the curriculum) to get the children to think critically.
- **Animated Video, Story Time (Part 2) + Wrap-Up (~4 minutes)** - an animated video with live action summary which answers the earlier cliffhanger and provides a point and succinct summary for the lesson.
- **Prayer (~2 minutes)** - a pre-scripted prayer provided for the instructor which they can use, summarize, or simply have as a guide to pray for their students.
- **Closing Activity Game (variable time as needed)** - a closing activity or game which allows for students to be occupied while awaiting pickup by their parents or guardians.
- **The Adventure Continues (post-church)** - downloadable activities, coloring sheets, music, games, and more that are used to continue discipleship at home.

As every church and every church classroom are unique, this outline was prayerfully designed with maximum flexibility and impact in mind. As listed, the times for each activity total to ~31.5 minutes, thus providing ample buffer time between outline elements or time to expand or contract activites throughout the lesson period as needed. Teachers and church administrators are encouraged to add, remove, or rearrange elements of the curriculum as needed. Everything can be accessed digitally via a point and click, keeping everything simple, organized, and at your teacher's fingertips.



Curriculum Organization and Terms

Regarding terms and organization of each lesson, it would be helpful to understand the following terms:

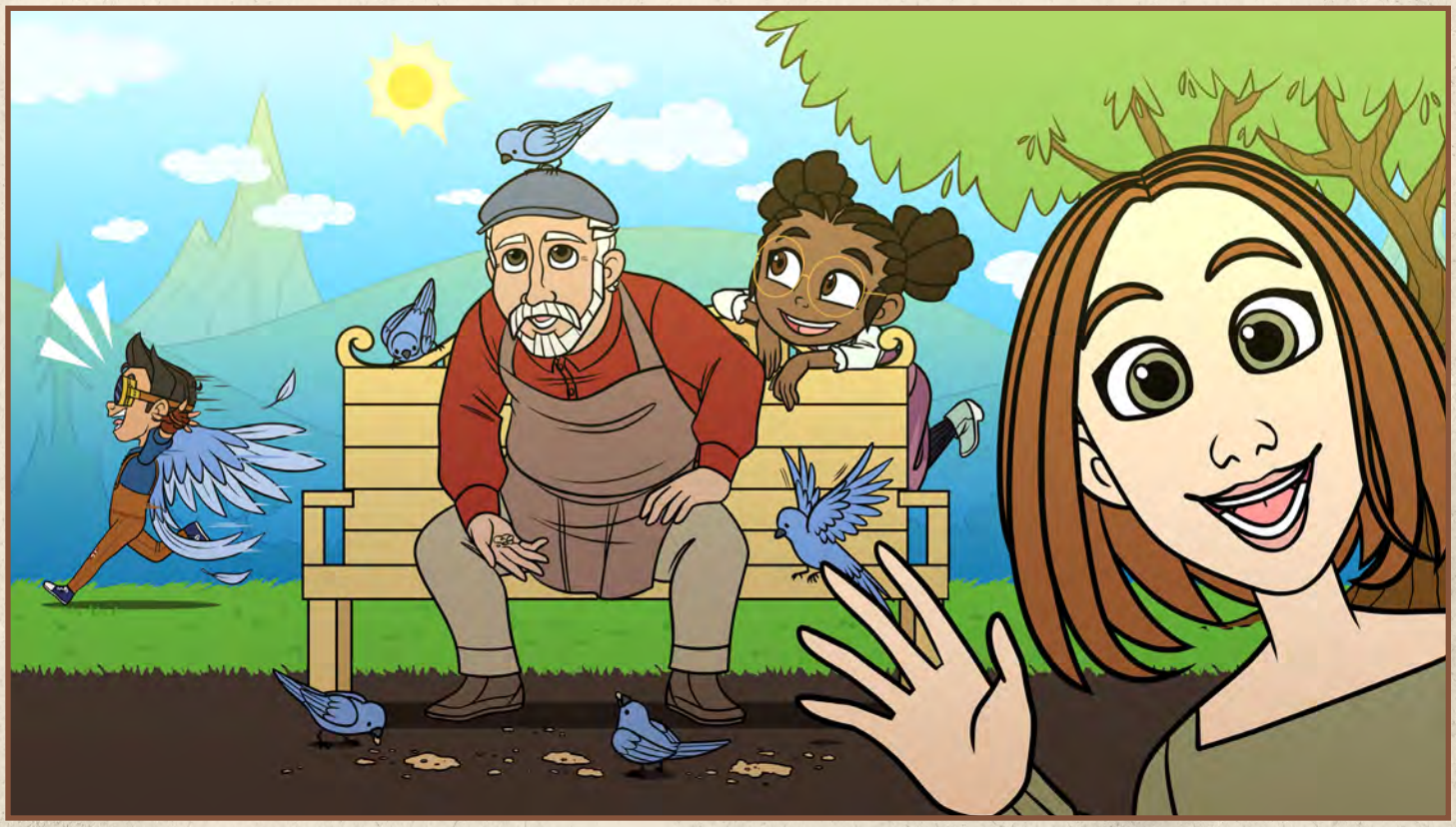
- **Year** - TAGLIfe is built to be refreshed every three years. Your curriculum's designation (e.g. "Year 1") denotes which year in this sequence your curriculum is. Note: you may also see this abbreviated as "YR" followed by a number, (e.g. YR03 for Year 3).
- **Block** - Each calendar year of TAGLife is divided into four equal blocks of 13 weeks each. Your curriculum's designation (e.g. "Block 3") denotes which Block in the curriculum your current lesson is. Note: you may also see this abbreviated as "BL" followed by a number, (e.g. BL03 for Block 3).
- **Week** - Each calendar year of TAGLife is divided into 52 weeks of the year. Your curriculum's designation (e.g. "Week 30") denotes in which week in the curriculum your current lesson is.
- **Note** - you may also see this abbreviated as "WK" followed by a number, (e.g. WK30 for Week 30).

