

LIFE OF JESUS

by Christine Walton

**Grades 1-2
Year 1
Quarter 2**

This quarter uses stories from the life of Jesus. Each lesson will consist of a Bible story and discussion and a craft, activity, or worksheet to reinforce what is being taught. Some lessons also include a life application story to give further understanding of the focus of the study. Of course, God's Word must be central to each lesson, but feel free to adapt other parts to your individual situation. It goes without saying that prayer must be an integral part of Sunday School, both as the teacher and others pray for the individual students and class as a whole at home, and through prayer by the students in class itself. Even non-Christians (and almost certainly some in your class will not know Jesus Christ) are commanded to pray. At least a short time of prayer should be included in every lesson, even though this will not be indicated in the teacher's instructions. The following explains the elements included in each lesson:

Lesson Aim

Main ideas taught in the Bible story that should be emphasized by the teacher.

Memory Verse

Verse to be memorized by the student. It should be repeated several times during the lesson at different moments to help the children remember it (see Memory Games). This quarter the verses will be **Luke 2:1-7**.

Lesson Background

Background ideas are given to help the teacher in telling the story.

Knowledge Objectives - Facts with which the student should be familiar by the end of class.

Behavioral Objectives - Character qualities, attitudes, and actions related to the Bible story that the child should be encouraged to practice. Only God can change the sinful child's heart, but we can present God's standards so that the unbeliever may see his need of Christ and the Christian may grow in grace.

Lesson Procedure

BIBLE STORY

In most cases, the first and second grader should be able to understand the story when read straight from the Bible if a modern translation such as the New International Version is used. Because of this a Bible story, as such, is not usually given. It is recommended that, in most cases, the teacher first give an introduction. Then she should read the passage expressively from the Bible, making appropriate comments to aid understanding. Good readers, using the same version of the Bible as the teacher, may be encouraged to follow along in their Bibles. In most cases, however, the children's reading ability is such that this is a hindrance to understanding rather than a help, since it requires so much effort for them to figure out the words that they lose the continuity of the story. After the Scripture is read the teacher should paraphrase the story in her own words and ask factual and discussion-type questions to facilitate the students' understanding.

STORY

A modern-day story reinforcing concepts taught in the Bible story.

SONGS

Songs are suggested that may be sung sometime during the lesson or in an opening session if desired. It is not necessary to sing all the songs listed. Many hymns may be difficult for beginning readers, so it may be good to concentrate on two or three hymns and a few choruses per quarter. Hymns listed for several lessons would be good choices.

Take Home Activity

WORKSHEET

Some lessons include worksheets to reinforce concepts taught.

CRAFT AND/OR ACTIVITY

To reinforce lessons taught. Materials needed are underlined. The availability of pencils and crayons is assumed and the word "cut" will be underlined if scissors are needed.

Home Helps

A paper to be sent home with lesson summary and suggested activities to reinforce the lesson at home.

NOTE: Any writing done by the teacher for activities or memory work should be neatly printed for easier reading by your beginning readers. Do not use all capitals or cursive writing.

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Additional Resources

The following may be helpful supplements to the lessons this quarter:

Lesson 1-3 - *Messiah* (G. F. Handel)

Lesson 5 - *Taro and the Tofu* (Masako Matsuno, illustrated by Kazue Mizumura; World, 1962, Weekly Reader Book Club.)

Lesson 7 - *What Are Friends For* (Florence P. Heide and Sylvia W. Van Clief, illustrated by Brinton Turkle, Scholastic Books, 1968.)

Lesson 8 - *The Long Winter* (Laura Ingalls Wilder, illustrated by Garth Williams, Little House series, Harper and Row, 1971.)

Lesson 10 - *What Do You Say, Dear?* (Sesyle Joslan, illustrated by Maurice Sendak, Scholastic Books, 1968.)

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Songs

<u>LESSON</u>	<u>SONG</u>	<u>TRINITY HYMNAL</u>
1,3,4	Jesus, Name Above All Names	
1	Who is This	239
1	Come, Thou Long Expected Jesus	196
1	O Come, O Come Emmanuel	194
1	Joy to the World	195
1, 2	Silent Night	210
2	Hark the Herald Angels Sing	203
2	While Shepherds Watched Their Flocks	223
2, 3	Angels From the Realms of Glory	218
2	God Rest You Merry, Gentlemen	211
2	Good Christian Men, Rejoice	207
2	O Come, All Ye Faithful	208
3	As With Gladness Men Of Old	226
4, 12, 13	He is Lord	
4	We Have Not Known Thee As We Ought	493
5, 6	Obey My Voice (Jeremiah 7:23, KJV)	
5	Yield Not To Temptation	582
5, 6	Trust and Obey	672
6	I Will Make You Fishers of Men	
7	What a Friend We Have in Jesus	629
7, 11	Come Every Soul (Only Trust Him)	675
7	Come, Ye Sinners	472
8	My Anchor Holds	617
8	A Shelter in the Time of Storm	619
9, 10	Father, We Thank Thee	633
9	Break Thou the Bread of Life	146
9	Jesus Thou Joy	646
9	Lord, Thou Lovest the Cheerful Giver	434
10	In Everything Give Thanks (I Thessalonians 5:18)	
10	Now Thank We All Our God	98
10	Thank Him, Thank Him, All Ye Little Children	
11	Not What My Hands Have Done	461
11	The Law of God	150
12	If We Keep Our Voices Silent (Luke 19:40)	
12	King of Kings and Lord of Lords	
12	All Glory, Laud, and Honor	235
12	Ride On! Ride On In Majesty!	237
13	Christ the Lord is Risen Today	277
13	Low in the Grave	276
13	Welcome, Happy Morning	269

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Bible Baseball

Singles (Easy)

In what city was Jesus born?

What are the names of Jesus' mother and human father?

To what group of people did angels announce good news?

What good news did the angels announce to this group?

How did the magi know where Jesus was? (They saw the star, cf. Home Run Question)

Name one gift the magi brought to Jesus.

What did the king of Judea do to all boys under two years old in Bethlehem?

Where did Jesus' parents find Him when they thought He was lost?

What was Jesus doing when His parents found Him?

Who tempted Jesus in the wilderness?

Name one of Jesus' temptations in the wilderness.

What had Jesus not done for forty days in the wilderness?

Name one of Jesus' disciples.

How many men brought a paralyzed man to Jesus?

How did the men get the paralyzed man to Jesus?

What did Jesus do during a storm one night? (Calmed the wind and waves.)

How many people did Jesus feed one day?

What did Jesus do before He fed the crowd? (Prayed.)

How many lepers did Jesus heal?

How many lepers returned to thank Jesus?

What did Jesus do with some children one day?

What did Jesus tell the Rich Young Ruler to do?

Why was the Rich Young Ruler sad when Jesus told him to do something?

On what did Jesus ride for the triumphal entry?

Why could Mary get into Jesus' tomb?

Bible Baseball

Doubles (Average)

What country ruled the people of Israel?

Why did Jesus' parents have to travel from one city to another before He was born?

What did the shepherds do after they had seen Jesus? (Told others.)

Name two of the three gifts the magi brought to Jesus.

How was Joseph warned that someone wanted to kill Jesus?

What city did Jesus visit when He was twelve years old?

Name two of Jesus' temptations.

Name two of Jesus' disciples.

Name two things Jesus did for a paralyzed man. (Healed him and forgave his sins.)

What was Jesus doing when a storm approached the boat He was in? (Sleeping.)

What did Jesus use to feed a large crowd? (A boy's lunch, cf. Triples Question.)

What did the Rich Young Ruler call Jesus? (Good teacher.)

What did the Rich Young Ruler claim to have done? (Kept the commandments.)

What did people shout to Jesus during the triumphal entry?

Name one person Mary got to look at the tomb.

What did Mary see when she looked in the tomb? (Two angels.)

Triples (Difficult)

What town *or* region did Jesus' parents travel from and to before He was born?

How were the shepherds to recognize Jesus? (wrapped in cloths lying in a manger)

Name three gifts the magi brought to Jesus.

What king of Judea did the magi meet? (Herod)

What did the magi do when they found Jesus? (Gave gifts and worshiped Him.)

To what country did Jesus' family flee to protect Him?

Name all three of Jesus' temptations in the wilderness.

By what lake did Jesus call the disciples? (Sea of Galilee, Lake Gennesaret, or Sea of Tiberias.)

Name three of Jesus' disciples.

What did Jesus use to feed a large crowd? (Five loaves of barley bread and two fish.)

What did Jesus tell some lepers to do? (Show themselves to the priest.)

What was the nationality of the leper who thanked Jesus? (Samaritan)

Jesus said, "It is easier for a rich man to enter the kingdom of heaven than for ____." (for what?)

Bible Baseball

Triples (continued)

In what city did the triumphal entry take place? (Jerusalem)

Name two people Mary Magdalene got to look in the tomb. (Peter and John)

For whom did Mary mistake Jesus? (the gardener)

Name a reason we know Jesus is alive.

Home Run (Super Tough)

Who was the Roman Emperor when Jesus was born? (Augustus)

What town *and* region did Jesus' parents travel from and to before He was born?

(Be careful!) How many magi found Jesus in the stable? (None; undetermined number found Him in a house.)

How did the magi know where Jesus was? (Saw, did not follow, the star and Herod sent them to Bethlehem.)

Where did Jesus' family return when they learned that the king in Judea had died? (Nazareth.)

For what feast did Jesus take a trip when He was twelve years old? (Passover)

Name all three of Jesus' temptations in the wilderness and one answer He gave the tempter.

Name four of Jesus' disciples.

In what city did Jesus heal a paralyzed man? (Capernaum)

Who said that two hundred denarii could not feed a large crowd of people? (Philip)

Who made a suggestion how the crowd might be fed? (Andrew)

How many baskets of leftovers were there after the crowd was fed? (12)

Name a place where Jesus started from or returned after the triumphal entry. (Bethphage; Bethany; Mount of Olives.)

From what did people quote when they shouted to Jesus during the triumphal entry? (Psalm 118 or the Hallel.)

What did Jesus say to Mary when He saw her outside His tomb? (Don't cling to me)

Name two reasons we know Jesus is alive.

JESUS' BIRTH

Luke 2:1-7

Lesson Aim

To teach students that God's Son, Jesus the Savior, was born in Bethlehem in Judea.

Memory Verse

This quarter, Luke 2:1-7; this week, Luke 2:1 - "In those days Caesar Augustus issued a decree that a census should be taken of the entire Roman world."

Lesson Background

Christ is born. Joy to the world! How many times we have heard the story of Jesus' birth. It is well-loved, full of memories, and comfortable as an old shoe. Familiarity need not breed contempt (or apathy), however; we need to pray that God will awaken us anew to the magnitude and glory of His coming to earth - Immanuel, God with us.

Caesar Augustus reigned over the Roman Empire from 30 B.C. to 14 A.D. He reorganized Roman administration and governed with a peaceful rule that would later facilitate the spread of Christianity. Quirinius was governor of the Roman province of Syria, of which Judea was a part, from A.D. 6-9 as well as having some rule there as early as 10 B.C. For a census, a person's name, occupation, property, and family would be registered, probably with a view toward taxation. The idea of returning to one's hometown for registration is in keeping with Jewish custom and Augustus' peaceful rule. Mary was not required to register in person, but probably went to be with Joseph and avoid public ridicule for having an illegitimate child, or possibly as a conscious decision that the child be born in Bethlehem as foretold by the prophets (Micah 5:2).

Mary was probably a teenage girl. Boys commonly pledged marriage at eighteen to girls twelve and a half, although a general agreement of marriage by two families might be made when the children were as young as six. The betrothal was considered as seriously as the marriage, consummated a year later, and the relationship could only be broken by divorce. The trip from Nazareth to Bethlehem, six miles from Jerusalem, would have taken three days and would not have been easy for a woman about to give birth, even if she rode a donkey, which Mary and Joseph may have been too poor to own. Swaddling clothes were strips of cloth traditionally wrapped around newborn babies, a practice continued in some areas of the Middle East today.

Christ left the riches of heaven, not even for the riches of earth, but for a life of material poverty. Christ, who created all things and by whom all things hold together, humbled Himself to be born a little baby, dependent on others for food and shelter. Jesus' birthplace may have been a stable (how appropriate for the Lamb of God), a cave, or even in the open air.

As we consider Jesus' birth at this time, may we recognize who He is and make room for Him in our lives (contra. the innkeeper). Since God lives in us as Christians, let us show His love to those around us in imitation of Christ's incarnational love and worship and praise God for Jesus' birth as our Savior.

Knowledge Objectives - To know that God's Son, Jesus, was born to Mary in Bethlehem in Judea; that Joseph and Mary traveled from Nazareth in Galilee to Bethlehem for a census ordered by Caesar Augustus; and that Jesus was wrapped in swaddling clothes and laid in a manger because there was no room for them in the inn.

Behavioral Objectives - By God's grace, to make room for Jesus in our lives, show His love to others, and worship and thank God for what He has done.

Lesson Procedure

For the next three weeks our lessons will focus on Jesus' birth. The material, although familiar, is important. Since this season is often a busy time of programs and projects at churches, these lessons are considered more as a unit and are less structured than usual to enable the teacher to adapt them to her individual situation. The Bible story, however, must remain central in the teaching.

Introduction - To introduce today's Bible story, explain that you are going to take a census of the class. Tell your students that you are going to pretend to be a government official. Have the children line up and come to you one at a time where you are seated. Ask a few questions of each student such as their name, birthday, where they live and their grade in school, and write the answers down on an official-looking piece of paper. This brief activity should help the children understand the purpose of a census.

Continue the introduction with statements such as the following: "Sometimes a government has a census to find out how much tax people should pay. Many of your parents have had to fill out papers for a census. They usually mail the papers to the government, but almost two thousand years ago people had to go to their family's hometown for the census. Today we are going to read in the Bible about a Jewish man and woman who had to travel a long way to register for the census. This census was ordered by Caesar Augustus, who was king of the Roman Empire, which was a group of many countries." If possible, show the general area of the Roman Empire on a globe or world map. Also point out where Israel is and where your students live.

CLASS WORK

Pass out the Worksheet for Lessons 1 and 3. Have your students write their names on their papers, fill in the missing letters of place names, and draw a line from Nazareth in Galilee to Bethlehem in Judea. Have all students use the same color writing implement, if possible. Collect the worksheet to use for Lesson 3.

BIBLE STORY

Read **Luke 2:1-7** (NIV). Ask fact questions about the Scripture passage including whatever material from the background section you feel is appropriate. Also discuss implications of these facts, e.g., “Where did Mary and Joseph live? To where were they traveling? Why did they have to go to Bethlehem? How do you think Mary felt after that long trip? (Think how you feel after riding in a car for a few hours; this trip was seventy miles long and took at least three days walking or riding a donkey; Mary was going to have a baby soon, too.) Where did Mary and Joseph stay in Bethlehem? Why didn’t they stay in the inn? Does anyone know the name of Mary’s baby? (Information not in the passage.)” Do not at this time talk too much about who this baby born to Mary is. This should be discussed after the Life Application story.

STORY

This story should be used to help to compare and contrast Jesus’ infancy with that of other people. Ask the children to point out similarities (e.g., anticipation and excitement at the birth, helplessness and dependence on others, same physical functions and needs) and differences (e.g., Jesus is God and the implications of this, Christ created those on whom He was for a time dependent, His birth was prophesied long ago). Try to help your students understand the wonder of the incarnation, that Christ left the glories of heaven to be born on earth. Philippians 2:5-7 may be helpful to read to the students regarding this.

THE NEW BABY

Esther was excited. Today her mother was to come home from the hospital with Esther’s new baby brother, Joshua. She could hardly wait to see him.

“How long until they come, Grandma?” she asked.

“Be patient, dear, they should be here soon,” her grandmother replied.

Just then, the front door opened and in walked Esther’s parents, her mom holding a tiny bundle wrapped in a blue blanket.

“Oh, let me see!” squealed Esther.

“Be gentle,” said her mother.

“Oh, he’s so tiny,” exclaimed Esther. “Look at his little fingers! Oh, feel his soft hair. Was Jesus little like this? Joshua is like Jesus because he was born on Christmas, too, and even their names mean the same thing.”

“Yes,” said Esther’s mother, “but they are different too. What you said about names and being tiny is true, but your brother Joshua is not exactly like Jesus. Jesus is God and was even as a little baby. Jesus made the whole world. Joshua is one of God’s creatures, and of course we love him very much, but Jesus is God. He was born a king, and Jesus came to earth to save His children. We can be thankful for His birth and for God giving us your baby brother, Joshua.”

