

Grades 1-2
Sunday School
Year 1
Teacher's Guides

The teacher's guides for Grades 1-2 Sunday School Year 1 lessons are found in three Adobe PDF files:

01Teachers1_2Yr1Fall.pdf
02Teachers1_2Yr1Winter.pdf
03Teachers1_2Yr1Spring.pdf

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TEACHER'S GUIDE

GRADES 1-2
YEAR 1 | SPRING

Sunday School



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*I am the light of the world.
Whoever follows me will never walk in darkness,
but will have the light of life.*

John 8:12
(NIV 1984)



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Introduction

Christ-Light is a complete religion curriculum for youth from birth through grade 12.

The Christ-Light Sunday school curriculum consists of 117 lessons for each level, arranged in a three-year cycle. Each year the students will study lessons from both the Old and New Testaments, to ensure that they receive a clear picture of the promise and fulfillment of God’s plan of salvation. Some key Scripture lessons, such as the creation and the birth, death, and resurrection of Jesus, are repeated during the three-year cycle.

Parental involvement is key to the spiritual nurture of the students!

Student Lessons offer interesting, interactive parent-child activities.

Teacher’s Guides offer additional ideas for encouraging parent-child interaction.

Characteristics of six- to eight-year-old children

Mental Development

- Vary greatly in reading abilities
- Need set routines and rules, and find safety in them
- Process concrete information best and understand most things literally
- Are inquisitive
- Have vivid imaginations and love to hear Bible stories and see pictures of Bible events
- Are eager to learn many new truths and share them with others
- Are increasingly aware of God-pleasing and ungodly words and actions in the lives of others
- Treasure their salvation through Jesus and want to thank him for it

- Can learn to pray from the heart as situations arise
- Are beginning to understand a sequence of events
- Enjoy active learning (motor skills, crafts, songs, rhythm, drama)

Emotional Development

- Can independently form personal attitudes and habits
- Are highly impressionable

Social Development

- Can begin to work cooperatively in small groups
- Learn from words, actions, and opinions of their teachers
- Learn from words, actions, and opinions of their peers
- Enjoy sharing what they have learned with parents
- Enjoy having parents help them learn

Teacher Preparation

Unique resources for helping teachers prepare for each lesson are found in the *Teaching Helps* podcasts. You can access these online: www.nph.net/christlight.

For each lesson, a two-part file is provided. In the first part (about 12 minutes long), a pastor discusses the content of the Bible lesson itself. In the second part (about 6 minutes), teachers give additional teaching tips not found in the Christ-Light teachers’ guides. A two-page study sheet is available for those who may want to take notes as they listen to the *Teaching Helps*.

Teaching Materials

Teacher’s Guides

Christ-Light Teacher’s Guides offer everything you need to teach a lesson. Familiarize yourself with the Teacher’s Guide by reading **Teaching the Lesson**, beginning on page viii.

Note that the Teacher's Guide is set up with parallel lesson plans—one in the wide column and one in the narrow column.

Those who want one straightforward, complete lesson can use the wide column, start to finish.

Those who want to design their own lessons may select activities from either the wide or the narrow column, or from the **Lesson Activities** section.

Student Lessons

Christ-Light student lessons are an essential connection with the home. Encourage all parents to use them with their children. These loose-leaf, two-page lesson sheets contain the Bible story text, a full-color teaching picture, a brief summary of the lesson, both a grade-appropriate and a family parent-child activity, a prayer, and a memory treasure.

Copy Master CD

A single Copy Master CD contains all the copy masters for the entire year. The reproducible copy masters are designed to teach, review, apply, reinforce, or enrich your lessons.

Each set of copy masters includes a map featuring locations mentioned in the Bible lessons. The teacher may enlarge the maps for classroom use or give each student a copy for reference.

The Copy Master CD also contains separate files with printable copies of the selections found on the music CDs. (See **Music** below.)

Music


Each lesson includes at least one song, hymn, or liturgical response.

Teaching CDs with upbeat accompaniment and accompaniment + vocal tracks are available for:

1. 38 memory treasure hymns
2. 61 core memory treasure passages
3. grade level songs

The Copy Master CD contains a file with printable copies of *all* the selections on the *Christ-Light Songs* CD.

Additional files contain guitar chords and melody lines for the *Memory Treasures: Hymns* CD as well as the *Memory Treasures: Passages* CD.

A music CD icon  identifies the songs that have been recorded on the CDs.

Take-Along CDs of the accompaniment + vocal tracks of all CDs are available at an attractive price for use by families. These CDs can teach on the way to school, on the way home from soccer practice, and during evening family time.

Teaching Pictures

CDs of the Bible story pictures for prekindergarten through grade 4 are available. The pictures may be projected or reproduced for classroom use.

Teaching the Lesson

Lesson Overview

The lesson summary helps the teacher understand the contents of the lesson. The **Looking Back at . . .** section helps the teacher remember the key points of the previous lesson.

Lesson goals are expressed in the Truth, what God teaches us in the lesson; the application, what this lesson means to us; and the response, what we do in response to this truth.



The teacher is encouraged to present the **Memory Treasures** in interesting, fun ways. See the Leader's Resource CD for suggestions.

The Bible passages are available in various translations in electronic format. The teacher

can print the memory assignments and distribute them each day or create a memory booklet of all the memory assignments for the year.



You will find new or difficult words, phrases, and concepts in the section called **Wordwise**. Be sure students understand these as you teach the lesson.



It is always helpful for the teacher to have as much background information as possible. Appropriate commentaries are listed in **Dig Deeper**.



As Christians, we have the privilege of being able to approach our God in prayer. **The Teacher Prays** offers a prayer that may be just what you would like to say to God before you begin teaching your lesson.



Christ-Light provides a hymn or prayer to open each lesson. The brevity makes it possible to teach the “meat” of the lesson during prime learning time.



Introduce is designed to create student interest in the coming lesson. Introductions provide necessary background, actively involve students, and lead them to anticipate an answer to the aim question.



The **Aim** asks what God is telling us in the lesson. The **Truth** answers that question.



Teachers will use this section to teach the Word of God by telling the story in a creative, interactive way.



In this section, key story events are briefly reviewed, leading the students to apply the truth to their lives and to examine ways in which they can respond.



Each lesson closes by leading the students to briefly summarize the main points of the lesson. Key memory treasures are often integrated into the lesson closing.



Each teacher’s guide offers ways to encourage parents as they carry out the important job of being the primary Christian educators of their children. The

To Do at Home sections suggest messages you can share with parents verbally after class or include in classroom newsletters or notes home. The messages often point out ways parents can use the student lesson activities and study God’s Word with their children.



Simple Bible passages, catechism, and hymn memory treasures are incorporated into the lessons. Many of these memory treasures are taken from a core list that will be repeated in later grades.



A brief lesson plan is offered as an option for use in a midweek session or after-school child care program. The plan reviews the lesson but focuses on applying the Word and responding to it. A brief opening and closing are provided.

Lesson Activities

These additional activities offer even more options for teaching, reviewing, applying, or responding to the truth of the lesson. The *purpose* of each activity is stated so the teacher can quickly see how the activity applies to the lesson. The *procedure* explains how to use the activity.

Special Features

Worship Words

In Christ-Light, prekindergarten and kindergarten children learn worship words—simple hymns, psalm refrains, and parts of the liturgy used in *Christian Worship*. Doing this helps the children be active participants in worship services. Some of the worship sections in the materials for grades 1 and 2 review these worship words.

Below is the worship words plan as it is outlined in the prekindergarten-kindergarten materials.

Suggestion: In the first year, teach one worship word from **Set 1** every Sunday for a month. Use the same procedure to teach **Set 2** the second year. Use **Additional Worship Words** when time allows.

Set 1

1. Psalm Refrains

- Psalm 31 (page 77): “Surely, it is God who saves me . . .”
- Psalm 34 (page 80): “Happy the people . . .”
- Psalm 78 (page 95): “Your Word is a lamp . . .”

2. Parts of the Liturgy

- Verse of the Day (page 30): “Alleluia! Alleluia! Alleluia! These words are written . . .”
- The Gospel Responses (page 18): “Glory be to you, O Lord! Praise be . . .”

3. Hymns

- I Am Jesus’ Little Lamb (hymn 432:1)
- Now the Light Has Gone Away (hymn 593:1,2)

4. Hymn Refrains

- Oh, Come, All Ye Faithful (hymn 55)
- The King of Glory Comes (hymn 363)

Set 2

1. Psalm Refrains

- Psalm 23 (page 72): “The Lord is my shepherd . . .”
- Psalm 38 (page 81): “Be merciful, O Lord . . .”
- Psalm 47 (page 85): “Let the people praise you, O God . . .”

2. Parts of the Liturgy

- Thank the Lord (page 36, first line): “Thank the Lord and sing his praise. Tell ev’ryone what he has done.”

3. Hymns

- Away in a Manger (hymn 68:1)
- I Am Trusting You, Lord Jesus (hymn 446:1)

4. Hymn Refrains

- Go, Tell It on the Mountain (hymn 57)
- Alleluia, Alleluia, Give Thanks (hymn 154)
- Onward, Christian Soldiers (hymn 537)

Additional Worship Words

- Psalm 139b (page 117): “I will praise you, O Lord . . .”
- O Christ, Lamb of God (hymnal, page 23 or 35)
- How Sweet the Name of Jesus Sounds (hymn 358:1)
- God Loved the World So That He Gave (hymn 391:1)
- Jesus, Shepherd of the Sheep (hymn 436:1)



MEMORY TREASURES

The following memory treasures are developed throughout materials for prekindergarten through grade 6.

Catechism Memory Treasures

- Ten Commandments, meanings, and conclusion
- Apostles’ Creed—articles and meanings
- Lord’s Prayer and meanings
- Sacrament of Holy Communion

Hymn Memory Treasures

* An asterisk indicates a core hymn that will be learned by the Sunday school students. As time allows, you may choose to teach other hymn stanzas.

<i>Hymn Category</i>	<i>Hymn Number</i>	<i>Hymn Title</i>
Advent	2:1	Savior of the Nations, Come
Christmas	38:1-3,13	From Heaven Above to Earth I Come
Lent	103:1,2,6	Glory Be to Jesus
Lent	111:1,2,5	Sweet the Moments, Rich in Blessing
Easter	152:1-3,7,8	I Know That My Redeemer Lives
Ascension	170:1,3	Draw Us to Thee
Ascension	173:1	On Christ's Ascension I Now Build
Pentecost	183:1,3,4	Holy Spirit, Light Divine
Reformation	200:1-4	A Mighty Fortress Is Our God
End Time	208:1	Great God, What Do I See and Hear
Worship and Praise	234:1,3	Praise to the Lord, the Almighty
Word of God	282:1	Lord, Open Now My Heart to Hear
Word of God	284:1,3,4	How Precious Is the Book Divine
Word of God	293:1	God's Word Is Our Great Heritage
Confession and Absolution	304:1,5,7	*Jesus Sinners Does Receive
Close of Service	319:1	On My Heart Imprint Your Image
Close of Service	333:1,2	Abide, O Dearest Jesus
Redeemer	348:1,4	Jesus, Jesus, Only Jesus
Redeemer	358:1,2	How Sweet the Name of Jesus Sounds
Justification	379:1,3	Amazing Grace—How Sweet the Sound
Justification	391:1,3,4	God Loved the World So That He Gave
Prayer	411:1,2	*What a Friend We Have in Jesus
Trust	422:1-4	Jesus, Lead Us On
Trust	429:1-3	*What God Ordains Is Always Good
Trust	432:1	I Am Jesus' Little Lamb
Trust	436:1,2,4	Jesus, Shepherd of the Sheep
Trust	441:1,3	O God, Our Help in Ages Past
Commitment	469:1-3,6	*Take My Life and Let It Be
Commitment	478:1,2	With the Lord Begin Your Task
Stewardship	485:1,2	We Give Thee but Thine Own
Christian Love	490:1-3	Love in Christ Is Strong and Living
Christian Home	506:1,3	Oh, Blest the House, Whate'er Befall

<i>Hymn Category</i>	<i>Hymn Number</i>	<i>Hymn Title</i>
Missions	573:1,2,4	*Hark! The Voice of Jesus Crying
Evening	587:3,4	Now Rest Beneath Night's Shadow
Evening	588:1,2,6,7	Abide With Me
Confirmation	596:1	Let Me Be Yours Forever
Death and Burial	606:1-3	For Me to Live Is Jesus
Thanksgiving	610:1-3	Now Thank We All Our God

Bible Passage Memory Treasures

* An asterisk indicates a core passage.

Those passages express biblical truths that are considered essential knowledge for a basic preparation for confirmation.

The passages without an asterisk are not considered core passages but are optional choices for memorization.

* Genesis 1:1	Matthew 4:10b	* John 3:16	Ephesians 4:32
Genesis 39:9b	Matthew 6:33	John 5:39	Ephesians 6:1
* Exodus 20:11a	* Matthew 7:7	John 11:25,26a	* 1 Timothy 2:3,4
Job 19:25-27	* Matthew 11:28	* John 14:19b	2 Timothy 3:15
* Psalm 37:5	Matthew 18:20	Romans 1:16	2 Timothy 3:16
* Psalm 50:15	* Matthew 22:37	* Romans 3:23	Hebrews 11:1
* Psalm 51:5	* Matthew 22:39b	Romans 3:24	James 1:22
Psalm 103:1,2	* Matthew 26:41	* Romans 6:23	* 1 Peter 5:7
* Psalm 118:1	* Matthew 28:19	* Romans 8:28	1 Peter 5:8
* Psalm 119:105	* Matthew 28:19,20	* Romans 10:17	* 1 John 1:7b
Psalm 139:14	* Matthew 28:20b	* 1 Corinthians 10:31	1 John 3:15
Psalm 145:15,16	Mark 10:45	1 Corinthians 12:3b	1 John 4:19
* Proverbs 3:5	* Mark 16:16	Galatians 3:26	* Revelation 2:10b
Isaiah 41:10	* Luke 11:28	Galatians 3:27	
* Isaiah 43:11	Luke 18:13b	Galatians 4:4,5	
Isaiah 64:6a	John 1:29b	* Ephesians 2:8,9	

Jesus and Nicodemus

John 3:1-16



What did Jesus teach Nicodemus?



Jesus taught Nicodemus that through faith people receive eternal life.

Application: The Holy Spirit works faith through Baptism and God's Word.

Response: We treasure the gift of faith and study God's Word regularly to strengthen our faith.

Lesson Summary: Nicodemus came to Jesus secretly to learn about God's kingdom. Jesus explained that faith is a gift the Holy Spirit works through Baptism. Jesus also explained that he would give up his life to give eternal life to all who believe in him.



- * Luke 11:28
- * John 3:16
- * Romans 3:23



Pharisees—church leaders of Jesus' day; many believed they kept God's law perfectly and therefore had no need for a savior; often enemies of Jesus

Holy Spirit—one person of the triune God (along with the Father and the Son, Jesus); he uses God's Word as a tool to work faith in our hearts and to strengthen that faith



See Franzmann, *Bible History Commentary: New Testament*, Volume 1, pages 91-102; The People's Bible: Baumler, *John*, pages 48-55.



Dear Holy Spirit, thank you for opening my ears to hear God's Word and my heart to believe in Jesus. Use me to invite others to listen and believe so that they also may inherit eternal life in heaven. Amen.

Looking Ahead at Lesson 2

Jesus Preaches in Nazareth

Matthew 13:53-58; Luke 4:16-30

Aim: What wouldn't the people of Nazareth believe?

Truth: The people of Nazareth wouldn't believe that Jesus was the promised Savior.

Application: The Holy Spirit strengthens our faith so that we keep believing in our Savior.

Response: We study God's Word to keep our faith strong so we never fall away from Jesus in unbelief.

Lesson Summary: In his hometown synagogue, Jesus read from the book of Isaiah. But his listeners refused to believe that he was the fulfillment of Isaiah's prophecy. They wanted to throw Jesus off a cliff, but he walked away easily.

Memory Treasures: *Mark 16:16; *The Third Commandment (with explanation); Hymn 596:1

Alternate Lesson Plan



Sing: Review that God is three persons: Father, Son, and Holy Spirit. Explain that the work of the Holy Spirit is sometimes compared to a light, showing us the way to Jesus and leading us to believe in him. Sing or speak “Holy Spirit, Light Divine” (hymn 183:1) with the children.

Pray: Dear Holy Spirit, thank you for shining through God’s Word and leading us to Jesus. Amen.



Show any or all of the following textbooks one at a time: math, science, and social studies.

Ask the children what they learn from their math books. [How to add, subtract, tell time, make change, and so on.] Ask what they learn from science and social studies books. [Various responses.]



Today’s Bible lesson tells about a man who wanted to learn. His name was Nicodemus. He did not want to learn more about math, science, or social studies. Nicodemus wanted to learn more about Jesus. **Listen to find out what Jesus taught Nicodemus.**



WORSHIP

Sing: Remind the children that faith is not something we get on our own. Faith is a gift from the Holy Spirit. Explain that in “I Am Trusting You, Lord Jesus” (hymn 446:1) we sing about our faith and trust in the Lord. We know that only he can save us.

Pray: Lord, thank you for the gifts of faith and salvation. We know that someday you will bring us home to heaven to be with you, not because of what *we* have done but because of what *you* have done for us. We love you, Jesus. Amen.



Write “Pharisees” on the board.

Explain that during Jesus’ life on earth, there were some leaders of the church called Pharisees. Help the children read the word. Explain that the Pharisees thought they kept God’s commandments better than other people did. The Pharisees made lots of rules, which God had not made, and wanted people to obey them. The Pharisees thought they were good enough to get into heaven on their own and that they didn’t need a Savior.



Aim

Today you will learn about a time when a Pharisee named Nicodemus secretly met with Jesus to learn more about him. **Listen to find out what Jesus taught a Pharisee named Nicodemus.**



Write the following sentences on separate sheets of paper:

“The Holy Spirit brings people to faith through _____.”

“All who believe in Jesus as their Savior will live forever in _____.”

Write “Jesus taught that . . .” on two more sheets of paper of the same size. Cover each of the sentence sheets with a “Jesus taught that . . .” sheet. Remove each top sheet to reveal a main point at the appropriate time as you tell the story. Have volunteers fill in each blank. [Baptism, heaven.]

One **night** a **Pharisee** named **Nicodemus** came to **talk with Jesus**. He **believed** that **Jesus was a teacher** who was **sent by God**. And he wanted to **learn more** about Jesus and his kingdom.

Jesus told Nicodemus, “If you want to **become a child of God** and a member of his kingdom, you must be **born again**.”

Nicodemus asked, “Do you mean that a person who is **grown up** has to **become a baby again** and be born a second time?”

Jesus answered, “All **people** are **born sinful**. Sinful people are **not God’s children** and not part of his kingdom. But all people **can be born again** in a new way. They can be born **through water and the Holy Spirit**.” Jesus was explaining that **through Baptism** the **Holy Spirit** washes away people’s **sins** and **brings them to faith** in Jesus as their Savior. That **makes them God’s children**.

Jesus continued, “Think about the wind. You can **hear the wind** blowing, but you **can’t see it**. You **can’t tell where** the wind comes from or where it is going. **But you have felt** the wind, and you have **seen what it can do**. It is like that with the Holy Spirit. You **don’t see the Holy Spirit**. But you can **see what happens** in people’s lives when the Holy Spirit enters their hearts. **He changes them** from people who love sin **into people who love God**. That is what it means to be **born again**.”

Then Jesus told Nicodemus, “**I will be put to death** on a cross so that people can enter the kingdom of God and live with him forever. **God so loved the world** that he **gave** his one and **only Son**, that **whoever believes** in him shall not perish but **have eternal life**.”

The Bible **later** tells us that God the **Holy Spirit** worked in the **heart of Nicodemus**. Then **Nicodemus** believed in Jesus, his **Savior** from sin. Nicodemus **showed love** to Jesus by **helping bury his body** after he died on the cross.

Note: You’ll need to use the story in the adjacent column.



Use two **male puppets**, representing Jesus and Nicodemus, to tell the story.



Have each child draw the following three pictures on a sheet of **paper**

and then cut them apart: stick man, water, and heart. The pictures represent: a child of God, the water of Baptism, and the love of God that the Holy Spirit puts into the heart of a believer. As you tell the story, have the children raise the appropriate picture when you refer to: child (children) of God, water of Baptism, love.



Draw the following chart on the board. Include only the headings at this time. During the discussion, add the remaining comments (see the asterisks) or draw the suggested pictures to help nonreaders. Print “FAITH” on a paper heart, and place it inside a gift bag.

Knew	Learned
Jesus was a teacher sent by God. (stick figure)	All people are born as sinners. (sad face)
	People can be born again as God’s children by Baptism. (water and a Bible)
	Faith is a gift of the Holy Spirit. (gift)
	Believers love God. (heart)
	Jesus came to die to save sinners. (cross)

Ask What did Nicodemus know about Jesus? * [That he was a teacher sent from God.] (*Add this to the chart. Add other answers as you come to them.) What did Jesus say Nicodemus must do to become a child of God and a member of his kingdom? [He must be born again.]

Say Nicodemus knew people can’t become babies again.

Ask In what way are all people born the same? * [They are born



discuss

You need a **small clear glass** filled with cola or cool **coffee**, a **pitcher of water**, and a **shallow cake pan**.

Say God’s kingdom is Jesus’ ruling in the hearts of believers.

Ask What did Jesus say Nicodemus must do to become a child of God and a member of his kingdom? [Be born again.]

How are all people the same when they are born?
[All people are born sinful.]

Who was the only person who was born without sin? [Jesus.]

Say Jesus explained that he wants people to be born again through the waters of [Baptism].

Ask What blessing does the Holy Spirit give through Baptism?
[Faith.]

Say The Holy Spirit uses God’s Word to work faith in a person’s [heart].

Ask Why do all people need faith in Jesus as their Savior?
[Faith in Jesus is the only way to heaven.]

Do Read the following scenario:

Tasha’s baby brother is going to be baptized next Sunday. Tasha’s mother explained to her that it will be a very special day for her little brother, but Tasha doesn’t understand why.

Ask What could you tell Tasha about Baptism to help her understand? [Possible responses: The Holy Spirit works through the Word at Baptism to bring people to faith in Jesus as their Savior. The day a baby is baptized is very important because on that day he or she becomes a child of God (is reborn).]

Do Show the children the glass filled with cola or coffee.

Say When we were born, we were not children of God. Our hearts were filled with darkness—the darkness of sin. But when the Holy Spirit put faith in our hearts, our sins were forgiven—washed away—and we became children of God.

Do Set the filled glass in a shallow cake pan. Pour clear water into the glass until the cola or coffee is completely flushed out and only clear water remains.

Say When we were born again, our bodies remained the same (just as the glass did not change), but our sins were washed away and our hearts became filled with love for Jesus.

Ask What did Jesus say would happen to him so he could pay for the sins of all people? [*He would die on a cross.*]

What did Jesus teach Nicodemus about all those who have faith in him? [*They will live with him forever in heaven.*]

Do Refer to the small glass of clear water.

Say When we look at this glass, we see only clear, clean water. We cannot see the dark liquid that was once in it. The same is true of what God sees in a believer's heart. When we die and God judges us, he will not see the sinfulness that was there. Rather, he will look into our hearts and see that we have faith in Jesus—that we are his children. God will see only the holiness that is ours because Jesus earned the forgiveness of our sins.

Our faith in Jesus is a precious treasure.

Ask If you had a treasure box of gold coins and didn't want to lose it, what would you do?

[*Keep it in a special place; take care of it.*]

How can you take care of your best treasure—your faith in Jesus—so you don't lose it?

[*Hear God's Word often so my faith can grow.*]

CLOSE

Say Jesus taught Nicodemus two important things.

Ask What did Jesus teach Nicodemus about Baptism?
[*The Holy Spirit brings people to faith through Baptism.*]

What did Jesus teach Nicodemus about all who have faith in him? [*All who have faith in Jesus receive eternal life in heaven.*]

Say We believers treasure the gift of faith that the Holy Spirit has given us. And to keep our faith strong, we regularly [*Learn God's Word.*].

Do *Pray:* Dear heavenly Father, thank you for showing love to a world of sinners by sending your only Son to be our Savior. Dear Jesus, thank you for dying for us so that our sins are forgiven. Dear Holy Spirit, thank you for giving us faith in Jesus so that we can be called the children of God and live forever in heaven. As we study God's Word, use it to keep our faith in Jesus strong. Amen.

sinful.] What do we deserve because we are sinful? [*Punishment and eternal death in hell.*]

Say * But people can be born again by being [*baptized*].

Do Have a child open the gift and show the paper heart.

Ask What gift do we receive from the Holy Spirit when we are born again through Baptism? * [*Faith in Jesus.*]

Say When we were born, we were sinners and children of the devil. When we were baptized, we were born again. The Holy Spirit helps us believe in God and show him * [*love*].

Ask What did Jesus say would happen to him to pay for the sins of all people? * [*He would suffer and die on a cross.*] Why did God have his one and only Son suffer and die? [*To forgive our sins so we could have eternal life in heaven.*]

Do Hold the paper heart close to your heart, and explain that faith is a precious treasure from God.

Say God wants you to keep this treasure for as long as you live and not lose it.

Ask What do we want to hear and learn regularly so our faith stays strong and we never lose it? [*God's saving Word.*]



Draw the following on the board: heart with a cross inside, water, Bible.

1

Do Have a child point to the picture that answers each of the following:

- The Holy Spirit brings people to [\[faith\]](#). (heart with cross)
- The Holy Spirit helps us be born again through [\[Baptism\]](#). (water)
- We treasure our gift of faith, and to keep our faith strong, we regularly learn [\[God's Word\]](#). (Bible)

Pray: Have the children echo your words as you pause at each asterisk:

Dear Holy Spirit, * thank you for giving us faith * to believe that we have forgiveness of sins * and eternal life because of Jesus. * Continue to make our faith stronger * as we study the Scriptures each day. * Amen. *



Student Idea: Have each family member write his or her name on a sheet of paper and then do the Baptism word puzzle suggested in the second student lesson activity.



at Home

Parent Idea: Read the John 3:16 memory treasure with your child. Then have your child teach you the actions he or she learned to help remember this very important Bible passage.