Preparation is key!

While we've prayerfully prepared these lessons to make Sunday School run as smoothly as possible, it's highly advised that teachers and instructors spend some time in preparation before the class begins. Many of the activities, games, and discussions require pre-class prep, and any Bible class is always benefited by spending time in prayer and study before engaging students. Know that we have spent countless hours over the past three years praying for each of you, your students, and your churches in this endeavor and we trust that the Holy Spirit is ready "to instruct and teach you in the way you should go."

A note about key verses and memory verses
The key verse for each week is addressed by the animated videos and could be the Bible passage being overviewed or the Scriptural basis for the video's metaphor.

The memory verse, by contrast, will coincide with the theme of the Memory Verse Song video but will not always be the same as the key verse. It will always be highlighted with the memory verse songs, which are entirely based on Scripture! Also important is that the memory verses, by design, coincide perfectly with the Lifestone Illuminate Curriculum.



Dramatis Personae



The Wordsmith

The Shop operates under the watchful and wise eye of the Wordsmith. Fatherly, creative, and a restorer of broken things, the Worshmith is a guide and mentor to all who wander into the Shop. He is the source of knowledge and explanation in this strange new/old world.

Allegorical Meaning

- *Symbolic of Christ, THE ULTIMATE Wordsmith.*
- *Christ IS the Word!*
- *"In the beginning was the Word, and the Word was with God, and the Word was God." — John 1:1*
- *He is the fixer of broken things, maker/creator.*
- *He is the one who literally crafts words and crafts from words.*
- *Words are where all making/creating begins.*



The Wordkeeper:

The Shop is a big place with lots going on and the Wordsmith needs a helper. As such, he has the perfect assistant: Miss Mandy, the Wordkeeper.