“Oh, yes,” said Esther reverently. “Thank you, Lord.”

Questions:

- Why was Esther excited?
- Who in our Bible story was excited about the birth of a baby?
- How is Jesus like Joshua?
- How is Jesus different from Joshua?

SONGS

“Jesus, Name Above All Names”; “Who is This?” (*Trinity Hymnal*, #239, verse 1); “Come, Thou Long Expected Jesus” (*Trinity Hymnal*, #196); “O Come, O Come Emmanuel” (*Trinity Hymnal*, #194); “Joy to the World” (*Trinity Hymnal*, #195); “Silent Night” (*Trinity Hymnal*, #210).

Take Home Activity

The take home activity for the first three lessons of this quarter is making Christmas presents for the children’s parents. If possible, during this three-week time, a gift should be made for the child’s mother and one for his father or a joint gift for both parents. Any gift that is appropriate and can be made with little teacher help in the allotted time frame is fine. Below two suggestions are given. Do not make a plaque with various kinds of seeds since this will be done in Year II, Quarter 2. If possible, have your students wrap the present(s) before taking them home. Emphasize that we are giving presents to show love to our parents and to remind us of the great gift God gave us - His Son.

Tile Pin, Refrigerator Magnet, or Plaque - Cut a small picture with a Christmas motif from Christmas wrapping paper. Glue with white glue on a 1 inch ceramic tile such as is used in bathroom walls and floors. When the glue is reasonably dry, place another thin layer of glue on top of the picture, and sprinkle on a light coat of clear glitter (available in craft stores), *or* when the glued picture is dry, shellac rather than covering it with glue and clear glitter. On the back of the tile picture glue a pin back or magnet (available in rolls from which you can cut the size needed) both available in craft stores. To make a plaque rather than a pin or magnet, follow the procedure above with an approximately four-inch tile using a scene from a card or Christmas napkin instead of wrapping paper. Glue decorative ribbon around the outside edges of the tile and a loop of ribbon to hang the plaque on the back of the tile rather than a pin back or magnet.

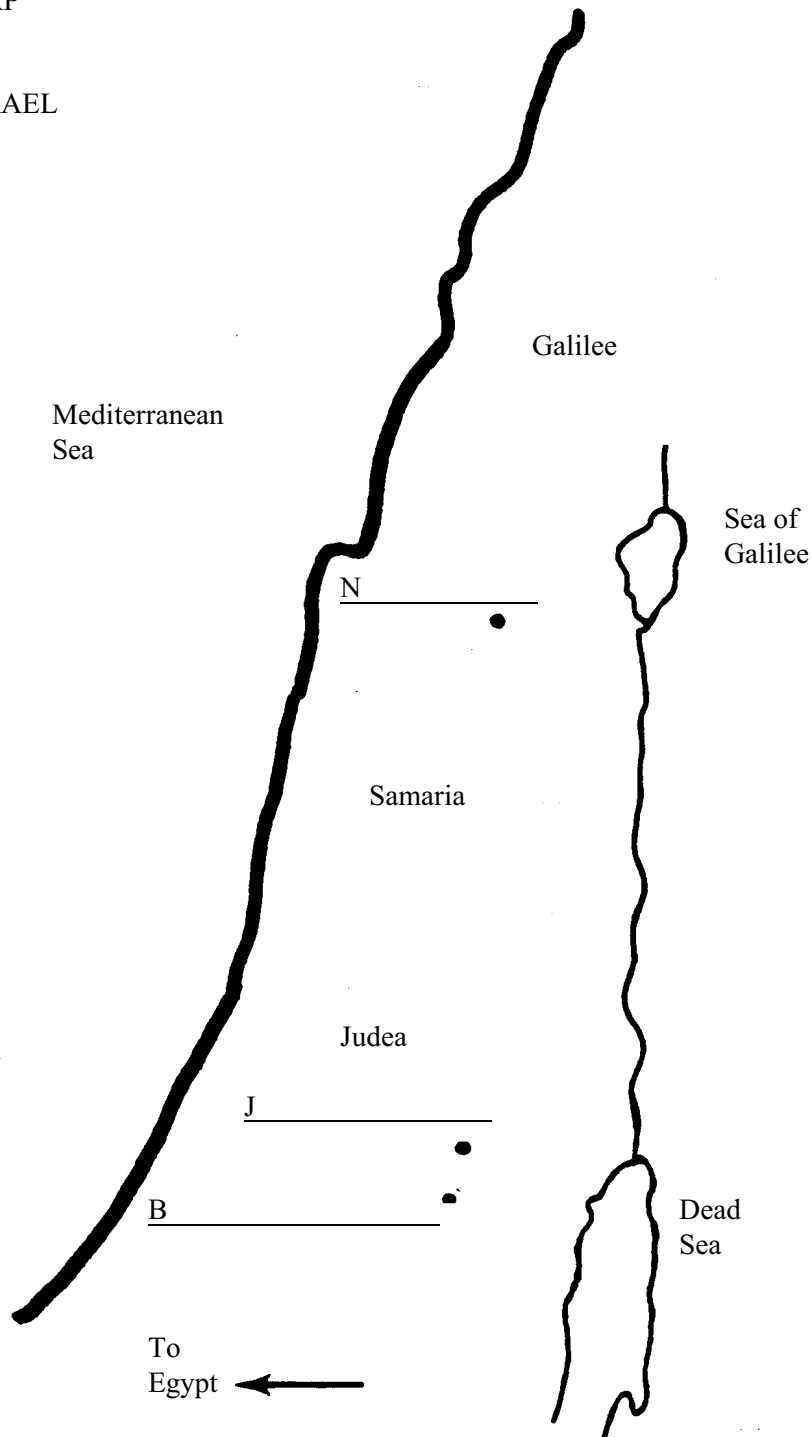
Pencil Holder - Decorate small cans to use as pencil holders in one of the following ways: paint it (house paint works well); cover it with contact paper; spread glue on the entire outside of the can and wrap it with fabric or yarn. An entire **desk set** may be made by using several different size cans and screwing them to a board. A nail should be used to punch a hole in the bottom of each can first and then the screw placed through the hole from the inside of the can so that the head of the screw remains in the can and the shank of the screw is screwed into the wood. The recipient's name may be written with felt tip pen or woodburned into the board.

Alternate Pencil Holder - Form a lump of playdough into a ball or porcupine shape. (For homemade playdough use 1½ cups flour, 1 cup salt, ½ cup water and 2 tablespoons vegetable oil mixed well; see Year I, Quarter 1, Lesson 1 for further directions.) Poke a pen or a pencil at various places into the ball, making each impression about 1 inch deep. When dried the ball may be used as a paperweight and the holes used to store pens and pencils. If a porcupine shape was made, the pens and pencils serve as his quills.

Class Work

Jesus' Birth

A
MAP
OF
ISRAEL



If you could bring a gift to Jesus like the Magi did, what would you bring? Draw it on the back of this paper.

BIBLE PASSAGE - LESSON FOCUS

Luke 2:1-7. God's Son, Jesus, the Savior, was born in Bethlehem in Judea.

MEMORY VERSE

Luke 2:1-7; this week, Luke 2:1 - "In those days Caesar Augustus issued a decree that a census should be taken of the entire Roman world."

SUGGESTED PROJECTS

1. Discuss today's Scripture and dramatize the long walk to Bethlehem and search for a place to stay.
2. Read prophecies of Jesus' coming, e.g., Isaiah 7:14; 9:6-7; Micah 5:2.
3. Read Philippians 2:1-11 and discuss the implications of the passage.
4. Read Luke 1, especially verses 26-38 and/or *Mary's Story* (M. M. Brem, illus. Sally Matthews, Arch Books, Concordia, 1967.).
5. Discuss Christmas traditions: How has Christmas been celebrated throughout the world? How does your family or church honor Christ's birth? How does the world regard Christmas and what should be our attitude toward secular traditions (for example, Christmas trees, Santa Claus)? Why do some Christians think it is wrong to celebrate Christmas? In what ways can your Christmas traditions glorify God?
6. Start a Christmas tradition or continue an old one that will bring honor to God: e.g., witness to your neighbors or in a hospital or nursing home by singing hymns about Christ's birth and giving out tracts; send cards that proclaim the good news or make ornaments symbolic of Christ's birth. Anonymously give food or gifts to the poor or do a kindness for a neighbor.
7. Have everyone in your family choose (perhaps from slips of paper) a "Christmas friend," someone to be especially nice to during the Christmas season. Kind deeds, small gifts, (e.g., a pencil, cookie, or piece of candy) and encouraging notes should be given to a person anonymously by his secret Christmas friend.
8. Listen to parts of the *Messiah* (G. F. Handel) relating to Christ's birth e.g., "For Unto Us a Child is Born."
9. Sing hymns about Jesus' birth (but watch for Scriptural inaccuracies), e.g., "Jesus, Name Above All Names"; "Who is This?" (*Trinity Hymnal*, #239); "Come Thou Long Expected Jesus" (*Trinity Hymnal*, #196); "O Come, O Come Emmanuel" (*Trinity Hymnal*, #194); "Joy to the World" (*Trinity Hymnal*, #195; actually this hymn is about Jesus' second coming); "Silent Night" (*Trinity Hymnal*, 210).

SHEPHERDS AND ANGELS HONOR JESUS' BIRTH

Luke 2:8-20

Lesson Aim

To help students know the good news of the Savior's birth proclaimed by angels and shepherds.

Memory Verse

This quarter, Luke 2:1-7; this week, Luke 2:1 - "In those days Caesar Augustus issued a decree that a census should be taken of the entire Roman world."

Lesson Background

"A Savior has been born...Glory to God in the highest." Angels and shepherds, two very different creatures, both proclaim the good news that a Savior has been born in Bethlehem. The heavenly messengers witness strongly to the newborn Child's deity, calling Him Christ the Lord, the same term used in the Septuagint, the Greek Old Testament, to refer to Yahweh - God. Although not under the curse of Adam's sin themselves, the angels rejoice and glorify God for what He has done and will do for "men on whom His favor rests." This last phrase has been variously translated, but the emphasis is clearly on God's choice and initiative. God's ways are not our ways; He chose fear-inspiring angels to deliver the good news, but also lowly shepherds to be among the first hearers of the Gospel.

Shepherds were a despised group of people. Because of the nature of their profession, they could not keep the ceremonial law. They often lived off the land, were often unreliable, and were not allowed to give testimony in law courts. "Yet God chose the weak things of the world to shame the strong" (I Corinthians 1:27).

Exuberant joy permeates this story, and all seem bursting to share their excitement with others. May we, like the angels and shepherds, magnify the Lord for what He has done and declare His mighty works to all people.

Knowledge Objectives - To know that angels appeared to shepherds, glorifying God and proclaiming the good news of Christ's birth; that the shepherds went to Bethlehem and found Mary, Joseph, and the baby as the angels said, and that they told this news to others.

Behavioral Objectives - To rejoice in Christ's birth and proclaim this news to others.

Lesson Procedure

Introduction - Ask the children to name something that happened to them that made them feel happy (e.g., they had a birthday party, went on a trip, got a new toy or clothes), to relate a good surprising experience, or tell how they would feel if someone gave them a new bicycle. Discuss the situation as follows: "Did you (or would you) whine and complain when (if) this happened to you? What did you (would you) do?" Make sure the children bring out the idea that they were excited and told others about it.

"In today's Bible story, a surprising and exciting thing happened to some shepherds. Let's pretend to be shepherds watching our sheep." Have everyone pretend to be shepherds or sheep or use stuffed animals for the sheep. Describe to the children what a shepherd's life was like in Bible times (see Lesson Background material). Ask the children how a shepherd might be feeling as he watched his sheep (e.g., tired, hungry, sad, relaxed, bored, cold).

BIBLE STORY

Have the children return to their seats and read to them **Luke 2:8-20** (NIV).

Discuss the passage, emphasizing the joy of the good news of Christ's birth and that the angels and shepherds shared their joy with others. The fact that the promised Messiah's birth had been expected for a long time made the news even more exciting. Briefly discuss who angels are (spirits who are God's helpers). Tell your children, "The angel's words are good news for us, too. Jesus, God's Son, came to earth so that sinful people might be forgiven and come to know God. God used poor shepherds, on whom most people looked down, to spread the Gospel. He can also use children who know Him to declare the joyful news of the Messiah's birth."

SONGS

Singing is a fine way to magnify God and tell others about Him. Although this passage does not actually say that the angels *sang* "Glory to God in the highest," they very well may have, and many parts of Scripture emphasize the importance of music. If you are planning to have an out-of-class Christmas party for your students, why not include "caroling" as part of the activities? The words of the Christmas songs and tracts passed out can tell about Christ's birth. Neighborhoods, hospitals, and nursing homes are all possible places to sing. You may also encourage your students to participate in caroling scheduled by the church as a whole. The following Christmas songs fit well with this lesson. Explain any unfamiliar words to your children.

"Hark, the Herald Angels Sing" (*Trinity Hymnal*, #203, all verses); "While Shepherds Watched Their Flocks" (*Trinity Hymnal*, #223, all verses); "Angels From the Realms of Glory" (*Trinity Hymnal*, #218,

verses 1,2); “God Rest You Merry, Gentlemen” (*Trinity Hymnal*, #211, all verses); “Good Christian Men Rejoice” (*Trinity Hymnal*, #207), “Silent Night” (*Trinity Hymnal*, #210, all verses); “O Come All Ye Faithful” (*Adeste Fideles*, *Trinity Hymnal*, #208).

Take Home Activity

CHRISTMAS CARD - Encourage the children to tell others of Christ’s birth by having them make a Christmas card for a friend who does not know Jesus, preferably someone with little church contact. It may include an invitation to a special Christmas program, activity, or regular church service. Have the children fold a piece of construction paper or plain paper in half for the card and draw and color a scene of the shepherds watching their flocks. Cotton balls may be glued to the paper for sheep. Have the children print, “A Savior is born ... Jesus, the Lamb of God” inside the card. Explain to your children why Jesus is called the Lamb of God.

BIBLE PASSAGE - LESSON FOCUS

Luke 2:8-20 - Shepherds and angels proclaim the good news that "a Savior has been born."

MEMORY VERSE

Luke 2:1-7; this week, Luke 2:1 - "In those days Caesar Augustus issued a decree that a census should be taken of the entire Roman world."

SUGGESTED PROJECTS

1. Dramatize the Bible story, visit a farm or zoo to see some sheep, or do some other activity that will help these Scriptures become real to your child.
2. Angels announced the good news of Christ's birth to the shepherds. Using a concordance, find other messages declared by angels.
3. Read and discuss the story of John the Baptist's birth (Luke 1).
4. Make and send Christmas cards proclaiming the Gospel to unbelievers. Include a well-written tract and/or invitation to a church service or activity.
5. Read a Christmas story or watch a television program about Christmas and discuss. Selections under Suggested Parental Reading would be good. Avoid senseless drivel so common at this season.
6. Get a group of people together and sing Christmas hymns and possibly pass out tracts in the neighborhood, a hospital, or nursing home. Sing "Hark the Herald Angels Sing" (*Trinity Hymnal*, #203); "While Shepherds Watched Their Flocks" (*Trinity Hymnal*, #223); "Angels From the Realms of Glory" (*Trinity Hymnal*, #218); "God Rest You Merry, Gentlemen" (*Trinity Hymnal*, #211); "Silent Night" (*Trinity Hymnal*, #210); "O Come All Ye Faithful" (*Trinity Hymnal*, #208).
7. Continue Suggested Projects from last week.

SUGGESTED PARENTAL READING

Books: *A Christmas Carol* (Charles Dickens) [Note that Scrooge did *not* "know how to keep Christmas well, if any man alive possessed the knowledge."]

The Best Christmas Pageant Ever (Barbara Robinson, illus. Judith Gwyn Brown, Avon 1979, Harper and Row, 1972).

MAGI WORSHIP JESUS

Matthew 2:1-23

Lesson Aim

To encourage students to worship Jesus, the Son of God, as the Magi did.

Memory Verse

This quarter, Luke 2:1-7; this week, Luke 2:2 - “This was the first census that took place while Quirinius was governor of Syria.”