Note: Use this option if you taught the actions for John 3:16 (see **Activity 2** [John 3:16] in **Lesson Activities**).



* **Luke 11:28**

* **John 3:16**

* **Romans 3:23**

OPTIONAL

mid- week Lesson

• Begin by saying, “We begin in the name of the Father and of the Son and of the Holy Spirit.”

• Use **Activity 1** under **Lesson Activities** to review the story.

• Collect several **items relating to Baptism** (see the suggestions that follow). Then gather your class around the baptismal font in church and explain the purpose or symbolism of each item.



- Baptismal font: This piece of church furniture contains a small basin for water. The pastor takes ordinary tap water—nothing special about it—from the font, applies it to the head of the person being baptized, and says, “(name), I baptize you in the name of the Father and of the Son and of the Holy Spirit.” The Holy Spirit works through the water and God’s Word spoken at Baptism to bring the person to faith in Jesus.
- Picture of a child with pastor, parents, and/or sponsors or witnesses: A pastor does the baptizing; however, in urgent cases any Christian may baptize. Parents bring their child to be baptized because they want him or her to become a child of God. Parents and sponsors or witnesses, along with the congregation, promise to do all they can to help the child learn about Jesus.
- Baptism certificate: This piece of paper records the date and place the child was baptized.
- Special outfit: Some parents dress their child in a special (usually white) outfit for Baptism. It is not necessary but symbolizes that the child has become a child of God, washed clean of sin through Jesus.
- Special handkerchief: The pastor often uses this to dry the person’s head after the baptism. It is not necessary for Baptism but is a nice thing to do.
- Church bulletin or banner announcing a baptism: A congregation usually announces when someone has become a child of God through Baptism. Then church members can include the new child of God in their prayers.
- *Pray:* Dear Holy Spirit, thank you for your gift of Baptism through which you wash away our sins and give us the gift of faith. Keep our faith in Jesus strong so we remain God’s children throughout our lives. Amen.
- Choose and use the **Lesson Activities** that best meet the needs of your students.

Lesson Activities

1. Review

Word Clues

Purpose: To review facts of the lesson by allowing the children to explain the significance of key words.

Procedure: Write the following words and phrases on the board: “Pharisee,” “Nicodemus,” “born again,” “become a baby,” “born sinful,” “Baptism,” “Holy Spirit,” “faith in Jesus,” “love God,” “cross,” “one and only Son,” “eternal life.” Point to the first clue, and ask a child to tell what that word or phrase has to do with the lesson. Then choose a different child to tell about the next clue.

Continue until all the words have been used. Be ready to enhance or correct each child’s explanation.

2. Application

John 3:16

Purpose: To use actions to help the children memorize John 3:16.

Procedure: Explain that Jesus spoke the words written in John 3:16 to Nicodemus, and with these words he reminds us that he is the Savior of the world and the only way to heaven.

Recite the passage while doing the actions suggested for the following words. Then ask the children to join you.

1

God (*point up*)
loved (*cross your arms over your heart*)
world (*move your arms outward horizontally*)
he gave his one and only (only/only begotten)
(*hold up one index finger*)
Son, (*pretend to hold a baby*)
whoever (everyone who) believes in him
(*point to your heart*)
shall (should/will) not perish
(*point down and shake your head no*)
but have eternal (everlasting) life.
(*look up, smile, and extend both arms up*)

Unit Activity: Classroom Application Journal


See Year 1, Winter, Lesson 5, the second option of Activity 2 under Lesson Activities, for this continuing project. Choose a child to complete the next page.

3. Music

Songs to Sing

Purpose: To teach and sing songs that reinforce the application of the lesson.

Procedure: Teach and sing one or more of the following songs:

- “God Loved the World So That He Gave” (hymn 391:1) is an adaptation of the John 3:16 memory treasure.
- “Child of God”  (**Copy Master 1**) is a song the children can sing to reflect their joy in being a child of God.
- “I Was Baptized” (*Little Ones Sing Praise*, Concordia Publishing House) is a simple song the children can sing to express the joy of having been baptized.

4. Art

Children of God Bulletin Board

Purpose: To make and display “children of God” cutouts listing individual baptism dates.

Procedure: Before class:

- Prepare a bulletin board by displaying the words “We Are Children of God.”
- Make a paper person for each child by tracing a gingerbread man cookie cutter on construction paper and cutting it out.
- Cut a red paper heart (about 6" across) for each child.

During class:

- Provide fabric and yarn scraps, glue, and markers so the children can make the figures look like them.
- Have each child glue the completed figure to the left side of the paper heart. On the rest of the paper heart, each child can write his or her name and date of baptism. Your pastor or church secretary can help you find the baptism date of each student. (Add only names if there are any children in your class who have not yet been baptized.)

Display each child’s completed project on the bulletin board.

5. Review and Apply

Nonreader

Purpose: To match quotes with either Jesus or Nicodemus; to use a code and draw a picture to reveal an application message.

Procedure: Duplicate **Copy Master 2** for the children to complete.

God's Word in the Lesson: Read the quotes aloud to the children.

1. Nicodemus, 2. Jesus, 3. Jesus, 4. Jesus

God's Word in My Life: FAITH; The children should draw a Bible.

Reader

Purpose: To write missing letters to complete words in fact sentences and in a message based on Jesus' words in John 3:16.

Procedure: Duplicate **Copy Master 3** for the children to complete.

God's Word in the Lesson: 1. Nicodemus; 2. kingdom; 3. child, born; 4. Spirit, baptism; 5. cross; 6. eternal

God's Word in My Life: God, world, Son, believes, perish, eternal

Challenge

Purpose: To complete fact sentences by drawing pictures; to have the children compare themselves to Nicodemus.

Procedure: Duplicate **Copy Master 4** for the children to complete.

God's Word in the Lesson: Actual pictures will vary, but children should draw pictures to represent the following words: 1. water or Baptism; 2. children; 3. ear (hear), eyes (see); 4. heart, heart (love); 5. cross

God's Word in My Life: Possible answers:

1. at night, secretly; 2. learn his Word at home, Sunday school, VBS, church; 3. in sin, a sinner; 4. in sin, a sinner; 5. faith; 6. The Holy Spirit gave me faith in Jesus.

6. Other Ideas

Unit Activity: Picture Journal

Continue this activity begun in Year 1, Winter, Lesson 5, Lesson Activity 6, the first option.

Suggested drawing: The children could draw and color a picture of Jesus speaking to Nicodemus at night.

Unit Activity: Life of Jesus Classroom Collection

Continue this activity begun in Year 1, Winter, Lesson 7, Lesson Activity 6, the third option.

Briefly review the contents of the collection by asking the children what the objects remind them of. For this lesson you might add a completed paper figure and heart from **Lesson Activity 4** or a photo or drawing of your church's baptismal font.

Jesus Preaches in Nazareth

2

Matthew 13:53-58; Luke 4:16-30



Aim

What wouldn't the people of Nazareth believe?



Truth

The people of Nazareth wouldn't believe that Jesus was the promised Savior.

Application: The Holy Spirit strengthens our faith so that we keep believing in our Savior.

Response: We study God's Word to keep our faith strong so we never fall away from Jesus in unbelief.

Lesson Summary: In his hometown synagogue, Jesus read from the book of Isaiah. But his listeners refused to believe that he was the fulfillment of Isaiah's prophecy. They wanted to throw Jesus off a cliff, but he walked away easily.



MEMORY TREASURE Choices

*** Mark 16:16**

*** The Third Commandment**

(with explanation)

Hymn 596:1



Wordwise

Sabbath—weekly day of rest and worship; for Jews the seventh day of the week, Saturday

synagogue—building in which the Jews gathered to worship God and study his Word

scroll—long, thin sheets of animal skins rolled onto decorative sticks



DIG Deeper

See Franzmann, *Bible History Commentary: New Testament*, Volume 1, pages 142-150; The People's Bible: Albrecht, *Matthew*, pages 207-210; Prange, *Luke*, pages 45-49.



the Teacher Prays

Dear Lord, thank you for the blessing of your written Word. Help me grow in faith as I study it so that I never reject my Savior. Amen.

Looking Back at Lesson 1

Jesus and Nicodemus

John 3:1-16

Aim: What did Jesus teach Nicodemus?

Truth: Jesus taught Nicodemus that through faith people receive eternal life.

Application: The Holy Spirit works faith through Baptism and God's Word.

Response: We treasure the gift of faith and study God's Word regularly to strengthen our faith.

Lesson Summary: Nicodemus came to Jesus secretly to learn about God's kingdom. Jesus explained that faith is a gift the Holy Spirit works through Baptism. Jesus also explained that he would give up his life to give eternal life to all who believe in him.

Memory Treasures: *Luke 11:28; *John 3:16; *Romans 3:23

Alternate Lesson Plan



Write “steadfast”
on the board.

Sing: Help the children read the word.

Explain that we want our faith in Jesus to be steadfast—strong and lasting—as if we’re stuck fast in cement. We want to remain a child of God all the days of our lives until we reach our heavenly home. Sing the memory treasure “Let Me Be Yours Forever” (hymn 596:1) for the children.

Pray: Give us steadfastness, O Holy Spirit. Keep our faith strong and lasting so we never fall away from Jesus. Amen.



Tell the children to pretend that one of their classmates grew up, moved away, and became a very famous person. Ask what they might do if that famous classmate came back for a visit. *[Put on a party, ask for an autograph, tell others about the classmate.]*



Nazareth was the name of the town where Jesus grew up. Today we will learn how the people of Nazareth treated Jesus when he returned to *his* hometown. **Listen to find out what the people of Nazareth wouldn’t believe.**



WORSHIP

Sing: Ask the children to name the best book in the whole world. *[The Bible.]* Ask them why the Bible is the best book in the world. *[It is God’s own Word. It tells us the way to heaven through faith in Jesus.]* Explain that the “Verse of the Day” (hymnal, page 40) tells us why the Bible is so important. Sing this part of the liturgy with the children.

Pray: Dear God, thank you for telling us all about Jesus our Savior in your Word. Bless us with the gift of a stronger faith each time we study your Word. And keep us faithful to you always so that we may live with you forever in heaven. Amen.



Tell the students that you will share something very important about yourself with them. Then proceed to explain that you are _____ (your height) and still growing and will someday be over 20 feet tall—taller than your classroom! Expect laughter and a few stares of disbelief. Then ask the children why they don’t believe this about you. *[They know you are too old to be growing taller. No one is 20 feet tall.]*



Some of the people who lived in the town where Jesus grew up had trouble believing some things about him even though everything he said was true. **Listen to find out what the people of Nazareth wouldn’t believe about Jesus.**



Duplicate **Copy Master 1** for each student (or project it and be prepared to reveal one picture at a time in sequence). Give each child a token to move from picture to picture as you tell the story.

Jesus had been going from **town to town preaching** his Word. One day he came to **Nazareth**. Many **people** who lived **there knew Jesus** because Nazareth was the town **where he had grown up**.

When the **Sabbath Day** came, Jesus went **to the synagogue** as he always did. Jesus **stood up** to show that he **wanted to read** to the people. The **leader** of the synagogue **handed him a scroll** on which the book of the prophet **Isaiah** was written. Jesus opened the scroll and **read**: “The **Spirit of the Lord** is **with me**. He has **chosen me to preach** good news **to the poor**. He has sent me to **tell the prisoners of sin** that they are **free**.”

Then Jesus **rolled up** the scroll and **handed it back** to the man. As Jesus **sat down**, all the **people** in the synagogue **watched him closely**. They **waited for him to talk** about what he had just read.

Jesus said, “**While you were listening** to me read **these words** today, they were **coming true**.”

Jesus was **telling the people** that **he was the Savior** about whom the prophet Isaiah had written. Jesus was the **one God had chosen** to preach the good news to sinners. He had come **to tell them about God’s love** and to **take away** the **sins** of all people.

At first the people **listened closely** as Jesus talked to them, but then they **began to wonder**, “**How** can Jesus be the **promised Savior**? Isn’t he **Joseph’s son**? Jesus is **just the son of a carpenter** from our own town.”

Jesus said, “**I know what you are thinking**. You **want me to do miracles** here in Nazareth as I have done in other towns. But even **if I did**, you still **wouldn’t believe in me**. People, be careful. **Read the Word** of God. It **warns you** that **if you don’t believe** God’s Word, it **will be taken away** from you and **given to those who want** to hear it.”

The people **became very angry** when Jesus said these things. They crowded around him and **led him out** of the synagogue **to the top of a cliff** outside the town. They wanted to throw him over the edge of the cliff. But the people **could not harm** Jesus. He **walked right through the crowd** and went on his way.

Note: You’ll need to use the story in the adjacent column.



Use a **washable marker** to draw Jesus’ happy face on the tip of one of your index

fingers. On each finger of the opposite hand, draw the angry faces of the people of Nazareth. Use the finger puppets to tell the story. *Suggestion:* Make the faces of Jesus and the angry crowd on **round, self-adhesive labels**, and place them on your fingertips. (These may be easier for the children to see.) *Suggestion:* Later have the children make their own sets of faces to use while telling the lesson to one another or their parents.



Make a scroll from either **adding machine tape** or many strips of **paper**

taped together. Tape a **cardboard tube** to each end, and roll up the paper on one tube. Then unroll the scroll to about the middle of the paper. Write what Jesus read from Isaiah at the center of the rolled paper. It is likely that Jesus took a while to find the passage and then roll up the scroll when done reading it. This gave the people some silent time to ponder his words.

At appropriate times as you tell the story, slowly open the scroll,

read the words, and roll up the scroll.



Write the Mark 16:16 memory treasure on the board.

Do Read the memory treasure together.

Ask What does this memory treasure passage tell us about those who believe in Jesus as their Savior? *[They will go to heaven.]*

Say Believing in Jesus is not something we can do by ourselves.

Ask Who gives us faith in Jesus? *[The Holy Spirit.]*

Say Jesus read from God's Word to the people of his hometown.

Ask What good news did Jesus tell them after he read from Isaiah? *[I am the Savior whom Isaiah was writing about.]*

Say Isaiah lived and died hundreds of years before Jesus was even born.

Ask How could he have known what to write about Jesus? *[God told Isaiah what to write.]*

Do Extend a hand and say that the Holy Spirit was holding out the gift of salvation through Jesus to the people, but the people refused to believe (motion "No thanks!" with the other hand).



discuss

You need a **tennis ball** or another small ball. Be ready to write on the **board**.

Ask Why did many people in Nazareth already know Jesus? *[Nazareth was the town where Jesus had grown up.]*

As Jesus went from town to town, how had he shown people that he was the Son of God? *[He had preached God's Word and done miracles.]*

As Jesus read from the scroll and talked to the people in the synagogue, what good news was he telling them? *[He was the Savior whom Isaiah had written about.]*

Say We have also learned from God's Word that Jesus is the promised Savior. We believe that Jesus is our Savior because the Holy Spirit has put faith in our hearts. We cannot come to faith in Jesus on our own.

Do Show a closed fist.

Say An unbelieving heart is like a closed fist. A closed fist cannot catch or hold things.

Do Ask a child to stand with fists clenched. Explain that you want the child to catch a ball with one fist. Then toss the ball. The child cannot catch it!

Say Just as a closed fist cannot catch and hold a ball, so an unbelieving heart cannot "catch" or hold on to Jesus.

Do Open one of the child's fists, and place the ball in his or her hand.

Say The work of the Holy Spirit is much like what I just did to this fist. The Holy Spirit has opened our hearts and put faith in Jesus inside.

Ask Why did the people of Nazareth find it hard to believe that Jesus could be the promised Savior? *[Jesus was the son of Joseph and had grown up in the town of Nazareth.]*

What wouldn't the people do even if they saw Jesus doing miracles? *[They wouldn't believe he was the Savior.]*

Do Draw a cliff.

Ask Who can draw what the people wanted to do to Jesus? *[Possible drawing: people pushing someone near a cliff.]*

Now who can draw what Jesus did? *[Someone draws Jesus walking away.]*

How was Jesus able to walk right through the crowd?

[He used his power to do a miracle.]

Say Imagine you hear a classmate say, “I love Jesus so much—I could never hate him or want to kill him like the people of Nazareth did!”

Ask What might you say to your classmate?

[We can lose our faith in Jesus.]

Do Put a tennis ball in a child’s hand.

Ask Could you drop this ball if you aren’t careful? *[Yes.]*

Say The same is true of our faith. The Holy Spirit has given it to us, but we may let it go (reject it) if our faith gets weak. The Holy Spirit uses God’s Word to strengthen our faith, so we study God’s Word regularly.

Do Place the child’s other hand over the ball so that it is being held with two hands.

Say Just as a child is less likely to drop a ball if it is being held with two hands, a person who hears God’s Word often and grows in faith is less likely to fall away from Jesus.

CLOSE

Ask What wouldn’t the people of Nazareth, Jesus’ hometown, believe about Jesus?

[They wouldn’t believe he was the promised Savior.]

Say The Holy Spirit has given each of us the gift of faith. The Holy Spirit uses the Word of God to keep our faith *[strong]*.

We have been blessed with opportunities to hear and learn God’s Word with our families at home and with other believers each week at church.

Ask Why are we glad to study God’s Word?

[So we stay faithful to Jesus and do not fall away from him.]

Do *Pray:* Holy Spirit, thank you for giving us faith in our Savior, Jesus. As we study God’s Word, bless us by making our faith in him even stronger. Amen.

Read the Mark 16:16 memory treasure again.

Ask What does this passage tell us will happen to those who do not believe? *[They will be condemned.]* What will happen to those who are condemned? *[They will go to hell.]* What does God want us to do to keep our faith strong? *[Go to church; read and learn God’s Word.]*

Do Have a few students go to the board and draw pictures of places and ways they can learn God’s Word. Have them tell about their pictures.

Say We pray that our faith in Jesus stays strong all our lives and that we never fall away from Jesus in unbelief.



Say The people of Nazareth wouldn’t believe that Jesus was *[the promised Savior]*.

Ask What does our memory treasure say will happen to those who do not believe? *[They will be condemned (go to hell).]* How can you keep the faith the Holy Spirit has given you strong throughout your lives? *[Read and study God’s Word often; attend church regularly.]*

Do Close by singing the hymn 596:1 memory treasure.



Parent Idea: God strengthens our faith as we gladly hear his Word. Where can we do this? Use the first student lesson activity to help your child answer that question.



Here's a game that can be used to review lesson facts or applications. Label one part of the room "Agree," another "Disagree," and another "Don't know." Read a sentence about the story, sometimes accurate, sometimes not, and have the children stand under the sign that tells their answer. Examples: 1. The people of Nazareth were happy that someone from their hometown was the Savior of the world. 2. Hearing God's Word regularly is a way to strengthen my faith.



at Home

Student Idea: Read the Bible story with your family. When you come to the part where Jesus reads from Isaiah, unroll the scroll you made in class today. Find the words Jesus read, and have someone read them.

Note: Use this idea if you made the scrolls in **Lesson Activity 4**.



* Mark 16:16

* The Third Commandment

Remember the Sabbath day by keeping it holy.

What does this mean?

We should fear and love God that we do not despise preaching and his Word, but regard it as holy and gladly hear and learn it.

The people from Nazareth despised (hated) Jesus' preaching and refused to believe in him as their Savior. We pray that the Holy Spirit uses God's Word to strengthen our faith so that we never stop believing in Jesus.

Hymn 596:1

Let me be yours forever,
My faithful God and Lord;
Let me forsake you never
Nor wander from your Word.
Lord, do not let me waver
But give me steadfastness,
And for such grace and favor
Your holy name I'll bless.

OPTIONAL

mid-week Lesson

- Begin by singing the memory treasure hymn, "Let Me Be Yours Forever" (hymn 596:1).
- Use **Activity 1** under **Lesson Activities** to review the story.
- From **magazines** and **religious greeting cards**, cut out pictures of things that are good for the body (food, vitamins, exercise) and things that are good for the soul (church, Bible, pastor). Place two **hula hoops** on the floor or make two circles with **ropes**. Label one circle "BODY" and the other "SOUL."



Help the children understand the importance of caring for their souls by comparing it to the care they give their bodies. Ask the children what they do each day

to get all the vitamins and other things their bodies need to stay healthy and strong.

[*Consume good foods and drinks.*] Then ask what would happen if we did not eat for a day. [*We would be hungry.*] For a week? [*We would be very hungry and weak.*] If we continued to have no food? [*Eventually we would die.*]

Remind the children that just as our bodies need food, so do our souls. Our souls need God's Word. God the Holy Spirit uses the Word of God to strengthen faith. Just as our bodies become weak without food, so our faith in Jesus weakens if we do not hear and learn God's Word regularly. And if our faith

becomes too weak, we may stop believing in Jesus as our Savior. Encourage the children to feed their souls every day by gladly hearing and learning God's Word.

Have children come forward one at a time and choose a picture from your stack. Have them decide if it is something good for the body or good for the soul and put the picture in the correct place.

- *Pray:* Dearest God, thank you for providing for both our bodies and our souls. Help us remember that feeding our souls with your Word keeps our faith in you strong and healthy. Help us never fall away from you. In Jesus' name we pray. Amen.
- Choose and use the **Lesson Activities** that best meet the needs of your students.

Lesson Activities

1. Review

Picture Cues

Purpose: To look at pictures of Bible story events and review the story.

Procedure: Enlarge the pictures on **Copy Master 1** to display (or project the copy master and be prepared to reveal one picture at a time in sequence). As you show each picture cue, call on a student to tell that part of the story. Responses will vary. Be ready to add more details as needed.

Picture 1: Jesus stood in the synagogue, unrolled a scroll, and read from the book of Isaiah.

Picture 2: Jesus said that he was the Savior whom Isaiah was talking about.

Picture 3: The people became angry with Jesus and planned to push him down a cliff.

Picture 4: Jesus walked right through the crowd unharmed.

2. Application

Which Commandment Is It?

Purpose: To review the Third, Fourth, Fifth, and Sixth Commandment memory treasures.

Procedure: Give each child a duplicate of **Copy Master 2**, or project the copy master, and complete it together. Continue as follows, reviewing one commandment at a time:

- Read the clue words around the picture.
- Tell the children to look carefully at the picture.
- Ask the children how each picture can help them remember the commandment. (See explanations that follow.)

- Then help the children recite the commandment and its explanation.

The picture explanations are as follows:

- 3—God wants us to gladly hear his Word. We can do this at home, at church, and in many other places.
- 4—God wants us to obey our parents and anyone in authority—including bus drivers.
- 5—God does not want us to hurt or hate anyone. He wants us to help and be a friend to all people.
- 6—God wants husbands and wives to stay married to each other and love each other.

Unit Activity: Classroom Application Journal

See Year 1, Winter, Lesson 5, the second option of Activity 2 under Lesson Activities, for this continuing project. Choose a child to complete the next page.

3. Music

Songs to Sing

Purpose: To teach and sing songs that reinforce the application of the lesson.

Procedure: Choose from the following songs:

- “It’s Jesus!” 🎵 (Copy Masters 3.1 and 3.2) reviews the promise of the Savior given in various parts of the Bible and reveals that the Savior’s name is Jesus. *Suggestion:* Before teaching the song, remind the children that in the Bible lesson Jesus revealed that the words he had read from the Bible were referring to him.
- Stanza 4 of “Jesus Loves Me, Jesus Loves Me” (*Let All the People Praise You*, Northwestern Publishing House) is a prayer asking Jesus to keep us pure and holy so we never fall away from him.

4. Art

Memory Treasure Scroll

Purpose: To make an old-looking scroll that displays the Mark 16:16 memory treasure.

Procedure: Give each child a large piece of white construction paper to crumple into a ball and then open and smooth out. Have the children copy the Mark 16:16 memory treasure on their papers, roll them up, and tie them with string or yarn to look like scrolls.

Suggestions: 1. To make the paper look like parchment, have the children dampen the paper with diluted brown watercolors. Allow the paper to dry thoroughly before adding the words. 2. Have the children share their scrolls with others. See **To Do at Home**.

5. Review and Apply

Nonreader

Purpose: To complete review sentences with illustrations, and to review lesson applications through memory treasures.

Procedure: Duplicate **Copy Master 4** for the children to complete. First help the children identify the three pictures. Then read each sentence, and have the children copy the correct picture to complete each sentence. When reading the two memory treasures (you will need a Bible for one), help nonreaders remember which passage is on each scroll by pointing out the water drops of Baptism on the first scroll and the numeral 3 for the Third Commandment on the second scroll.

God’s Word in the Lesson: 1. scroll; 2. Savior (cross); 3. cliff

God’s Word in My Life: blue: Mark 16:16; yellow: The Third Commandment

Reader

Purpose: To complete fact and application sentences by choosing correct words from a word box.

Procedure: Duplicate **Copy Master 5** for the children to complete.

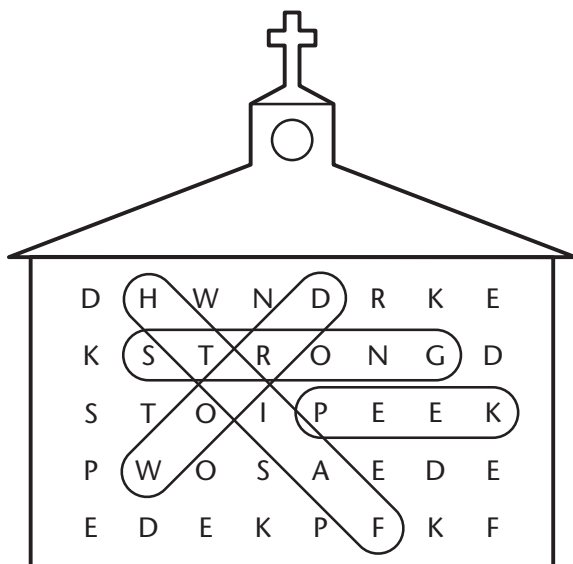
Answers: 1. d, 2. b, 3. e, 4. a, 5. c, 6. f, 7. h, 8. g

Challenge

Purpose: To compare worship in Nazareth with worship today; to use puzzle words to tell why it is important to learn God's Word.