- *She knows where everything is inside the Shop and makes sure it can be found when needed. There's lots to manage, and her keen mind and excellent memory keep everything organized and running smooth.*
- *She created ShopGPT to provide Biblical answers for all the visitors of the Shop to use.*

Allegorical Meaning

- *Symbolic of the Holy Spirit, OUR ULTIMATE Helper.*
- *Revealing the Gospel is her job.*
- *For in the gospel the righteousness of God is revealed– a righteousness that is by faith from first to last, just as it is written: "The righteous will live by faith." — Romans 1:17*
- *She is the instrument of the Good News/enabler of faith.*
- *She is keeper and chronicler of the words and THE WORD.*
- *Making sure the Good News can be found.*



Ben

A frequent visitor to the Shop, Ben is fascinated by all there is to make and build within its miraculous walls. Despite his age, Ben has been made by God to build, fix, and create things with his hands. He's naturally gifted to understand machines and how things work and fit together. When he and his friend, Beth, are jamming out with the rest of the Shop's denizens, he's usually playing an instrument. Everything mechanical or tactile is his happy place. Together, he and Beth create a mighty force for creativity, and someday, Ben will grow up to become an Apprentice/Journeyman/Craftsman for the Shop.

Allegorical Meaning

- Symbolic of Our Audience/the Body of Christ that are the Makers, Inventors, & Builders.
- Provides a character through which our audience can both relate and identify.
- Provides a picture of what it will look like practically to "hand down" the stewardship of the Shop to the next generation.



Beth

A frequent visitor to the Shop, Beth is fascinated by all there is to learn and discover within its miraculous walls. Despite her age, Beth has been made by God to be an innovator, an artist, and a communicator of new concepts and ideas. She spends a lot of time using her bright and creative mind to conceive new ideas and concepts, thinking outside the box! She loves to use her voice, face, and body to perform and sing with her friend Ben and others. Together with her friend, Ben, they create a mighty force for creation, and someday, Beth will grow up to become an Apprentice/Journeyman/Craftsman for the Shop.

Allegorical Meaning:

- Symbolic of Our Audience/the Body: the Dreamers, Thinkers, & Artists.
- Provides a character through which our audience can both relate and identify.
- Provides a picture of what it will look like practically to "hand down" the stewardship of the Shop to the next generation.



The Apprentice

The Apprentice is a steam-powered robot made by the Wordsmith from cast-off bobs and bits. He is inventive and curious.

Key Elements

- Edwardian/Victorian Era "Robot."
- Newly made by the Wordsmith.
- Doesn't know much and asks lots of questions.

Allegorical Meaning

- Symbolic of the Lost/the Seekers/Doubters/Young
- Provides a character through which some in our audience can both relate and identify.
- Can be used to ask hard questions or questions that many might not feel comfortable asking but within a relatively "neutral" context.

Ava



Ava is the heart of the Shop's activities and events. A combination of counselor, event coordinator, guest greeter, and craft supplier, Ava is the Wordkeeper's "hands and feet" for all things related to running the "human" side of the Shop. Confident, empathetic, comfortable in her own skin, Ava fills a motherly or older sister-like role for all the kids who come through her office. Sometimes, Ava acts a lot like a youth group leader, balancing structure, guidance, and fun. Of note, Ava loves languages and desires to be a Bible translator one day.

Key Elements

- Confident.
- Bright Personality.
- Empathetic.
- Energetic.
- Capable and Responsible.
- Loves her job and the people around her.
- Has a passion for language translation.
- Action character.

Allegorical Meaning

- Ava represents a motherly shepherd to young children and a mentor figure. With her warm, bright personality, she is able to not just lead but guide students to their own conclusions using Scriptural truths.
- Ava also provides a "real world" role model for younger kids to aspire to and possibly emulate.



The Quartet: Fiddler, Honker, Wiggler, Bonker

Handiwork of the Wordsmith, the Quartet is a group of four clockwork creations that love to make music...often with a heavy dose of mayhem tossed in for good measure.

Allegorical Meaning

- *Symbolic of Mankind/Children, <u>all of us.</u>*
- *Each member of the Quartet is tremendously gifted with musical talent in order to glorify God. However, their characteristics are specially designed to do two things:*
  - *They are meant to mirror common character traits often attributed to young children. These traits are often thought of as negative (i.e. Honker is often overly loud and awkward, Bonker is often rough and tumble, Fiddler can be pesky and overbearing, and Wiggler often can't sit still and gets into things he shouldn't.) This allows children an opportunity to identify with the members of the Quartet.*
  - *They are meant to show children that these same character traits can be positive when they are used in the service of the Most High!*
- *The audience can see themselves in the Quartet's comedic antics and learn lessons alongside Honker, Bonker, Fiddler, and Wiggler.*



Block 1:

God Creates the World

Week 1:
Ben's Creation Puzzle

Objective:
Students will demonstrate general knowledge of the order of the days of Creation.