Lesson Background

Great events had been happening, a fact witnessed even by the stars (the word in Greek actually means any heavenly body). Certain men living in the east, possibly in Persia, took note of this and prepared to make a long journey. The magi were probably astrologers, an occupation condemned by God, yet the Lord used their interest in stars to bring these men to Christ. The magi saw the sign in the sky and from their other research concluded the significance and location of the momentous event. They did not follow the star to Jerusalem, but went there since it was the capital of Judea and a logical place to look for a newborn king.

The tradition of the magi being kings is in no way certain, although they would have needed to have access to a fairly large amount of money to finance their long journey. The again unverifiable assumption that there were three magi arises from the number of gifts brought. Some regard these as symbolic of the Child to whom they were brought: gold for Christ’s kingship, frankincense for His deity, and myrrh, an embalming spice, as symbolic of Christ’s sacrificial death. The wise men did not find an infant in a stable, but a young child (the Greek word is different), possibly two years old if the age mentioned in Herod’s decree has any significance regarding this, and living in a house.

Herod's "slaughter of the innocents" was not an unusual incident in his life, but rather a part of a pattern of violence. One of several Herods mentioned in Scripture, Herod the Great (73-4 B.C.), an Idumaean, eliminated political opposition by killing those who threatened him, including several members of his own family. After Herod's death, his kingdom was divided among three of his surviving sons, one of whom was Archelaus. Matthew 2 quotes two Old Testament passages, Micah 5:2 and Jeremiah 31:15. The latter passage points to the Babylonian Captivity as well as to Rachel herself and shows that suffering is not in vain.

We should note in studying the narratives of Christ's birth the differing reactions of people to this event: Mary and Joseph's trust and obedience, the shepherds' joyful proclamation, Herod's hatred, and the magi's worship. We should also consider the effect of the Incarnation on our lives and respond to God in obedience, love, and praise.

Knowledge Objectives - To know that magi (probably astrologers) came from the east after observing a sign in the sky to worship and present gifts of gold, frankincense, and myrrh to the Christ child; that God protected Jesus from Herod's attempt to kill him by warning Joseph in a dream to take his family to Egypt and later by having them return to Nazareth.

Behavioral Objectives - To trust and obey God as Mary and Joseph did and worship Christ like the wise men.

Lesson Procedure

Introduction - Introduce the Bible story approximately as follows: "Last week we learned that angels and shepherds announced the birth of a special baby. What was the baby's name? Why was He so special? Well, Jesus started to grow up as all babies do. Mary and Joseph moved into a house in Bethlehem and when Jesus was about two years old, about the same age as _____ (name a two-year-old known to your students), some visitors came to see Him."

BIBLE STORY

Read **Matthew 2:1-12** (NIV). As you read, explain unfamiliar terms (e.g., who the magi were) and any background material you feel might be helpful.

CLASS WORK

Do the question on the worksheet with the map. Ask what intangible (things we cannot see or touch) things can we give to Jesus now. "How do you think Mary and Joseph felt when they found out that Herod wanted to kill Jesus? How do we know that even though they may have been afraid, Mary and Joseph trusted God?" Draw the journey of the child Jesus from Bethlehem to Egypt to Nazareth in a different color than used previously for the journey between Nazareth and Bethlehem in Lesson 1.

People related to Jesus in different ways. On the second worksheet draw lines from the words to the correct people. Discuss the Scripture passage further as desired.

SONGS

"As With Gladness Men of Old" (*Trinity Hymnal*, #226); "Angels From the Realms of Glory" (*Trinity Hymnal*, #218, especially verse 3) and other Christmas hymns.

Take Home Activity

See Lesson 1. If the gifts are finished already, they may be wrapped today.

Class Work

Magi Worship Jesus

Match the words and the people.



Magi



Mary and Joseph

obedience

praise

anger

telling others

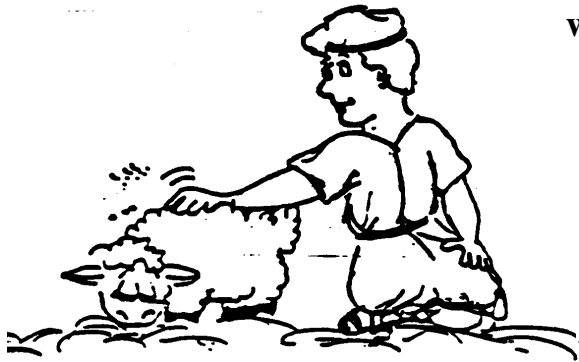
hatred

trust

worship

joy

lying



Shepherds



Herod

BIBLE PASSAGE - LESSON FOCUS

Matthew 2:1-23 - Like the magi, worship Jesus the Son of God.

MEMORY VERSE

This quarter, Luke 2:1-7; this week, Luke 2:2 - “This was the first census that took place while Quirinius was governor of Syria.”

SUGGESTED PROJECTS

1. Continue with the activities from the first two lessons of this Quarter.
2. Look for ways to worship Jesus and give Him gifts (perhaps intangible ones) as the magi did.
3. Read a modern-day story of God protecting His people as He did the child Jesus.
4. Sing “As With Gladness Men of Old” (*Trinity Hymnal*, #226); “Angels From the Realms of Glory” (*Trinity Hymnal*, #218); and other Christmas hymns.

THE BOY JESUS

Luke 2:39-52

Lesson Aim

That your students, like Jesus, might grow in “wisdom and stature, and in favor with God and men.”

Memory Verse

This quarter, Luke 2:1-7; this week, Luke 2:3 - “And everyone went to his own town to register.”

Lesson Background

Jesus is the Savior of His people, but He is also their example and the perfect one for your children to emulate. “[He] has been tempted in every way, just as we are, yet without sin” (Hebrews 4:15). Like Jesus (Luke 2:52), your children are growing physically, intellectually, emotionally, socially, and hopefully, spiritually. In many fundamental ways, Christ’s childhood was similar to that of your students, but there are some cultural differences as well as those originating in His deity. Most children today do not have the opportunity to work side by side with their fathers learning their trades and other lessons. Jesus would have helped Joseph build furniture, agricultural instruments, and perhaps even houses, and both would have benefitted from their relationship.

A person was regarded as an adult at a much earlier age than today, at twelve according to civil law and thirteen for religious purposes. At this time a boy became a “son of the covenant” with all the privileges and responsibilities of a fully-grown man. It does not seem strange, therefore, that Mary and Joseph did not miss Jesus until nightfall on their return trip from Jerusalem after the seven-day Passover feast. In many caravans women and children would travel ahead while the men and boys followed behind. Since Jesus was practically an adult at this time, and doubtless a very responsible person, he would have been allowed much

freedom, and Mary and Joseph each would have assumed that he was traveling with the other or with friends or relatives.

We can learn many lessons from this story. When Mary and Joseph eventually found Jesus in the Temple, He was asking and answering questions. An inquisitive mind should be encouraged in your students, and they should never be afraid to ask and answer questions. Christ was aware that He was the Son of God even at this age, but did not seem to think His longer stay would worry His parents. This incident should encourage us parents not to worry so much when our children are away from us. Jesus immediately sought out God when away from parental authority. Hopefully, our children will follow Jesus' example.

Knowledge Objectives - To know that twelve-year-old Jesus went with Mary and Joseph to Jerusalem for the Passover festival and remained in the Temple asking and answering questions when his parents began their return journey; to know that even though Jesus realized that He was the Son of God, He submitted to His parents' authority and obeyed them, and grew in wisdom and stature and in favor with God and men.

Behavioral Objectives - That your students will obey their parents, turn to Jesus for help, and grow in "wisdom and stature and in favor with God and men."

Lesson Procedure

ACTIVITY (optional)

Have a brief game of catch (may use bean bags), hide and seek, tag, or a race if facilities permit and you feel that this would enhance the discussion below and not get the children too "wound up."

BIBLE STORY

Introduction - Introduce the Bible story somewhat like this: "We have been learning about when Jesus, God's Son, came to earth as a baby. Last week we learned of the visit of the magi, probably when Jesus was two years old. In today's story, Jesus is twelve years old, about as old as _____ (name someone your children know who is about this age). The Bible does not tell us about the years in between these stories, so anything we say about them is just guessing, but does anyone have an idea what Jesus might have been like and might have done when He was your age?" The purpose of this discussion and the game above is to show that Jesus lived a life in many ways similar to that of your children, and yet without sin. Everything He did glorified God, yet Jesus can perfectly understand the thoughts and feelings of your students. Discuss ways in which Jesus' childhood would be the same (e.g., He probably would have enjoyed playing with friends and brothers and sisters, meals with the family, worshiping God and doing chores; at times He would have felt hot, tired, and hungry) and different from that of your students (e.g., Jesus always obeyed His parents and did what God wanted; there were no televisions, computers, cars, and the like).

Continue approximately as follows: "When Jesus lived, teenagers were considered adults. They worked as a grownup person would and even got married; people did not think of them as children. In today's story, Jesus is almost an adult. Some children, especially as they get older, think they know more than their parents and should not have to obey them. Let's see how Jesus acted in His family. In the story, Jesus and His family travel to Jerusalem for the Passover. Does anyone know what the Passover was?" [Note very briefly that it was a Jewish feast celebrating the Israelites' deliverance from Egypt, during which many Jews visited Jerusalem.]

Read **Luke 2:39-52** (NIV).

Discuss the passage, asking the following questions: “What was Jesus doing in Jerusalem? Why didn’t Mary and Joseph notice that He was missing right away? (Compare this to your students’ experience of being at a family gathering or church social and not being under their parents’ observation every minute.) Did Jesus think His parents would be worried? Was it wrong for Jesus to stay in Jerusalem? How did Jesus act and what did He do after Mary and Joseph found Him? How should we act toward our parents? The last verse in our story says that Jesus ‘grew in wisdom and stature and in favor with God and men.’ What does this mean? How can we grow the way God wants us to?”

STORY

BIG MATT

“Matthew is a shrimp, Matthew is a shrimp,” teased a group of boys.

“I am not; leave me alone,” cried Matthew as he ran home.

Matthew’s mother stopped beating her cookie dough as a slammed door signaled her son’s return.

“What’s the matter?” she asked, looking at a forlorn, grubby face.

“Those guys won’t leave me alone. They’re always mean to me and laugh at me because I’m short.”

“They only do that to make themselves feel big and it really only shows how childish they are. I know it’s hard but just try to ignore them.”

“I still wish I was big. How about I take a lot of vitamins or hang by my arms from the climbing bar - do you think that would work?”

“I don’t think so. You will grow when God’s ready for you to grow.”

A few days later, Matthew was playing outdoors again.

“Hey, Shorty,” called one of the same group of boys who had taunted him before.

“Leave me alone. I’ll grow one of these days.”

“If you’re such a big guy,” the boy continued, “why don’t you help us take some candy and stuff from McChandler’s store? Prove you’re not a baby.”

“You mean steal it. Uh-uh, no way!”

“You chicken? You’re just a shrimpy baby like we thought.” And with that the boy left.

Matt sat down and thought. So those boys had been stealing from McChandler’s store. Maybe he ought to tell Mr. McChandler. But Matthew was scared. Mr. McChandler was not the friendliest person in the world, and what if those boys found out he’d told on them? “God, please help me to be brave and do what’s right,” Matthew prayed.

“Mr. McChandler,” Matthew said later.

“Yeah, what do you want?” McChandler answered.

“I don’t want to be a tattletale or anything, but I think you should watch out. Some boys have been stealing stuff from your store.”

“How do you know? Are you helping them?”

“No, sir, I just heard about it.”

“Oh,” said Mr. McChandler, “thanks.”

“Hey,” said Mr. McChandler, calling Matt back. “You know, warning me was a pretty big thing for such a little guy to do.”

“It was?” asked Matt.

“Sure was. You ought to feel ten feet tall.”

And you know, Matthew did.

Questions:

- What was bothering Matthew?
- Did Matthew act “little” or “big”? How?

Note: Growing in Christ is more important than growing tall.

SONGS

“Jesus, Name Above All Names”; “He is Lord”; “We Have Not Known Thee As We Ought” (*Trinity Hymnal*, #493); songs about obedience from previous lessons.

Take Home Activity

Grow Chart, Booklet, or Poster

1. **Grow Chart** - Using rulers, have the children write inch (and quarter inch, if desired) markings and the appropriate numbers along the side of a five foot (by 6-10 inch) piece of paper and mark down how tall they are on it. On the rest of the paper, they may draw pictures of milestones in their lives and appropriate notations (see Booklet instructions). Print “Grow God’s Way” on the top of the chart.

2. **Booklet** - Make a several-page booklet by stapling together, or tying through punched holes, several sheets of folded paper. Print “Grow God’s Way” on the cover. Inside, have the children print and illustrate milestones in their lives in different areas of growth such as date of birth and other “firsts” (first walked, talked, went to school, went to church or Sunday School, book read, read Bible, thought about God, became a Christian [*only* if the child really is], had regular personal devotions, rode a two-wheeler, told someone he was sorry and meant it, played a musical instrument, etc.) The idea of this activity is not to foster pride in their accomplishments, but thankfulness to God for the ways in which they are growing and challenge them to ways in which they can grow further. This activity should not be done in a competitive manner.

3. **Poster** - Do not do this if it was done in Quarter 1, Lesson 2. Have the children lie down on a large piece of paper and trace the outline of their bodies. Have the children color clothes or different body parts and print some milestones around the body as for the booklet. Title “Grow God’s Way” as above.

BIBLE PASSAGE - LESSON FOCUS

Luke 2:39-52 - Like Jesus, we should “grow in wisdom and stature, and in favor with God and men.”

MEMORY VERSE

This quarter, Luke 2:1-7; this week, Luke 2:3 - “And everyone went to his own town to register.”

SUGGESTED PROJECTS

1. Discuss how your child has grown physically (look at old photos together), intellectually, emotionally, socially, and spiritually. Emphasize growth as a gift from God so as not to foster pride.
2. Discuss goals in some of the above areas, for example, taking responsibility by picking up toys or getting ready for school on time or growing socially by not hitting brothers and sisters. Also work on applying these goals, but don't nag your child about them.
3. Read a book in which a character grows spiritually or emotionally and discuss it, e.g., *The Voyage of the Dawn Treader* (C.S. Lewis).
4. Sing “Jesus, Name Above All Names”; “He is Lord”; “We Have Not Known Thee” (*Trinity Hymnal*, #493); other songs about obedience from previous lessons.

JESUS' TEMPTATION IN THE WILDERNESS

Luke 4:1-13

Lesson Aim

To teach students to resist temptation in the power of the Spirit, as Jesus did.

Memory Verse

This quarter, Luke 2:1-7; this week, review Luke 2:1-3.

Lesson Background

“[Jesus] has been tempted in every way, just as we are - yet was without sin” (Hebrews 4:15). This verse mentioned last week has even stronger application to today’s lesson. The primary importance of Christ’s conquering temptation is the necessity of His living a sinless life in order to be an atoning sacrifice for His people. His life can also serve as an example as we, too, attempt to resist sin in the power of the Spirit.

The temptations faced by Jesus parallel those mentioned in I John 2:16: “the cravings of sinful man, the lust of his eyes, and the boasting of what he has and does.” The first temptation involved using His power to satisfy material desires. We should not consider this a trifling temptation. A person’s bodily needs can become almost overwhelming at times, and after a forty-day fast, hunger would indeed be a powerful force; Esau gave in to this temptation with less provocation. Jesus met the temptation to turn stones into bread by quoting Scripture (Deuteronomy 8:3), which can be a mighty weapon in our struggle against Satan, too (Ephesians 6:17).

To be able to command all the kingdoms of the world without undergoing the suffering of the cross must have been an extremely alluring thought. Again, however, Jesus trusted God's plan for His life and did not try to subvert it in unbelief, even to control the world for noble purposes. Good ends never justify evil means. Of course, Satan's claim to be able to bestow these riches on Christ is, in itself, fraudulent, for Satan is the father of lies.

Satan's false nature is illustrated in the temptation for Jesus to jump from the pinnacle of the Temple. The devil twists Psalm 91:11-12 for his purposes, but Christ responds with Deuteronomy 6:16, and the devil departs until an opportune time. These three temptations are not the only ones Jesus faced in His life, but are illustrative of others, and apparently a time of significant victory over Satan. May God grant us power to resist temptation for His glory.

Knowledge Objectives - To know the three ways in which Satan tempted Jesus and how Christ resisted these.

Behavioral Objectives - To resist temptation by depending on God and using His Word.