Procedure: Duplicate **Copy Master 6** for the children to complete.

Answers: 1. church; 2. synagogue; 3. Sunday or another day; 4. Sabbath; 5. book; 6. scroll; 7. is the Savior of the world; Possible sentence: I learn God's Word to keep my faith strong.



6. Other Ideas

Hymn 596:1 Activity

Purpose: To practice reading and reciting the hymn 596:1 memory treasure.

Procedure: Write each line of the hymn 596:1 memory treasure on a separate sentence strip or length of adding machine tape. Scramble the strips and give one to each child, or for larger classes, cut the strips into two or three pieces and give a piece to each child. Then proceed in one of the following ways:

- Ask for the first words of the hymn. Display that strip on the board or a bulletin board, and read it with the class. Then ask for the next section of the hymn, display it, and read both sections with the class. Continue in this manner until the entire hymn is displayed.
- Ask the child with the first section of the hymn to stand in front of the class. Then ask the child with the second section to stand beside him or her. Continue until the entire hymn is unscrambled. Lead the children in reading/reciting the hymn. Repeat the activity until the children can quickly reassemble the stanza.

Unit Activity: Picture Journal

Continue this activity begun in Year 1, Winter, Lesson 5, Lesson Activity 6, the first option.

Suggested drawing: The children could draw and color a picture of Jesus speaking to the people in the synagogue.

Unit Activity: Life of Jesus Classroom Collection

Continue this activity begun in Year 1, Winter, Lesson 7, Lesson Activity 6, the third option. Briefly review the contents of the collection by asking the children what the objects remind them of. For this lesson you might add a Bible or a scroll from **Lesson Activity 4**.

The Huge Catch of Fish

Luke 5:1-11



Aim How did Jesus show Peter and other disciples his power?



Truth Jesus showed Peter and other disciples his power by giving them a huge catch of fish.

Application: Jesus has power over everything.

Response: As we share the Word of God, we trust in his power to bring people to faith.

Lesson Summary: While preaching to a large crowd on the shore of the Sea of Galilee, Jesus got into Peter’s fishing boat. Jesus taught from the boat. When he finished teaching, he told Peter to go out into the deep water and let down the nets. Jesus showed his power by supplying so many fish that the nets began to break. Then Jesus called Peter and those with him to be his witnesses.



Mark 16:15
*** Romans 10:17**
*** Hymn 573:1**



miracle—a very unusual happening that only God can cause



See Franzmann, *Bible History Commentary: New Testament*, Volume 1, pages 160–165; The People’s Bible: Prange, *Luke*, pages 52–55.



Dear Jesus, there are so many people in this world who don’t know you as their Savior. Make me eager to be your “fisher of people.” Reassure me of your almighty presence, and help me as I witness for you. Amen.

Looking Back at Lesson 2

Jesus Preaches in Nazareth

Matthew 13:53-58; Luke 4:16-30

Aim: What wouldn’t the people of Nazareth believe?

Truth: The people of Nazareth wouldn’t believe that Jesus was the promised Savior.

Application: The Holy Spirit strengthens our faith so that we keep believing in our Savior.

Response: We study God’s Word to keep our faith strong so we never fall away from Jesus in unbelief.

Lesson Summary: In his hometown synagogue, Jesus read from the book of Isaiah. But his listeners refused to believe that he was the fulfillment of Isaiah’s prophecy. They wanted to throw Jesus off a cliff, but he walked away easily.

Memory Treasures: *Mark 16:16; *The Third Commandment (with explanation); Hymn 596:1

Alternate Lesson Plan



Sing: Ask the children what they would do if Jesus appeared and asked them to do a job for him. [Responses.] Explain that Jesus *has* asked them to do a special job—share his good news of salvation. Sing the refrain of “Lift High the Cross” (hymn 579), which encourages believers to proclaim Jesus’ love to others. *Suggestions:* Depending on the children’s singing abilities, either teach the short refrain or sing it with them. Possible actions: form a cross with arms for “cross,” press hands against heart for “love,” draw circle in the air for “world,” and bow head for “adore.”

Pray: Jesus, we are ready to work for you! Please give us the words to say as we tell about your work on the cross, proclaim your love, and adore your name. Amen.



Carefully lift a very heavy object.

Explain that you have power, but only a little. Jesus has *all* power. He can do anything!



In our lesson today, Jesus will show his almighty power.

Listen carefully to find out how Jesus showed a man named Peter and other disciples his power.



WORSHIP

Sing: First tell the following story:

Trevor couldn’t believe his ears at first. He had been standing near his teacher during recess when she said to him, “I’m going to let our class have ten more minutes of recess today. How would you like to tell the kids about it?” Trevor tore off like a rocket. Soon he was yelling all over the playground, “First (second) grade gets ten extra minutes!”

Explain that getting someone to deliver such an exciting announcement isn’t a problem. But there’s a much more important message that needs to be delivered all over the world—the good news that God saved us by sending Jesus to die for us. Sing “Surely, it is God who saves me,” the refrain to Psalm 31 (hymnal, page 77).

Pray: Lord God, thank you for giving us the good news about our Savior. Help us be willing and eager to share it with others in every way we can. Amen.



You need a **picture of Jesus** and **pictures or drawings** of powerful things (examples: sun, tornado, king, train, airplane, elephant).

Show each picture (except Jesus), and have the children tell how each thing is powerful. [Responses.] Then show the picture of Jesus. Ask what is different about Jesus’ power. [*He has all power; he is almighty; he can do anything!*]



Jesus has shown his power by doing miracles, by helping us, and by dying and then rising from the dead. In our lesson today, Jesus will show his power to a man named Peter and some other followers, or disciples. **Listen to find out how Jesus showed Peter and other disciples his power.**



Explain that fish are mentioned in this lesson. Have each child draw a fish on a sheet of **construction paper** and cut it out. Demonstrate, if necessary. Write “How did Jesus show his power?” on the **board**. After you tell the Bible story, have the children attach their fish under and around the question to show the answer. *Suggestion:* Extend this activity in **Discuss** (Alternate).

In the **land where Jesus lived**, there was a large lake called the **Sea of Galilee**. Many **fishermen** lived near this lake. They made their living **catching fish at night** and selling them the next day.

One day **Jesus was standing on the shore** of the Sea of Galilee, **preaching** God’s Word. So many **people were crowded around Jesus** that some of them had a **hard time seeing** him or even **hearing** what he had to say.

Two boats were on the shore nearby. **One boat belonged to Peter** and his brother **Andrew**. The **other** very likely **belonged to James** and his brother **John**. The fishermen were **not in the boats**. They were busy **washing their nets** after a night of fishing.

Jesus stepped into Peter and Andrew’s boat. He said to **Peter**, “**Take your boat out** into the water **a little way**.” Peter **did as Jesus asked**. Then **Jesus sat down** in the boat and **taught** the people as they stood along the shore.

When **Jesus was finished preaching**, he **said to Peter**, “Now **take your boat** out into the **deep water**. Then let your **nets down** into the water to **catch some fish**.”

Peter said, “Lord, we **fished all night**, and we **didn’t catch** a thing. But **because you say so**, I will let down the nets.”

Peter took the boat to the **deep part** of the lake and **let down the nets**. Soon the nets were **full of fish!** There were so many fish that the **nets began to break!** Peter and the others in his boat **called to James and John** to come in their boat and **help pull in the nets**. Soon **both boats** were **so full** of fish that they **began to sink!**

When **Peter** saw this great miracle, he **fell down on his knees** before Jesus and cried out, “**Leave me**, oh Lord! **I don’t deserve to be near you** because I am so sinful!”

But Jesus said to Peter, “**Don’t be afraid**. From now on you’re going to **catch people** instead of fish.”

The men **brought their boats back to shore**. They **left** their boats and **all they had** and **followed Jesus**.

Note: You’ll need to use the story in the adjacent column.



Cut three fish shapes from **construction paper**. Write each of the following

sentences on a separate fish:

- “Jesus told Peter to let down his nets to catch some fish.”
- “Jesus gave Peter and the other men a huge catch of fish.”
- “Jesus told Peter that he would catch people from now on.”

Put the fish in a **bucket** or a **mesh bag** (from onions or fruit). Hang a length of **rope**, and attach three **clothespins** to it. As you tell the story, allow a student to come forward to choose and “catch” the fish that goes along with the part of the lesson you just told. Then have that student (or another student) attach the fish to the rope. Have volunteers rearrange the fish as needed to put them in order.



When you come to the following words as you tell the story, do the suggested actions.

Invite the students to join you.

“preaching God’s Word”
(*cup hands around mouth*)

“sat down” (*sit down*)

“didn’t catch a thing”
(*shake head “no”*)

“pull in the nets”
(*pretend to pull in nets*)

“fell down on his knees” (*kneel*)

“catch people” (*point out*)



If you have not done the **Learn** activity, follow the instructions

given there to make **paper fish** to attach to the **board** around the question “How did Jesus show his power?” Place a few **crayons** near the board.

Ask How did the fishermen at the Sea of Galilee spend their nights and days? [*They caught fish at night and sold them during the day.*] Why do you think they fished at night? [*That’s when they caught the most fish.*]

Say Peter knew that fishing at night in shallow (*hold your hand low*) water was best for catching fish.

Ask One day when Jesus was preaching, what did he ask Peter to do? [*Take him out in a boat a little distance from shore.*] Why did Jesus want to preach from there? [*So the people would be able to see and hear him better.*] After Jesus finished preaching, what did he tell Peter to do? [*Take his boat out deep and fish.*]

Do Have the children act out throwing nets over the side of a boat and looking surprised.

Ask What happened as soon as Peter and the others let down their nets? [*The nets were full of fish.*] Why do we know this was a miracle of Jesus? [*The Bible tells us about it; it was the wrong time of day and depth of water to catch fish; the men were amazed.*] What began to



discuss

Write the words of the Mark 16:15 memory treasure on the **board**. Draw the following pictures on four separate **cards**: shallow water, deep water, moon and stars, sun.

Ask How many of you have ever gone fishing? [*Responses.*]

Say Fishing is good at different times of the day and in different depths of water, depending on the place you are fishing.

Do Show each card at the appropriate time as you say that sometimes fish are in shallow water and sometimes deep water. Sometimes they bite during the night and sometimes during the day. Fishermen who lived and worked near the Sea of Galilee fished at night in shallow water and sold what they caught during the day.

Ask Why did Jesus want to go out a little way from the shore one day when he was preaching? [*Jesus knew that the people would be able to see and hear him better.*]

After he had finished preaching, what did Jesus tell Peter to do? [*Take the boat out into deep water and let his nets down to catch some fish.*]

Why might this have seemed like a silly idea to Peter? [*Peter knew that the best time to fish was at night and that fishing was better in shallow, not deep, water.*]

Say Jesus told Peter to go fishing at a strange time and place. Yet Peter trusted Jesus and agreed to do what he said. Jesus has also told us to do something.

Do Lead the children in reading the Mark 16:15 memory treasure.

Ask What has Jesus told us to do? [*Tell others about him.*]

Say Jesus wants us to do what Peter did, just trust him and obey.

Ask What are some ways you can share God’s Word with the children living in your neighborhood? [*Invite them to church or Sunday school, show them my Bible story lessons, teach them songs I have learned about Jesus, tell them that Jesus died on a cross to save them.*]

What happened when Peter and the others with him let down their nets? [*The nets filled with fish.*]

How did this happen? [*Jesus did a miracle.*]

How do we know that there were lots of fish?

[The nets tore, and the boats began to sink.]

Say Jesus showed the men his almighty power. When we tell others about Jesus, it is important to remember that Jesus has almighty power. Only Jesus has the power to bring people to faith. We do the sharing. Jesus does the saving.

Ask Why didn't Peter think he deserved to be near Jesus?
[He was sinful.]

Who did Peter know Jesus was? *[The sinless Son of God.]*

What did Jesus say Peter would do from now on? *[He would catch people instead of fish.]*

Say Jesus gave Peter and the others with him a new full-time job—to tell others about him. There are also people today who have been called to work full-time, sharing God's Word with others.

Ask Can you name some of the people you know who do this?
[Possible responses: pastors, Lutheran school teachers, missionaries, or full-time lay leaders or family ministers.]

Say As you get older, you also might choose to work full-time, sharing God's Word with others. But no matter what job you have, Jesus wants you to tell others about him and trust that he has the power to bring them to *[faith]*.

CLOSE

Ask How did Jesus show Peter and other disciples his power?
[He gave them a huge catch of fish.]

Say Jesus is God's Son, and he has power over *[everything]*. One of our memory treasures tells us to do the same thing Jesus told Peter to do. Jesus says that believers should tell his good news throughout the *[world]*.

Ask What do we trust Jesus will use his power to do as we tell others about him? *[He will use it to bring people to faith in him.]*

Do Depending on the abilities of the children, either sing the hymn 573:1 memory treasure for them or have them join you in singing or reciting it.

happen because the boats were so full of fish? *[They began to sink.]*

Say Jesus has power over *[everything]*. He even made fish obey him!

Do Read the words on the board. Have the children attach their fish around the words, if they have not already done so.

Ask What did Jesus say Peter would do instead of catching fish in the sea?
[He would catch people.]

Say To catch fish, Peter used *[nets]*. To catch people, Peter would use God's powerful *[Word]*.

Ask Who put the fish into the nets of Peter and the other fishermen? *[Jesus.]*

Say And Jesus would bring people to faith through the Word that Peter would share.

Do Have the children stand. Tell them to stay standing if they agree with this sentence: It's up to us to give people faith in Jesus. *[All should sit.]*

Say God is the only one who has the power to bring people to faith. He wants us to do the sharing. But God does the saving. Let's be "fishers of people" for Jesus.

Do Have a few children at a time come and write their names on their fish.



Say Jesus showed Peter and the other disciples his power by giving

them a huge catch of [\[fish\]](#). Jesus showed he has power over [\[everything\]](#).

Ask What do we trust Jesus will use his power to do as we tell others about him? [\[He will use it to bring people to faith in him.\]](#)

Do Pray: Dear Jesus, help us eagerly share your Word with others so that many more people will come to faith and be saved. We trust that you will use your power to help us and bring others to faith in you. Amen.



Parent Idea: After reading “The Huge Catch of Fish” with your child, complete the first activity on the student lesson to discuss and draw ways you can share the Word of God with others.

Teaching
tip

Help the children understand that we can share God’s Word with those who live far away by supporting the missions in those countries. We can give money and can pray, asking God to help the missionaries as they do their important work.



at Home

Parent Idea: Read the Bible lesson about Jesus choosing Peter and others to follow him and to preach God’s Word to others. Then have your child sing “Jesus Said, ‘Come, Follow Me’” for you. As believers, we follow Jesus and happily tell others about him.

Note: Duplicate **Copy Master 2** to send home with the children.



Mark 16:15

(Note to teacher: Before Jesus ascended into heaven, he gave his disciples and us this command.)

★ **Romans 10:17**

★ **Hymn 573:1**

Hark! The voice of Jesus crying,
“Who will go and work today?
Fields are ripe and harvests waiting;
Who will bear the sheaves away?”
Loud and long the Master calleth;
Rich reward he offers thee.
Who will answer, gladly saying,
“Here am I—send me, send me”?

This hymn stanza compares the people in the world to a harvest waiting to be gathered. It points out that the need for people to share God’s Word with others is great. Jesus wants each of us to answer his call by doing this work so that many more people can be gathered into heaven.

OPTIONAL
mid-
week
Lesson

- Sing the memory treasure “Hark! The Voice of Jesus Crying” (hymn 573:1).
- Use **Activity 1** under **Lesson Activities** to review the story.
- Prepare four large sheets of **poster paper** in the following ways:
 - Sheet 1: Write “I would like you to come . . .” at the top. Draw a simple church below the words.
 - Sheet 2: Fold this sheet in half to make a book cover. Write “Holy Bible” on the outside.
 - Sheet 3: Draw a speech balloon.
 - Sheet 4: Draw or cut out a large musical note.

These four pictures can be summarized with the words *invite, read, tell, and sing*. Show and explain them to the children. *Optional*: Write the words on the matching pictures.

Divide the class into four groups, and give one picture to each group. Give the groups two minutes to discuss ways they could share God’s Word in the way pictured—by inviting, reading, telling, or singing. Have the groups share their ideas. Then have the children return to their seats and complete copies of **Copy Master 1**. [INVITE, READ, TELL, SING.]

- *Pray*: Dearest Jesus, help us share your Word with others by inviting, reading, telling, and singing. As we share your Word, we trust in your almighty power to bring people to believe in you. Amen.
- Choose and use the **Lesson Activities** that best meet the needs of your students.

Lesson Activities

1. Review

Action Poem

Purpose: To enjoy an action poem that reviews the Bible story.

Procedure: Read the following poem aloud, and do the actions together.

Jesus preached from Peter’s boat
A little ways from shore.
And then he said to Peter,
“Now row the boat out more.” (*pretend to row*)
“Drop your nets into the deep,
(*pretend to put nets over the side of a boat*)

And do some fishing there.”
Then Peter said, “We fished all night.
Our nets are empty—bare!”
(*hold out empty hands*)

“But since you said to do it, (*point out*)
I gladly will obey.” (*point to self*)
He fished in the deep water
(*hold hand to show deep water*)
The worst time of the day.

Soon the nets were full of fish,
(*pretend to hold a large amount*)
And they began to tear!
(*pretend to tear something*)
Because of Jesus’ power, (*point up*)
The fish were caught in there.

Jesus chose Peter and his friends

(point out to individuals)

To go and fish again.

“This time use my Word to catch

(hold hands like an open book)

Children, women, men.”

2. Application

“Go and Tell” Picture

Purpose: To make a picture that reminds us that as God’s children we joyfully tell others about the Savior.

Procedure: Each child will need a clean, light-colored Styrofoam meat or fruit tray (you could also use heavier weight paper), a wide-tipped permanent marker, a magazine, a Jesus sticker, buttons or sequins, and lace, rickrack, or yarn. Have the children:

- Print “Go and Tell” in large letters in the center of the tray.
- Attach a Jesus sticker above the words, and draw a cross below the words.
- Glue buttons or sequins to the cross.
- Cut several faces from the magazines, and glue them onto the empty spaces of the tray.
- Glue lace, rickrack, or yarn on the edge of the tray for a border.

Remind the children that we do the sharing of God’s Word with others. It is Jesus’ power that brings people to faith.

Glue Pictures

Purpose: To demonstrate what “catching people” means.

Procedure: This activity is in Christ-Light for Three-Year-Olds. Some of your students may not have attended a program for three-year-olds, so you may wish to use this visual presentation. The day before class, make glue pictures by doing the following:

- On one 9" x 12" sheet of white paper, use white glue to draw three simple outlines of fish. On another sheet, use glue to draw two or three stick people. Let dry completely.
- On a third sheet of paper, use a crayon to draw a large net so that when this paper is placed on the dry-glue fish, the fish fit inside the net.
- On a fourth sheet, draw an open Bible so that when this paper is placed on the dry-glue people, the people fit inside the Bible.
- Place the net page on the dry-fish page, and tape the tops together. Do the same for the Bible and people pages.
- Unwrap a dark crayon to use during class.

First show the empty net picture. Set it against a firm, flat surface. Say that Peter and the others used nets to catch fish and bring them into their boats. Then rub the side of the unwrapped crayon over the net. The raised outline of dry glue on the sheet under the net page will make a rubbing of the fish on the net page.

Show the Bible. Say that nets bring fish into boats, but that God wants us to use his Word to bring people into his kingdom. Color over the Bible to reveal a rubbing of the stick people. *Suggestion:* Satisfy the children’s curiosity by showing them how you did the “magic” pictures! Perhaps you could challenge them to make dry glue pictures and rubbings.

Unit Activity: Classroom Application Journal


See Year 1, Winter, Lesson 5, the second option of Activity 2 under Lesson Activities, for this continuing project. Choose a child to complete the next page.

3. Music

Songs to Sing

Purpose: To teach and sing songs that reinforce the application of the lesson.

Procedure: Teach and sing one or more of the following songs:

- “Spread, Oh, Spread the Mighty Word” (hymn 576) tells us to spread the Word of God to all people.
- “Lift High the Cross” (hymn 579) encourages us to follow Jesus by sharing his Word with others.
- “Jesus Said, ‘Come, Follow Me’”  on **Copy Master 2** reminds the children that God wants all of us to be fishers of people. *Suggestion:* Attach a copy of “Jesus Said, ‘Come, Follow Me’” to the note included in **To Do at Home**, and send it home along with the student lesson.

4. Art

Be Fishers of People!

Purpose: To remind the children that they are fishers of people just as Peter and the disciples were.

Procedure: Each child will need a duplicate of **Copy Master 3**, a piece of nylon mesh or netting (available at craft or fabric stores), thick craft glue, and several tiny fish-shaped crackers. Have the children:

- Color the disciples and boats on the copy master.
- Glue the fish crackers in the water between the two boats.
- From the mesh, cut a net sized to fit between the boats. *Suggestion:* Demonstrate this for the children.

- Glue the net over the fish, with two of the edges touching the disciples’ hands.

Remind the children that they are “fishers of people” when they share God’s Word with others.

5. Review and Apply

Nonreader

Purpose: To decide whether story sentences are true or false, and to complete a sentence about telling others about the Lord.

Procedure: Duplicate **Copy Master 4** for the children to complete. Read each sentence for them, and allow time for coloring the fish if the sentence is true. For the second activity, help the children use the picture clues to “read” and complete the sentence. Some nonreaders are able to spell orally “GO” and “GOD,” the answers to the activity. The children may color the “GO” traffic light green and color the rays around “GOD.”

God’s Word in the Lesson: Sentences 2, 4, 5, and 6 should have colored fish.

God’s Word in My Life: GO, GOD

Reader

Purpose: To decide whether story sentences are true or false and then copy a sentence that tells something we can say to others about Jesus.

Procedure: Duplicate **Copy Master 5** for the children to complete.

God’s Word in the Lesson: Sentences 2, 4, 5, and 6 should have tails drawn on the fish.

God’s Word in My Life: Jesus loves you.

Challenge

Purpose: To decide whether story sentences are true or false and then write one way that we can be fishers of people.

Procedure: Duplicate **Copy Master 6** for the children to complete.

God's Word in the Lesson: Sentences 2, 4, 5, and 8 should have tails drawn on the fish.

God's Word in My Life: Answers will vary.

6. Other Ideas

Letters to a Missionary

Purpose: To provide support to people who are sharing God's Word with others in faraway places.

Procedure: Find an article about a mission field in a synod publication. Share the article with the children, and point out the location of that mission field on a world map or globe. As a class, pray that God would bless the missionaries who are working there. Then have the children, either individually or as a class, write a letter to a missionary or missionaries at that location. (Find addresses in a synod yearbook.) *Suggestion:* Find out what the missionaries need or want, and have the children prepare a care package to send with their letters. Check postal rates and regulations before doing so. Some items are prohibited in other countries, and mailing costs for certain items can be very high.

Unit Activity: Picture Journal

Continue this activity begun in Year 1, Winter, Lesson 5, Lesson Activity 6, the first option.

Suggested drawing: The children could draw and color a picture of the disciples pulling the large catch of fish into their boats.

Unit Activity: Life of Jesus Classroom Collection

Continue this activity begun in Year 1, Winter, Lesson 7, Lesson Activity 6, the third option. Briefly review the contents of the collection by asking the children what the objects remind them of. For this lesson you might add a mesh onion bag or fruit bag containing several fish cutouts or a completed project from **Lesson Activity 2** or **4**.

The Parable of the Farmer and the Seed **Matthew 13:1-8,18-23**

Looking Back at Lesson 3

The Huge Catch of Fish

Luke 5:1-11

Aim: How did Jesus show Peter and other disciples his power?

Truth: Jesus showed Peter and other disciples his power by giving them a huge catch of fish.

Application: Jesus has power over everything.

Response: As we share the Word of God, we trust in his power to bring people to faith.

Lesson Summary: While preaching to a large crowd on the shore of the Sea of Galilee, Jesus got into Peter's fishing boat. Jesus taught from the boat. When he finished teaching, he told Peter to go out into the deep water and let down the nets. Jesus showed his power by supplying so many fish that the nets began to break. Then Jesus called Peter and those with him to be his witnesses.

Memory Treasures: Mark 16:15; *Romans 10:17; *Hymn 573:1



What do people do when the Word of God is preached?



Some people turn away from God's Word, but some people believe it and show their faith.

Application: As we hear God's Word, the Holy Spirit gives us faith to believe it.

Response: We show our faith by serving God.

Lesson Summary: Jesus told a parable about a farmer who scattered seed. The seed fell on a hard path, on rocky places, among thorns, and on good soil. Only seed that fell onto good soil produced a rich crop. Later Jesus explained that the seed is the Word of God. The hard path, rocky places, and thorns represent three types of people who hear God's Word but either refuse to believe it or lose their faith. The seed that fell on good ground is like people who hear God's Word, believe it, and produce fruits of faith.



*** Romans 10:17**
Hymn 282:1



parable—story from everyday life that Jesus told to help explain a truth about God or God's kingdom



See Franzmann, *Bible History Commentary: New Testament*, Volume 1, pages 166–179; The People's Bible: Albrecht, *Matthew*, pages 188–191 and 194–197.