KEY VERSE:

"In the beginning, God created the heavens and the earth."

Context: Genesis 1:1

Gathering Time: (~6 MINS)

Leaders should create activity centers throughout the classroom to represent the six days of creation. Feel free to use all six, only one to represent each day, or choose a few. Gather the supplies (listed below) and place them on designated tables.

Create colorful signs that read: "Day 1," "Day 2," etc. Once the children are working on the activities, you will be circling around the room, asking questions and interacting with them, so you should use this time of room setup and decoration to mentally prepare yourself for your class. You could also jot down notes as questions for the students and pray by name for each student, and any unnamed visitors you might entertain in class.

To aid in this ideation process, discussion starter ideas are listed with each activity below. During class, you can allow the children to "float" from one activity to another during this time, or you can design prearranged signals that will denote when children move from one activity center to the next (e.g. you can call out, "...and there was evening and there was morning..."), echoing scripture and representing a new day/ new beginning.



Leader Note:

Leaders should read this entire document before class begins. Classroom preparation instructions begin on this page and follow on the next.

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Supplies to gather:



DAY 1: Collect items that create light and darkness, such as a dim flashlight, small electric candles, glow sticks, glow bracelets, and a medium size box to cover the light source.

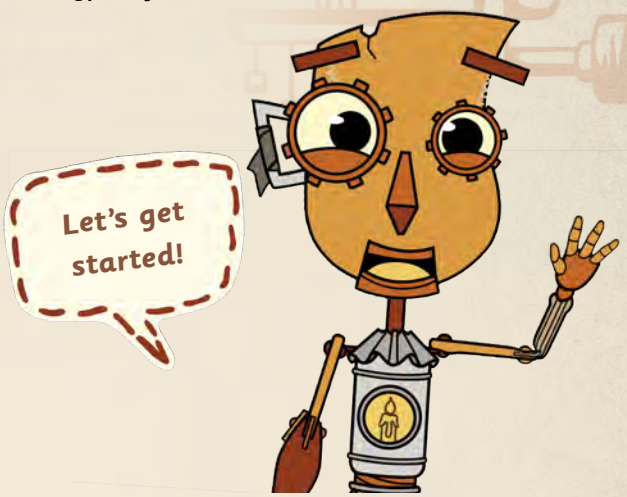
DAY 2: Before class, collect three to four plastic bottles, such as water or soda bottles. Fill each bottle half with water and half with vegetable oil. If you have food coloring, add 2-3 drops of the different colors into the bottles making a blue, yellow, and red solution. Put the tops tightly back on each bottle.

DAY 3: Collect different types of rocks (granite, quartz, chalk, crystals, limestone, pumice, etc.) along with two to three magnifying glasses. Consider adding a small flower pot of soil, or other items representing land.

DAY 4: Gather dark blue or black construction paper, yellow and white chalk, and foil star stickers.

DAY 5: Collect different types and sizes of leaves, tree bark, and other items of nature that can be used to make a rubbing. You will also need white paper and crayons with the paper taken off.

DAY 6: Gather 2-3 large piece puzzles that include different types of animals.





Activities Suggestions for each Day:

Day 1: Allow the children to play with the light sources. Guide the children to turn on and off the flashlight. Have them put a glowing object into the box and replace the top. Ask the children if the light can still be seen. Discuss the difference between light and dark.

Day 2: Allow the children to gently shake the bottles and watch the water and oil mix. Guide the children to let the bottles then sit on the table and watch as the bubbles separate into the water and oil. Discuss the idea of separation and how God separated the waters from the atmosphere.

Day 3: Allow the children to explore and observe the different types of rocks. Model how to use the magnifying glasses to look carefully at the small sections of the rock. Discuss how God separated the land from the water which means He created soil, rocks, and mountains.