Lesson Procedure

Introduction - Have the children experiment briefly with a magnet, preferably a fairly strong one. How close can they hold it to a piece of metal without the magnet touching the metal? Compare this with the attraction of sin. "This pulling toward sin is called temptation. We should try to stay as far as possible from sin and we should resist temptation. Today's Bible story tells what happened one time when Satan tried to tempt Jesus."

BIBLE STORY

Read **Luke 4:1-13** (NIV). Discuss as you read along and afterward any background material you deem appropriate.

STORY

Read a story about someone being tempted. If available, *Taro and the Tofu* (Masako Matsuno, illus. Kazue Mizumura, World, 1962, Weekly Reader Book Club.) is good in this regard, or use another children's story, a Bible story, a story from another lesson in this curriculum, or make up a story yourself. Sample questions about *Taro and the Tofu*: "What mistake did the tofu seller make? What did Taro want to do with the extra money? Why didn't he do it? What was the little voice inside Taro's head? What do you think might have happened if Taro had obeyed the voice instead of his conscience (e.g., he would have become hardened to sin even if he were not caught)? What other good thing did Taro do? How did Taro feel about his actions at the end of the story?"

ACTIVITY

Game - Jesus countered Satan's temptations with Scripture. Help your children get into the habit of doing the same thing. Present a situation and have the children try to think of a Scripture that would help them not succumb to the temptation. This will be difficult for most of your children, so writing appropriate Scriptures on cards for them to match to the different situations may be helpful. Perhaps each child could hold a different Scripture verse card and stand up when he thinks his verse speaks to the situation you have described. A list of some Scriptures and situations is given below.

Scriptures:

“We also ought to love one another”	I John 4:11
“Love the Lord your God with all your heart and with all your soul and with all your strength.”	Deuteronomy 6:5
“Man does not live on bread alone...”	Deuteronomy 8:3
“You shall not misuse the name of the Lord your God...”	Exodus 20:7
“Honor your father and your mother...”	Exodus 20:12
“You shall not steal.”	Exodus 20:15
“You shall not give false testimony...”	Exodus 20:16
“You shall not covet...”	Exodus 20:17
“Children obey your parents in everything...”	Colossians 3:20
“Whatever you do, work at it with all your heart as working for the Lord, not for men.”	Colossians 3:23

Situations:

- A child has the opportunity to share his lunch with someone who was unkind to him.
- A child wants to skip reading the Bible and praying.
- A child desires cookies forbidden by the parent until later.
- A child wants to use God’s name in vain because his friends do.
- A child wants to shoplift or cheat on a school paper.
- A child wants to say a friend broke a window when he did it himself.
- A child wants to do a sloppy job cleaning his room so he can go out and play.

SONGS

“Obey My Voice” (Jeremiah 7:23, KJV); “Yield Not to Temptation” (*Trinity Hymnal*, #582); “Trust and Obey” (*Trinity Hymnal*, #672).

Take Home Activity

1. Worksheet
2. Have the children draw a picture and/or write a story about a time when they or an imaginary character (but make personal application) were tempted. Do a different activity than that done in Year I, Quarter 1, Lesson 3. Children may dictate their stories for you to write down. Do not pay much attention to spelling and punctuation. Discuss with the children the consequences of the sins they wrote/drew about and remind them that God can help His people flee from (I Corinthians 10:13; I Timothy 6:11; II Timothy 2:22) and resist (James 4:7) temptation.

Class Work

Jesus' Temptation in the Wilderness

WORD BANK

1			2		3				
					4			5	
6									
	7								
8							9		

Satan
desert
tempted
Word
forty
temple
liar
God
fasted
angels

ACROSS

1. Jesus did this; He went without food.
4. He tempted Jesus; the devil.
6. The devil wanted Jesus to jump from here.
8. Jesus answered Satan with the ____ of God.
9. Satan is a ____.

DOWN

1. Jesus did not eat for ____ days.
2. Satan ____ Jesus to sin.
3. Where Jesus was tempted.
5. God's helpers who would protect Jesus
7. We should turn to ____ when tempted.

Match what Satan said with what Jesus answered.

Tell this stone to become bread.

Worship the Lord.

Worship me (Satan).

Do not put ... God to the test.

Throw yourself down from here.

Man shall not live by bread alone.

Home Helps

Jesus' Temptation in the Wilderness

BIBLE PASSAGE - LESSON FOCUS

Luke 4:1-13 - Resist temptation like Jesus did in the wilderness.

MEMORY VERSE

This quarter, Luke 2:1-7; this week, review Luke 2:1-3.

SUGGESTED PROJECTS

1. Discuss today's Bible story and other Scriptures about temptation (e.g., James 1:13-15; I John 2:15-17; I Corinthians 10:13; II Timothy 2:22; James 4:7).
2. Begin memorizing Scriptures that can be used in fighting against Satan's temptations.
3. Commend your child if you see him standing firm against temptation this week.
4. Read and discuss books where a character battles against the temptation to sin.
5. Sing "Obey My Voice" (Jeremiah 7:23, KJV); "Yield Not to Temptation" (*Trinity Hymnal*, #582); Trust and Obey" (*Trinity Hymnal*, #672); other songs about obedience and temptation.

SUGGESTED PARENTAL READING

Scripture: Scriptures listed under Bible Passage - Lesson Focus and Memory Verse.

JESUS CALLS THE DISCIPLES

Luke 5:1-11

Lesson Aim

To encourage students to follow Jesus and be “fishers of men.”

Memory Verse

This quarter, Luke 2:1-7; this week, Luke 2:4 - “So Joseph also went up from the town of Nazareth in Galilee to Bethlehem, the town of David, because he belonged to the house and line of David.”

Lesson Background

The Scripture passage about the miraculous catch of fish is chock full of important lessons. The story focuses on Jesus’ deity and the consequent necessity of our obedience and discipleship, but we can also gain insight into the nature of evangelism here.

The Lake of Gennesaret or Sea of Galilee is seven miles wide by thirteen miles long, seven hundred feet below sea level and surrounded by mountains. Fishing was an important industry in the area and Peter and his fellow workers were experts at it. Therefore Peter thought he had reason to question Christ’s command. After all, if they had fished all night and hadn’t caught anything, there just weren’t any fish there to be caught. Besides, morning was the worst time for fishing.

Nonetheless, Peter obeyed and was rewarded abundantly. Seeing Christ’s power over nature and, perhaps more personally significant to Peter, Christ’s total ability and control in Peter’s area of competence, the fisherman bows before Jesus with a seminal understanding of his own sinfulness. When a person really sees Jesus for who He is, the only possible reaction is admission of his own sin and unworthiness; it is then

that God can do wonderful things in his life. Peter calls Jesus “Lord” rather than “Master” here, a term that can mean merely “sir,” but often carries with it a connotation of profound reverence and submission.

Jesus called the disciples where they were, but they had to be willing to leave all to follow Him. Christ could be trusted to meet their needs even when circumstances looked gloomy, but they must respond in unquestioned obedience.

The ending of this Scripture passage, Jesus’ promise to make Peter and his coworkers fishers of men, further illuminates the preceding story, although we must be careful not to allegorize it further than is warranted. Men are obviously being compared to fish; there are different kinds of fish and consequently different fishing techniques, but all require fishermen with patience. These fishermen should also be willing to work together, for Peter could not bring in the miraculous catch of fish unaided. Probably the most important lesson on evangelism brought out by the passage is God’s sovereignty in these matters. The disciples had toiled all night with no results. By Christ’s choice, and in His time and manner, they netted an abundant catch. By His grace, may we do likewise as we, like Peter, bow in obedience and submission before Him.

Knowledge Objectives - To know that Jesus taught from Peter’s boat in Lake Gennesaret; that Peter and his coworkers toiled all night without catching anything, but when Peter obeyed Jesus and cast his net again he hauled in a huge catch of fish; that the disciples left all to follow Jesus and that He promised to make them fishers of men.

Behavioral Objectives - By God’s grace to follow Jesus and tell others about Him.

Lesson Procedure

Introduction - Introduce the Bible passage by talking about fishing, explaining that people in Bible times often used nets to fish. Bring in to class a fishing net, or even use a piece of nylon netting to explain the procedure. Use whatever background material you feel appropriate in explaining this and the Bible story. It may be good to tell the story first (it is good drama) and then read and discuss the passage. The focus for your children should be obedience and following Jesus. Include other salient points from the background material, but maintain a single thrust so as not to “lose the forest for the trees.” The phrase “fishers of men” should be explained and spreading the Gospel encouraged, but evangelism should not be the primary emphasis in so young an age group where many of the children themselves may not know Christ. Rather, you should focus on following Jesus and all that this implies.

BIBLE STORY

Dramatically tell the Bible story and read and discuss **Luke 5:1-11** (NIV).

STORY

THE TAGALONG

Little Pete followed his brother everywhere. When Jim went fishing Pete tagged along, even though he never caught anything. When Jim rode his bike, Peter peddled as fast as he could on his big wheel in an effort to catch up.

One day, Pete followed Jim to the neighborhood swimming pool.

“Go home, Peter,” ordered Jim. “You know you are not allowed to come here without Mom or Dad. You can’t swim well enough yet.”

“O.K.,” grumbled Pete as he turned to go. Then Pete stopped. There was a hole under the chain link fence just small enough for a little boy to squeeze through. “I’ll show Jim I can swim,” Pete thought.

In a minute, Pete was running after his brother, who had already dived into the cool, clean water.

“Look at me, Jim.”

Jim turned in horror as his little brother ran off the diving board.

“Guard!” yelled Jim, “Get my brother! He can’t swim.”

“Help!” cried Pete. The guard jumped in, put his arm around the frightened boy’s chest, and brought him safely to the side of the pool.

Later, Jim told his father what had happened. “He could have drowned! I love him, but does he have to follow me everywhere I go?”

“Do you understand the seriousness of what you did today, Peter?” asked his father. “Jim’s right - you could have drowned. I know you love your brother and want to be with him, but he’s bigger than you and you can’t do everything he does. It is all right to want to be like a person if he is doing good things. Of course, you should never follow and imitate a bad person. But the most important person to follow and try to be like is Jesus. Today when you disobeyed your parents’ rules you also disobeyed God and were not following Jesus. Do you understand?”

“Yes, daddy; I’m sorry,” said Pete. “I’ll try never to do something like that again.”

Questions:

- Whom did Pete want to follow?
- What did Pete do that was wrong?
- Whom should Pete and we follow and obey?
- Whom did Jesus tell the disciples to follow?

SONGS

“I Will Make You Fishers of Men”; “Trust and Obey” (*Trinity Hymnal*, #672); “Obey My Voice” (Jeremiah 7:23; KJV).

Take Home Activity

Fishing Game or Net Poster

- Fishing Game** - Have each child construct a fishing rod using an approximately six inch long stick, a piece of string approximately eight inches long and a paper clip or square of magnetic strip. Tie the string to the end of the stick. Bend the paper clip into a hook shape and tie the other end of the string to the clip or attach the magnetic square to the free end of the string by placing it between the sticky side of the magnet and the backing sheet of the magnet. Have the children draw simple fish shapes and cut them out. Use small fish on thin, lightweight paper if the magnet is being used. In this case, put a staple in each fish's nose. If a paper clip is used for the fishing hook, make a hole with a paper punch in each fish's nose. Fold the fish's nose slightly below this hole so the bent paper clip can hook the fish. A Bible verse, "Jesus makes His disciples fishers of men," or other phrases can be printed on the fish, one word per fish, if desired, and the child can try to catch the fish in correct order.
- Net Poster** - Fold a piece of white, tan, or brown paper in half and in half again several times. Cut triangles or rectangles at various points along the edges of the paper while it is still folded. Unfold the paper for a net. This is a similar process to making paper snowflakes. Have the children draw and cut out about six fish from different-colored construction paper. Glue the net to a piece of blue construction paper, perhaps first gluing one or two fish on the paper under the net. Glue the remaining fish on top of the net. "Jesus makes His disciples fishers of men" may be printed on the top of the paper, if desired.

BIBLE PASSAGE - LESSON FOCUS

Luke 5:1-11 - Follow Jesus.

MEMORY VERSE

This quarter, Luke 2:1-7; this week, Luke 2:4 - “So Joseph also went up from the town of Nazareth in Galilee to Bethlehem, the town of David, because he belonged to the house and line of David.”

SUGGESTED PROJECTS

1. Read and discuss the Bible story with your child.
2. Play “Follow the Leader” and discuss how important it is to follow the right leader in life. Wrong leaders may lead us into evil and danger. We should follow Jesus.
3. Discuss being a disciple of Christ and choose one specific way to follow Jesus this week.
4. Go fishing with your child and/or look at pictures (e.g., from *National Geographic*) of men fishing with nets. Discuss what is involved in fishing and what Jesus meant by His disciples being fishers of men. You may wish to draw a few parallels between fishing and evangelism from this Bible passage.
5. Choose a specific way to be a fisher of men by telling others about Jesus and act upon your choice.
6. Sing: “I Will Make You Fishers of Men”; “Trust and Obey” (*Trinity Hymnal*, #672); “Obey My Voice” (Jeremiah 7:23, KJV); and other appropriate songs.

SUGGESTED PARENTAL READING

Scripture: Matthew 4:18-20; Mark 1:16-20.

Books: *Evangelism and the Sovereignty of God* (J. I. Packer, Intervarsity Press).
Evangelism as a Lifestyle (John Peterson, NavPress, 1987).

JESUS HEALS THE PARALYZED MAN

Mark 2:1-12

Lesson Aim

To help students learn to trust Jesus, who heals and forgives sin, and to be good friends to others.

Memory Verse

This quarter, Luke 2:1-7; this week, Luke 2:4 - “So Joseph also went up from the town of Nazareth in Galilee to Judea, to Bethlehem the town of David, because he belonged to the house and line of David.”

Lesson Background

Jesus is the great Healer and Forgiver of sins, and in today’s Scripture we see a demonstration of His power in both these areas. Although there can be a causal relationship between sin and sickness, here the Lord seems to be emphasizing that the solution to these problems is the same - Himself. Only God can truly forgive sin, but since the state of a man’s soul cannot be readily observed, Christ gives a more tangible proof of His authority. He speaks tenderly to the paralyzed man (the Greek indicates He called the man “child” or “son”), and he is healed.

Not everyone rejoiced at this miracle. The scribes and Pharisees became angry, primarily because of Jesus’ claim to be God. The term “Son of Man” is a messianic title (see Daniel 7:14). The Jewish leaders realized that Jesus’ claim to forgive sins constituted blasphemy or was the truth. The latter was unthinkable to them and they turned away.

The story takes place in Capernaum, probably in Jesus’ own place of residence. Four men, concerned about their friend, attempt to bring him to Jesus, but are stopped by a large crowd blocking the

doorway to the house. Undaunted, the men ascend outside steps to the flat roof (or stairs from a neighboring house from which they could reach the roof they desired) and remove a portion of the mud and sticks from which it was constructed to lower the paralyzed man to Jesus. These men are persistent in their faith and creative in their striving to bring their friend to Christ. Their time and effort and willingness to persevere in spite of obstacles and what others might think of them is rewarded and the paralyzed man is healed. We should imitate these friends in their love and faith. We, too, must be concerned with our spiritual as well as physical needs. May we rejoice because Christ has declared to us: "Your sins are forgiven!"

Knowledge Objectives - To know that four men brought their paralyzed friend to see Jesus where He was living in Capernaum; that they lowered their friend through the roof because of the crowd; that Jesus healed the paralyzed man and forgave his sins; and that the scribes and Pharisees were angry about this because Jesus claimed to be God.

Behavioral Objectives - By God's grace, to trust Christ, to show love to our friends, and to tell them about Him.

Lesson Procedure

Introduction - "Imagine what it would be like to be paralyzed and not be able to move your legs and even, perhaps, your arms? "FREEZE" where you are while I talk for a few minutes and think how you would feel." (Don't forget to tell your students they can move after a while.) "In some ways you would be just as you are now; you would think, have emotions like being happy or afraid; you would want to play and talk or laugh. But some things you would not be able to do. You could not kick a soccer ball, jump rope, or perhaps not even get dressed and eat by yourself or even scratch your nose if it itched. You would need friends to love you and help you, especially if you lived a long time ago before wheelchairs and other things were invented that let handicapped people do many things by themselves. If you were paralyzed, you might think the most important thing that could happen to you would be for you to be able to walk and move freely. However, there is at least one thing that is more important than that. See if you can figure out what that is from our Bible story." Adapt the above introduction if there is a handicapped child in your class.