Dear Holy Spirit, thank you for opening my heart to believe in Jesus my Savior. Now that I belong to you, help me show that I am yours in all that I think, say, and do. Amen.



WORSHIP

Sing: Remind the children that as we hear the Word of God from our parents or at church or at Sunday school, the Holy Spirit strengthens our faith in the Savior. God's Word is like a light shining in our lives, showing us the way to heaven. Sing the refrain of Psalm 78 (hymnal, page 95): "Your Word is a lamp . . ."

Pray: Thank you, God, for shining the light of your Word into our lives. Help us gladly hear and learn your Word so the faith that the Holy Spirit has given us stays strong. In Jesus' name we pray. Amen.



Ask what we call the 12 men whom Jesus chose to follow him. [*Disciples.*] The disciples' job was to learn from Jesus and tell others about him.



Today Jesus still wants his disciples—Christians—to learn God's Word and tell others the good news that we have a Savior from sin. When people hear God's Word, they react to that Word in different ways. In today's lesson Jesus tells a parable—a story from everyday life that teaches about God or his kingdom. With this parable, Jesus explains what happens when people hear God's Word. **Let's find out how Jesus used soil and seeds to teach what people do when the Word of God is preached.**

Alternate Lesson Plan



Sing: Ask what book the pastor reads from in church. [*The Bible.*]

Why? [*He is sharing*

God's Word with us.] Remind

the children that God talks to us and brings us closer to him through his Word. Sing "Lord, Open Now My Heart to Hear" (hymn 282:1).

Pray: We are happy that you invite us to learn about you, dear God! Thank you for talking to us through your Word at home and at church. Please bless us as we worship you. Amen.



Show several seeds (purchased or taken from fruits).

Ask the children what they would need to do so the seeds grow into healthy plants. [*Plant the seeds, water them, and place in sunlight.*]



In today's lesson Jesus compares hearing his Word to the way seeds grow.

Let's find out how Jesus used soil and seeds to teach what people do when the Word of God is preached.

Note: You'll need to use the story in the adjacent column.



Draw the following pictures on separate sheets of **paper** to view from a distance:

1. straight line to show a hard path; 2. straight line with rocks on it; 3. wild weeds growing from the ground; 4. dark, soft, rich soil. On the reverse side of picture 4, draw the same soil growing many full stalks of grain. Show each of the four pictures at the appropriate time as you tell the story. After you tell about the good soil, turn picture 4 around to reveal the healthy plants. Explain that just as the healthy plants grow grain, so believers hearts grow in faith and in doing kind things to serve God and others.



Before class locate areas of the following soil types on your church property:

hard, barren soil; thin, rocky soil with very little vegetation; a weedy area; good soil with rich growth. As you tell Jesus' parable, take the children to each of the locations. Let them see the soil type Jesus was describing. Then as you tell Jesus' explanation of the parable, take the children back to each location. Help them compare



Use a **map** (see **Copy Master S** at the beginning of the copy master set) to show the location of the Sea of Galilee when you refer to it in the lesson. Review the definition of *parable*, and explain that thorns are troublesome, prickly weeds. Explain that farmers of Jesus' time planted some of their crops by simply tossing seed over the ground. They did not have machines to do the planting as farmers have today. Refer to the picture on the **student lesson**. *Suggestion:* Place seeds in a basket. Demonstrate sowing seeds.

One day as **Jesus** sat by the **Sea of Galilee**, many **people gathered around** to hear him preach. Soon the **crowd** became very **large**. Jesus **wanted everyone** to be able to **hear** him, so he **got into a boat**. As he sat in the boat, he **told** the crowd on the shore a **parable**—a **story** that would **teach a special truth**. Jesus said, “A **farmer went out** to plant his seed. As he **scattered the seed** on the ground, it fell in **different places**. Some of the seed fell on the **hard path**, and **birds came and ate it up**.”

“Some seed fell on **rocky places**, where the **soil was thin**. The seed **grew very quickly**, but the **roots** of the young plants were **not able to grow deep** into the ground. When the **hot sun** came up, it **dried up** the plants.”

“Other seed fell **among thorns**. The **thorns grew very strong** and **choked the plants**.”

“Still other seed fell on **good soil**. It grew into **strong plants** that produced a **huge crop**.”

Later **Jesus told** his disciples the **meaning** of the parable. He said, “The **seed is** the **Word** of God. **Some people hear** the Word of God, but they **don't believe it**. Then the **devil comes and takes the Word** of God out of their hearts, just **as the birds took away the seed** that fell on the hard path.”

“Then there are **people** whose hearts are **filled with joy when they hear** God's Word. They **believe** God's Word **at first**. But **when they have troubles** because they believe in God, they **turn away** from him. Just **like the plants** that grew in **thin, rocky soil**, the **faith** of these people **dies** when troubles come.”

“The **plants that were choked out** by thorns are like the faith of **people who believe** God's Word but **care too much** about the things of this **world**. They let **riches and worries** get **in the way** of God's Word. Then their **faith dies**, and these people **fall away** from God.”

“But there are some **people** whose hearts are **like the good soil**. They **hear God’s Word** and **believe** it. They grow **strong in God’s Word** just as the **plants grew strong** in the **good soil**. Such people **show their faith** in God by **serving him** in their lives.”



discuss

Each child needs a duplicate of **Copy Master 1** and **crayons**. Keep the completed copy for **Close**.

- Ask** What sea did many people gather near to hear Jesus preach?
[*The Sea of Galilee.*]
- Say** Jesus told a story called a parable to the people to teach them what happens when the Word of God is preached.
- Do** Read the sentence in row 1 for or with the children, reminding them that the seed in the lesson is God’s Word. Have them draw a seed in the box and write “Word” on the line in the Bible.
- Say** God is the farmer who scatters seed.
- Ask** What happened to the seed that fell on the hard path?
[*The birds came and ate it.*]
- Who takes the Word of God out of the hearts of people who are like the hard path? [*The devil.*]
- Do** Read the sentence in row 2, and have the children draw a hard path and a bird in the box. Then have them use a black crayon to draw an X through the heart to show that some people don’t want faith to grow in their hearts.
- Ask** What happened to the young plants in the rocky soil when the hot sun shone on them? [*The sun dried them up.*]
- Say** Jesus compared the rocky soil to people who lose their faith when troubles come.
- Ask** What happened to the plants that grew among thorns?
[*The thorns were stronger than the young plants and choked them out.*]
- To whom did Jesus compare the ground in which the thorns were growing? [*People who believe in God’s Word at first and then lose their faith when they care about the world too much.*]
- Do** Read the sentence in row 3, and have the children draw the rocky soil and the soil with thorns. Then have them draw a cross in the first heart and an X in the second heart.

the soil types with the people who hear God’s Word.



Enlarge Copy Master 2 to show the class.

Ask What happened to the seed that fell on the hard path?
[*Some birds ate it.*]

Say Jesus compared the hard path to people who hear God’s Word but don’t believe it.

Do Draw an X through the heart on the hard path picture.

Ask What happened to the young plants in the rocky soil when the hot sun shone on them? [*They withered and died.*]

Say Jesus compared the rocky soil to people who lose their faith when troubles come. So I am going to put a cross in the first heart and an X in the second heart to show that faith leaves their hearts.

Do Complete the rocky soil picture.

Ask What happened to the plants that grew among thorns? [*They started strong but were then choked out by the thorns.*]

Do Complete the thorns picture by putting a cross in the first heart and an X in the second heart to show that these people believe God’s Word at first and then turn away from it.

Ask How might the following things lead someone your age to stop believing God's Word?

[Responses will vary.]

- being teased for believing in Jesus
- wanting lots of money and toys
- having a fire burn down your house

Who has given you faith and will keep you from losing your faith? [The Holy Spirit.] What does the Holy Spirit use to keep your faith strong? [God's Word.]

Say When God's Word, the seed, is planted in good soil, a strong, green plant grows.

Do Complete the last picture by drawing a cross in the heart.

Say Remember that we do not believe God's Word on our own but are given faith by the Holy Spirit. We show our faith by serving God. We may think we can serve God only at church, but we can serve God anywhere by doing the things God wants us to do.

Ask What are some ways you can serve God? [Possible responses: listen to parents; say something nice about a friend; tell a neighbor about Jesus.]



Say God the Holy Spirit wants us to hear God's Word and [believe it]. But many people [do not

Say These people believe God's Word at first and then lose their faith.

Ask What happens when people whose hearts are like the good soil hear God's Word? [They hear God's Word and believe.]

Who puts saving faith into the hearts of people who hear God's Word? [God the Holy Spirit.]

If a person believes God's Word, what does he or she believe that Jesus did for all people?

[Died to take away the sins of all people.]

Do Read the sentence in row 4 with the children, and have them draw the good soil. Then have them draw a cross in the heart.

Say We show our faith by serving God. We might think that serving God is something we only do at church, but we can serve God anywhere by doing the things he wants us to do.

Do Read each item from the list, and ask whether or not it is a way to serve God.

- Obeying your mother. [Yes.]
- Helping a friend who is hurt. [Yes.]
- Being lazy. [No.]
- Helping your father clean the garage. [Yes.]
- Telling a lie. [No.]
- Saying something nice about your brother. [Yes.]
- Telling a friend in the neighborhood about Jesus. [Yes.]

Say Just as good soil shows itself by growing lots of crops, so we show our faith by serving God with the kind and obedient things we do.

CLOSE Show a completed copy of Copy Master 1 from Discuss.

Do Read the completed copy master sentences to review how people receive God's Word in different ways.

Say The Holy Spirit has worked through God's Word to give us [faith]. We show that we have faith in our hearts by [serving God]. We pray that we are always like strong, green plants that give good crops.

Do Pray the following rhyming prayer with actions:

To serve you, Lord, with all our hearts
(*make outline of heart in air with hands*)

Is what we want to do. (*nod head yes*)

Please keep us strong and faithful (*flex arm muscles*)

To live each day for you. Amen. (*point up*)



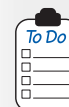
at Home

Student Idea: Take the seeds your teacher gave you today, and tell your parents that your Bible lesson compares seeds to the Word of God. Read the student lesson together, and point out the different ways seeds are planted and God's Word is received. Then plant your seed indoors or outside.

Note: Give seeds to each student.

[believe it](#)]. We gladly hear God's Word so that the Holy Spirit can strengthen the faith he has put into our hearts. We show our faith by [\[serving God\]](#).

Do Explain and then sing or speak the words of "Lord, Open Now My Heart to Hear" (hymn 282:1).



Parent Idea: Help your child understand what "fruits of faith" are by completing the first activity on the student lesson together.



★ Romans 10:17

Hymn 282:1

Lord, open now my heart to hear,
And through your Word to me draw near.
Let me your Word e'er pure retain;
Let me your child and heir remain.

As we sing this hymn, we pray that God would use his Word to strengthen our faith and keep us faithful to him.

OPTIONAL

mid-week Lesson

- Begin by singing the memory treasure "Lord, Open Now My Heart to Hear" (hymn 282:1).
- Use **Activity 1** under **Lesson Activities** to review the story.
- Remind the children that the seed planted in good soil grew well and produced a huge crop.

The crops that grow in good soil are picture language for the good works that Christians do to serve God.

On the **board**, draw a line to represent soil. Then draw some stalks with full heads of grain (many circles on the end of a stalk). Ask what a plant needs to grow strong. [\[Sun, water:\]](#) Draw a sun and underground water. Draw roots growing down to the water.



In another area, draw more stalks growing in soil. Draw a heart at the top of each. Ask what people need to grow strong in their faith. *[God's Word.]* Draw roots growing down from the stalks into the soil. Draw a Bible under the roots.

Have the children name “fruits of faith”—things they can do to serve God out of love for him. Write their suggestions on the hearts.

- *Pray:* Lord Jesus, we love you and thank you for the gift of faith. Help us gladly serve you to show our love for you. Amen.
- Choose and use the **Lesson Activities** that best meet the needs of your students.

Lesson Activities

1. Review

Story Pictures

Purpose: To review the main events of the lesson by identifying pictures and explaining their meanings.

Procedure: Enlarge each picture from **Copy Master 2**, and display the pictures on a chalk tray or bulletin board. Have a volunteer finish each picture by drawing a cross in the heart or crossing the heart out to show belief or unbelief. The volunteer should also tell what is happening in the picture.

- [1. *Some seeds fell on the hard path, and the birds ate them. Some people never believe God's Word. Cross out the heart.*]
- [2. *Some seeds fell on rocky soil and died. Some people believe God's Word at first, but then stop believing. Put a cross in the first heart, and cross out the second heart.*]
- [3. *Some seeds fell among thorns, and the young plants were choked out. Some people turn away from Jesus when troubles come. Put a cross in the first heart, and cross out the second heart.*]
- [4. *The seeds planted on good soil grew into strong plants that produced fruit. Some people believe God's Word and show their faith by serving God. Put a cross in the heart.*]

2. Application

Good Works Charades

Purpose: To identify good works Christians do to serve God in love.

Procedure: Remind the children that the seeds planted in good soil grew well and produced a huge crop. This is picture language for the good works that Christians do to serve God. Act out several good works from the list that follows, and ask the children to guess what you are doing.

- holding the door open for someone
- helping an injured friend
- patiently waiting in line
- singing praises to God
- giving a hug
- gladly picking up toys
- praying
- telling others about Jesus

Unit Activity: Classroom Application Journal

See Year 1, Winter, Lesson 5, the second option of Activity 2 under Lesson Activities, for this continuing project. Choose a child to complete the next page.

3. Music

Songs to Sing

Purpose: To teach and sing songs that reinforce the application of the lesson.

Procedure: Choose from the following songs:

- “Jesus Wants Me for a Helper” (*Little Ones Sing Praise*, Concordia Publishing House) names several ways in which the children can show their love for Jesus.
- “Two Little Eyes” (*Little Ones Sing Praise*, Concordia Publishing House) names ways in which the children can use various body parts to serve God.

4. Art

Seed Art

Purpose: To remind children of the parable and its meaning by using seeds in an art project.

Procedure: Each child needs a large assortment of seeds, a length of yarn, and a 16" x 4" piece of colored poster board on which you have written “SERVE GOD.” Make each uppercase letter about 2½ inches tall and 1½ inches wide. Tell the children to glue seeds on the letters. As the children are working, remind them that just as the seed that fell on good soil produced a huge crop, so the children—people in whom the Holy Spirit has caused faith to grow—can “produce crops” by serving God. Punch holes in the top corners of the project, and attach yarn for hanging.

Fruits of Faith Bulletin Board

Purpose: To make a bulletin board depicting “fruits” of faith.

Procedure: Remind the children that in the parable the seed that grew in the good soil produced a huge crop. In the same way, a Christian produces what are called “fruits of faith.” These fruits of faith are the God-pleasing things we say and do to serve God. Give each child a 6-inch, purple construction paper circle. Ask the children to write or draw, with a black crayon or marker, one thing they can do as a fruit of faith. Let the children help you assemble a bunch of grapes on the bulletin board, using their completed purple circles. Add a stem, some leaves, and the words “Our Fruits of Faith.” *Suggestion:* Curl green chenille stems to make tendrils.

5. Review and Apply

Nonreader

Purpose: To decide whether pictured actions show a strong faith or no faith; to answer an application question.

Procedure: Duplicate **Copy Master 3** for the children to complete. Read one section at a time, and allow time for drawing pictures (1–4) and circling the best answer (5).

1. green; 2. brown; 3. green; 4. green;
5. the Holy Spirit

Reader

Purpose: To decide whether pictured actions show a strong faith or no faith; to illustrate a way to show faith and answer an application question.

Procedure: Duplicate **Copy Master 4** for the children to complete.

1. green; 2. brown; 3. green; 4. green; 5. answers will vary; 6. God the Holy Spirit

Challenge

Purpose: To write words a child with or without faith might say; to draw oneself and write words that show a healthy faith.

Procedure: Duplicate **Copy Master 5** for the children to complete.

Answers will vary.

6. Other Ideas

Romans 10:17 Eraser Game

Purpose: To practice reading and reciting the Romans 10:17 memory treasure by using a rebus.

Procedure: Write the Romans 10:17 memory treasure on the board, but substitute pictures for some of the words: a cross inside a heart for *faith*, an ear for *hearing/heard*, and a Bible for *message/word*. Read the passage together. Then play the eraser game by erasing one word and having the children read/recite the entire passage again. Continue until only the pictures remain. Then let the children recite the passage without any help from you.

Unit Activity: Picture Journal

Continue this activity begun in Year 1, Winter, Lesson 5, Lesson Activity 6, the first option.

Suggested drawing: The children could draw and color a picture of a farmer scattering his seed.

Unit Activity: Life of Jesus Classroom Collection

Continue this activity begun in Year 1, Winter, Lesson 7, Lesson Activity 6, the third option.

Briefly review the contents of the collection by asking the children what the objects remind them of. For this lesson you might add a package of seeds or a resealable sandwich bag containing good soil.



NOTES:

A series of 20 horizontal lines for writing notes, arranged in a vertical column.

Jesus Calms the Storm

Matthew 8:23-27; Mark 4:35-41; Luke 8:22-25

Looking Back at Lesson 4

The Parable of the Farmer and the Seed

Matthew 13:1-8,18-23

Aim: What do people do when the Word of God is preached?

Truth: Some people turn away from God's Word, but some people believe it and show their faith.

Application: As we hear God's Word, the Holy Spirit gives us faith to believe it.

Response: We show our faith by serving God.

Lesson Summary: Jesus told a parable about a farmer who scattered seed. The seed fell on a hard path, on rocky places, among thorns, and on good soil. Only seed that fell onto good soil produced a rich crop. Later Jesus explained that the seed is the Word of God. The hard path, rocky places, and thorns represent three types of people who hear God's Word but either refuse to believe it or lose their faith. The seed that fell on good ground is like people who hear God's Word, believe it, and produce fruits of faith.

Memory Treasures: *Romans 10:17; Hymn 282:1



How did Jesus help his disciples during a terrible storm?



Jesus helped his disciples by calming the storm.

Application: Jesus has power to help us in times of trouble.

Response: We are confident that Jesus will help us in times of trouble.

Lesson Summary: Jesus and his disciples were sailing across the Sea of Galilee when a terrible storm arose and threatened to sink their boat. Jesus was asleep, and the terrified disciples cried out to him for help. Jesus used his almighty power to stop the storm immediately.



★ **Genesis 1:1**

★ **Matthew 11:28**

★ **A portion of the Lord's Prayer**



See Franzmann, *Bible History Commentary: New Testament*, Volume 1, pages 200–202; The People's Bible: Albrecht, *Matthew*, pages 124–126; Wicke, *Mark*, pages 68–71; Prange, *Luke*, pages 93–95.



Dear Jesus, when my troubles overwhelm me, remind me of your limitless power and love. Forgive me for my weak faith, and help me trust that you will help me. Amen.



WORSHIP

Sing: Ask who alone has power to protect us from troubles. [God.] Remind the children that the worst trouble God protects us from is the devil. Sing Psalm 31 (hymnal, page 77). Speak or say the verses, and have the children join you in singing the refrain.

Pray: Dear God, you surely are able to protect us from anything that could harm us. We thank you most of all for sending Jesus to save us from the punishment we deserve because of our sins. Thank you for your power and love. Amen.



Show creation pictures (sun, flowers, animals) or pictures of Jesus' miracles with which the children are familiar.

Discuss how amazing it is that the Lord made all things out of nothing. (Discuss the miracles.) Ask why Jesus is able to do such amazing things. [He is true God and has the power to do anything.]



Today's lesson tells how Jesus used his power to help his disciples learn to trust him. **Listen to find out how Jesus helped his disciples during a terrible storm.**

Alternate Lesson Plan



Sing: Ask what *almighty* means. Explain that Jesus uses his almighty

power to care for our bodies (by providing food, clothes, and shelter) and our souls (by saving us from our sins). Sing "Praise to the Lord, the Almighty" (hymn 234:1).

Pray: Dear Jesus, thank you for dying on a cross to take care of our biggest problem—sin. We know that you will always help us with our problems and protect us. We praise you, almighty Lord! Amen.



Ask why a teacher's job is important.

[Teachers help students learn.] Explain that only one teacher did the job perfectly, and that teacher was Jesus. Ask who Jesus' students were. [Disciples.] Ask what was the most important thing he taught them. [That he is the Savior.]



In today's lesson we will learn how Jesus taught his disciples to trust him. **Listen**

to find out how Jesus helped his disciples during a terrible storm.

Note: You'll need to use the story in the adjacent column.



Make three copies of the boat on **Copy Master 1**. Follow these steps as you tell the story.

- Show one boat, and draw Jesus asleep at the back on a cushion. Draw some disciples in the boat. Add a blue line to show calm water.
- Add big, blue waves. Add a dark cloud and raindrops. Add lightning.
- Show the second boat. Again draw the storm. Draw scared disciples. Draw Jesus standing and talking.
- Show the remaining boat. Draw happy disciples and Jesus. Draw a calm waterline.

Variation: Draw the three pictures before class. Assemble the pages in order on folded **paper** to make an accordion book, or staple them into a large storybook. Show the pages as you tell the story.



Tell the story from a disciple's point of view. Draw waves on the **board** behind you. Sit in a **cardboard box** "boat." Wear a simple costume (**robe, headdress, sandals**), if desired. Express the disciple's



Before telling the story, choose students to do the following to make thunderstorm effects: bang **pots** or a **cookie sheet** with a spoon, wave a sheet of **poster board** to make wind, and **switch** lights off and on as lightning. Emphasize how Jesus slept through the noisy storm and how he alone had the power to make the storm quiet. Have the students stop immediately when you say Jesus' words: "Quiet! Be still!"

One day **Jesus** was **preaching** near the **Sea of Galilee**. Many **people** had **come to hear** him. They had also **brought their sick friends and relatives** to Jesus so that he would **heal them**.

Jesus **preached God's Word** and **healed** people all day long. When **night came**, he was very **tired**. Jesus wanted to be **alone with his disciples** and to get some **rest**. So he told his disciples, "**Let's go to the other side of the sea.**"

They **got into a boat** and started to sail across the sea. **Jesus** went to the **back** of the boat, **rested his head** on a cushion, and fell **asleep**. Suddenly a **terrible storm** came up! The **wind** blew hard! **Big waves** came over the side of the **boat**, and it began to **fill with water!** Yet Jesus **did not wake up!**

The **disciples were afraid** the boat would **sink** at any moment. They became very frightened and **cried out**, "**Jesus, save us! We're going to drown!**"

When Jesus woke up and saw how scared his disciples were, **he said**, "**Why are you so afraid? Where is your faith?**" Then he **stood up** in the boat and **spoke** to the wind and the waves. "**Quiet! Be still!**" he said. At once the **wind died down** and the **sea became calm**. Everything was **quiet** again.

Jesus' **miracle filled** the **disciples with wonder**. They asked one another, "**Who is this man? Even the wind and the waves obey him!**" Jesus had used his **almighty power** to **show** his disciples that he **is the Son of God**.



discuss

Enlarge pictures made from **Copy Master 2**. Glue each to a piece of **poster board**, leaving a wide frame around the outside for drawing sketches or writing phrases. Attach a sheet of **paper** over each picture to hide it temporarily.

- Ask** When Jesus got into a boat with his disciples after a long day of preaching and healing, what suddenly happened?
[A storm blew in.]
- Why did the big waves scare the disciples? [If enough water came into the boat, it could sink. The disciples could drown.]
- Say** Show what Jesus was doing during the storm.
[All pretend to sleep.]
- Ask** Why did the disciples cry out to Jesus for help? [They had seen Jesus do many miracles and knew he had the power to help.]
- What are some troubles you are afraid might happen to you?
[Allow several responses. If a child names one of the troubles included on the poster (loneliness or sickness), reveal that picture. Draw sketches or write short phrases on the wide frames for each of the other troubles named by the children.]
- Do** Reveal and discuss the two pictures if you have not already done so.
- Say** Just as the disciples cried out to Jesus when they were in trouble, we pray for help in times of trouble and trust that Jesus will answer our prayers.
- Ask** Why did the wind and waves obey Jesus? [Jesus is God and has power over all things. He made the wind and waves.]
- What did Jesus use to calm the storm?
[He used his almighty power.]
- Say** Jesus also has almighty power to help us in times of [trouble].
- Do** Tell the children to imagine a friend saying to them, “A storm ruined our house, but none of us got hurt! We were really lucky!”
- Ask** What would you explain to your friend? [Luck does not protect us in times of trouble. Jesus does! Jesus has power over everything, even storms. He’s the one who takes care of us.]
- Say** We are sure that Jesus has the power to help us with any trouble that comes our way.

fear during the storm and his wonder after Jesus performed the miracle.



Each child needs **crayons and a piece of drawing paper**.

Do Give the children two minutes to draw something they are afraid of. Explain that they will not have to share their drawings if they do not wish to.

Say The disciples were very afraid of a [storm].

Ask Why did the waves and the storm scare the disciples? [Their boat could sink, and they could drown.] How do you know that Jesus was not afraid of the storm? [He slept in the back of the boat during the storm.] Why did the disciples think Jesus could help them? [They had seen Jesus do many miracles and knew he had great power.] What happened as soon as Jesus spoke to the storm? [Everything became calm and quiet.]


Do Read or recite the Genesis 1:1 memory treasure.

Ask So why did the wind and waves have to obey Jesus? [He made them. He is God and has power over everything.]

Do Have those who are willing show their pictures. For each


picture, ask the students what they would say to help the child who has a trouble like the one pictured. Example: For a picture of a child with a broken arm, a classmate could say, "I'll play games and watch movies with you to keep you company. I'll pray that Jesus will use his power to heal your arm."

Say We know that Jesus has power to help us with any kind of [\[trouble\]](#).

 **Ask** How did Jesus help his disciples during a storm? [\[He calmed the storm.\]](#)

Say Jesus created the world, including the wind and the waves, and he has power over all things. We are sure he can help us whenever we have [\[troubles\]](#).