Day 4: Have the children use the chalk to draw a sun and a moon in the sky. Then have them add the foil stars. Point out that God created light on Day 1 but did not create the sun, moon, and stars until Day 4 and that the sun, moon, and stars help us to keep track of time.

Day 5: Demonstrate how to make leaf and tree rubbings using the leaves, paper, and crayons. Have the children make a collage with their 3 rubbings. Discuss how God created the land on Day 3 and plants and trees on Day 5.

Day 6: Allow the children to put the puzzles together. Discuss the different attributes of the animals, such as size, color, fur, scales, feathers, etc.

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Once all of your classroom preparation is complete, be sure to set aside daily prayer time for your class. Ask that the Lord would use the offering of your work to glorify Himself and bring the truth of scripture into the minds of your students.

Once class begins, you'll have everything prepared and the students can begin the activities as they gather.



Initial Introduction Questions/Group Time

Required Materials: a pair of adult-sized socks and shoes

Leader, gather the children together in a designated area. Having a rug, or rug circles, for them to sit on can be helpful. Ask the students:

1. Which comes first, putting on your socks or putting on your shoes? **[socks and then shoes]**
2. Which comes first, eating your pizza or cooking the pizza? **[cook the pizza then eat it]**
3. What would happen if you ate the pizza before it was cooked? **[Possible answer: it would taste yucky, still be cold or frozen, etc]**
4. What are some things that you do in a certain order? **[Possible answers: brush your hair after pulling on your shirt; brushing your teeth after breakfast, etc.]**
5. Why do you think it is good to do things in a certain order? **[Possible answer: things would not work right]**

Leader, select a volunteer. Show the children the socks and shoes. Say:

"I am going to put these shoes on your feet."

Put the adult-sized shoes on over the child's shoes. When they do not fit, make a big deal about how confused you are.

"What should I do first?"

Take off the other pair of shoes.

Leader, if the child permits it, take off their pair of shoes, then put the large adult shoes on their feet. Be sure to allow this time to be fun and silly.

"Now I'm going to put these socks on you."

Proceed to put the adult-sized socks on OVER the shoes. Allow them to dangle loosely. Act confused. The children will think this is funny!

"This doesn't seem to be working. What am I doing wrong?"

Guide the children to explain what happens first, second, etc.; put on socks, put on shoes, tie shoes. Take the shoes and socks off the volunteer and send him or her back to their seat.

Our **Take-away Point** to remember is: God created our entire universe to have order. He designed it this way! Everything He did was done on purpose.

Leader, progress onward to the **Memory Verse Song** portion of the class.

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Memory Verse

"In the beginning, God created the heavens and the earth."
— Gen. 1:1

Memory Verse Song: (~4.5 MINS)

"In The Beginning"



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Lesson Intro: (~3 MINS)

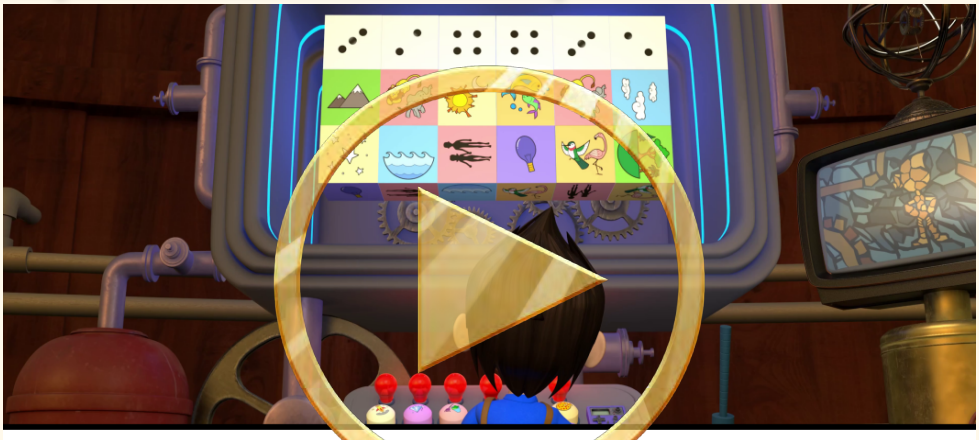
God created everything. He made the air that you breathe. He made very large things like the stars in the sky, the sun and the moon, and even the Earth that we all live on! God made really, really tiny things like ladybug beetles, snowflakes, and grains of sand. He made you, me, and everyone in this room. He made everyone that you have ever met and everyone that you will ever meet. He even made things that seem strange to us, like spiders, and pink birds called flamingos, really amazing things like mountains that explode called volcanoes, and great big whales that live deep in the ocean!