BIBLE STORY

Read **Mark 2:1-12** (NIV). Insert any pertinent background material as you read, e.g., the construction of Palestinian roofs. You may wish to dramatize this story with little plastic people (such as made by Fisher-Price or Playskool) as you read.

Discuss the story. Ask such questions as: "Where does the story take place? What did the paralyzed man's four friends want to do? Why did it seem as if this would be impossible? What did the men do to solve the problem? How should we be like the four friends? (Trust Jesus, love our friends, try to help our friends, try to bring them to Jesus, don't give up, and be creative when we confront obstacles.) What did Jesus do for the paralyzed man? (Healed him and forgave his sins.) How did this show that Jesus is God? How did the Jewish leaders react to what Jesus had done?"

STORY

Read *That's What Friends Are For* (Florence P. Heide and Sylvia W. Van Clief, illus. Brinton Turkle, Scholastic Book Services, 1968), or another story where friends show love for one another.

SONGS

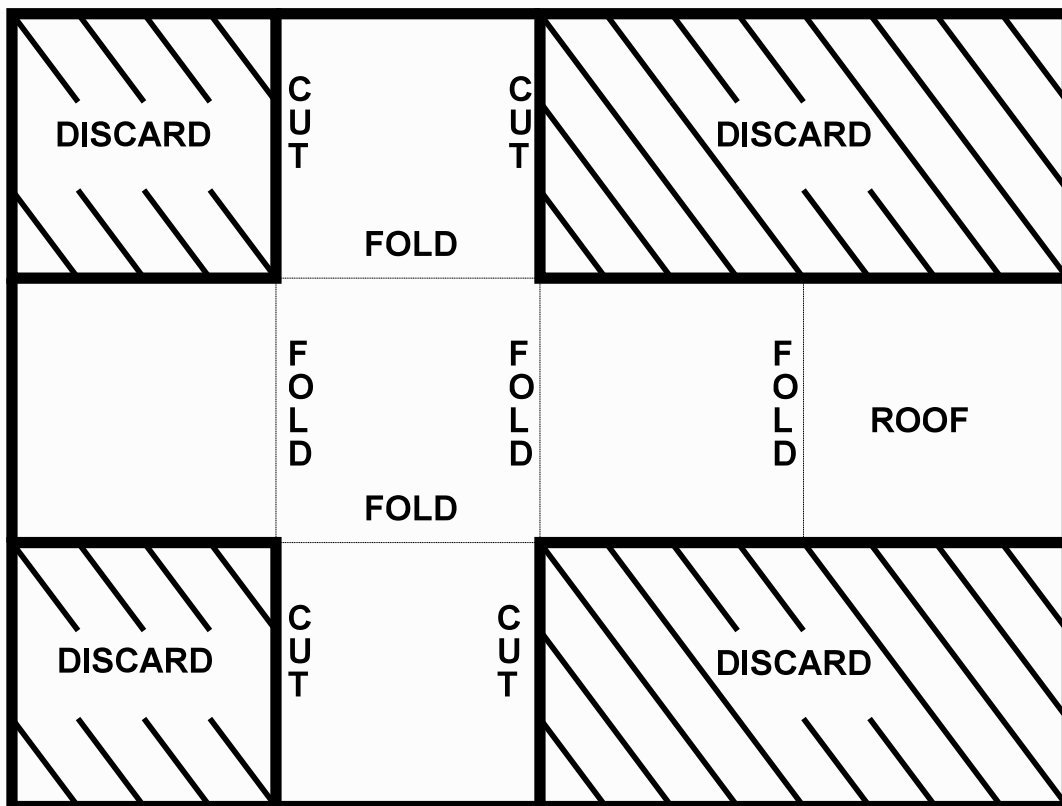
“What A Friend” (*Trinity Hymnal*, #629); “Only Trust Him” (“Come Every Soul,” *Trinity Hymnal*, #675); “Come Ye Sinners” (*Trinity Hymnal*, #472).

Take Home Activity

Do one or both of the following:

1. **Bible Story Paper Model** - Construct a model scene of today’s Bible story from paper. Make the people from a folded piece of paper (see Year I, Quarter 1, Lesson 5) and the house from a small box (half pint milk cartons with the top cut off work well) or make a box from construction paper (see diagram). Tie thread, yarn, or string to the four corners of a piece of cloth or construction paper for the paralyzed man’s bed and let his four friends lower him through the roof of the box.
2. **Friendship Booklet** - Make a booklet as in Year I, Quarter 2, Lesson 5. On the cover print “A friend...” Inside write and draw pictures of various characteristics of friendship. Permit the children to use some of their own ideas of what friendship means, but you may also want to include Scripture (e.g., Proverbs 17:17; 18:24; 27:6,9,10,17) and more conventional ideas (e.g., “...shares his toys,” “...loves at all times,” “...tells you about Jesus,” “...doesn’t say unkind things about you to others”).

DIAGRAM FOR CONSTRUCTING PAPER CUBES (HOUSES)



BIBLE PASSAGE - LESSON FOCUS

Mark 2:1-12 - Learn to trust Jesus, who heals and forgives sin, and be a good friend.

MEMORY VERSE

This quarter, Luke 2:1-7; this week Luke 2:4 - “So Joseph also went up from the town of Nazareth in Galilee to Judea, to Bethlehem the town of David, because he belonged to the house and line of David.”

SUGGESTED PROJECTS

1. Discuss the Bible story. Jesus said He would forgive the paralyzed man’s sin. Why can Jesus forgive sin? (He is God and died to take the punishment Christians deserve for their sin.)
2. Read other Scriptures that tell of Jesus healing people. How are these stories the same and different from what is related in Mark 2? (Matthew 8:1-22, John 9, and other Scriptures.)
3. Read Scriptures about friendship (e.g., Proverbs 17:17; 18:24; 27:6, 9, 10, 17) and discuss how you each can be a better friend with someone. Decide on a specific plan of action for being a better friend this week. Decide on a specific plan to lead a friend closer to Jesus.
4. Read *Charlotte's Web* (E. B. White, Dell Publishing Company, 1952.); *That's What Friends Are For* (Florence P. Heide and Sylvia W. Van Clief, illus. Brinton Turkle, Scholastic Book Services, 1968), or other books about friendship to your child (or have your child read the story to himself) and discuss.
5. If you and your child are Christians, thank God for His forgiveness, healing, and friendship.
6. Sing songs about friendship and forgiveness such as “What A Friend” (*Trinity Hymnal*, #629); “Only Trust Him” (“Come Every Soul,” *Trinity Hymnal*, #675); “Come Ye Sinners” (*Trinity Hymnal*, #472).

SUGGESTED PARENTAL READING

Scripture: Scriptures above or others on friendship, forgiveness, or healing (use a concordance to find them).

JESUS CALMS THE SEA

Luke 8:22-25

Lesson Aim

To help students understand that Jesus controls nature.

Memory Verse

This quarter, Luke 2:1-7; this week, Luke 2:5 - “He went there to register with Mary, who was pledged to be married to him and was expecting a child.”

Lesson Background

Sudden storms are frequent on the Sea of Galilee as cold air rushes down the ravines of surrounding hills, and the disciples had seen many. As experienced fishermen, the disciples knew the situation was serious and their consequent fear would be somewhat justified except for the fact that Jesus was in the boat with them. After a long day, Jesus’ tired body needed rest, and He was asleep when His friends anxiously roused Him. Jesus immediately rebuked, literally “muzzled,” the storm, and asked, “Where is your faith?”

There are several lessons to be learned from this passage. First of all, we see Jesus’ power over nature, which demonstrates that He is God (“Who is this? He commands even the wind and water and they obey Him”). Secondly, we must realize that God is in control of the stormy situations in our lives. We should realistically appraise the circumstances, but remember Christ, who has promised to take care of His children. Where is our faith? May we trust Christ in all the exigencies of life.

Knowledge Objectives - To know that Jesus is God who calmed a storm on the Sea of Galilee in spite of His disciples’ lack of faith.

Behavioral Objectives - By God’s grace, to trust Christ in all the circumstances of life.

Lesson Procedure

STORY

Read “The Dangerous Sea,” the storm description in *The Long Winter* (pp. 87-91; Laura Ingalls Wilder, illus. Garth Williams, from the Little House series, Harper and Row, 1971) or another story about a storm. If desired, read one story before the Bible story and one after, asking appropriate questions comparing it to the Bible story. Many of your students may not have experienced the full fury of a storm or the power of the sea. These stories are presented to help them realize the seriousness of the disciples’ situation and Christ’s mighty power.

THE DANGEROUS SEA

It was John’s first trip to the beach and the ocean fascinated him. All morning he had played happily, jumping the waves as they broke upon the shoreline, and was now contentedly building a sand castle.

“Hey, John!” His friend Tim came running up to him. “I borrowed my brother’s raft. You wanna ride the waves in?”

“Oh, yeah; I sure do! Can I go, Dad, huh, please?”

“*May* I go,” corrected John’s father. “Well, I suppose so, but don’t go out too far, and be careful. You’d better wear this life jacket. You can swim, but not very well.”

“Aw, Dad. I can swim well, all the way across the pool.”

“May I speak to you a moment, Mr. Thomas?” said a man walking toward them.

“Certainly, Joe, just a minute,” John’s Dad replied. “Remember what I said, John. Those waves look like they’re getting rougher. Be careful.”

“Yes, sir,” answered John reluctantly.

John thought that he had never had such an exciting time. It was more thrilling than riding a roller coaster, and each time he ventured out a little further. “This time I’m going to wait for a big one,” he yelled to Tim as he grabbed the raft and dashed into the waves.

John sat back-paddling on the raft waiting for a good wave. “Uh, oh,” he thought, “I’m getting a little too far out,” and he tried to head for shore. But the raft did not seem to be moving any closer to the beach. John began paddling furiously, but the raft continued going out to sea. “Oh, God, please help me!” John cried. “This ocean is stronger than I thought. I should have stayed closer to shore.”

John tried to signal his father that he was in trouble, but his dad was still talking and did not seem to notice him. “Lord, please help him see me and” ‘gulph’ - a huge wave threw John off the raft and hurled him toward the bottom. It tossed him around, pulling him under in its strong grip as John struggled to reach the surface.

Finally, John felt two hands grab his shoulders and pull him out of the water. “Oh, Dad,” sobbed John, “I thought I was gonna drown. I prayed you’d see me.”

Mr. Thomas hugged John to himself. “That ocean is a lot stronger than it looks. I hope you’ll realize that and be more careful in the future. Now I’m just thankful you’re all right and glad that God is stronger than the ocean He created.”

Questions:

- What were John and Tim doing?
- What had John’s father told him?
- What did John discover about the ocean?
- Why were John and his father thankful to God?

BIBLE STORY

Read **Luke 8:22-25** (NIV). Ask such questions as: “What dangerous situation occurred in today’s story? How did the disciples react to the storm? What was Jesus doing when they found Him? How did He help them? What question did Jesus ask the disciples? How can we have faith in Jesus? What does this story tell us about who Jesus is?” (He is God.)

SONGS

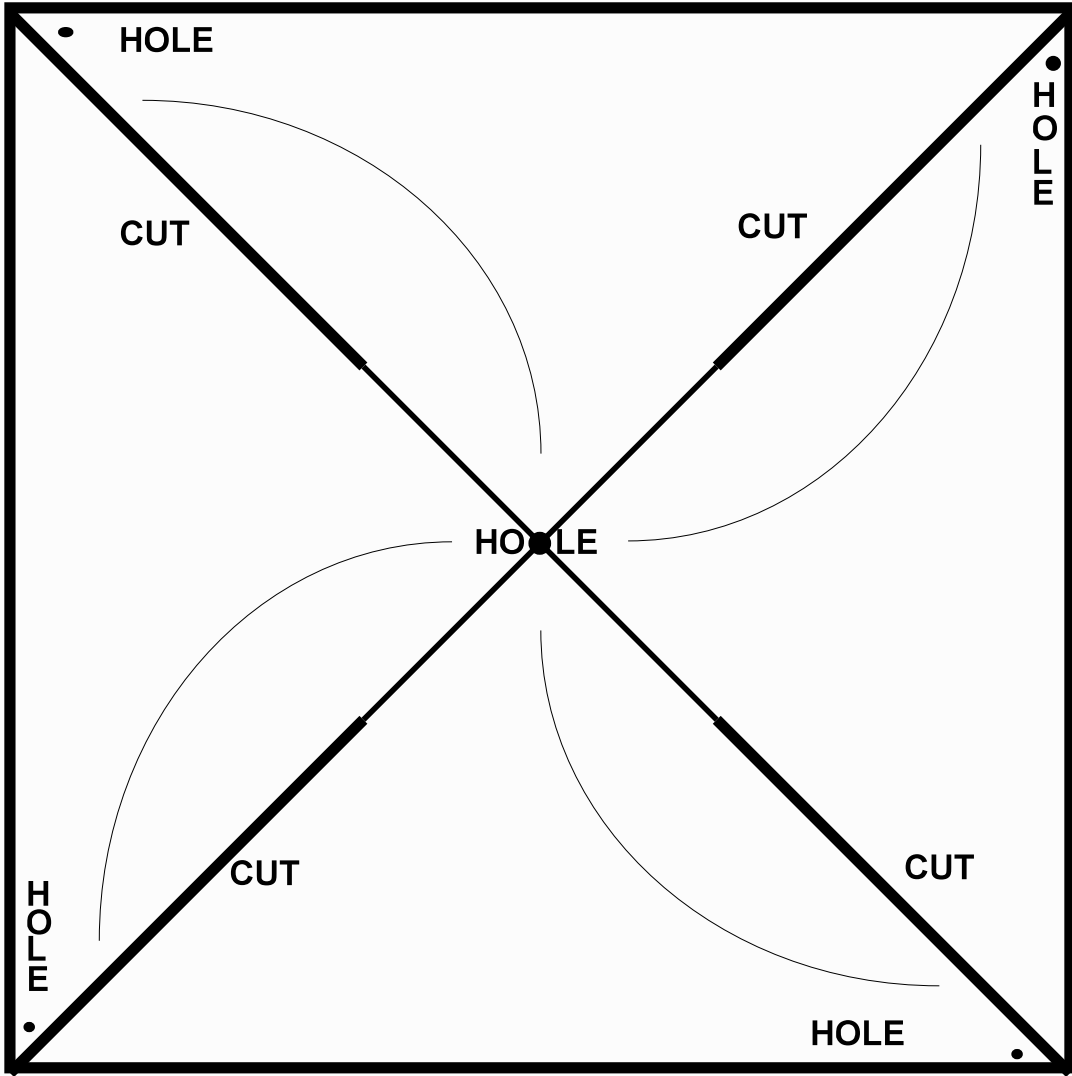
“My Anchor Holds” (*Trinity Hymnal*, #617); “A Shelter in the Time of Storm” (*Trinity Hymnal*, #619).

Take Home Activity

Make a wind toy as a reminder of the storm and Christ’s control of the wind and the waves.

- A. Pinwheel** - Using a straightedge, draw diagonal lines between opposite corners of a (approximately) 6-inch square of paper. Color the paper, if desired. Cut along the lines from each corner two-thirds of the way toward the center. Make a neat hole with a sharp instrument in the left side of each of the corners, as well as in the center of the square where the two diagonals crossed. Also make a hole in the top of a plastic drinking straw (or half a drinking straw) for the pinwheel’s stick. Cut a cotton swab in half. Gently bring the left half of each corner of the square toward the center of the square until all five holes are lined up. Insert the cut end of the swab through the corner holes, the center hole, and then the hole cut in the drinking straw. Blowing on the pinwheel should now make it turn.
- B. Kite** - Tie or tape together two drinking straws at right angles. With a large needle run heavy thread through the ends of the straws, forming a diamond kite shape. Draw a diamond shape on paper one inch bigger all the way around than the size of the kite frame. The paper may be tissue paper, gift wrapping paper or use plastic cut from trash bags. Cut the diamond shape out of the paper. Place the kite on the paper. Fold the paper over the string all the way around the kite frame and tape. String a loose bridle line to the two sides of the kite across the front of the kite and attach another line with a slipknot to this. Attach a paper or plastic tail to the bottom of the kite.

PINWHEEL PATTERN



BIBLE PASSAGE - LESSON FOCUS

Luke 8:22-25 - Jesus controls nature.

MEMORY VERSE

This quarter, Luke 2:1-7; this week, Luke 2:5 - "He went there to register with Mary, who was pledged to be married to him and was expecting a child."