Do *Pray:* Dear Jesus, thank you for using your almighty power to help us! Strengthen our faith so that we always trust you in times of trouble. Amen.

 **Parent Idea:** After reading "Jesus Calms the Storm" with your child, name some powerful people. Then do the first activity on the student lesson to remember who has all power.

CLOSE

Ask How did Jesus help his disciples during a terrible storm?
[\[Jesus used his almighty power to calm the storm.\]](#)

Why can you go to Jesus if you are sick or lonely or scared or have some other trouble?
[\[Jesus has power to help with troubles.\]](#)

Say Because Jesus is strong enough to stop winds and waves and strong enough to take away our sins, we are sure he is strong enough to help us with any other [\[trouble\]](#).

Do Use the following rhyming prayer and actions to close the lesson:

Jesus, you stopped the wind and waves
(hold out hands to stop)

With your almighty power. *(flex arm muscles)*

We know that you can help us too,
(point up and then to self)

Each and every hour. *(pretend to point to watch)*
Amen.



at Home

Student Idea: Have your family read the Bible story together. As it is read, finish each of the three boat pictures as your teacher did in class, and show the pictures to your family.

Note: Use this activity if you did number 1 in **Learn** (Alternate). Send three boat pictures made from **Copy Master 1** home with each child.



★ **Genesis 1:1**

★ **Matthew 11:28**

* The Lord's Prayer

Our Father in heaven,
hallowed be your name,
your kingdom come,
your will be done on earth as in heaven.

Jesus used this prayer to teach the disciples how to pray. We should go to God in prayer often, including when troubles come our way. (See Luther's Catechism for an explanation of each petition.)

Teaching tip

Many superheroes that children see in movies or on television have one weakness along with their superpowers. Jesus has no weakness. He is the perfect, sinless, almighty Son of God.

OPTIONAL

mid-week Lesson

- Begin by singing “Lord, Open Now My Heart to Hear” (hymn 282:1).
 - Use **Activity 1** under **Lesson Activities** to review the story.
 - Remind the children that Jesus has promised to take care of them and help them in times of trouble. Jesus has already helped them with their biggest trouble—sin. Then tell the children that they will solve a puzzle that will show what Jesus did to help them with the trouble of sin. Provide duplicates of **Copy Master 3**, and tell the children to color only the following picture boxes:
 - Row 1—cross
 - Row 2—manger
 - Row 3—smiling face, cross, heart, Bible, manger
 - Row 4—smiling face
 - Row 5—heart
 - Row 6—Bible
 - Row 7—cross
- A large cross will be revealed. Briefly review that Jesus died on a cross so that we can go to heaven.
- Close with the portion of the Lord's Prayer that is the memory treasure for this lesson.
 - Choose and use the **Lesson Activities** that best meet the needs of your students.

Lesson Activities

1. Review

Accordion Book

Purpose: To make a picture book and use it to tell the Bible story.

Procedure: Duplicate **Copy Master 1** so each child has three copies. Have the children finish the pictures as described in number 1 under **Learn** (Alternate) and bind them in a book (see the suggestions in the option). Partner the children, and have them practice telling the story to each other using their books.

Letter Writing

Purpose: To pretend to be a disciple writing about Jesus calming the storm.

Procedure: Give each child a piece of ruled paper. Tell each child to pretend he or she was one of the disciples in the boat when Jesus calmed the storm. Each child should write a letter to a friend and tell what happened. Early writers could dictate their letters to an older student serving as a scribe.

2. Application

Jesus Helps Me

Purpose: To break a code to reveal an application message.

Procedure: Duplicate **Copy Master 4** for the children to complete.

Answer: JESUS HELPED THE DISCIPLES.
JESUS HELPS ME.

Unit Activity: Classroom Application Journal


See Year 1, Winter, Lesson 5, the second option of Activity 2 under Lesson Activities, for this continuing project. Choose a child to complete the next page.

3. Music

Songs to Sing

Purpose: To sing songs that reinforce the application of the lesson.

Procedure: Teach and sing one or more of the following songs:

- Teach “Let’s Praise the Power of Jesus’ Name”  from **Copy Master 5**.
- Praise God together by singing the refrain for Psalm 31 (hymnal, page 77). Emphasize that Jesus’ death on a cross to pay for our sins shows how much he loves us and cares for us. We can be assured that Jesus will help us with our other problems as well.
- Teach the first and second stanzas of “Come and Praise the Lord” (*Let All the People Praise You*, Northwestern Publishing House). The second stanza reminds us to call on Jesus in times of trouble. The refrain praises God for his mercy.

4. Art

Pattern Picture

Purpose: To color a story picture by filling in each section with a different pattern.

Procedure: Demonstrate how to make a pattern picture by drawing a simple picture of a kite on the board and then filling in each section with a different pattern (dots, checks, stars, stripes). Then give each child a duplicate of **Copy Master 1**. Tell the children to use their crayons to make a different pattern in each section of the picture (such as dots on the sail, stripes on the hull, and so on). For best results, they should use only one color in each section.
Suggestion: Add “Jesus calmed the storm.”

5. Review and Apply

Nonreader

Purpose: To complete pictures that review the lesson facts and application.

Procedure: Duplicate **Copy Master 6** for the children to complete.

Read the picture captions aloud for the children, and have them complete the pictures as instructed. Write “Be still!” on the board to help the children know what to write for number 3.

Possible drawings: 1. pillow; 2. scary storm on water; 3. “Be still!”; 4. happy face; 5. drawings will vary

Reader

Purpose: To decide whether story statements are true or false; to do word “math” to reveal an application message.

Procedure: Duplicate **Copy Master 7** for the children to complete. *Suggestion:* Demonstrate how to cross off “subtracted” letters in the second activity.

God’s Word in the Lesson: Sentences 1, 4, and 5 should be circled (true). Sentences 2 and 3 should have a line drawn through them (false).

God’s Word in My Life: JESUS HELPED THE DISCIPLES. JESUS HELPS ME.

Challenge

Purpose: To decide whether story statements are true or false and use a code to reveal an application sentence; to illustrate a trouble and a way Jesus could help with it.

Procedure: Duplicate **Copy Master 8** for the children to complete.

1. true, 2. false, 3. false, 4. true, 5. true, 6. true, 7. true; JESUS HELPS US WITH HIS ALMIGHTY POWER! Drawings in the boxes will vary.

6. Other Ideas

The Memory Treasure Wave

Purpose: To review a memory treasure while pretending to be waves.

Procedure: Write one of the memory treasures on the board, and help the children read it. Then have the children stand in a long row and face the board. Each child should say one word of the memory treasure while quickly raising and lowering his or her arms in a wave pattern (as if doing “the wave” at a ball game). As the children recite faster, the wave pattern will be easy to see. Erase the memory treasure after a few waves. *Suggestion:* Have the children stand on a large blue tarp (water) you have taped to the floor.

Unit Activity: Picture Journal

Continue this activity begun in Year 1, Winter, Lesson 5, Lesson Activity 6, the first option.

Suggested drawing: The children could draw and color a picture of Jesus standing in a boat, telling the wind and the waves to be still.

Unit Activity: Life of Jesus Classroom Collection

Continue this activity begun in Year 1, Winter, Lesson 7, Lesson Activity 6, the third option.

Briefly review the contents of the collection by asking the children what the objects remind them of. For this lesson you might add a toy boat or a completed project from **Lesson Activity 1** or **4**.



NOTES:

A series of 20 horizontal lines for writing notes, arranged in a single column.

Jesus Raises Jairus' Daughter

6

Mt 9:18,19,23-26; **Mk** 5:21-24,35-43; **Lk** 8:40-42,49-56



How did Jesus show his power over death?



Jesus showed his power over death by raising Jairus' daughter from the dead.

Application: We trust that Jesus will raise us and all other people from the dead.

Response: We thank Jesus for his promise of our resurrection.

Lesson Summary: Jairus begged Jesus to come to his house and heal his dying daughter, but the girl died before Jesus arrived. Then Jesus displayed his almighty power over death by raising the young girl from the dead.



***John 14:19b**
***A portion of the Lord's Prayer**
Hymn 152:1



See Franzmann, *Bible History Commentary: New Testament*, Volume 1, pages 218-221; The People's Bible: Albrecht, *Matthew*, pages 136-139; Wicke, *Mark*, pages 75-81; Prange, *Luke*, pages 98-102.



Father in heaven, as I study Jesus' loving action toward Jairus, help me appreciate the countless times you've used your power to bless me. I praise you for those blessings and for sending your Son. Through him alone I have the promise of my own resurrection and eternal life with you. Amen.

Looking Back at Lesson 5

Jesus Calms the Storm

Matthew 8:23-27; Mark 4:35-41; Luke 8:22-25

Aim: How did Jesus help his disciples during a terrible storm?

Truth: Jesus helped his disciples by calming the storm.

Application: Jesus has power to help us in times of trouble.

Response: We are confident that Jesus will help us in times of trouble.

Lesson Summary: Jesus and his disciples were sailing across the Sea of Galilee when a terrible storm arose and threatened to sink their boat. Jesus was asleep, and the terrified disciples cried out to him for help. Jesus used his almighty power to stop the storm immediately.

Memory Treasures: *Genesis 1:1; *Matthew 11:28; *A portion of the Lord's Prayer

Alternate Lesson Plan

**Show a cross.**

Sing: Ask the children to offer reasons why Christians often display crosses in their homes. [The cross reminds them that Jesus died to save them from their sins.] Ask what an empty cross is a reminder of. [That Jesus is alive.] “I Know That My Redeemer Lives” (hymn 152:1) reminds us of the joy we have in knowing Jesus is no longer dead but alive!

Pray: Dear Jesus, how thankful we are that you died so that our sins are forgiven! And how happy we are that you showed your power over death by coming back to life! Help us trust that you will always be with us, taking good care of us. Amen.

**Show a children’s book, preferably one with “The End” on the last page.**

Ask what two words are found on the last page of some books. [The End.] Show the words (or just show the end of the book). Explain that some people think death is the end and nothing comes after it. Have the children explain why Christians believe differently. [Bodies die, but Jesus has power over death. He takes Christians’ souls to heaven. On judgment day Jesus will take our bodies to heaven to join our souls and live forever.]



We know that death is not the end for us. **Listen to find out how Jesus showed his power over death.**

**WORSHIP**

Sing: Ask what the children or their parents do when someone knocks on their door. [They answer it.] Ask what they do if they know the person and would like him or her to come into their home. [They invite the person in.] Explain that because Jesus has earned forgiveness for our sins, God will invite us into heaven. Sing the third stanza of “Jesus Loves Me” (*Let All the People Praise You*, Northwestern Publishing House). It reminds us that Jesus died to open wide the gates of heaven for all who believe in him.

Pray: Dear Jesus, we thank and praise you for dying on a cross to take away our sins. Thank you for promising that when we die, you will give us a beautiful home with you in heaven. Please help us believe this promise as long as we live. Amen.



Review facts about Jesus’ almighty power by asking the following questions.

- What does *almighty* mean? [All-powerful.]
- How did Jesus show his almighty power over the sea? [He caused the disciples to catch many fish; he calmed a stormy sea.]
- Since Jesus used his almighty power to help people in the Bible, of what can we be sure? [Jesus will use his almighty power to help us too.]

**Aim**

In today’s lesson we will learn of another way Jesus used his almighty power. **Listen carefully to find out how Jesus showed his power over death.**



Write the following sentences on the **board** in order, and cover each with a piece of **construction paper**.

- 1: "Jairus' daughter died."
- 2: "Jesus raised Jairus' daughter from the dead."

Number each piece of construction paper with the same number as the sentence under it. As you tell the story, have volunteers come to the board and take off the construction paper to uncover the main points. Read each sentence as a class, or allow one student to uncover a sentence and another to read it.

One day a man named **Jairus** came to **see Jesus**. Jairus was sad and **worried**. His only **daughter** was so **sick** that she was **about to die**. And she was only **12 years old**.

Jairus **knelt** at Jesus' feet and **begged**, "Lord, my daughter is dying. **Please come** and **put your hands on her** so that she will **get well** and live!"

Right away Jesus went with Jairus to his house. But while they were **still on the way**, some **men came** from Jairus' house with bad news. "**It's too late,**" they told Jairus. "Your **daughter is dead**. **Don't bother Jesus** anymore. He **can't help** her now."

Paying no attention to what the men had said, **Jesus told Jairus**, "**Don't be afraid. Just believe**, and your daughter **will get well**."

The **news** that Jairus' daughter had died **spread quickly**. So by the time Jesus and Jairus got to Jairus' house, many **friends and neighbors were already there**. They were **crying loudly** because the little girl had died. Jesus said to them, "**Why** are all of you **crying**? The girl is **not dead**. She's only **sleeping**."

The **people laughed** at Jesus because they **knew the girl was dead**. They **didn't understand** what Jesus meant.

Jesus **told the people to leave** the house. Then he **took** only the girl's **parents** and **Peter, James, and John** with him into the room where the dead girl was lying.

Jesus **held the dead girl's hand** and said to her, "**Little girl, I say to you, get up!**" As soon as Jesus said this, the **girl stood up** and **began to walk** around. She was **alive** and **well**! Her **parents were amazed** at the miracle Jesus had done.

Note: You'll need to use the story in the adjacent column.



As you say each of the following names while telling the story, lead the children

in doing the suggested action:

- "Jesus" (*form a cross with fingers*)
- "Jairus" (*fold hands to show that Jairus asked Jesus for help*)

Do the following at the appropriate times as you tell the story:

- Draw a sad face on the **board** to represent Jairus worrying about his daughter.
- Kneel on the floor as you tell how Jairus knelt in front of Jesus.
- Draw several stick people with sad faces and tears as you tell about all the sad people mourning the death of Jairus' daughter.
- Write "Peter," "James," and "John" on the board. Jesus asked them and the girl's parents to be present for his amazing miracle.
- Draw a happy face to show the joy many felt after the little girl was raised from the dead.



Ask Why was Jairus sad and worried at the beginning of the lesson? [*His daughter was sick and about to die.*] How would you *feel* if someone you knew was very sick and near death? [*Responses.*]

Say Sickness and death are scary things, even for Christians. Jairus turned to Jesus when he was sad and afraid.

Do Ask a child to act out Jairus' actions and say his words to Jesus. [*A child kneels and begs for help.*]

Say Jairus' words and actions show that he believed that Jesus could heal his little girl. But Jairus got some bad news before Jesus arrived at the house to help.

Do Have a child speak the words of the men who came to meet Jairus on the road. [*A child says that it's too late because the girl is dead.*]

Say Jesus let the little girl die so that he could show his almighty power in a wonderful way.

Ask Why will you and I die someday? [*Because we are sinners; because God will let us die and take us to heaven at the time he knows is right.*]

“Don’t tell anyone what I did here,” Jesus told them. **But the news** of how Jesus had brought Jairus’ daughter back to life was **soon known everywhere** in the land.



discuss

On the **board** draw three large boxes. Give each a heading: “Life,” “Death,” “Eternal Life.” Show a **dead plant** or a **stick** with no leaves on it.

Ask Who of you can take this plant (stick) and make it come alive? [*No one!*]

Do Have the children tell if they agree or disagree with each of the following statements.

- If I suddenly become very sick today, one of you could take my sickness away. [*Disagree.*]
- If someone you love dies, you could bring that person back to life. [*Disagree.*]

Say People do not have the power to cure sick people or bring them back to life. People can’t even bring a dead plant back to life. Yet Jesus, a person, had the power to bring a dead girl back to life.

Ask Who is Jesus that he is able to raise people from the dead? [*He is God.*]

Say Jairus believed that Jesus was God. Jairus believed that Jesus could heal his young daughter who was very sick.

Ask Why did Jesus let the girl die? [*To show Jairus and us his almighty power.*]

Why will you die someday?
[*Because I am a sinner; because Jesus will decide when it is time to take me to heaven.*]

Say Jesus loves us sinners so much that he died to take away our sins. When Jesus lets Christians die, he takes their souls to heaven.

Ask What happened when Jesus told Jairus’ dead daughter to get up? [*She stood up and walked around the room.*]

How is that like what Jesus will do on judgment day?
[*He will raise all dead bodies on judgment day.*]

Do Draw the following in the three boxes, and explain each picture.

- “Life” box: stick person; draw a heart on the chest; draw a cross inside the heart (This is a Christian living on earth.)
- “Death” box: a line for the ground and a stick body buried under it; a cloud in the sky with “SOUL” written on it (The Christian died and was buried. Jesus took the believer’s soul to heaven. Remind the children that we cannot see someone’s soul.)
- “Eternal Life” box: cloud with happy stick person with “SOUL” written on chest (Jesus will join each believer’s body and soul in heaven.)

Say Jesus will raise all people. He will send unbelievers to hell and will take those who believe in him to [\[heaven\]](#).

Ask How does it make you feel to know that Jesus will make you come alive and take you to heaven? [\[Thankful and happy.\]](#)

CLOSE

Say Jesus showed his power over death by raising Jairus’ daughter from [\[the dead\]](#). Someday Jesus will return to earth and raise all dead people to life.

Do Read John 14:19b memory treasure.

Have the children practice their part before closing with the following litany of thanks to Jesus.

Teacher: You came to earth to be our Savior.

Children: Thank you, Jesus.

T: You died to pay for our sins.

C: Thank you, Jesus.

T: You rose from the dead.

C: Thank you, Jesus.

T: You promise to raise us too.

C: Thank you, Jesus.

Do Ask a child to tell what Jesus said when he heard the men’s sad news. [\[A child says that Jesus told Jairus not to be afraid but instead to believe that his daughter would get well.\]](#)

Ask Why did the people laugh at Jesus? [\[They thought he was wrong by saying that the dead girl was sleeping. They did not understand that Jesus had power to “wake” her from death.\]](#)

Do Have the children pretend to sleep and then wake up.

Say Jesus compared dying to sleeping because he will “wake” people from the dead and make their bodies come alive again.

Ask What happened after Jesus told the girl to get up? [\[The girl stood and walked around.\]](#) What does this miracle show us about Jesus? [\[He is almighty and has power over death.\]](#) How does this make you feel about what will happen after you die? [\[Happy and thankful to know that Jesus will raise us to life.\]](#)



Ask Why do you think Jairus very likely thanked Jesus? [\[Jesus raised his daughter from the dead.\]](#) What will Jesus use his power to do on the last day of the world? [\[Raise all people from](#)

the dead.] Why will that be a very happy day for believers? [Jesus will raise us and take us to heaven.]

Say Because we know Jesus will keep his promise to take us to heaven, we say [thank you]!

Do Sing the hymn 152:1 memory treasure for or with your students.



Parent Idea: After reading the story “Jesus Raises Jairus’

Daughter” together, use the first activity on the student lesson to discuss death and eternal life with your child.



at Home

Student Idea: Make the list mentioned in the second student lesson activity. Attach it to the butterfly you made, and hang the butterfly in your home.

Note: Use this option if you made the clothespin butterfly in **Activity 4** under **Lesson Activities**.



* John 14:19b

* A portion of the Lord’s Prayer

Our Father in heaven,
hallowed be your name,
your kingdom come,
your will be done on earth as in heaven.
Give us today our daily bread.
Forgive us our sins,
as we forgive those who sin against us.

Hymn 152:1

I know that my Redeemer lives;
What comfort this sweet sentence gives!
He lives, he lives, who once was dead;
He lives, my ever-living Head!

OPTIONAL

mid- week Lesson

- Begin by singing “I Know That My Redeemer Lives” (hymn 152:1). Ask the children on which special day of the church year we often sing this hymn. [Easter.]

Remind the children that because Jesus rose from death, we know that we too will rise.

- Use **Activity 1** (Character Questions) under **Lesson Activities** to review the story.
- Give each child a duplicate of **Copy Master 1**. Have the children write the John 14:19b memory treasure on the cross (or do this before duplicating the copy master). Ask the children whom Jesus is

talking to with these words. [Us.] Tell the children to draw themselves in the picture frame. Then remind them that Jesus promises to raise us and all other people from the dead. The children should then write words of thanks to Jesus in the speech bubble. *Suggestion:* Provide **buttons** or **sequins** for decorating the frame.

- *Pray:*
Lord, you know when the time is right
To bring us happiness and delight!
So give us joy the day we die,
By taking us to heav’n on high. Amen.
- Choose and use the **Lesson Activities** that best meet the needs of your students.

Lesson Activities

1. Review

Character Questions

Purpose: To review the story by answering questions about the main characters.

Procedure: Have three children stand before the class to portray the three main characters of the lesson. Have one hold a paper plate with a sad face drawn on it (Jairus), one hold a cross (Jesus), and one stand with closed eyes (Jairus' daughter). Ask each of the following questions, one at a time. Have a volunteer stand next to the person who represents the answer to the question. If the volunteer's answer is correct, have the volunteer become the Bible character and have the other person join the rest of the class.

- Who came to Jesus because he was sad and worried? [Jairus.]
- Who showed by his words and actions that he had faith? [Jairus.]
- Who died before Jesus could arrive to help? [Daughter.]
- Who has power over all things, including death? [Jesus.]
- Who uses death as a way to bless Christians by bringing them to heaven? [Jesus.]
- Who said that Jairus' daughter was only sleeping? [Jesus.]
- Who stood up and walked around after Jesus told her to get up? [Daughter.]
- Who used his almighty power to raise Jairus' daughter from the dead? [Jesus.]

News Broadcast

Purpose: To take turns pretending to be news reporters telling about Jesus raising Jairus' daughter.

Procedure: Pretend to be a reporter. Demonstrate how to report what Jesus did at Jairus' house before having groups of two or three do it. Have each child in each group take a turn reporting to the others in the group. Have the children tell how the people at the house felt before and after Jesus raised Jairus' daughter from the dead. Reporters could end their reports with words of praise about Jesus, who has power over death. Those children not reporting should be a good audience for their partners until it is their turn to report. *Suggestion:* Provide each group with equipment for recording their broadcasts to play for others.

2. Application

What Happens After We Die?

Purpose: To practice telling others what will happen after death.

Procedure: Point out that we sometimes hear, on TV or in real life, people saying that they don't know what will happen to them after they die. Divide the class into groups of two. Ask the children to practice telling each other what will happen after death. Walk around the room, and listen as the children speak. Help them bring out the following points:

- When believers die, Jesus takes their souls to heaven. He sends the souls of unbelievers to hell.
- Dead bodies remain on earth. But on judgment day, Jesus will return to earth and raise all bodies from the dead.
- Jesus will then rejoin the bodies of believers with their souls in heaven. He will send the bodies of unbelievers to hell.

Unit Activity: Classroom Application Journal

See Year 1, Winter, Lesson 5, the second option of Activity 2 under Lesson Activities, for this continuing project. Choose a child to complete the next page.

3. Music

Songs to Sing

Purpose: To sing songs that reinforce the application of the lesson.

Procedure: Teach and sing one or more of the following songs:

- “Soon and Very Soon” (*Let All the People Praise You*, Northwestern Publishing House) is a catchy and repetitive spiritual that reminds us that soon we will be in heaven with Jesus where there is no more death.
- “Clap Your Hands” (*Let All the People Praise You*, Northwestern Publishing House) is a song that can be sung as a round. Four possible starting points are noted in the music. The song praises our powerful God with singing and clapping.
- “For Me to Live Is Jesus” (hymn 606:1) reminds us that death is not really an end, since when we die, Jesus will take our souls to heaven. On the Last Day, he will raise our bodies and join them with our souls.

4. Art

Butterfly Resurrection Symbols

Purpose: To make hanging butterflies that symbolize new life in heaven.

Procedure: Show a picture of a chrysalis (or a cocoon). Ask the children what comes out of it. [A butterfly (moth).] Tell the children that the butterfly is one picture Christians use to symbolize resurrection. Our dead bodies will lie still for quite some time. Then Jesus will raise us from the dead.

Demonstrate these steps to make a clothespin butterfly:

- Fold a colored facial tissue back and forth like an accordion.
- Hold a marker on the tissue to make a dot, and allow ink to bleed through all the layers. Make more dots in this same fashion with other colors.
- Pinch the folded tissue in the center, apply a drop of glue, and slide the tissue into a peg clothespin (one with no spring).
- Draw eyes on the head of the clothespin.
- Fan the tissue to make butterfly wings.
- Tie a length of thread around the head of the butterfly for hanging.

Suggestion: Send the completed butterflies home with the note included in **To Do at Home**.

5. Review and Apply

Nonreader

Purpose: To put story pictures in order; to cut and paste letters to learn a wonderful message.

Procedure: Duplicate **Copy Masters 2** and **3** for the children to complete. First explain what is happening in each picture. In God’s Word in My Life, you will need to read the completed sentence to the children. *Suggestion:* Have the children set the cutouts on the squares and wait until you check their answers before gluing them to the paper.

God’s Word in the Lesson: 1. Jairus begging Jesus; 2. the people crying; 3. Jesus raising the girl from the dead

God’s Word in My Life: BECAUSE JESUS LIVES, SO WILL I.

Reader

Purpose: To review lesson facts by completing a crossword puzzle; to use a code to learn a wonderful message.

Procedure: Duplicate **Copy Master 4** for the children to complete.

God's Word in the Lesson:

Across: 1. daughter, 2. life

Down: 1. died, 3. miracle, 4. Jesus

God's Word in My Life: Because Jesus lives, so will I.

Challenge

Purpose: To finish a story; to glue words to boxes to make an application sentence.

Procedure: Duplicate **Copy Master 5** for the children to complete. *Suggestion:* For God's Word in My Life, have the children set the cutout words on the boxes and glue them down only when they are sure of their answers.

God's Word in the Lesson: Possible answers:

1. die; 2. hands on her; 3. the girl died;
4. believe; 5. daughter will get well; 6. sleeping;
7. she was dead; 8. into the girl's room; 9. I say to you, get up; 10. stood up and walked;
11. raising her

God's Word in My Life: Jesus will raise my dead body to life and join it with my soul in heaven.