When God created the world, it seemed like it was a really big job with LOTS to do. And for us, it would have been impossible to do all those things, but for God, it was not hard at all. In fact, He did it all in a very specific order that we call the Days of Creation. That order, just like everything that God does, is very important for us to remember and understand.

Leader Note:

After the Memory Verse Song has concluded and the children have settled down, gather the children together around the Word of God. Then, read Genesis 1: 1 - 5 and then say or paraphrase the **Lesson Intro** (feel free to be as dramatic as possible).

ANIMATED VIDEO:
Story Time (Part 1) (~7 MINS)



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Questions & Discussion Time ~ 5 MINS

Leader, show a poster that displays each of the different days of Creation, along with simple preschool-friendly images representing what God created on each day. Ask the following questions:

As we begin our time of discussion, let's remind ourselves of God's truth as we read His Word and reflect on this week's Key Verse.

LEADER NOTE: Read the verse.

Questions

1. Who created the world?
2. What did God do to create the world?
3. What did God create first?
4. What did God create last?
5. How many days did God create the world?
6. What did God say about His creation?
7. What do you think would have happened if God created man before He created land?
8. Does this tell us that God has a plan to do the things He does, or not?
9. What do you learn about God during the creation event?
10. What do we learn about man?

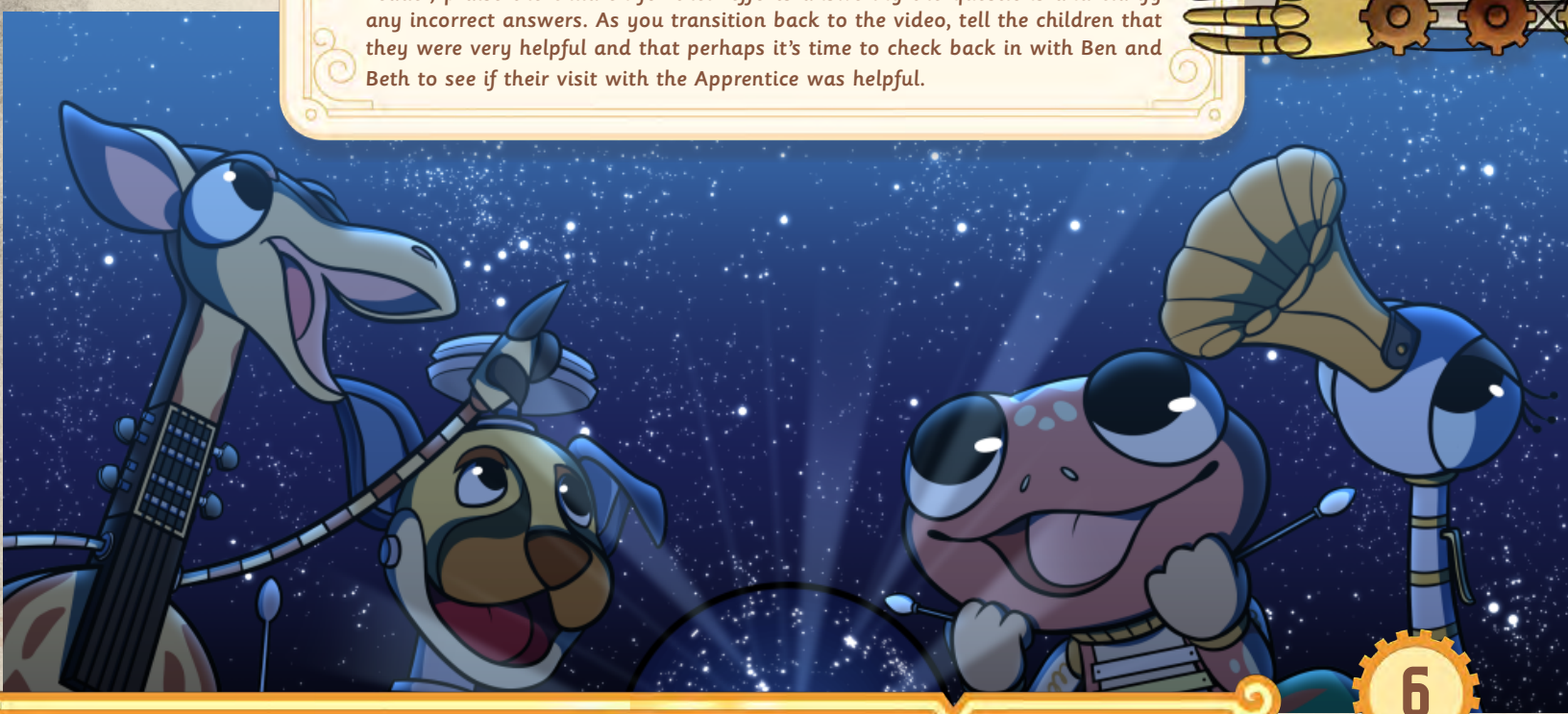
Answers

God
He spoke
Light
Man
6
It was good
Possible answer: Man would not have had anywhere to live
Yes, God has a plan

Possible answers: God can do anything, God creates good things, God is creative, etc.
Possible answers: Man was created by God, God said man was very good, man was made in God's image

Leader Note:

Leader, praise the children for their efforts answering the questions and clarify any incorrect answers. As you transition back to the video, tell the children that they were very helpful and that perhaps it's time to check back in with Ben and Beth to see if their visit with the Apprentice was helpful.



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ANIMATED VIDEO:
Story Time (Part 2) + Wrap-Up (~4 MINS)

Leader, at the end of the video, you should inform the children that it is now time to sing the Memory Verse Song again!



Prayer: (~2 MINS)