SUGGESTED PROJECTS

1. Read other Scriptures dealing with Christ's power over nature (e.g., Matthew 14:22-33; Luke 5:1-11).
2. If you are out with your child in a storm, remind him of this story, the disciples' fear, and Christ's control of the situation.
3. Take your child for a boat ride or walk along the beach, if you live in an area where this is feasible, and discuss the Bible story.
4. Read stories about the forces of nature. Your child might like to read one of the following, which tell about times when the weather is pleasant: *The Day of the Wind* (Robert Pierce, Golden Press, 1969); *Snow* (Roy McKie and P. D. Eastman, Random House, 1962); *The Snowy Day* (Ezra Jack Keats, Scholastic Books, 1962). We can thank God for controlling natural forces in pleasant circumstances and at all times.
5. Discuss: "If Christ stopped the storm for the disciples, will He always change the weather for us if we ask Him? Why not?"
6. Learn something about meteorology. Even the Bible discusses weather forecasting (Matthew 16:1-3).
7. Sing about Christ's control over nature and power in the stormy situations of our lives, e.g., "My Anchor Holds" (*Trinity Hymnal*, #617); "A Shelter in the Time of Storm" (*Trinity Hymnal*, #619).

SUGGESTED PARENTAL READING

Books: Read a missionary story or other book in which Christ answers prayer about the weather or other natural phenomena.

JESUS FEEDS 5,000 MEN

John 6:1-14

Lesson Aim

To encourage the students to follow Jesus, the Bread of Life, in obedience and love.

Memory Verse

This quarter, Luke 2:1-7; this week, Luke 2:5 - "He went there to register with Mary, who was pledged to be married to him and was expecting a child."

Lesson Background

The feeding of the 5,000 (actually 5,000 men with an unknown additional number of women and children) is a Bible story with many spiritual lessons. The primary focus is on Jesus the Creator and Sustainer of the world, the Bread of Life. This passage points dramatically to His deity and ability to meet our needs, physical and spiritual. The crowd saw Jesus merely as someone who could fill their bellies, not as the Lord of the universe, and Christ refused to be made their king at that time and on that basis. But even though He knew their hearts, Christ allowed His time alone to be disturbed to provide for these people's needs.

Jesus not only takes care of our needs, but enables us to help others. "Where shall we buy bread for these people to eat?" Jesus asked Philip. Of course, He knew what He was going to do and was only testing Philip. He wanted the disciples to look at the situation realistically and then turn to Him. Philip did the former - "Two hundred denarii (equals approximately eight months' wages; one denarius equals one day's wage) would not buy enough bread for each one to have a bite!" - but reckoned without Jesus' intervention. Andrew was willing to make a suggestion, even though it seemed silly, and the Lord took that small offering and fed a huge crowd. The barley loaves were flat and round, about the size of a pancake, and the fish were

probably eaten on top. The boy was willing to share what was perhaps his lunch with others with probably no idea that he would receive anything in return. Christ blessed his generosity and used his gift in a creative miracle, even though it was not necessary for Him to do so. Christ can do much with our small offerings to Him.

We can even learn lessons from the way in which the miracle was performed. Jesus had the disciples organize the people into groups of hundreds and fifties and have them sit down (actually recline) on the grass. The procedure was orderly and nothing was wasted. They gathered twelve baskets (a stiff basket, like a wicker basket) full of leftovers and everyone had enough. Jesus thanked the Father for providing the food, as we should. We can be thankful for what Jesus shows us in this passage about His deity, trustworthiness, and ability to meet our needs. We can also be thankful that Jesus, the Bread of Life, came to earth to be broken and give His life to supply what we lacked.

Knowledge Objectives - To know that by the Sea of Galilee, Jesus used a boy's five barley loaves and two fish to feed 5,000 men plus women and children; that Philip realized that two hundred denarii could not feed such a crowd; and that twelve baskets full of leftovers were collected.

Behavioral Objectives - By God's grace to trust and obey Jesus, the Bread of Life, to share what we have, and do things in an orderly, un wasteful manner.

Lesson Procedure

Introduction - Large numbers are difficult for children to grasp. Divide ten pieces of an 8½x11 inch paper into ten boxes each and have ten children draw fifty Xs in each box (total 5,000 Xs). Tell the children to work neatly. Adapt this procedure for different class sizes, letting all students participate. The children will probably tire of this work quickly, but you should allow them to continue this activity for a while even if they don't reach 5,000 Xs so that there is some comprehension of the immensity of the number being talked about. If the class does not write 5,000 Xs, tell them how many they did put down. If desired, the entire class may draw a wall mural of 5,000 people instead of using the small papers. Divide the paper into fifty sections and draw one hundred circles (instead of Xs) for people's faces; draw facial features on some in each section. Leave the center portion of the paper empty where, after the Bible story, you may print "Jesus Feeds 5,000 Men" and draw five loaves and two fish.

BIBLE STORY

Explain that today you are going to learn about something that happened to 5,000 people. Read **John 6:1-14** (NIV). Discuss the passage using the background material presented. Concentrate on Jesus' deity, provision, and the sharing by the boy of the bread and fish.

STORY

JENNY'S DOLL

Katie was Jenny's favorite doll. She had blue eyes and long dark hair just like Jenny's own. She had a pretty brown dress with yellow flowers, and Jenny dressed her doll in a soft blue nightgown when it was time for bed. Katie went everywhere with Jenny - shopping with Mommy, to school, driving to church, and just playing around the neighborhood. Of course, Jenny had other friends, too, in the neighborhood, at school, and Amy Beth, a special friend from church.

One day, Jenny's mother told her some sad news about Amy Beth. Amy's house had burned down and the family had lost almost everything they owned. "We must do anything we can to help," said Jenny's mother.

"O.K." Jenny replied, but she didn't really hear the rest of what her mother said. "No," Jenny thought, "it can't be true!" She couldn't understand it. How could Amy's house have burned down? Jenny ran to her room and flopped on the bed, hugging Katie close to herself.

A while later, she came back. "Mom, you said Amy Beth lost all her toys. I want her to have Katie."

"But Jenny, Katie's your favorite. Are you sure?"

"Yes, Mom," replied Jenny in a quiet voice. "I'm sure."

Months passed and Jenny heard little about Amy Beth. Then one day Amy's mother came to visit. "God has provided for all our needs," she said to Jenny's mother. "We have a new house, closer to school and work, and people have been so generous in giving us food, clothes, and whatever they could. In fact, now it's my turn to share something with someone. This is for you, Jenny," Amy's mother said, handing her a big box.

"For me!" gasped Jenny. What could Mrs. Johnson be giving her? She opened the box and there, surrounded by several new dresses, was Katie! "But Mrs. Johnson, I gave Katie to Amy Beth!"

"I know," said Amy's mother, "and I hope you won't be hurt and think we don't appreciate your gift if I return her. Your doll meant so very much to Amy after the fire. She had lost all her toys and we were living with people she didn't know very well. We tried to tell Amy Beth that Jesus loved her and would take care of us, but your doll gave her something to hold on to so she didn't feel so lonely. It was really a big help. Later, other people shared their things and Amy was given several dolls and some books and toys. She told me how much you cared for your doll, and we decided you ought to have Katie back along with some new clothes for her."

"Oh, thank you, thank you!" said Jenny.

But Mrs. Johnson said, "It's God who should really get the thanks for all He's done."

Questions:

- How did God meet the needs of Amy Beth and her family?
- Will God provide for you and your family?
- How did Jenny share what God had given her?
- How can we share the good things God has given us?
- Did God bless Jenny too? How? (Physically and spiritually.)
- How is this story like today's Bible story? (Children shared what they had and God blessed them and gave them more than they had before.)

SONGS

"Father We Thank Thee" (*Trinity Hymnal*, #633); "Break Thou the Bread of Life" (*Trinity Hymnal*, #146); "Jesus Thou Joy" (*Trinity Hymnal*, #646, Verse 3); "Lord, Thou Lovest the Cheerful Giver" (*Trinity Hymnal*, #434, Verse 1).

Take Home Activity

Make small peanut butter sandwiches, popcorn, cookies, or some other treat, or use small goldfish crackers to share with another class. You may wish to do this before the life application story if you choose to do something that will take time to cook. Do not choose something that is too complicated, but emphasize sharing.

BIBLE PASSAGE - LESSON FOCUS

John 6:1-14 - Follow Jesus, the Bread of Life, in obedience and love.

MEMORY VERSE

This quarter, Luke 2:1-7; this week, Luke 2:5 - “He went there to register with Mary, who was pledged to be married to him and was expecting a child.”

SUGGESTED PROJECTS

1. Read and discuss the Bible story, perhaps from a different gospel (Matthew 14:13-21; Mark 6:30-44; Luke 9:10-17). Note how the Scripture points out: Christ’s deity, His abundant provision for spiritual and temporal needs, the value of obedience, sharing, orderliness, and not wasting things.
2. Think of a practical way in which you can share what you have with someone in need, and do so.
3. Encourage your child to share his toys and things when playing with others, but generally it is not a good idea to force him to do so.
4. Thank God for your food as Jesus did.
5. If you think your child would benefit from any material under “Suggested Parental Reading,” read and discuss parts with him.
6. Sing songs such as: “Father We Thank Thee” (*Trinity Hymnal*, #633); “Break Thou the Bread of Life” (*Trinity Hymnal*, #146); “Jesus Thou Joy” (*Trinity Hymnal*, #646, Verse 3); “Lord, Thou Lovest the Cheerful Giver” (*Trinity Hymnal*, #434, Verse 1).

SUGGESTED PARENTAL READING

Scripture: **Jesus is the Bread of Life** - read John 6:25-29. Read other passages where Christ is compared to bread (e.g., Luke 22:19; I Corinthians 11).

God will provide for the Christian’s needs - read Matthew 6:1-4, 25-34; Psalm 37:25. Our willingness to share with others is related to our trust in His provision. God commands us to love others (both our brother and neighbor) and share the blessings He has given us (Matthew 22:37-40; James 2:14-17; I John 2:9-11; 3:16-18). He also says that the person who does not work (not necessarily paid work) should not eat (II Thessalonians 3:6-15). In the Old Testament God did not tell His people to aid evil cultures, but destroy their people. How do these Scriptures relate to our responsible giving to other people? What and how should we give?

Books: Read Christian books with differing points of view on the things mentioned in the above

Scripture section.

JESUS HEALS TEN LEPERS

Luke 17:11-19

Lesson Aim

To help students be thankful to Jesus, the great Healer, and to others.

Memory Verse

This quarter, Luke 2:1-7; this week, Luke 2:6-7a - “While they were there, the time came for the baby to be born, and she gave birth to her firstborn, a son.”

Lesson Background

“Give thanks in all circumstances, for this is God’s will for you in Christ Jesus” (I Thessalonians 5:18). How often do we put this verse into practice? God has done so much for us, and yet we rarely acknowledge it. We concentrate on our small problems and forget His measureless grace and the mercy He has shown to us. In today’s Scripture passage, we see an example of this ingratitude. Nine men show no appreciation for the miraculous healing Christ has given them, but one man does return to thank Him.

Leprosy or Hansen’s disease is a dreaded disease where nerve endings become deadened, often resulting in the loss of appendages. It is characterized by whitish patches on the skin, and in the Old Testament is often grouped with other skin diseases. Because of the highly communicable nature of the sickness, a leper in Bible times was required to live outside public areas and shout “unclean” when approaching others so they might avoid him. Of course, lepers were not allowed the fellowship of God’s people in the Temple. This ostracism added greatly to the horror of the disease. If the unusual circumstance occurred that a leper was cured, he was to show himself to a priest as proof of his cleansing (Leviticus 13-14).

One leper in today’s Bible story carried an additional burden; he was a Samaritan. Samaria was occupied by descendants of poor Jews who intermarried with non-Jewish peoples resettled in Israel by their Assyrian conquerors. They had developed their own religion as an offshoot of Judaism and were despised

by true Jews. Samaritans regarded only the first five books of Moses as canonical and worshiped at Mount Gerazim rather than Jerusalem.

As horrible as their physical conditions were, the lepers' major problem was not disease, but sin. The Bible often uses leprosy as a symbol of sin, our uncleanness before God. When the Samaritan returned to thank Jesus and fell in reverence at His feet, Jesus told him that his faith had saved him. The term "save" can refer to spiritual as well as physical deliverance, and may very well mean both here. May we, like the Samaritan leper, be thankful to God for all He has done for us. May we have a humble and thankful attitude and even thank other people for what they do for us.

Knowledge Objectives - To know that Jesus, God's Son, healed ten lepers, but only one, a Samaritan, returned to thank Him.

Behavioral Objectives - To be thankful and show thanks to God and other people.

Lesson Procedure

Introduction - Introduce the story by describing something of what it is like to be a leper: "How would you feel if whenever you walked down the street, people ran away from you? Suppose you had very few friends and were not allowed to live with or even visit your family. What if all this was because you had a terrible disease that might cause your hands and feet or other parts of your body to be destroyed? How would you feel?" This was what it was like to be a leper in Bible times. A leper is someone who has the disease called leprosy (it has nothing to do with the jungle animal called a leopard).

Today, we will learn about a time when ten lepers came to see Jesus. One man was hated by many people, not only because he had leprosy, but because he was a Samaritan. Samaritans were descendants of poor Jews who had married non-Jewish people placed in the land by Assyria many years before when that country had conquered Israel. They lived in a section in the middle of Israel, thought that only the first five books of the Bible were God's Word, and worshiped at Mount Gerazim rather than Jerusalem. The Jewish people despised them.

BIBLE STORY

Read **Luke 17:11-19** (NIV). Discuss the passage, focusing on the Samaritan leper's gratitude and humble adoration of Jesus. Explain why Jesus told the lepers to see the priest. Emphasize that the spiritual healing the Samaritan leper may have received is more important than physical healing.

STORY

Read one or both of the following:

- A. "An Unhappy Evening"
- B. *What Do You Say, Dear?* (Sesyle Joslin, illus. Maurice Sendak, Scholastic Books, 1968). Etiquette is only an outward show of thankfulness and may not be indicative of true gratitude at all. However, a thankful attitude will be manifested in a person's words and actions. Using good manners, besides being beneficial in its own right, may help the child consider the importance of an appreciative character.

AN UNHAPPY EVENING

Julie could hardly believe how the evening had gone. She had looked forward to playing at Donna's house and staying for dinner, but now almost wished she had not visited her friend. She had enjoyed playing dolls with Donna, although her friend had insisted that the dolls were junk and said she would not be happy until she had the new ones that she had seen advertised on T.V.

"Supper in fifteen minutes," Donna's mother had called up the stairs.

"Shouldn't we go help set the table or something?" Julie had asked, but Donna only replied, "Are you crazy? Why should we?"

"Well, because..." Julie had begun, but had stopped, not sure how to say what she wanted to say.

Dinner itself was no better. Donna's family began to eat right away without thanking God for the food. "Ugh, spaghetti again!" Donna groaned.

"It's good," Julie said timidly, but Donna made a face.

"I want some bread," Donna demanded, and reached halfway across the table to get some. The meal continued in this manner and Julie was almost glad when it came time to leave.

On the way home in the car, Julie told her mother about her evening. "I had a pretty good time," she said, "but Donna's manners are just terrible."

"Well," Julie's mother replied, "I know another little girl who doesn't always remember to say 'please' and 'thank you.'"

"Yeah, I guess I'm not always polite," Julie admitted, "but Donna wouldn't eat her salad or help her mother with the dishes and she took the biggest piece of cake for dessert. How can she act like that?"

"Like all of us, Donna's a sinner, but she probably doesn't think of herself as bad," said Julie's mother. "We deserve nothing but punishment from God. If we truly realize that, we will have a thankful attitude and then we will thank God and people, too. We will say words of thanks and do things to help people because we are thankful for what God and they have done for us. Instead of saying, 'Yuck - Brussels sprouts!' we will thank God for giving us something to eat and our parents for working to buy them and prepare them."

"I really don't like Brussels sprouts," Julie said.

"Neither do I," admitted her mother, "but we can still be thankful we have food to eat. We can be thankful for warm clothes to wear even if they are not new or in style. You can be thankful for the opportunity to get a good education, even if you don't always want to do your homework, and be thankful for a good mind and eyes and hands so you can do your homework."

"I think I see what you mean, Mom," said Julie. "I guess I haven't been as thankful as I should."