6. Other Ideas

Memory Treasure Exchange Challenge

Purpose: To challenge readers and more advanced students to review the hymn 152:1 memory treasure.

Procedure: Have the children copy the words of the hymn 152:1 memory treasure on writing paper, but in place of eight of the words, they should instead make blanks. Then have the children exchange their papers and fill in the missing words on the papers they receive.

Unit Activity: Picture Journal

Continue this activity begun in Year 1, Winter, Lesson 5, Lesson Activity 6, the first option.

Suggested drawing: The children could draw and color a picture of Jesus raising Jairus' daughter from the dead. They should add Jesus' words: "Little girl, I say to you, get up!"

Unit Activity: Life of Jesus Classroom Collection

Continue this activity begun in Year 1, Winter, Lesson 7, Lesson Activity 6, the third option.

Briefly review the contents of the collection by asking the children what the objects remind them of. For this lesson you might add a student lesson or a completed butterfly from **Lesson Activity 4**.

The Gentile Woman's Faith

Matthew 15:21-28; Mark 7:24-30



How did a woman show that her faith was strong?



The woman kept praying to Jesus and trusted that he would answer her prayer.

Application: Jesus does not want us to give up praying to him for help.

Response: We persistently pray to Jesus and are confident he will do what is best.

Lesson Summary: In the gentile woman, we see a faith that trusted Jesus completely. The daughter of the woman was possessed by a demon. The woman turned to Jesus and repeatedly asked for help until he healed her daughter. Her persistence showed a strong trust in the Lord, who showed himself as the Savior not only of the Israelites but also of the Gentiles.



- * **Proverbs 3:5a**
- * **Galatians 3:26**
- * **The Third Commandment**
(with explanation)



people of Israel—the Jewish people, who were descended from Abraham and had been given the promise of the Savior

Gentiles—a name given to all people who are not Jews; many Jews believed that the promise of the Savior was not intended for Gentiles



See Franzmann, *Bible History Commentary: New Testament*, Volume 1, pages 320-324; The People's Bible: Albrecht, *Matthew*, pages 227-229; Wicke, *Mark*, pages 104-106.



Lord, I tell my students to bring their troubles to you, but sometimes I use prayer as a last resort. Forgive me when I doubt you. Give me a faith that turns to you first and trusts in you completely. Amen.

Looking Back at Lesson 6

Jesus Raises Jairus' Daughter

Matthew 9:18,19,23-26;
Mark 5:21-24,35-43;
Luke 8:40-42,49-56

Aim: How did Jesus show his power over death?

Truth: Jesus showed his power over death by raising Jairus' daughter from the dead.

Application: We trust that Jesus will raise us and all other people from the dead.

Response: We thank Jesus for his promise of our resurrection.

Lesson Summary: Jairus begged Jesus to come to his house and heal his dying daughter, but the girl died before Jesus arrived. Then Jesus displayed his almighty power over death by raising the young girl from the dead.

Memory Treasures: *John 14:19b;
*A portion of the Lord's Prayer;
Hymn 152:1

Alternate Lesson Plan



Sing: Explain that we would like life on earth to be peaceful, but it isn't always that way. Ask why the world isn't always peaceful. [*Because of sin there are wars, hatred, violence, and other problems.*] Where will we someday have perfect peace? [*In heaven with Jesus.*] Sing "Jesus, Lead Us On" (hymn 422:1) in which we ask Jesus to lead us through the sadness of this world to our happy homes in heaven.

Pray: Jesus, thank you for dying on a cross and rising from the dead to forgive us and give us happy, peaceful homes in heaven. Amen.



Ask the children if they could read when they were born. [*No!*]

Ask if they could ride a two-wheeled bike the very first time they tried. [*Responses.*] Have volunteers name things they had to do over and over without giving up before they could do them well. [*Responses.*]



In today's lesson we will hear about a woman who did not give up doing something. **Listen to find out how this woman who would not give up showed her strong faith.**



WORSHIP

Sing: Ask volunteers to tell what they like about having friends. [*Responses.*] Then ask why Jesus is the best friend of all. [*Responses.*] Sing "What a Friend We Have in Jesus" (hymn 411:1,2) as a reminder that our best friend Jesus is always ready to help, even in ways that we haven't thought of. *Suggestion:* Read and sing the song for the children. Have them join you in singing it a second time, if they are able.

Pray: Dear Jesus, thank you for always taking such good care of me. I trust that you have the power to help me with all my troubles, and I know you will always do what is best for me. Make my faith stronger so that I always turn to you when I need help. Amen.



You will write on the **board**. Show a **globe**.

Ask the children to point out and name some of the countries and continents with which they are familiar. Remind them that there are many kinds of people in our world who live in many different places and that Jesus came to earth to save all people from their sins. Write "Israelites" and "Gentiles" on the board. Explain that Jesus first preached to the Israelites, God's chosen people, because they were the ones who had been given the promise of the Savior. Explain that Jesus also came to save those who were not Israelites.



The people who were not Israelites were Gentiles. Our lesson will tell about a gentile woman who believed in Jesus. **Listen to find out how this woman showed her strong faith.**



Encourage active listening by telling the children to stand and then sit every time they hear *pray* (or *prayer, praying, prayed*) as you tell the story.

Jesus and his disciples left the crowds that had been following him and went to a **land north of Israel**. Jesus wanted to **spend some time alone** with his disciples.

A **gentile woman** lived in this land. She was **not one of the people of Israel**, but she had **heard about Jesus**. She **believed that Jesus was the Savior**, whom God had promised to send. When she heard that Jesus was nearby, she **came to him** and cried out for help. **“Lord, Son of David, help me!”** she prayed. “My **daughter** has a terrible **sickness**. She is **suffering** very much. Please **make her well!**”

Jesus **heard** her prayer, but he **did not answer** it right away. He **acted as if he had not even heard** her. But the **woman didn’t stop** praying. She kept on crying and **asking Jesus to help** her daughter. Finally the **disciples** thought that Jesus should stop her. They said to Jesus, **“Send her away. She keeps crying out** after us.”

Jesus **still did not help** the woman. He said, **“I was sent to help only the people of Israel.”** Jesus meant he was to **help the Jews first**, because they were the people who **had been given the promise** of the Savior.

But the woman **did not stop crying** out for help. She got down **on her knees** and prayed, **“Lord, help me!”**

This time Jesus told her, **“It is not right to take the children’s food and give it to their dogs.”** The food that Jesus was **talking about** was the **love and help** that he gave **to the people of Israel**.

“What you say is **true**, Lord,” the woman answered, **“but even the dogs get to eat the crumbs that fall from the master’s table.”** The woman knew that Jesus had come to help the people of Israel first, but she **trusted that Jesus had come to be her Savior too**. She believed that **only a little help** from Jesus could **heal her daughter**.

Jesus was **pleased** with the woman’s answer. He said to her, **“Woman, you have a strong faith. Go home now. I have healed your daughter.”** When the woman got home, she found that her **daughter was well**. Jesus had **answered her prayer**.

Note: You’ll need to use the story in the adjacent column.



Display and move pictures made from **Copy Master 1** as you tell the lesson

events. Suggested words to use with each picture follow:

“Jesus and his . . . with his disciples.” (Use pictures of Jesus and disciples.)

“A gentile woman . . . promise of the Savior.” (Add the picture of the woman standing.)

“But the woman . . . help me!” (Replace the standing woman with the kneeling woman.)

“This time . . . people of Israel.” (Place by Jesus the speech bubble showing a child at a table.)

“What you say . . . heal her daughter.” (Move the speech bubble next to the woman and place the dog inside the speech bubble, under the table.)

“Jesus was pleased . . . answered her prayer.” (Remove the speech bubble, then the woman.)

Suggestion: After you tell the story, allow children to practice telling the story to others using the pictures.



When you come to the following words as you tell the story, do the suggested actions.

Invite the students to join you.

“heard her prayer”
(put hand to ear)

“crying” (put hands to eyes)

“down on her knees”
(get down on knees)

“believed/strong faith”
(put hand on heart)



Divide a large piece of paper into three sections. Label the first section “Troubles,” the middle section “How can parents help?” and the last section “How can God help?”

Do As a class, talk about troubles individual students may have. Then write them in the first section of the chart.

Say Our lesson tells about a gentile woman who had a problem. Gentiles are people who do not come from the nation of Israel. They are not Jews.

Ask What trouble did the gentile woman in our lesson have? [*Her daughter was sick.*]

Say I would imagine that this woman had already tried to take care of her daughter herself. Perhaps she had also tried doctors and medicines. Often when you have troubles, the first person you turn to is one of your parents.

Do Complete the “How can parents help?” section of the chart for the troubles you have listed.



discuss

Make word cards by writing each word of the Proverbs 3:5a memory treasure on a separate piece of **poster board** (each about 8" x 4") and numbering each in order on the back. Save the cards for **Close**.

Say Gentiles are people who do not come from the nation of Israel. They are not Jews. The gentile woman in our lesson today had a strong faith. She believed that Jesus was the promised Savior. She also believed that Jesus could help her with her troubles.

Ask Why did this woman come to Jesus?
[*She had a daughter who was suffering with a sickness. She wanted Jesus to make her daughter well.*]

Why do people call 9-1-1 on the telephone?
[*To get help quickly when they need it.*]

Who is the one we can call on for help, even without a telephone? [*Jesus.*]

Say Jesus wants us to come to him for help with all our troubles and put our trust in him.

Do Hold the first four word cards in the correct order. Read “Trust in the LORD” with the children. Then set the cards down.

Say We can pray to God anywhere, at any time, and for anything. We can trust that he will always hear our prayers.

Ask At first, what did Jesus do when the woman asked for help?
[*He did not answer. He acted as if he had not heard her.*]

Why do you think Jesus did this? [*He was waiting for the right time to help her; he wanted to strengthen her faith.*]

What did the woman keep praying? [*That the Lord would help her.*]

Say Even though Jesus had not yet answered her prayer, the woman did not give up. She trusted Jesus.

Do Read the memory treasure portion already revealed on word cards again. [*Trust in the LORD.*]

Read each of the following sentences, and have the children stand if they agree with the sentence.

- Jesus gets tired of hearing our prayers. [*Stay seated.*]
- Jesus says that praying without giving up shows a strong faith in him. [*Stand.*]

Have the children sit down.

Say Jesus wants us to be like the woman in our lesson and keep on praying to him and trusting in him with our whole hearts.

Do Hand out the remaining four word cards to four individuals. Hold your four cards, and have the children show their cards in order with the words facing the rest of the class. Read the revealed memory treasure together.

Say Through faith the gentile woman trusted that even only a little help from Jesus would heal her daughter.

Ask Why would even only a little help from Jesus be enough?
[Jesus has almighty power. He only needed to use a little of his power to heal the woman's daughter.]

What did Jesus tell the woman?

["You have a strong faith. Go home. I have healed your daughter."]

Say The woman believed that Jesus would answer her prayer. And he did.

Say God has given us parents, doctors, and medicines to help us with troubles. But remember, God is doing the work. He just chooses to work through parents, doctors, and medicines.

Ask How did the woman show she knew Jesus had power to help her? *[She prayed to him for help.]* What did Jesus do when she first began praying? *[He acted as though he hadn't heard her. He ignored her.]*

Say It may be hard for us to understand why Jesus would not answer a prayer right away. Sometimes he may be waiting for the right time to help. Other times he may make us wait to strengthen our faith.

Ask What didn't the woman give up doing? *[Praying.]*

Say Jesus never gets tired of hearing our prayers. He wants us to keep praying and not give up. Jesus wants us to trust that he will answer our prayers, just as the woman trusted Jesus would answer her.

Ask How did Jesus show love to the woman? *[He healed her daughter.]* Why did Jesus say the woman had a strong faith? *[She kept on praying and trusted in Jesus for help.]*

Do Complete the "How can God help?" section of the chart for the troubles you have listed.

Remind the children that Jesus' answer to every prayer will not be yes. But we can be sure that whatever answer he gives will be the best one for us.



Optional: a drawing of a stop sign.

Say The gentile woman prayed to Jesus for help without [\[stopping\]](#).

Do *Optional:* Show a stop sign.

Ask What did this show that the woman had? [\[A strong faith in Jesus.\]](#)

Say Jesus also wants us to pray without [\[stopping\]](#).

Do *Optional:* Show a stop sign.

Say He wants us to pray again and again, trusting that he has the power to help.

Do *Pray:* Dear Jesus, help us remember to turn to you first with our troubles. Remind us to not give up praying. Help us trust that whatever you do is for our good. Amen.



Parent Idea: Read the story of "The Gentile Woman's Faith" from the student lesson with your child, and circle *gentile* each time it occurs. Then talk about whether or not your family belongs to the nation of Israel. Thank God that Jesus came to save both Jews and Gentiles.

CLOSE

Display the memory treasure **cards** from **Discuss**.

Ask How did the gentile woman show that her faith was strong? [\[She kept praying to Jesus and trusted that he would answer.\]](#)

Say Jesus wants us to pray like that woman. He wants us to pray and pray and trust that he will answer. Let's read the memory treasure cards once more: "Trust in the LORD with all your heart." Whether Jesus answers our prayers with a yes or a no, we can be sure that he loves us and will do [\[what is best\]](#).

Do Pray or have a student read the following prayer. Point out that the prayer is on the student lesson and can be used at home.

Lord, I can come to you in prayer
When troubles bother me.
I thank you that you're always there
To share your love, so free!
Please help me with my troubles,
And do what's best for me.
I thank you, Lord, for helping,
And for your love, so free! Amen.



at Home

Student Idea: First circle *pray, prayer, praying, or prayed* on your student lesson to remember how the woman would not give up praying to Jesus. Then put the prayer folder you made near your bed. On the cards write names of people and things to talk to Jesus about. At bedtime take out one (or more!) cards and pray to Jesus. He promises to hear you!

Note: Use with **Activity 2** under **Lesson Activities**.



* Proverbs 3:5a

Galatians 3:26

(Note to teacher: This passage reminds us that faith in Jesus makes us members of God's family. Like the gentile woman, we do not need to belong to the people of Israel.)

* **The Third Commandment**

Remember the Sabbath day by keeping it holy.

What does this mean?

We should fear and love God that we do not despise preaching and his Word, but regard it as holy and gladly hear and learn it.

Prayer ideas:

- Model persistent prayer with your students by praying for a sick child who is missing.
- Create a class "prayer request" jar so you can continually pray for one another's troubles.
- Interrupt classroom routines for prayer. For example, while the children are working on a project, say, "It's 10:17. Let's pray for our sick friend, Jennifer."

Teaching
tip

OPTIONAL

mid-
week
Lesson

- Begin by singing "What a Friend We Have in Jesus" (hymn 411:1).
 - Use **Activity 1** under **Lesson Activities** to review the story.
 - a new bike
 - forgiveness for our sins [*Raise hand.*]
 - patience [*Raise hand.*]
 - good grades in school
 - good health
 - help in saying no to sin [*Raise hand.*]
 - a sunny day
- Then have the children complete each of the sentences below on a piece of writing paper:
- God will always say yes when I ask for . . .
[*Things for my faith.*]



God may say no when I ask for . . .
 [Things that he knows are not best for
 me at this time.]

Suggestion: For nonreaders, complete the sentences orally or as a class.

- Close by composing a class prayer that asks Jesus for help with the troubles the students

or someone they know might have. Be sure to include the individual requests of each child who wants to participate.

- Choose and use the **Lesson Activities** that best meet the needs of your students.

Lesson Activities

1. Review

Tic-Tac-Toe Review

Purpose: To review the lesson by playing a game.

Procedure: Divide the class into two teams.

- Draw a large tic-tac-toe grid on the board.
- Say a fill-in-the-blank fact or application statement from this lesson. (Examples: The gentile woman was not from the nation of _____. Jesus answers our _____.) Call on one team to complete the sentence.
- If the team answers correctly, have one of the team members draw an X on the tic-tac-toe grid.
- Say a different fill-in-the-blank statement for the other team.
- If that team answers correctly, have one of the team members draw an O on the tic-tac-toe grid.
- Continue until a team wins the tic-tac-toe.

2. Application

Prayer Folders

Purpose: To give children a place to write down and keep track of people and things to pray for.

Procedure: Remind the children that Jesus hears us when we pray. He wants us to pray to him in times of trouble. Then give each child one file folder with its sides taped together to form a pocket. Have each child write “Jesus hears me when I pray” on the front and decorate it as desired. Give each child a page (or more!) of prayer cards made from **Copy Master 2** to cut apart and put into the folder. Then tell the children to take their folders and cards home with the note included in **To Do at Home**. Encourage them to keep the cards in the pocket and fill out the cards as they think of things for which they would like to pray. The cards can then supply ideas for special prayers at bedtime.

3. Music

Write a Song

Purpose: To work together as a group to write a song that tells the lesson events or emphasizes a main point.

Procedure: Help the children write words about the lesson to a familiar melody. *Suggestion:* Supply the first line to get the group started.

Example 1:

Melody: “Row, Row, Row Your Boat”
First line: Pray, pray, pray to God . . .

Example 2:

Melody: “The Farmer in the Dell”
First line: The woman prayed to God . . .

Songs to Sing

Purpose: To sing songs that reinforce the application of the lesson.

Procedure: Teach and sing one or more of the following songs:

- “What a Friend We Have in Jesus” (hymn 411) tells us how important it is to pray to Jesus, our best friend.
- “I Am Trusting You, Lord Jesus” (hymn 446) expresses our trust in Jesus.
- “Jesus Listens When I Pray” (*Little Ones Sing Praise*, Concordia Publishing House) would be a good song to use just before prayer time.

4. Art

“Pray to Jesus for Help!” Pictures

Purpose: To create a wall hanging that reminds children to pray to Jesus whenever they need help.

Procedure: Give each child a copy of **Copy Master 3**. On all sides of the frame, have the children list words (or draw pictures) that describe times when they could go to Jesus for help. For example, they could write (or draw pictures of) words such as “lonely,” “afraid,” “sad,” “sick,” “hurt,” “scared,” “lost,” etc. Next, let each child choose a color of paper that matches his or her skin tone. Tell the children to trace one of their hands with fingers together so that it looks like a praying hand. They should then cut the hand shape out and glue it on the right side of the picture. Encourage them to take their pictures home to hang in their bedrooms.

5. Review and Apply

Nonreader

Purpose: To identify who would have said story quotes; to draw pictures of those who help us and identify the one who can always help.

Procedure: Duplicate **Copy Master 4** for the children to complete.

God’s Word in the Lesson: Read the directions. Then read each quotation and have the children mark the answer: 1. woman, 2. woman, 3. Jesus, 4. woman, 5. Jesus, 6. Jesus

God’s Word in My Life: Box 1: Mom, dad, doctor, nurse, police officer, etc. Box 2: Jesus. Circle Jesus.

Reader

Purpose: To identify who would have said story quotes; to draw pictures of those who help us and identify the one who can always help.

Procedure: Duplicate **Copy Master 5** for the children to complete.

God's Word in the Lesson: 1. woman, 2. woman, 3. Jesus, 4. woman, 5. Jesus, 6. Jesus

God's Word in My Life: Answers will vary, but one picture must be of Jesus. That is the one that should be circled.

Challenge

Purpose: To match story sentence parts and write a prayer.

Procedure: Duplicate **Copy Master 6** for the children to complete.

God's Word in the Lesson: 1. c, 2. a, 3. d, 4. b, 5. h, 6. e, 7. f, 8. g

God's Word in My Life: Prayers will vary.

6. Other Ideas

Children of God

Purpose: To create a display that reinforces the fact that all of the children in the class are children of God.

Procedure: Have each child create a self-portrait. Display all of the portraits together like a family picture in a large paper frame. On the frame write the words of the Galatians 3:26 memory treasure.

Memory Treasure Practice

Purpose: To use a game to help children practice reciting memory treasures.

Procedure: Use this game with any of the memory treasures from this lesson. Tell the children that you will recite a memory treasure but will also pause and point to them from time to time. When you pause and point, they should call out the word of the memory treasure that comes next. As the children become better acquainted with the memory treasure, pause and point more often. You may even wish to use consecutive pauses and points!

The Lost Son

Luke 15:11-24



How did a father show love for his sinful son?



The father showed love for his son by forgiving him.

Application: God loves us and forgives all our sins.

Response: We daily confess our sins and ask for God's forgiveness.

Lesson Summary: Jesus told a parable to show the great love that our heavenly Father has for sinners. A son left his father's home to live a wicked and sinful life. When he finally realized how foolish he had been, he returned home. His father welcomed him home and forgave him.



- * **Ephesians 2:8,9**
- * **The Lord's Prayer**
- * **Hymn 304:1**



See Franzmann, *Bible History Commentary: New Testament*, Volume 1, pages 450-460; The People's Bible: Prange, *Luke*, pages 175-179.



Dear heavenly Father, I sin against you so many times each day! I do not deserve your love and care. How thankful I am that you love me so much that you are willing to forgive me over and over again! Help me show the children your great love as I teach them the parable of the lost son. Help us show our thankfulness to you by speaking and acting in ways that please you. In Jesus' name I pray. Amen.

Looking Back at Lesson 7

The Gentile Woman's Faith

Matthew 15:21-28; Mark 7:24-30

Aim: How did a woman show that her faith was strong?

Truth: The woman kept praying to Jesus and trusted that he would answer her prayer.

Application: Jesus does not want us to give up praying to him for help.

Response: We persistently pray to Jesus and are confident he will do what is best.

Lesson Summary: In the gentile woman, we see a faith that trusted Jesus completely. The daughter of the woman was possessed by a demon. The woman turned to Jesus and repeatedly asked for help until he healed her daughter. Her persistence showed a strong trust in the Lord, who showed himself as the Savior not only of the Israelites but also of the Gentiles.

Memory Treasures: *Proverbs 3:5a; Galatians 3:26; *The Third Commandment (with explanation)

Alternate Lesson Plan



Sing: Explain that Psalm 47 (hymnal, page 85) praises God as King over all the earth. He is the one and only God and the Savior from sin. Teach the refrain to the students. Then sing or say the verses and have the children join in on the refrain.

Pray: Dear God, we praise you, because only you can save us. Keep us faithful to you. Lead us to worship and serve you gladly each day. In Jesus' name we pray. Amen.



Ask the children to name some ways that their parents show them love. [Provide a home, food, and clothing; teach about Jesus; show kindness; give help when hurt; punish when necessary.]



God, your heavenly Father, loves you most of all. Today you will hear a parable that Jesus told to teach about his heavenly Father's love. **Listen to find out how a father showed love for his sinful son.**



WORSHIP

Show a **picture of an insect** or draw an insect.

Sing: Ask why someone might step on a bug that is in his or her home. [To get rid of the bug so it won't be a bother.] Explain that God gets rid of something for us every day through Jesus our Savior. God forgives our sins so they don't worry us. We trust in him to save us. Sing "I Am Trusting You, Lord Jesus" (hymn 446:1).

Pray: Dear Father in heaven, we are sorry for all the times we have sinned against you. Crush our sins and forgive them through Jesus so that they will never bother us again. Amen.

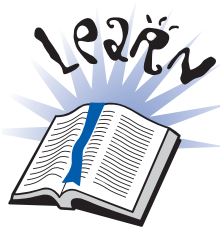


Make a large (about 2 feet wide) heart out of **poster board** or **paper**. Save for **Discuss** and **Close**.

Have the children name ways people show love for one another. [Hug, kiss, give gifts, show kindness, provide help.] Write (or have the children write) their responses on the heart. Leave room for writing more during **Discuss**.



In our lesson we will hear one of the parables Jesus told. It shows how much God loves each and every one of us. **Listen to Jesus' story to find out how a father showed love for his sinful son.**



On the **board** draw large stick figures with happy faces. Label one “father” and the other “son.” Make the father’s face sad when the son leaves home to lead an evil life. Make the son’s face sad when telling that he had no money and little food. Make the father happy when telling that he sees his son coming home. Draw a robe, sandals, and a ring on the son. Then add a smile.

Jesus wanted the **people** listening to him to **know** that **God loves sinners** and wants them to **be saved**, so he **told them this parable**:

“A **man had two sons**. One day the **younger son** said, ‘Father, **give me** the part of your **money** that will be **mine when you die**. I want to have it **now**.’

“The **father divided** his money between his two sons. Not long after that, the **younger son took everything** he had and went to live in a country **far away**. There he lived a **wicked and sinful life**. He **foolishly spent his money** until it was gone.

“Now the son was **very poor**. He **didn’t even have** enough **money to buy food**. And because there had **not been rain** for a long time and **nothing was growing**, he **couldn’t find anything to eat** in the gardens or fields. At last he **got a job taking care of pigs**. As he did his work, he was **so hungry** that he **wished he could have** some of the **pigs’ food**. But **no one would even give him that**.

“The **son saw** how **foolish** he had been. He thought, ‘My father’s **servants are never hungry**. They have all the **food they want**. And here **I am, dying** of hunger! I’ll **go back** to my father and **tell him how sorry I am** that I have **sinned against God** and **against him**. I’ll say that I am **not good enough to be called his son** and ask him to let me **be one of his servants**.’

“The **father had not forgotten** about his son. He **still loved him** very much. While the son was still a long way off, his **father saw him coming**. At once the father **ran out** to meet him! He threw his **arms around him** and **kissed** him.

“The son said, ‘Father, I have **sinned against God** and against **you**. I’m **not good enough** to be called your **son**.’

“But before the son could say any more, the **father called** for his **servants**. ‘**Hurry!**’ he said. ‘Get the **best robe**, and put it on my son! Put a **ring** on his finger and **sandals** on his feet! Bring the **best food** we have, and make a **special meal**. Let’s have a party and **be happy!** For my **son was lost**, but **now he is found!**’”

Note: You’ll need to use the story in the adjacent column.