Leader, say: As we near the end of our class, it would be good to spend some time in prayer. Let's keep our feet still, fold our hands, and close our eyes. Now let's pray.



Our Father in heaven, who made all of heaven and earth, we thank You for making a beautiful place for us to live. We thank You that we can see how creative You are whenever we look outside our windows, or play outside, or take a walk, ride our bikes, or go on a trip. Help us to remember how You made everything–including us–to show Your glory. We pray that our words, our actions, and our lives will show others how amazing You are too! Amen.

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Leader Note:

Leader, encourage the members of your class to take turns thanking God for at least one thing in creation that He made.

Closing Activity Game



Leader, depending on the amount of time you have at the end of your class, use one or more of the methods below to reinforce today's lesson. Please note that if you select to use the butcher paper idea mentioned below, you will need to add this to your Class Prep - DON'T FORGET!

Core Idea: Continue working with the center-based activities as presented in the Introduction.

Alternate Idea: Using white butcher paper, draw lines to create six sections, and label each section Day 1, Day 2, etc. Have four to six children take turns coming to the paper and drawing what God created on each day.

Alternate Idea: Allow the children to play the Days of Creation memory game included with this lesson; encourage them to talk about their choices and gently correct any elements of the days that are out of order.

Lesson Reinforcement:

Leader, feel free to hand out this Week's Lesson Concepts Sheet as a take home activity for your students (the Answer Key is available to you as well) so you can check them next week. As your students leave, be sure to tell them that you enjoyed having them in class today. Also, encourage your students to invite their friends to next week's lesson!



The Adventure Continues!

Discipleship doesn't stop on Sunday morning! There's so much more fun, fellowship, and faith-building waiting for kids at home. Check out the TAGLife website for fresh activities, music, games, and coloring sheets that teachers can easily download, print, and send home. Teachers are also encouraged to invite parents to visit the site themselves and download the latest resources anytime. These Bible-based tools make it simple and exciting for families to learn and grow together!

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