"None of us is," her mother replied. "We can ask God to make us more thankful, and perhaps you can show Donna by your example the importance of gratitude."

Questions:

- What did Julie dislike about Donna's behavior?
- What did Julie's mother say about Donna's behavior?
- What are some things for which we should be thankful?
- To whom can we be thankful?
- How can we show our thankfulness?

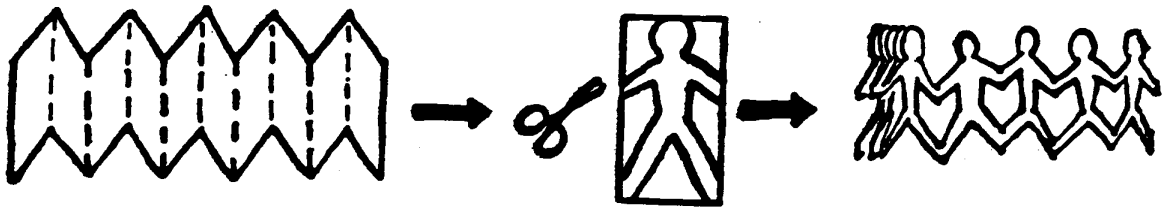
SONGS

"In Everything Give Thanks" (I Thessalonians 5:18); "Now Thank We All Our God" (*Trinity Hymnal*, #98); "Father, We Thank Thee" (*Trinity Hymnal*, #633); "Thank Him, Thank Him, All Ye Little Children."

Take Home Activity

Do one or both of the following:

- A. Ten Lepers Paper Figures** - Fold a long rectangle of thin paper “accordion” fashion ten times, resulting in a rectangle ten papers thick. On this new smaller rectangle, draw a man with his arms and legs stretched out so that his hands and feet touch the side of the paper. Cut out the man through the ten layers of paper, but do not cut the hands and feet where they touch the side of the paper. Open up the paper to show ten men holding hands and with their feet attached. Draw a smile on one leper and frowns on the others. Color as desired.



- B. Thank-You Note** - Have each child write a note to his parents or someone else thanking them for what they do for them or give them. Although an obligatory “thank you for my birthday present” type letter has merit, and it is good for a child to learn to write these, this should be more along the lines of: “Dear Mom and Dad, Thank you for the love you show me. Thank you, Dad, for fixing my bike and Mom, for baking cookies for my lunch....” Each child’s note should be original, but you can help by discussing what they should be thankful for.

BIBLE PASSAGE - LESSON FOCUS

Luke 17:11-19 - Jesus heals ten lepers; be thankful to Jesus and others.

MEMORY VERSE

This quarter, Luke 2:1-7; this week, Luke 2:6-7a - “While they were there, the time came for the baby to be born, and she gave birth to her firstborn, a son.”

SUGGESTED PROJECTS

1. Thank God for who He is and all He has done. Have a special time of thanksgiving and praise rather than a petition type of prayer.
2. Make a thanksgiving collage. Cut out magazine pictures and glue on poster board or on a large piece of paper or draw pictures of things for which we can thank God.
3. Write a song or poem thanking God for the blessings He has given.
4. Have every family member thank each other family member for at least one thing each day.
5. Make a special effort to use good manners this week. They can be a reflection of a humble attitude and gratitude we have to others.
6. Write a thank-you note to someone for something he or she does for you, not just for, e.g., a birthday present you received.
7. Sings songs of thanksgiving to God such as: “In Everything Give Thanks” (I Thessalonians 5:18); “Now Thank We All Our God” (*Trinity Hymnal*, #98); “Father, We Thank Thee” (*Trinity Hymnal*, #633); “Thank Him, Thank Him All Ye Little Children.”

JESUS BLESSES THE CHILDREN; JESUS MEETS THE RICH YOUNG RULER

Luke 18:15-29

Lesson Aim

To show students that the kingdom of God belongs to people with a childlike attitude.

Memory Verse

This quarter, Luke 2:1-7; this week, Luke 2:7 - “She wrapped Him in cloths and placed Him in a manger because there was no room for them in the inn.”

Lesson Background

Today’s lesson consists of two stories with a common subject of humility and pride. Jesus explains that those who inherit the kingdom of God must come to Him with a childlike spirit. A very young child (and the word here means “infant” or perhaps “toddler”) realizes his needs and readily accepts someone’s providing for him. He knows when he is hungry, cries out, and happily gulps the ensuing nourishment his parents provide. He gives an adult his complete trust. An older child or adult acts differently. Often he will not even recognize that he requires help, and if he does, will often rather suffer than humble himself to accept it.

This is most tragic in the spiritual realm, which is the very point Jesus brings out here. A person must recognize his sin, admit his guilt, and turn to Christ if he is to inherit eternal life. The Rich Young Ruler thought he deserved eternal life; after all, he had kept the commandments. Jesus demonstrates that he really had not done so, for by being unwilling to give his riches to the poor (and the point is willingness; God does not call all rich people to give everything to the poor, though we should be generous), he broke at least the first and tenth commandments. No one has ever perfectly kept God’s Law except Jesus, and it is only when we truly realize the implications of this that we will humbly turn to Christ for salvation.

Jesus asserts His deity from the beginning of His relationship with the Rich Young Ruler. His statement, “No one is good except God alone,” forces the man to realize that either Jesus is God and should be treated as such, or He is not and the man should stop flattering Christ by using a word that should be reserved for God alone. The contrast between Jesus’ true goodness and the man’s sinfulness should have led him to recognize his need to repent. Instead, the man focused on his own works or righteousness (verse 20, “What must I *do*?”); he refused to do the only thing necessary - to repent and trust Christ.

Jesus is willing to accept anyone, regardless of age or status, if he turns to Him in humility and faith. This lesson from the first portion of this narrative can be of great encouragement to youngsters in today’s busy world where few adults have time for children. Christ has time for even little children if they repent and make time for Him. Let us not be like the disciples who turned children away from Jesus because they thought He was too busy or important to bother with them.

Christ set forth how difficult it is for a rich man to enter heaven. Some say that the eye of the needle referred to a low gate into Jerusalem by that name where a camel would have to be relieved of his burden and crawl through on his knees. This makes an interesting illustration, but there is no reason to suppose that Jesus meant anything other than a literal needle, for only this would be “impossible.” Besides, there is no evidence of the existence of such a gate in Jerusalem before the Middle Ages.

Small children are indifferent to worldly riches. They would just as soon play with a box as the expensive present that came in it. Adults tend to rely on their riches, whether monetary, intellectual, social, or physical, rather than depending on God. The young ruler had to overcome this obstacle if he were to accept Christ. He loved his riches more than God. Is there anything we love more than God?

Knowledge Objectives - To know that Jesus blessed little children even when His disciples tried to keep them away; that Jesus is good, that Jesus is God; how to receive eternal life, the difficulty of the rich receiving eternal life; the illustration of the camel and the eye of the needle.

Behavioral Objectives - By God’s grace, to seek Christ with a humble attitude.

Lesson Procedure

Introduction - Introduce today’s Scripture with a discussion of pride. What does it mean to be proud? (See Scriptures, e.g., Proverbs 8:13; 16:5; 29:33.) Is a little child proud? (See Lesson Background.)

BIBLE STORY

Read the first part of today's Scripture, **Luke 18:15-17**. Discuss the passage. You may wish to use the story “Too Busy” to help in this.

STORY

TOO BUSY

“I’m so angry I could scream,” John yelled at his friend Dan as he ran out of the house.

“What’s the matter?” Dan questioned. “Where’s your Dad? I thought he was going to play ball with us.”

“Naw, he’s too busy,” replied John. “Some emergency at work. ‘Came up all of a sudden,’ he said. But it’s always like that. ‘Not now, John, I’m reading the paper.’ ‘Later, John, I have to finish this report.’ ‘Can’t you see I’m busy, John?’ I’m sick of it. I might as well not have a father like you.”

“But, John, I do have a Father,” said Dan, “God, my Father in heaven. And He’s never too busy to listen to me. Sometimes parents don’t spend the time with their children they should, but God is always there to talk with and help His children. He’s never too busy.”

“But I’m not important,” said John. “Why would God want to talk to me?”

“Because if you are His child, God loved you enough to send His Son to die for you. Someone who loves a person that much certainly wants to spend time with him. Why don’t we talk to Him now and then go play ball?”

“O.K.,” John said. “That sounds like a good idea.”

Questions:

- Do you ever feel no one listens to you or has time for you?
- Do you spend time talking to God?

BIBLE STORY

Read **Luke 18:19-29** (NIV). Discuss the passage using material from the Lesson Background. Be sure to point out the Rich Young Ruler’s pride, his depending on and loving riches more than God, and how one can really receive eternal life.

CLASS WORK

On the first part, have the children write “Jesus” or “RYR” (for Rich Young Ruler) next to each sentence. Then have them put the sentences in order by numbering them 1 to 5. You may have to explain to your children how to do the rebus:

cane + melon - on + t - net = ca[net]mel[on] = camel

SONGS

“Not What My Hands Have Done” (*Trinity Hymnal*, #461); “Only Trust Him” (“Come Every Soul” *Trinity Hymnal*, #675); “The Law of God” (*Trinity Hymnal*, #150).

Take Home Activity

Toy Clock - Draw the numbers 1 to 12 around the outside of a paper plate. It is best to draw the '12' at the top, then the '6' at the bottom, then the '3' on the right and the '9' on the left and fit in the other numbers in between. Cut two strips of cardboard or construction paper for the big and little hands and snip one end of each to a point. Fasten the other end of each strip to the center of the clock with a brass fastener. Print "Make Time for God" on the clock.

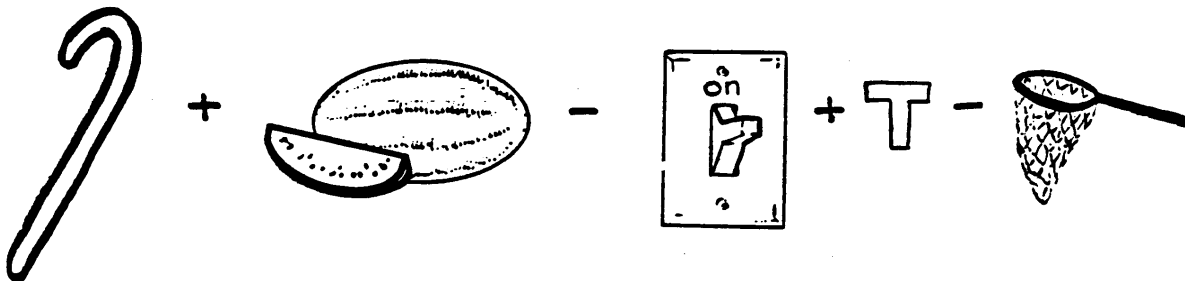
Class Work

**Jesus Blesses the Children
Jesus Meets the Rich Young Ruler**

Who said these things? Put the story in the right order.

- _____ "Sell everything you have and give it to the poor."
- _____ "All these [commandments] I have kept since I was a boy."
- _____ "Good teacher, what must I do to inherit eternal life?"
- _____ "How hard it is for the rich to enter the Kingdom of God."
- _____ "Why do you call me good? No one is good except God alone. You know the commandments."

**Do this puzzle.
Draw the answer and something for it to go through.**



BIBLE STORY - LESSON FOCUS

Luke 18:15-29 - The kingdom of God belongs to people with a humble, childlike attitude.

MEMORY VERSE

This quarter, Luke 2:1-7; this week, Luke 2:7 - “She wrapped Him in cloths and placed Him in a manger because there was no room for them in the inn.”

SUGGESTED PROJECTS

1. Discuss with your child how one receives eternal life. If you are unsure yourself, please speak to your child’s Sunday School teacher or church leader about this vital issue. You may also wish to read a book about salvation listed below.
2. Praise your child if he shows a humble attitude this week.
3. Read Luke 12:13-21 or other Scripture or stories (e.g., *The Voyage of the Dawn Treader*, C.S. Lewis, Macmillan, 1950.) about pride and riches.
4. Sing hymns such as: “Not What My Hands Have Done” (*Trinity Hymnal*, #461); “Only Trust Him” (“Come Every Soul” *Trinity Hymnal*, #675); “The Law of God” (*Trinity Hymnal*, #150).

SUGGESTED PARENTAL READING

Scripture: Galatians 3:10-14, 21-22; use a concordance to find verses on pride and riches.

Books: *Born Again* (Charles Colson, Spire, 1977.).
Mere Christianity (C.S. Lewis, Macmillan, 1972.).
Basic Christianity (John Stott, Intervarsity Press, London, 1958; Eerdmans, 1979.).
Knowing God (J. I. Packer, Intervarsity Press, 1973.).

THE TRIUMPHAL ENTRY

Mark 11:1-11

Lesson Aim

To encourage students to be faithful to Jesus, unlike the fickle crowd that wanted to crown Him king but later wanted to crucify Him.

Memory Verse

This quarter, Luke 2:1-7; this week, Luke 2:7 - “She wrapped Him in cloths and placed Him in a manger because there was no room for them in the inn.”

Lesson Background

The villages of Bethany and Bethphage, about two miles from Jerusalem at the foot of the Mount of Olives, provide the location for the beginning of a week-long drama culminating in Jesus’ death and resurrection. People crowded Jerusalem for the Passover celebration, remembering the time when God delivered them from the cruel bondage of the Egyptians. Many wondered if the Messiah would come soon to free them from Roman oppression. At Passover, the Israelites traditionally sang the Hallel, Psalm 113-118. Psalm 118 is a Messianic Psalm, and the crowd quoted verses twenty-five and twenty-six in their acclamation of Jesus; the people may have even used palm branches in their worship. “Hosanna” means “save now,” though it had also come to be an exclamation of praise used in liturgy and a greeting. How many in the crowd actually believed Jesus to be the Messiah is difficult to say. Jesus accepted the crowd’s praise; as the true King of Israel, He deserved their adoration.

Jesus did not enter Jerusalem on a war steed as a king normally would, but on a lowly donkey as prophesied in Zechariah 9:9. Having never been sat upon, the donkey met the requirements of Numbers 19:2

as an animal set aside for sacred use. Jewish leaders, probably aware of these Scriptures and certainly of the uproar of the crowd, were prodded into hastening their plot to kill Jesus.

The Jewish crowd proclaimed Christ king with loud hosannas. Five days later, many of the same people shouted “Crucify Him!” They were fickle and turned away from Jesus because He was not the kind of Messiah they anticipated. Do we turn from God when He fails to meet our expectations?

Knowledge Objectives - To know that, as prophesied, Jesus rode into Jerusalem on a donkey, that a crowd cut branches, shouted “Hosanna,” and acclaimed Jesus king, but five days later shouted, “Crucify Him!”

Behavioral Objectives - By God’s grace, to be faithful to Jesus.

Lesson Procedure

Introduction - Proceed somewhat as follows: “Do people ever change their minds? Suppose you were going to have a strawberry ice cream cone for dessert and your mom said you could have a chocolate marshmallow one if you preferred. Would it be all right to change your mind? Of course it would.”

“There are some things it is not good to change your mind about. One of these is following Jesus. Do you know what a chameleon is? It is a lizard that changes its skin color depending on its environment. If it is on a green leaf, it looks green, but if it stands on a brown branch, its skin color turns brown. God gave the lizard this ability so its enemies could not find it too easily. Some people act like chameleons when it comes to God. In church or even at home, they behave well and say how much they love God, but when they are with their friends, they act completely differently.”

“In today’s story, we find some people who acted like the chameleon. They praised Jesus as King (they hoped a king would come and free them from the Romans), but by five days later had changed their minds about who He was.”

“Most kings arrive in a city riding a beautiful, strong horse or in a big fancy car, but Jesus chose to enter Jerusalem riding on a donkey. It says in the Old Testament that the Messiah would come this way.” Have one of your students read aloud Zechariah 9:9 or read it yourself.

“Imagine that you lived in Jerusalem during the time of Jesus. Perhaps you might have heard something like this as you walked along one day.”

PLAY

Have two of your best readers act out the first half of the introductory play. If you do not have children who can read well in your class, it would be better to read the play aloud yourself, perhaps with another adult or older child. Participation by members of your class is preferable, if possible. Please make sure to put the students’ copies of the play back in the Teacher’s Manual for use in future years.