Put the following props in a **brown grocery bag** and show them one by one as you tell the story: **play money**, a **pig** (toy or picture), **pretend food**, a **ring**, and a **party invitation**.



Prepare a paper **booklet or scroll** to make into the son’s diary or journal. Write the following entries, and read each one at the appropriate time as you tell the story.

- “I’m rich! My father gave me lots of money. It’s the money I was supposed to get when he died.”
- “I’m leaving home so I can do what I want, when I want. I’ll spend my money as I wish, even on things that I know are sinful.”
- “Oh, no! My money is gone! Now what will I do? I’ll take any job I can get.”
- “I hate feeding pigs! I’m so hungry I’d eat their food if my master would let me.”
- “I’m going home. I’ve sinned against God and my father. I’ll ask my father to make me one of his servants.”
- “My dad saw me coming, and he was happy! He forgave me and gave me gifts. He truly loves me!”



You will write
on the board.

Ask What did the younger son want from his father?
[The money that would be his when his father died.] What kind of life did the son live far away from home? [A wicked, sinful life.]

Do Draw stick figures of the father and son. Label them “father” and “son.”

Ask Who is like the father in the parable? [God.]

Do Write “God” under the father.

Ask Who is like the son?
[We are.]

Do Write “us” under the son.

Ask When are we like the son who left home? [When we forget about God and his Word and do sinful things.]

Say Sometimes instead of doing what our heavenly Father wants us to do, we do wicked things that please us.

Ask What are some of the sinful things we do?
[Responses.]

Do Discuss the following sentences with the children:

- Carlos said, “I stole some gum, but it doesn’t matter because no one saw me do it.” [God



discuss

You need the **heart** used in **Introduce**. Save for **Close**.

Ask At the beginning of the parable, what did the younger son want from his father? [The money that would be his when his father died.]

How do you think the father felt when the son asked for this money and then went away? [Sad.]

Why do you think the son went to a country far away?
[Probably so that he could do whatever he wanted; his father would not be there to correct him.]

Say After a while, the young man’s money ran out and he had no food.

Ask How would this have made the son feel?
[Sad, lonely, homesick, etc.]

What did the son wish he could eat?
[The food that pigs were eating.]

Say The son realized that his father’s servants had plenty to eat, yet he was starving. So he decided to go home.

Ask Whom did the son realize he had sinned against?
[God and his father.]

What did the son plan to ask his father?
[He wanted to ask if he could live as one of his father’s servants.]

Why didn’t he think he was good enough to be called a son anymore? [He had wanted to leave home; he had lived a sinful and wicked life; he had wasted his father’s money.]

How did the son feel about his sins? [He was sorry.]

Say Sin is serious. We too feel sad after we have sinned because we know we have disobeyed God. God hates sin, and we feel bad inside because we know what we did was wrong.

Ask What does God want us to do when we feel this way?
[God wants us to tell him we are sorry and ask him for forgiveness.]

Say The father watched for his son and showed love to him as soon as he saw him.

Ask What did the father do when he saw his son?
[He ran to him, hugged him, and kissed him.]

Do Circle “hug” and “kiss” on the heart if the children suggested these earlier as a way to show love. If they did not suggest them, write them on the heart now.

Ask What did the father tell his servants to put on his son?
[A robe, a ring, and sandals.]

Say In those days, only sons in the family, not servants, wore such things. The father gave his son these gifts to show everyone that the boy was still his son and that he had forgiven him.

Do Circle “give gifts” on the heart if the children suggested it earlier, or add it now.

Ask What do you think was the most important thing the father gave his son? [Forgiveness.]

Do Circle “forgive” on the heart if the children suggested it earlier, or add it now.

Say In the parable, the father reminds us of [God]. God loves us as his dear children. Each day he wants us to tell him we have sinned and to trust in him for [forgiveness]. He forgives us just as the father in the parable forgave his son.

sees all that we do and wants us to ask him for forgiveness.]

- Ann told her friend, “I only hit you because you hit me first.” [Ann is excusing her sin instead of admitting it and asking for forgiveness.]
- Jimmy bragged, “Yes, I did call Danny a bad name. But the other boys pushed him down and laughed at him.” [Jimmy thought his sin wasn’t as bad as what the others did. God hates all sin. Jimmy needs forgiveness as much as the others.]

Say We are all sinful just like the children in these stories. We need to realize and admit our sins. Listen to a prayer said by a girl who realized she had sinned:

Karen prayed, “Dear Jesus, I’m sorry I yelled at my mom today. Please forgive me!”

Ask Where did Karen go when she realized she had sinned?
[To God.]

Say Only God forgives sins and gives us peace.


Ask Whom did the son realize he had sinned against? [God and his father.] What did the son plan to ask his father? [Can I please be one of your servants?]

Say The father ran to meet his son, forgave him, and had servants give him gifts. He didn’t

even give his son time to ask to become a servant.

Ask Why did the father want to celebrate? [*His lost son had been found.*]

Say God is also happy when we come to him, confess (tell him about) our sins each day, and trust in him to forgive us. He gladly forgives us through Jesus!


 **Ask** How did the father in this parable show love for his sinful son? [*He forgave him.*] How is God like the father in the story when he deals with us? [*He loves and forgives us.*]

Say The son realized his sin and came to his father for help.

Ask What do we want to tell God about each day? [*Our sins.*]

Say God forgives our sins through the work of [*Jesus*].

Do Sing memory treasure hymn 304:1.

 **Parent Idea:** Teach your child the short rhyming prayer on the student lesson.

CLOSE You need the **heart** you used in **Discuss**. Cut a **paper cross** to put on the heart.

Say The son in Jesus' parable sinned against God and his father. Later, the son realized his sin and was sorry.

Ask What gifts did the father give his son when he returned home? [*A robe, a ring, and sandals.*]

Although those gifts were nice, what was the best gift the father gave his son? [*Forgiveness.*]

Say Forgiveness is also the best gift our heavenly Father gives us. God wants us to confess our sins and ask for forgiveness each day. That forgiveness has already been earned for us by Jesus.

Ask How did Jesus take away all our sins? [*He died on a cross for us.*]

Do Attach the cross to the heart. Then close with the following prayer.

Jesus, Savior, wash away
All that I've done wrong today.
Make me ever more like you,
Good and gentle, kind and true. Amen. (hymn 593:2)



at Home

Parent Idea: Talk about how serious *one* sin is. Then make a "sin estimate" as you do the second student lesson activity.



* **Ephesians 2:8,9**

* **The Lord's Prayer**

Our Father in heaven,
 hallowed be your name,
 your kingdom come,
 your will be done on earth as in heaven.
 Give us today our daily bread.
 Forgive us our sins, as we forgive those who
 sin against us.
 Lead us not into temptation,
 but deliver us from evil.
 For the kingdom, the power, and the glory
 are yours now and forever. Amen.

* **Hymn 304:1**

Jesus sinners does receive;
 Oh, may all this saying ponder
 Who in sin's delusions live
 And from God and heaven wander.
 Here is hope for all who grieve—
 Jesus sinners does receive.



Are you consistent with your classroom rules and discipline strategies? Do you model God's forgiveness? Do you make sure that when your children disobey, they understand

- what they did and why it was wrong?
- what the consequences of their sins are?
- that they are forgiven by God and by you?

Ask the Father for patience, forgiveness, help, and a large measure of his love.

OPTIONAL

mid-week
Lesson

- Begin by singing "Jesus Sinners Does Receive" (hymn 304:1). Remind the children that we receive forgiveness through our Savior Jesus, who lived, died, and rose for us.

- Use **Activity 1** under **Lesson Activities** to review the story.
- Before class write "I sinned against you when I _____. Forgive me for Jesus' sake, dear God"

at the top of a sheet of **paper**. Then make two copies for each child.

During class remind the children that God wants us to think about the sins we have done each day, know they are serious, tell him we are sorry, and ask him for forgiveness. Then distribute the pages. Have the students write about and draw (nonreaders can just draw) a specific sin on each page. When the children are done, have them pray about their sins and ask God for forgiveness. Then set out a **sack**,



have the children drop their papers into it, draw a cross on the outside, and then put the sack of sins in the trash. Lead the children in thanking God for taking away their sins through Jesus.

- *Pray:*
Jesus, Savior, wash away
All that I've done wrong today.
Make me ever more like you,
Good and gentle, kind and true. Amen.
(hymn 593:2)
- Choose and use the **Lesson Activities** that best meet the needs of your students.

Lesson Activities

1. Review

Switcheroo

Purpose: To trade places with the students and allow them to tell the lesson as the “teacher.”

Procedure: To review the lesson, tell the children that you will trade places with them. You will play the part of a student, and they will be the teachers. Allow several children to tell different parts of the lesson to you. Let the other children take turns asking you a question or two about the lesson.

2. Application

Secret Message

Purpose: To review the lesson application by solving a secret message.

Procedure: On the board draw a short line for each letter of the message, “God loves us and forgives our sins.” Leave a space between words. Call on a child to pick a letter that might be in the message. If the letter is in the message, write it on the appropriate line(s). If not, call on another child to make a different suggestion. Make a list of letters that don’t work so they won’t be chosen again. Continue until a child can solve the secret message. *Suggestion:* Use this procedure to review memory treasures.

“I Am God’s Child” Projects

Purpose: To make items the father in the parable gave his son.

Procedure: Give each child a copy of **Copy Master 1**. Read the directions. Provide the materials needed for making the items.

3. Music

Songs to Sing

Purpose: To sing songs that reinforce the application of the lesson.

Procedure: Teach and sing one or more of the following songs:

- Parts of the worship liturgy, such as the “O Christ, Lamb of God” (hymnal, page 35) and the “Lord, Have Mercy” (hymnal, page 15), are good reminders that Jesus takes away our sins.
- “A Psalm for Children” (**Copy Master 2**) tells how great God’s love is for sinners. Speak the verses (for nonreaders; responsively with readers), and sing the refrain together.
- “Jesus Loves Me,” stanza 3 (*Let All the People Praise You*, Northwestern Publishing House), is a familiar song, which tells that heaven is ours because of what Jesus has done for us.

4. Art

“God Loves Me” Hearts

Purpose: To remind the children that just as the father in the parable loved his son, so our heavenly Father loves us.

Procedure: Give each of the children a large heart cut from red construction paper. Tell them to print “God Loves _____ (child’s name)” across the top of the heart. Ask the children to write sentences (or draw pictures) on the hearts, telling how they know God loves them. Then let the children decorate their paper hearts using markers, beads, glitter glue, sequins, and other craft items.

Suggestion: Hang the hearts on a bulletin board along with the words “God Loves Me.”

5. Review and Apply

Nonreader

Purpose: To draw pictures of the gifts the father in the parable gave his son and gifts God gives us.

Procedure: Duplicate **Copy Master 3** for the children to complete.

Answers: The children should draw sandals, a robe, and a ring on the son; finish the other pictures; and trace the dotted letters. Drawings in the box will vary.

Reader

Purpose: To review with a code how the father in the parable helped his son; to explain what the parable teaches.

Procedure: Duplicate **Copy Master 4** for the children to complete.

God’s Word in the Lesson: I HAVE SINNED; FORGAVE

God’s Word in My Life: God, us, Jesus, forgives

Challenge

Purpose: To complete sentences and draw pictures about story events; to explain what the parable teaches.

Procedure: Duplicate **Copy Master 5** for the children to complete.

God’s Word in the Lesson: 1. wicked (sinful, evil); feeding pigs. 2. robe; ring (order may be switched); sandals; special meal. Drawings will vary.

God’s Word in My Life: 1. sinful; 2. sinned; 3. forgiveness (help); 4. food; 5. forgiveness; 6. sins; 7. heaven; 8. Jesus

6. Other Ideas

The Eraser Memory Game

Purpose: To aid in the memorization of a memory treasure.

Procedure: Play the eraser memory game to help the children learn the Ephesians 2:8,9 or the hymn 304:1 memory treasure. Write the memory treasure on the board. Say the memory treasure with the children. Allow the children to come to the board, one at a time, and erase one or several of the words. The class should repeat the memory treasure after each erasure until there are no words left.

Bouncing Memory Treasures

Purpose: To review a memory treasure while playing catch.

Procedure: Divide the class into pairs. Give each pair a basketball or playground ball. Have the children in each pair stand about 6 to 10 feet apart, facing each other. Then assign a memory treasure to each pair. One child should bounce pass the ball to his or her partner. As the ball hits the ground, both children should say the first word of the memory treasure. The other child should then catch the ball and return the pass. As the ball bounces again, both children should say the second word of the memory treasure, and so on.

The Parable of the Vineyard Workers **Matthew 20:1-16**

Looking Back at Lesson 8

The Lost Son

Luke 15:11-24

Aim: How did a father show love for his sinful son?

Truth: The father showed love for his son by forgiving him.

Application: God loves us and forgives all our sins.

Response: We daily confess our sins and ask for God's forgiveness.

Lesson Summary: Jesus told a parable to show the great love that our heavenly Father has for sinners. A son left his father's home to live a wicked and sinful life. When he finally realized how foolish he had been, he returned home. His father welcomed him home and forgave him.

Memory Treasures: *Ephesians 2:8,9; *The Lord's Prayer; *Hymn 304:1



How did the vineyard owner show love for his workers?



The vineyard owner showed love for his workers by giving them work and a day's pay.

Application: God loves us and gives us something we don't deserve and can't earn—the free gift of salvation.

Response: We thank God for the free gift of salvation.

Lesson Summary: Jesus wanted his disciples to learn that salvation is not something they could earn but rather a free gift of God. He told the parable of a vineyard owner who hired workers throughout the day to work in his vineyard. At the end of the day, he paid each worker a full day's pay. The workers who were hired first thought this was unfair, since they had worked longer than the others. The vineyard owner pointed out that they had received what had been promised to them.



- * **Ephesians 2:8,9**
- * **The First Article of the Apostles' Creed**
- * **Hymn 469:6**



See Franzmann, *Bible History Commentary: New Testament*, Volume 1, pages 500-512; The People's Bible: Albrecht, *Matthew*, pages 282-284.



Dear heavenly Father, thank you for sending your Son to rescue me from sin, death, and hell. Forgive me when I feel or act as though I have somehow earned or deserved your love. Help me continue to serve you out of thankfulness for all that you have done for me. In Jesus' name I pray. Amen.



WORSHIP

Make two “answer sheets” on large sheets of paper. Label the first “Sonya” and write “I try to listen to my mom. I work hard at school. I share my toys.” Label the second “Jill” and write “God sent Jesus to die on a cross to take away my sins.”

Sing: Explain that one day Mrs. Smith asked each of her students to write down the answer to the question, Why will I be going to heaven? Show the two answer sheets. Read Sonya’s and Jill’s answers out loud. Point out that their answers are very different. Ask which girl is correct. [Jill.] Then ask why Sonya’s answer is wrong. [Sonya wrote about the good things that she does. Doing these things will not save her, because she is still a sinner. We are saved only because of God’s love for us. He sent his Son, Jesus, to suffer and die to take away our sins.] Point out that we want to do things that please God out of thanks to him for all he’s done for us.

Sing the refrain to Psalm 31 (page 77): “Surely, it is God who saves me. . . .”

Pray: Dear God, thank you for loving us so much that you sent your Son, Jesus, to save us. Help us show our thanks by living lives that are pleasing to you. In Jesus’ name we pray. Amen.



Show a **bunch of grapes** or a **picture** of a vineyard.

Explain that grapes are grown in huge gardens called vineyards. In Jesus’ day when the grapes were ripe, vineyard owners often went into town where they could hire workers to help them pick their grapes.



Today you will hear a parable Jesus told about a vineyard owner who hired workers to work in his vineyard. **Listen to find out how the vineyard owner showed love for his workers.**

Alternate Lesson Plan



Sing: Remind the children that each thing they have is a gift from God. Money, possessions, bodies, and abilities all come from God. Encourage the children to use all these things to show love for him. Join in singing “Take My Life and Let It Be” (hymn 469:6) to ask God to help you give your entire being to serve him.

Pray: Dearest Lord, help us use all that we are and all that we have to serve you. We love you! Amen.



Put a **note that says “salvation” inside a gift bag or box. Open the gift in Discuss (Alternate).**

Show the gift. Explain that giving gifts is one way to show others that you love them.



Today you will hear another parable Jesus told. It tells about a man who owned a vineyard where he grew grapes. **Listen to find out how the vineyard owner showed love for his workers.**

Note: You'll need to use the story in the adjacent column.



Make one duplicate of **Copy Master 1**. Since the following activity will not follow the

printed directions, cut off the title and directions on the duplicate. Number the grapes 1-10 on the duplicate. Then run off one copy of your new copy master for each child. As you tell the story, stop ten times and have the children draw the following pictures in order, one on each grape.

- a stick man (vineyard owner)
- money
- 9:00 (for each time of day, the children can either write just the number or draw a clock showing the time; demonstrate this for the students)
- 12:00
- 3:00
- 5:00
- 6:00
- angry face (some workers were angry because all were paid the same)
- sun (some had worked all day in the hot sun)
- heart (the owner showed love by giving them work and a day's pay)



As you tell the story, draw the ten pictures listed in the previous option on the **board**.



As you tell the story, use a **clock** with moveable hands to show the different times mentioned in the story. *Suggestion:* Have volunteers show the times on the clock.

Jesus wanted his **disciples to learn** how people **receive forgiveness** of sins and **eternal life** with God. So he told them this **parable**:

“Early one morning a **man went** into town to **hire some men** to work in his **vineyard**. The men he found **said they would work** if they were given the **usual pay** for a day's work. The **owner agreed** and sent the men to his vineyard.

“About **nine o'clock** that morning, the man went **back into town** looking for **more workers**. He found some **more men** who **didn't have any work**. He said, ‘Come and **work for me**. I will **pay you what is fair** and right.’ So these **men also went to work** in his vineyard.

“The **owner** of the vineyard **went out** again at **noon** and at **three** in the afternoon and did the same thing. Then at **five o'clock** he went back into town one last time. Only **one hour** was left **in the workday**. When he **found still more men** standing around, he asked, ‘**Why** have you been **standing here** all day long doing nothing?’

“‘Because **no one has asked us to work**,’ they answered.

“‘**Go work in my vineyard**,’ said the owner. Then they too **went to work** for him.

“When **six o'clock** came and the **workday was over**, the owner told the man in charge of his workers, ‘**Call the workers in** and **pay them**. **Start with the men who began** working at **five o'clock**. Then pay the rest, **ending with those who worked all day**.’

“The **men** who had **worked only one hour** were **surprised** when they were given a **full day's pay**. When the **men who had worked all day** saw this, they **thought** they would **get much more**. But **each** of them got the **same pay**. They became **angry** with the vineyard owner and said to him, ‘The **men** you hired last only **worked one hour!** We **worked all day** long in the **hot sun!** Why should they **receive the same amount** as we did?’

“The vineyard **owner answered** one of them, ‘Friend, I **haven’t been unfair** to you. Didn’t you **agree** this morning to work for the **usual day’s pay**? Take the pay I have given you and **go on your way**. Don’t I **have the right** to do what I want **with my own money**? Why should you be unhappy because I **was kind** to the other men?’

“So,” Jesus said, “the **last will be first**, and the **first will be last**.”



discuss

You will write on the **board**.

- Ask** In Jesus’ parable, why did the owner of the vineyard go into town? [*He wanted to hire men to work in his vineyard.*]
- What did the first workers expect to be paid?
[*The usual pay for a day’s work.*]
- Why did the vineyard owner need more workers?
[*There was a lot of work to be done.*]
- Say** The owner went out again and again to hire more workers.
- Ask** What did the owner tell each group of men to do?
[*Go and work in my vineyard.*]
- Do** Draw a stick person, and label it “owner.”
- Say** The vineyard owner in the parable reminds us of God.
- Do** Erase “owner,” and write “God.” Then draw four more stick people and label them “workers.”
- Say** The workers are like people who believe in Jesus as their Savior.
- Do** Ask a student to erase “workers” and write “us.”
- Say** Some of you came to faith in Jesus when you were babies. You are like the people who were hired to work right away in the morning. Some people come to faith as older children, as grown-ups, or as very old adults. These people are like those who were hired later in the day. God loves all people and wants us to believe in him and receive his free gift of salvation.
- Do** Draw an arrow from God to the workers and a heart around the workers.



You need the gift from **Introduce** (Alternate). You will draw on the **board**.

Say Please stand. Stay standing if you think the workers in the story were special people who deserved to have the vineyard owner hire them. [*All should sit.*] The people weren’t special, but the owner was. He was willing to share his work and money. God is like the owner, because he gladly shares his gift of salvation with people.

Do Show the gift.

Ask Why do you think the owner of the vineyard went back into town again and again to hire more workers? [*He wanted many workers for his vineyard.*] How many people does God want to receive his gifts of forgiveness of sins and life in heaven? [*All people.*]

Say Some men worked in the vineyard all day, others worked a few hours, and some worked only [*one hour*].

Ask What did the men who worked all day receive? [*A full day’s pay.*] What did the men who worked a few hours receive? [*A full day’s pay.*] What did the men who worked only one hour receive? [*A full day’s pay.*]

Say They all received the same. And God gives the same gift to

each believer, no matter how long he or she has believed. Some people are baptized and come to faith in the Savior when they are babies.

Do Draw or have a student draw a baby.

Say Other people come to faith in Jesus as older children, as adults, or as very old adults.

Do Draw or have a student draw people of varying heights or ages.

Ask What does God want all people—young, old, or in-between—to receive? [*His free gift of salvation.*]

Do Have a student open the gift and read the note.

Say We are not like the workers in the parable in one way: We cannot work to earn forgiveness of sins and life in heaven. For us the gift of salvation is [*free*]. But it cost Jesus very much. He paid the punishment for our sins with his [*life*].

Ask What do parents usually remind their children to say when they open gifts? [*Thank you.*] Why do we give thanks to God? [*Because he gives us all gifts, including salvation.*]



Say The kind vineyard owner showed love by giving his workers jobs in his vineyard and [*pay*].

Say He doesn't love us because of anything we have done. His love is a gift we don't deserve.

Ask What did the vineyard owner tell his man in charge to do at the end of the day? [*Call the workers in and pay them.*]

What were the men given who had worked all day?
[*A full day's pay.*]

Do Draw three dollar signs under one worker.

Ask What did the man give those who had worked half a day?
[*A full day's pay.*]

Do Draw three dollar signs under another worker.

Ask What were all the workers given, even those who had only worked one hour? [*A full day's pay.*]

Do Draw three dollar signs under the remaining workers.

Say God gives believers a free gift that is much better than even a *thousand* days' pay!

Ask What does God give as a gift to all those who believe in his Son, the Savior? [*Salvation; forgiveness of sins and life in heaven.*]

Do Erase the dollar signs and write "salvation" (*draw a cross and a heavenly kingdom to help nonreaders*) under the workers.

Say God gives each believer, no matter how long he or she has believed, the same gift—the gift of salvation. The workers who were hired first in the parable thought the vineyard owner wasn't being fair.

Ask Instead of complaining, what should the first workers have done?
[*Thanked the owner for the job and the pay he had given them.*]

What will we give God for his free gift of salvation?
[*Our thanks.*]

CLOSE Draw one very large and two small gifts on the **board**. Write "salvation" (for nonreaders also draw a cross and a heavenly kingdom) inside the large one, and write "work" (draw grapes on a vine and a knife for cutting them off) and "pay" (draw some money) inside the small ones.

Ask Which of the two gifts on the board did the kind owner give his workers? [*Work and pay.*]

Which gift does our loving God give to believers of all ages?
[*Salvation.*]

What do we want to do because of what God has done for us?
[*Thank God.*]

Do *Pray:* Dear heavenly Father, thank you for loving us so much that you sent Jesus to save us. Help us show our love for you by thanking you and living lives that are pleasing to you. We pray in Jesus' name. Amen.



at Home

Student Idea: Share the gift you made today with your family. Remind one another that God loves each of you and gives you something you don't deserve and can't earn—the free gift of salvation.

Note: Use this idea after you have done **Lesson Activity 4**. Send home the completed project with the student lesson and the preceding note.



*** Ephesians 2:8,9**

*** The First Article of the Apostles' Creed**
I believe in God the Father almighty, maker of heaven and earth.

*** Hymn 469:6**

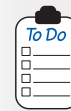
Take my love, my Lord, I pour
At thy feet its treasure store.
Take myself, and I will be
Ever, only, all for thee.

With these words of praise, we dedicate our lives to the Lord. We love him and want to thank him for all he has done for us.

Ask What has our loving God given us for free? [*Salvation.*]
What do we gladly give to God?
[*Our thanks.*]

Do *Pray:*

All glory be to you, O God,
Who sent us your own Son.
Now perfect life in heaven
is ours,
Our gift that Jesus won. Amen.



Student Idea: Did you ever win a blue ribbon or a trophy? Even if you never won one yourself, someone has won something much more special for you. Complete the second activity on the student lesson to learn more!

Teaching
tip

Take an occasional break during your teaching to do crossover movements with the children. Examples: touch the right hand to the left ear, elbow, knee, or foot, and then touch the left hand to the right ear, elbow, knee, or foot. Switch back and forth between the left and right hands to touch the various parts.

OPTIONAL
mid-
week
Lesson

- Begin by singing “Take My Life and Let It Be” (hymn 469:6).
- Use **Activity 1** under **Lesson Activities** to review the story.
- Discuss the many blessings and gifts that God has given us. Especially point out the free gifts of forgiveness of sins and a home in heaven. Remind the children that we do not deserve these blessings. God gives them to us because he is good and generous. Then give each child a duplicate of **Copy Master 1**. Tell the children to write or draw a gift from God inside each grape.
- Compose a class prayer. Stand with the children in a circle. Hold hands. Explain that you will begin the prayer by giving thanks to God and mentioning one of the blessings he has given you. Then have each child thank God for one of the gifts he or she included on a grape (even if it has already been mentioned). After a child mentions a gift, that child gently squeezes the hand of the next child in the circle, who adds another blessing to the prayer and then squeezes the hand of the next child. Continue until everyone has had a turn. Mention spiritual gifts if the children do not do so.
- Choose and use the **Lesson Activities** that best meet the needs of your students.