BIBLE STORY

Read **Mark 11:1-11** (NIV) and discuss using any background material you feel is helpful. The use of palms might be compared to the waving of flags at a parade today. Emphasize the crowd's attitude and lead into the crucifixion story somewhat as follows: "On that day that we call Palm Sunday, you might have felt sure that the people in the crowd loved Jesus and would follow Him anywhere or do anything for Him. But five days later, this is what happened...."

Read **Mark 15:1-15** (NIV) and discuss.

As extremely important as the crucifixion story is, we will use it here primarily to show a change in the crowd's attitude and as a background for next week's Resurrection story. Many children are already familiar with the story, it is apt to be covered thoroughly in church and other religious classes, and the passage included here will give the basic facts of what did happen. Salvation and the reason for Jesus' death are discussed elsewhere in this curriculum. You should decide how thoroughly you discuss these verses based on time allowed and the needs of your class. Focus on being faithful to Christ.

As you read the passage, be sure your class understands the following terms: *Sanhedrin* (ruling body of Jews); *Pilate* (governor of Judea); *Feast* (Passover); *Insurrectionists* (people who wanted to overthrow the Roman government by violence); *crucify* (nail someone's hands and feet to a cross stuck in the ground so that the person died, usually by suffocation); read the words "Crucify Him!" with feeling as the crowd would have.

PLAY - Have your actors read the second half of the play.

STORY

THE HERO

Bill could hardly sit in his seat. He was about to see his first major league baseball game and he did not want to miss a thing.

"Look Dad," he yelled as the teams ran onto the field, "there's Johnny Jones." Bill cheered and waved his pennant.

The visiting team batted first; a clean single over the shortstop's head began the game. This was followed by a strike out, a double, and a walk. There were three men on base with a strong hitter up to bat.

"It doesn't look good for Johnny's team," thought Bill.

But wait! The man hit a pop-up, an easy catch right toward Johnny Jones. "Get it!" said Bill, but Johnny missed. An easy ball like that and he missed. Perhaps the sun was in his eyes, perhaps he tripped, but whatever the cause, three runs scored before Johnny threw the man out at third base.

"Ugh," groaned Bill, "what a way to start the game!"

But that was only the beginning. The team did all right, but everything Johnny did seemed to go wrong, from striking out at bat to making errors in the field. The crowd booed and Bill joined in.

"I thought Johnny was big and strong and the best ballplayer ever," said Bill.

"I was wrong, Dad. He's nothing but a bum."

"Bill," replied his father, "Jones just had a bad day, but even if he couldn't play ball well, that's not what is most important in life. We should do our best at things and glorify God. It's easier to do this when friends stick by us. Did you know that Johnny Jones is a Christian and is speaking to your class on Sunday?"

"No, Dad," said Bill, but thought, "I don't even want to hear him."

Bill thought that week about what his father had said. He did not plan to listen on Sunday, but how often did he get to hear a big league ballplayer speak, even if he couldn't play ball well? So Bill decided to

listen for a while. Soon, though, he was sitting on the edge of his chair, trying to catch every word. This guy was interesting! Who would have thought someone famous like Jones would be a Christian? “You know,” Bill told his Dad later, “that Johnny Jones is a neat guy. And he’s a good ball player too. After all, anyone could have a bad day.”

Questions:

- What did Bill think of Johnny Jones before the game? How did his opinion of him change? Did it change again? Why?
- How did the crowd feel about Jesus on Palm Sunday? Why did they change their minds? What was wrong about their idea about who Jesus was?
- What is the difference between Jesus and Johnny Jones and how people felt about them? What if Johnny Jones had been a bad man? Would he still deserve the same sort of loyalty?

Note: We should be loyal to Jesus even when the crowd turns against Him.

SONGS

“If We Keep Our Voices Silent” (see Luke 19:40); “King of Kings and Lord of Lords”; “He is Lord”; “All Glory, Laud and Honor” (*Trinity Hymnal*, #235); “Ride On, Ride On In Majesty” (*Trinity Hymnal*, #237).

Take Home Activity

Palm Leaf - Cut a palm leaf shape (a long oval with a stem on the end) from green construction paper. Make a fringe all the way around the oval by making 1-inch snips every ¼ inch. Fold and tape the stem into a tube shape, if desired.

TRIUMPHAL ENTRY -- Introductory Play

Characters: two children - Rachel and Sarah (or Jacob)

Rachel: “Do you think that man Jesus is going to come to Jerusalem for the Passover?”

Sarah : “I don’t know. My cousin was there when He gave bread and fish to that whole crowd of people. She said it all came from a boy’s lunch, but I think she’s just making that up.”

Rachel: “Some people think He is a king.”

Sarah : “It would be good to have a king who would give us free food, but even if He would just free us from these cruel Romans who rule us...”

Rachel: “I’ve heard He’s a gentle man, but the Romans wouldn’t leave our country without a fight. We pay them too much money in taxes.”

Sarah : “Hey! What’s that? It sounds like a crowd’s headed this way.”

[Read Mark 11:1-11; also Mark 15:1-15]

[A week later.]

Sarah : “Well, I guess you were wrong, Rachel.”

Rachel: “Wrong about what?”

Sarah : “That prophet, or whatever He was, that Jesus was crucified. The Romans hung Him on a cross to die. Some king! He didn’t even try to fight.”

Rachel: “Jesus - dead? Oh, no! Really? How sad. He seemed such a kind and gentle person. But I guess you’re right. He would certainly make a weak king if He wouldn’t even defend Himself. Yet He looked so calm, kind of noble riding on that donkey last week, almost as if He were a king.”

Sarah : “You know something even stranger? I heard that some people are spreading the story that He’s alive. But that’s ridiculous! How could a dead person become alive?”

BIBLE PASSAGE - LESSON FOCUS

Mark 11:1-11; 15:1-15 - The Triumphal Entry; A fickle crowd wanted to crown Jesus king, but later said to crucify Him.

MEMORY VERSE

This quarter, Luke 2:1-7; this week, Luke 2:7 - “She wrapped Him in cloths and placed Him in a manger because there was no room for them in the inn.”

SUGGESTED PROJECTS

1. Read Scriptures about the week of Jesus’ death and resurrection (see Suggested Parental Reading).
2. Read Matthew 26:69-75 and compare Peter’s denial of Christ to the reaction of the fickle crowd to Jesus. One point of contrast is that Peter seems to have been a true follower of Christ at the time of his denial whereas many in the crowd had only a superficial allegiance to the Messiah. Jesus forgave Peter, but He does not forgive those who do not know Him.
3. Discuss situations in which it would be easy to turn from Jesus, and what might be done to be faithful at these times.
4. Discuss the implications of Jesus’ death on the cross.
5. Sing: “If We Keep Our Voices Silent” (Luke 19:40); “King of Kings and Lord of Lords”; “He is Lord”; “All Glory, Laud, and Honor” (*Trinity Hymnal*, #235); “Ride On, Ride On In Majesty” (*Trinity Hymnal*, #237).

SUGGESTED PARENTAL READING

Scripture: Matthew 21:1-17; Matthew 26-27; Mark 11:1-11; Mark 14-15; Luke 19:28-44; Luke 22-23; John 13; John 18-19.

THE RESURRECTION

John 20:1-18

Lesson Aim

To encourage students to worship the triune God, for Christ is alive - Hallelujah!

Memory Verse

This quarter, Luke 2:1-7; this week, review Luke 2:1-7.

Lesson Background

“Now to the king eternal, immortal, invisible, the only God, be honor and glory for ever and ever. Amen” (I Timothy 1:17). How can we even begin to express praise and adoration to our God for what He has done in raising Jesus Christ from the dead? Today, you are to attempt to share your joy with your students and the reason for it.

“Early on the first day of the week while it was still dark, Mary Magdalene went to the tomb and saw that the stone has been removed from the entrance.” It was a new tomb, probably with a low entrance blocked by a round stone that fitted into a groove and would have been too heavy for Mary Magdalene and the other women (“we,” verse 2) to move. Bodies at this time were often wrapped around and around with bandages, with myrrh and aloes tucked between layers. Jesus’ body had disappeared and Mary ran to get her friends to help find out what had happened to it. Peter and John (the other disciple) ran to see the empty tomb for themselves and John, at least, was given some understanding of the significance of what had occurred (John 20:8).

The disciples returned home, “but Mary stood outside the tomb crying” (John 20:11; “crying” means loud lamentation as is common in many cultures at death). She saw two angels where Jesus’ body had been, though in her grief Mary did not seem very disturbed by this. Mary then turned and saw Jesus, but supposed

Him to be the gardener (see Luke 24:16 for another time people failed to recognize Christ after His Resurrection). She, perhaps, turned away momentarily from Him again, for when Jesus spoke her name, “Miriam,” she turned in recognition toward Him. Answering in Aramaic, as He had spoken, she calls Christ *Rabboni*, a form of address reserved for God or perhaps a great teacher rather than the common *Rabbi* (“teacher”).

“Do not hold on to me” means “do not cling to me imagining I will be with you in the same way as before the Resurrection.” It does not mean “do not touch me.” Mary might have thought that Jesus was raised like Lazarus only to die again. She had to realize that the situation was different and that Jesus’ resurrected body was different.

Jesus points out a new relationship that now exists between Him and His disciples. They are no longer slaves or even merely friends (John 15:15), but brothers. There is unity, a common Father and God, but distinction as well. Jesus says “my Father and your Father,” “my God and your God,” not “our Father and our God,” for He stands in a unique relationship to the Father and is Himself part of the Godhead.

Some have asserted that the Resurrection is a hoax, an elaborate plan in which the disciples stole Jesus’ body or a situation in which Jesus merely fainted and was revived by the cold air in the tomb. The heavy stone (which was removed for people’s benefit, not Christ’s, cf. John 20:26), Roman seal, and guard argue strongly against both contentions, as do the orderly graveclothes, for no seriously injured man or grave robber would bother to leave the clothes neatly in the tomb with the face cloth folded separately by itself (John 20:6-7). It also cannot be doubted that Jesus appeared to many people after His crucifixion, including Mary Magdalene, the apostles, and on one day more than five hundred people (I Corinthians 15:6). There is abundant evidence that Christ is alive, but it is a matter apprehended by faith. “If Christ has not been raised, [our] faith is futile, [we] are still in [our] sins” and “are to be pitied more than all men” (I Corinthians 15:17,19b). But Jesus Christ *is* alive. Let us proclaim with believers through the ages: “Christ is risen. He is risen indeed.” Hallelujah!

Knowledge Objectives - To know that Mary found Jesus’ tomb empty and told Peter and John, who ran to see for themselves; that Peter and John saw an empty tomb with neatly folded graveclothes; that later, Mary saw two angels in the tomb and then saw and spoke with Jesus Himself, who had risen from the dead.

Behavioral Objectives - To worship the risen Savior.

Lesson Procedure

Introduction - Review the second part of last week’s story (the crucifixion). Discuss the desolation the disciples must have felt knowing their leader was dead. Discuss death, not in terms of soteriology (salvation, heaven and hell) now, but as a common human experience. Most of your children probably will not have much familiarity with people dying, but will at least have seen the bodies of dead animals. Emphasize the seriousness and finality of death. Point out that Christ’s death was not like that of cartoon characters who are run over by a truck and bounce back smiling, or actors who die on one program and appear alive on another a week later. Jesus was really dead.

BIBLE STORY

Read **John 20:1-18** (NIV) using background material you feel appropriate. Emphasize the fact of the Resurrection, the faith needed to understand the Resurrection truly, and the implications of the

Resurrection (e.g., death is conquered, Christians will rise like Christ, the need for faith in Christ, Christ will always be with His people).

Such a truth and such a hope should lead us to worship; a study of the pivotal event of our faith should inevitably lead to praise. Many of your students may not know Christ, however, and to force them to participate in worship may foster hypocrisy. Nonetheless, some time should be spent today in prayer and praise for what Christ has done as long as you point out to your students that only true Christians can really worship Christ. All people are commanded to thank God, so some time can be spent in prayer and thanksgiving.

SONGS

“He is Lord”; “Christ the Lord is Risen Today” (*Trinity Hymnal*, #277); “Low in the Grave He Lay” (*Trinity Hymnal*, #276); “Welcome Happy Morning” (*Trinity Hymnal*, #269).

QUIZ

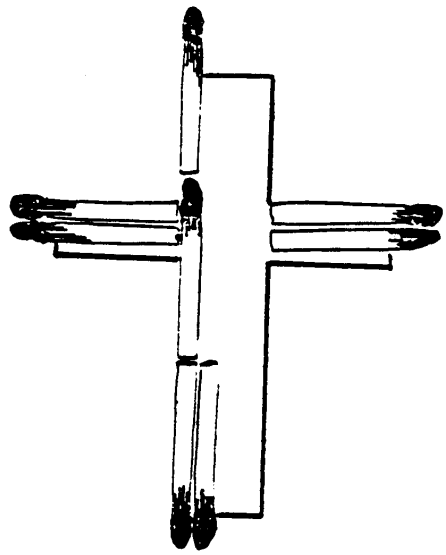
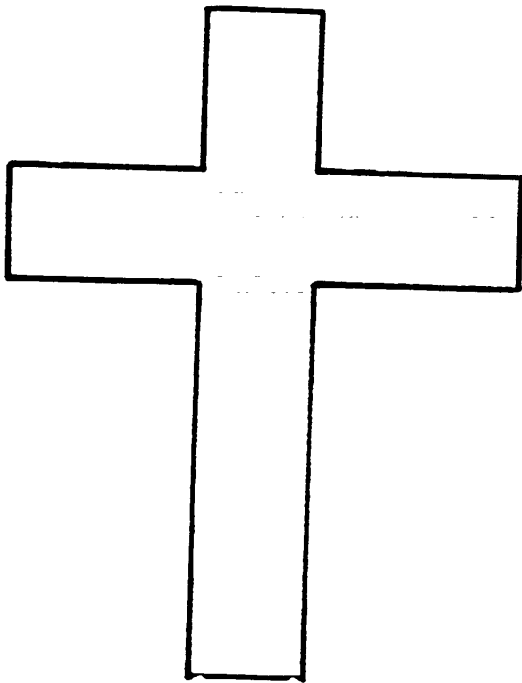
Flexibility is given in today’s lesson so that you may adapt it to the spiritual needs of your students and time available. You may play Bible Baseball (using the quiz questions provided or your own), another type of quiz/game, and/or do the Take Home Activity below.

Take Home Activity

Do one or both of these activities.

- A. **Matchstick Cross** - Make a matchstick cross wall hanging as a reminder of Christ’s death and Resurrection. Using carbon paper, transfer the cross pattern to cardboard, one cross per child. Cut out the cross. Glue previously burned matchsticks on the cross completely covering and overlapping the ends of the cardboard. The matchsticks should be placed lengthwise on the length of the cross and in the opposite direction on the width of the cross. It is easiest to put the glue on the cardboard and place the sticks on this rather than trying to glue each individual matchstick. Shellac if possible. See the diagram on the back of this page.
- B. **Plant** - Many people see in Spring a symbol of Christ’s Resurrection. Have each child plant a flower seed or bulb so that he or she may remember in a few weeks when the plant sprouts that Christ was buried in the earth but came alive. Of course, there is a big difference between this and the Resurrection, but it is a reminder.

MATCHSTICK CROSS



BIBLE PASSAGE - LESSON FOCUS

John 20:1-18 - Worship the triune God, for Christ is alive! Hallelujah!

MEMORY VERSE

This quarter, Luke 2:1-7; this week, review Luke 2:1-7.

SUGGESTED PROJECTS

1. Read Scriptures relating Christ's appearances to His disciples after His Resurrection (see Suggested Parental Reading). Discuss similarities and differences to today's Bible story.
2. Discuss the implications of Christ's Resurrection (e.g., death is conquered, Christians will rise like Christ, the need for faith in Christ, Christ will always be with His people). (See I Corinthians 15.)
3. Consider how death is viewed in books read and television programs seen this week. Is death taken seriously? Is hope for resurrection given? On what basis is that hope offered?
4. Worship God and thank Him for Christ's Resurrection. Only a Christian can truly worship God, but all people are commanded to acknowledge Him in thanksgiving. Sing: "He is Lord"; "Christ the Lord is Risen Today" (*Trinity Hymnal*, #277); "Low in the Grave" (*Trinity Hymnal*, #276); "Welcome Happy Morning" (*Trinity Hymnal*, #269).

SUGGESTED PARENTAL READING

Scripture: I Corinthians 15; Post-Resurrection appearances: Matthew 27:62-66; Matthew 28; Mark 16; Luke 24; John 20:19-31; John 21.