Lesson Activities

1. Review

Act It Out

Purpose: To act out the story.

Procedure: Have children play the parts of the vineyard owner, each of the different groups of workers, and the man in charge of the workers. Possible props: play money or coins to represent a day’s pay, a clock with moveable hands to show the different hours of the day mentioned in the parable, bunches of grapes drawn across the board to serve as the vineyard (children who are the workers can pretend to pick these), baskets in which to place the pretend grapes, and costumes made from bathrobes, sheets, etc.

2. Application

God Gives Us Work

Purpose: To reinforce that all we do is a thank-you to God for saving us.

Procedure: Ask the children why we want to do our best in whatever work we do. [*We want to show our love and thanks to God for all he has done for us.*] Then encourage them to give examples of some of the work they have been given to do. Make a list of their ideas. Remind them that one of their jobs right now is to be hard-working students so that they will be ready to work their best when they are grown-ups. Also point out that the most important work for all Christians is sharing God’s Word with others.

3. Music

Songs to Sing

Purpose: To sing a hymn that reinforces the lesson application.

Procedure: Teach and sing “I Gave My Life for Thee” (hymn 454:1,5,6). It reminds us that Jesus gave his life for us. In thanks for his love, we are encouraged to give ourselves in service to him.

4. Art

Free Gifts

Purpose: To make a gift that represents God’s free gifts of heaven and salvation.

Procedure: Have each child do the following:

- Wrap only the lid of a small box, such as a greeting card box. (You may need to help with this step.) Leave the bottom of the box as it is.
- Attach a bow to the lid.
- Attach a gift tag on which is written “TO: You; FROM: God; Look inside for free gifts.”
- Cut two poster board note cards sized to fit inside the box. Write “The forgiveness of sins” on one and “Life in heaven” on the other. Place the note cards inside the box, and cover the box with the decorated lid.

Suggestion: Encourage the children to take their boxes home and share the gift with others. Send home the note included in **To Do at Home**.

5. Review and Apply

Nonreader

Purpose: To review story facts by matching sentences with pictures, and to complete pictures of some of God’s gifts.

Procedure: Duplicate **Copy Master 2** for the children to complete. For the first activity, discuss what answers the pictures represent. Read each sentence, and allow time for the children to match it to a picture. Explain the second activity, and have the children do it independently.

God’s Word in the Lesson: 1. vineyard, 2. workers, 3. town, 4. coin, 5. angry

God’s Word in My Life: No answers are needed.

Reader

Purpose: To review story facts by completing sentences, and to use a code to reveal an application message.

Procedure: Duplicate **Copy Master 3** for the children to complete.

God’s Word in the Lesson: 1. e, 2. b, 3. c, 4. f, 5. a, 6. d, 7. g, 8. h

God’s Word in My Life: We can’t earn heaven. It is God’s gift to us!

Challenge

Purpose: To write words or draw pictures to answer questions about the story and its application.

Procedure: Duplicate **Copy Master 4** for the children to complete.

Possible answers: 1. They agreed to be paid for one day’s work; 2. 4; 3. one day’s pay; 4. angry or sad face; 5. salvation (or forgiveness and heaven); 6. drawings will vary but could include Jesus dying on a cross and an empty tomb; 7. It is the gift of God/It is God’s gift to me, etc.

6. Other Ideas

Classroom Helpers

Purpose: To thank God as classroom helpers.

Procedure: Many classrooms have “job charts” or other classroom helper lists. Reinforce the lesson application by making a sign to place near your helper chart. Write “We make all we do a thank-you to God for saving us” on a piece of paper, and have your entire class sign their names around the words. Post the sign as a reminder that everything we do is for the glory of God.

Suggestion: Such a sign could also be posted near attendance or other charts.

Swat 'Em!

Purpose: To review terms from recent Bible lessons by playing a game.

Procedure: Make a list of important people, places, things, and other terms found in the lessons you have taught. Write them on the board, scattering them all over. For nonreaders, use easily illustrated terms (storm, scroll, fish, seeds, dogs, pigs, etc.) or display pictures of people from student lessons instead of using written terms.

Divide the class into two or more teams. Give the first person on each team a plastic flyswatter. Explain that you will describe someone or something from a Bible lesson. The first player on each team should run to the board and swat the answer he or she feels is correct. Continue until all have had at least one turn. Award a point for each correct answer.

The Lord's Supper

10

Mt 26:1-5,14-29; **Mk** 14:1,2,10-25; **Lk** 22:1-23; **Jn** 13:1,2,21-30



Aim

Why did Jesus give the Lord's Supper to his disciples?

Jesus gave the Lord's Supper to his disciples to remind them of his suffering and death and to give them forgiveness of sins.

Application: Believers who take the Lord's Supper receive forgiveness of sins.

Response: Children can watch this special meal and remember that Jesus gave his body and blood to forgive their sins.

Lesson Summary: At the Passover meal, Jesus pointed out that Judas would betray him. Later Jesus began a new meal—the Lord's Supper—for the forgiveness of sins.



Application: Believers who take the Lord's Supper receive forgiveness of sins.

Response: Children can watch this special meal and remember that Jesus gave his body and blood to forgive their sins.

Lesson Summary: At the Passover meal, Jesus pointed out that Judas would betray him. Later Jesus began a new meal—the Lord's Supper—for the forgiveness of sins.



- * **Matthew 26:41a**
- * **Mark 10:45**
- * **The Eighth Commandment**
(with explanation)



Wordwise | **Maundy Thursday**—name Christians give to the Thursday when Jesus washed his disciples' feet and gave them the Lord's

Supper; teacher information: *maundy* likely comes from the Latin *mandatum* meaning “command” (John 13:34)

Passover—most important of all Jewish feasts; celebrated to remember the night God “passed over” Israelite homes in Egypt and saved the firstborn (Exodus chapter 12)

Passover meal—meal of unleavened (made without yeast) bread, roasted lamb, bitter herbs, and wine

betray—to quit being someone's friend and instead hurt that person



See Franzmann, *Bible History Commentary: New Testament*, Volume 1, pages 727–767; The People's Bible: Albrecht, *Matthew*, pages 371–373 and 377–385; Wicke, *Mark*, pages 196–203; Prange, *Luke*, pages 231–238; Baumler, *John*, pages 185, 186, and 190–193.



Jesus, thank you for the Lord's Supper—a visible and tangible way to receive forgiveness of sins and salvation. Amen.

Looking Back at Lesson 9

The Parable of the Vineyard Workers

Matthew 20:1-16

Aim: How did the vineyard owner show love for his workers?

Truth: The vineyard owner showed love for his workers by giving them work and a day's pay.

Application: God loves us and gives us something we don't deserve and can't earn—the free gift of salvation.

Response: We thank God for the free gift of salvation.

Lesson Summary: Jesus wanted his disciples to learn that salvation is not something they could earn but rather a free gift of God. He told the parable of a vineyard owner who hired workers throughout the day to work in his vineyard. At the end of the day, he paid each worker a full day's pay. The workers who were hired first thought this was unfair, since they had worked longer than the others. The vineyard owner pointed out that they had received what had been promised to them.

Memory Treasures: *Ephesians 2:8,9; *The First Article of the Apostles' Creed; *Hymn 469:6

Alternate Lesson Plan



Sing: Ask the children whom a Christian trusts. [*Christ Jesus. The word Christ is in Christian.*] Then ask what we trust Jesus has done for us. [*He suffered and died for the forgiveness of our sins and rose to give us heaven.*] Sing “I Am Trusting You, Lord Jesus” (hymn 446:1), a hymn in which we sing of our trust in Jesus for our salvation.

Pray: Dear Jesus, thank you for dying on a cross so that our sins are forgiven. Teach us to always trust in you as our dear Savior. Amen.



Tell the children to pretend their grandparents have invited them for supper. Ask how many meals the children would expect to get. [*One—supper!*] Explain that when Jesus celebrated the Passover meal with his disciples, he actually gave them two meals.



Jesus first had the Passover meal, and then he gave his disciples a meal we call the Lord’s Supper. **Listen to find out why Jesus gave the Lord’s Supper to his disciples.**



WORSHIP

Prepare a **tray of food** (fake or real).

Sing: Explain that a waiter or waitress in a restaurant might say, “Hello, I’m your server today.” Then carry the tray of food, and ask how such a person might serve someone in a restaurant. [*Responses.*] Explain that Jesus came to serve us and that the best way he served us was by earning forgiveness for us by his death on a cross. Remind the children that God’s words in the Bible teach us that Jesus came to serve and save us. Sing the Verse of the Day (hymnal, page 30): “Alleluia! Alleluia! Alleluia! These words are written . . .”

Pray: Dear Jesus, we are happy to learn about you in the Bible. Help us serve you as you have served us. Amen.



Ask the following questions to review the world’s need for a Savior:

- What was the world like when God created it? [*It was perfect.*]
- What happened to spoil God’s perfect world? [*Adam and Eve sinned against God.*]
- Because Adam, Eve, and all people since have sinned, what punishment do all people deserve? [*Punishment forever in hell.*]
- But God loves all people and does not want us to suffer in hell. Whom did he send to pay for the sins of all people so that we can go to heaven? [*God sent his only Son, Jesus, as our Savior from sin.*]



We are beginning Bible lessons that tell us about Jesus’ suffering and death. On the evening before Jesus died, he met with his disciples to eat the Passover meal. Jesus also gave another meal to his disciples and all other believers. We call it the Lord’s Supper. **Listen to find out why Jesus gave the Lord’s Supper to his disciples.**



As you tell the story, show 30 pieces of **aluminum foil** (the 30 pieces of silver), an empty **wineglass**, and one of the following: a **Communion wafer**, **unleavened bread** (see **Activity 6** [Baking Unleavened Bread]), or a **saltine cracker**. Explain that wine and unleavened (made with no yeast) bread are still used for the Lord's Supper today.

On Maundy **Thursday**, the **day before** Jesus would **die on a cross**, he and his disciples **came to Jerusalem** to celebrate the **Passover**.

That **evening** they **met in an upstairs room** of a house. The house was **owned by a follower** of Jesus who **let them use it** for the night. Earlier that day, **Peter and John** had gone there and **prepared the Passover meal**. Everything was ready now, and **Jesus** and his **disciples** took their **places around the table**.

While they were eating, **Jesus** told his disciples in a **sad voice**, "One of you is **going to betray me** by handing me over to my enemies."

Jesus was **talking about** the disciple named **Judas**. The **enemies** of Jesus had **promised to give Judas 30 silver coins** if he would **show them where they could find Jesus** and then take him prisoner. **Judas had agreed** to the plan.

The **other disciples did not know** what Judas was planning. So when Jesus said, "**One** of you is **going to betray me**," they were **shocked and very sad**. They looked at one another, **wondering who** was planning to do this. **One after the other**, they said to Jesus, "Lord, **am I the one** who is going to betray you?" **Even Judas asked** this question.

Finally **John**, who was sitting next to Jesus, **asked**, "Lord, **who** is it? **Which one** of us are you **talking about**?"

Jesus answered, "I will take a **piece of bread** and **dip it** into this dish. Then I will **give it to one** of you. The disciple I give the bread to is the **one who will betray me**."

Then **Jesus took** a small piece of **bread**, **dipped it** into the dish, and **gave it to Judas**. **Judas acted** as if he was **surprised**. He said, "**Lord, am I the one**?"

Softly, Jesus answered, "**Yes, you are the one** who will betray me. Now **go and do** what you have been planning."

As soon as Judas took the bread, he **left the room**. He **went out** into the dark night to **meet with the enemies** of Jesus.

Note: You'll need to use the story in the adjacent column.



Prearrange to have someone set **empty Communion ware** on the altar. Take

the children to **church**, and tell the Bible story there. Then, depending on the custom of your congregation, have the children stand or kneel at the front of church where confirmed members stand or kneel for the Lord's Supper. Show the children the **plate** on which the pastor puts the bread or wafers and the plate for the **cup(s)** for the wine. Help the children find symbols of the Lord's Supper (wheat and grapes, loaf and chalice/goblet) in church windows, banners, designs, and decorations.



As you tell the story, draw simple pictures on the **board**. Draw a house showing

the upper room where the disciples and Jesus gathered. Then draw a sad face as you tell about Judas' betrayal. Have the children help count 30 silver coins as you draw them. Draw a flat, thin loaf of bread and a wineglass. Finally, draw a stick person and a thought balloon with a cross in it to represent remembering that Jesus suffered and died for our forgiveness.



Cut a wineglass and a thin, flat bread (like a puffy tortilla) out of paper. On the board, draw two crosses. Completely cover one cross with the wineglass and the other cross with the bread.

Ask Why did Jesus and all the Jews celebrate the Passover? *[Note: This question may be a challenge.] God had commanded his Old Testament believers to do so; to remember that God had saved his people from death in Egypt.]*

Say Jesus' disciple Judas had a secret plan to betray Jesus. Judas planned to turn Jesus over to his *[enemies]*.

Ask How did Jesus know about Judas' plan if it was a secret? *[Jesus is God and knows all things.]* What plan had the enemies of Jesus made with Judas? *[They would pay Judas 30 pieces of silver if he would help them capture Jesus.]*

Say Jesus knew he soon would suffer, die, and rise from the dead. Later he would go back to heaven. He wanted his disciples to remember him in a special way after he was gone. He also wanted to give them forgiveness in a way they could see, touch, and taste.

Ask What did Jesus do with the bread after he had given thanks?

As the **Passover meal was ending**, Jesus did something very special. He **took some bread** from the table and **gave thanks** to his heavenly Father. Then he **broke** the bread into small pieces and **gave a piece to each** of his disciples. He said, **“Take this bread and eat it. This is my body, which is given for you. Do this, and remember me.”**

Then Jesus **took a cup of wine** and **gave thanks**. He gave the cup to the disciples and said to them, **“Each of you, drink this wine. It is my blood, which is poured out for you for the forgiveness of all your sins. Do this, and remember me.”**

This was the **first time** this special meal was served. We call it the **Lord's Supper**. Ever since, **Christians everywhere** have been receiving the **Lord's Supper for the forgiveness of sins**.



discuss

You need a **picture of Jesus** and either **30 dimes** or **30 aluminum foil pieces**.

Ask Why did Jesus and his disciples go to Jerusalem? *[To celebrate the Passover.]*

Say Because Jesus is God, he knew that he soon would suffer and die.

Ask What did Jesus also know about Judas? *[That he would betray Jesus.]*

Do Show the 30 “pieces of silver,” and count them with the children.

Ask Of what wicked plan does this money remind you? *[Judas' plan to betray Jesus to his enemies.]*

Do Show the money and the picture of Jesus.

Ask Why did Judas agree to help Jesus' enemies? *[He loved money more than Jesus.]*

Do Set aside the picture of Jesus.

Ask What might be a reason why the disciples were sad to hear what Judas was about to do? *[They knew that Jesus' enemies wanted to kill him, but they couldn't understand how one of Jesus' best friends would want to hurt him.]*

Say Judas knew he was going to betray Jesus. But instead of asking for forgiveness, he acted surprised and asked if he was the betrayer. Jesus told him to go and do what he had to do quickly.

Ask What did Judas do after he left the room? *[He went to meet Jesus' enemies.]*

What do you think Judas and the enemies might have talked about? *[How Judas would help them find Jesus.]*

Say Then Jesus gave his disciples a second meal, one much more important than the first.

Ask What do Christians call this special meal? [*The Lord's Supper.*]

What did Jesus tell his disciples the bread was? [*His body.*]

What did Jesus say they were to do?

[*Eat the bread to remember him.*]

What did Jesus say the wine was? [*His blood.*]

What did Jesus say the disciples were to do?

[*Drink the wine to remember him.*]

Say We cannot understand how the bread is Jesus' body and the wine is his blood, but we believe what Jesus said. We also believe that Jesus forgives sins through the Lord's Supper.

Do Have the children stand. Have them stay standing if they agree with this sentence: "Young children cannot receive the Lord's Supper yet, so their sins are not forgiven." [*All sit.*]

Ask Why are the sins of young children who can't take the Lord's Supper still forgiven? [*Jesus died to forgive all people. Children receive forgiveness through Baptism and through faith in God's saving Word.*]

Say The Lord's Supper is another way to receive forgiveness. It's a way people can see, taste, and touch. Once you learn more about the Lord's Supper in special confirmation classes, you too will be able to eat this special meal. If church services with the Lord's Supper seem long to you, you can use that time to think about Jesus.

Ask What can you remember about Jesus as you watch other people eat the Lord's Supper? [*I can remember that Jesus suffered and died to forgive me.*]

CLOSE

On the **board** draw some flat bread, a wineglass, and then a baby followed by at least six stick figures that ascend in height.

Do Point to the bread and glass.

Say Jesus reminds us of his suffering and death through a special meal of bread and wine called the [*Lord's Supper*]. Through that meal he gives believers the [*forgiveness of sins*].

Do Point to the baby and stick figures.

Ask How many of these people, young and old, have the forgiveness of sins? [*All of them through faith in the Savior.*]

[*He broke it into pieces and gave it to his disciples.*] What did Jesus say this bread was?

[*His body.*] What were the

disciples to do? [*Eat it to*

remember him.] What did Jesus

say the wine was? [*His blood.*]

What were the disciples to do?

[*Drink it to remember him.*]

Do Have two students remove the cup and bread to reveal the crosses.

Ask What very special gift did Jesus say is given through his body and blood? [*Forgiveness of sins.*] So, are young children who can't take the Lord's Supper forgiven or not forgiven? [*Forgiven.*]

Say Jesus lived, died, and rose to forgive all people and give them heaven. You have these gifts through Baptism and faith in God's Word. And after you learn more about God's Word and become a confirmed member of our church, you too will receive the Lord's Supper.

Ask Until then, what can you remember as you watch other people take the Lord's Supper? [*That Jesus suffered and died to forgive me.*]



Say Jesus gave the Lord's Supper to his disciples to remind them of his suffering and [*death*]. He also gave the Lord's Supper for the

[[forgiveness of sins](#)]. This same forgiveness is yours, even though you are not old enough to receive the Lord's Supper.

Ask What can you remember each time you see your parents and other people eating the Lord's Supper? [[We can remember that Jesus suffered and died for us.](#)]

Do Help the children perform the suggested actions as you say the following words.

Lord, I remember all you've done.
(*point to head*)

You are the Savior, God's own
Son. (*point up*)

In love, you came to earth for me.
(*point to self*)

You gave your life up willingly.
(*form cross with fingers*)

Amen.



Student Idea: Sharpen your pencil to finish the drawings in the first student lesson activity. Also try the second activity, and report your ideas at our next class.

Until you are old enough to receive the Lord's Supper, what can you remember as you watch others eat this meal?

[[That Jesus suffered and died for me too.](#)]

Do *Pray:*

Thank you, Lord; my forgiveness is free
Because you paid the price for me.
You shed your blood to take away
The sinful things I do each day. Amen.



at Home

Student Idea: Read the Bible story with your family, and then sample pieces of the unleavened bread we made in class today. This bread is similar to bread Jesus would have used in the first Lord's Supper.

Note: Bake unleavened bread to send home. See **Activity 6** (Baking Unleavened Bread).



*** Matthew 26:41a**

Mark 10:45

(Note to teacher: A person may pay a ransom to set free a slave or captive. Jesus served us by dying to free us from the slavery of sin.)

*** The Eighth Commandment**

You shall not give false testimony against your neighbor.

What does this mean?

We should fear and love God that we do not tell lies about our neighbor, betray him, or give him a bad name, but defend him, speak well of him, and take his words and actions in the kindest possible way.

This commandment reminds us that God does not want us to betray others as Judas betrayed Jesus, but rather wants us to be good friends to our neighbors.

OPTIONAL
mid-
week
Lesson

- Use “Glory Be to Jesus” (hymn 103:1) to remind the children that Jesus shed his blood to save sinners. *Suggestion:* Sing one phrase at a time, and have the children echo you.
- Use **Activity 1** under **Lesson Activities** to review the story.
- Have each child open a **hymnal** to page 21 (The Common Service) or page 33 (Service of Word and Sacrament), depending upon which section your congregation uses during a Communion service. Guide the children through the liturgy by reading the words of the pastor and by singing the musical phrases and verses with them. The children may be surprised by how much of this service they already know! Remind the children that even though they are not yet old enough to receive the Lord’s Supper at the altar, they should follow along and participate in the liturgy at Lord’s Supper services. All of us who watch this special meal can remember that our sins are forgiven because Jesus suffered and died for us. *Suggestions:* Have the pastor come explain this portion of the liturgy and go through it with the children. Also ask him to explain the confirmation process (instruction and ceremony) to them. He could also show the children **Communion wafers** and other items used at the Lord’s Supper.
- Help the children perform the suggested actions as you say the following words.

Lord, I remember all you’ve done.
(point to head)
 You are the Savior, God’s own Son. *(point up)*
 In love, you came to earth for me.
(point to self)
 You gave your life up willingly.
(form cross with fingers)
 Amen.
- Choose and use the **Lesson Activities** that best meet the needs of your students.

Lesson Activities

1. Review

That’s My Line!

Purpose: To allow children to tell parts of the story using sentence strips.

Procedure: Select important phrases from the lesson, and write them on separate strips of paper. Make one strip for each student, and highlight the phrases you have chosen in the story text. Be sure each child can read the phrase he or she has been given. Give help as needed. Tell the story, hesitating when you come to a

highlighted phrase. The child with the correct missing phrase should stand, say “That’s my line!” and then read the words to the class.

2. Application

Jesus Came to Serve

Purpose: To help children understand the Mark 10:45 memory treasure.

Procedure: Draw three gifts on the board. Read the Mark 10:45 memory treasure to the children. Explain that in this passage we learn what a special gift Jesus is to us. Read up to the word *Man*. Then ask how Jesus came

to earth. [*He was born.*] Under the first gift draw a manger.

Then read up to the word *serve*. Ask the children in what wonderful way Jesus helped, or served, us. [*He died so that we are forgiven.*] Draw a cross under the second package. Read the rest of the passage. Explain *ransom*—paying to set someone free. Jesus paid our ransom with his life.

Finally, explain that Jesus has one more gift for us. Ask if the children can think of a way Jesus is still serving us now. [*He is getting heaven ready for us.*] Under the third package, draw a cloud and an angel to symbolize heaven. Have the class practice saying the passage together.

3. Music

Songs to Sing

Purpose: To sing a song about the Lord's Supper.

Procedure: Teach and sing "Let Us Break Bread Together" (*Let All the People Praise You*, Northwestern Publishing House), an African-American spiritual in which we ask God for his mercy and we remember his gift of forgiveness given in the Lord's Supper.

4. Art

Lord's Supper Poster

Purpose: To review the events and application of the Lord's Supper by drawing pictures.

Procedure: Give each child a large sheet of construction paper for making a Lord's Supper poster. The children may draw and color any of the following: a picture of Jesus giving the disciples the first Lord's Supper, confirmed members receiving the Lord's Supper in church, or a simple picture of a loaf of bread with a cup of wine. Each child should add a caption, such as "Eat and drink," "Remember me," "Given for you," "This is my body and blood."

5. Review and Apply

Nonreader

Purpose: To recall Jesus' words regarding the Lord's Supper, and to draw a picture of a good thing to remember while watching the Lord's Supper.

Procedure: Duplicate **Copy Master 1** for the children to complete. Describe what each picture represents, and read the identifying words before having the children draw lines to match the pictures.

God's Word in the Lesson: The children should draw a line from the picture of bread to the words "my body," and from the picture of a cup to the words "my blood."

God's Word in My Life: Answers will vary, but drawings should be related to Jesus' suffering and death.

Reader

Purpose: To match story parts to tell the lesson, and to use a code to complete an application message.

Procedure: Duplicate **Copy Master 2** for the children to complete.

God's Word in the Lesson: 1. d, 2. a, 3. e, 4. b, 5. c, 6. g, 7. f, 8. i, 9. h, 10. j

God's Word in My Life: . . . REMEMBER THAT JESUS SUFFERED AND DIED TO FORGIVE MY SINS.

Challenge

Purpose: To make story sentences true by choosing the correct word, and to write a sentence about a good thing to remember while watching the Lord's Supper.

Procedure: Duplicate **Copy Master 3** for the children to complete.

God's Word in the Lesson: Color the 1. bread; 2. cup; 3. bread; 4. bread and cup; 5. bread; 6. cup

God's Word in My Life: Answers will vary, but sentences should tell that it would be good to remember Jesus' suffering and death.

6. Other Ideas

Baking Unleavened Bread

Purpose: To make bread like Jesus may have used in the first Lord's Supper.

Procedure: Check for food allergies before doing this activity. Mix 2 cups of flour, $\frac{1}{4}$ cup shortening, and a pinch or two of salt with $\frac{1}{2}$ cup of water. Knead about one minute. Place the dough on a greased cookie sheet, and roll it out as thin as possible. Prick the dough many times with a fork. Bake in a preheated oven at 475 degrees for 10-12 minutes or until golden. Cool. Break into pieces, and eat. *Note:* One batch might give each child in a class of 15-20 a taste. Bake more than one if you are sending the bread home as suggested in **To Do at Home**.



NOTES:

Jesus Is Crucified

11

Mt 27:31-44; Mk 15:20-32; Lk 23:26-38; Jn 19:16-22



Why did Jesus let himself suffer on a cross?



Jesus let himself suffer on a cross to take away the sins of all people.

Application: Jesus earned our salvation by suffering and dying for us.

Response: We value the gift of salvation as our most precious possession.

Lesson Summary: Immediately after Pilate handed down the death sentence to Jesus, Jesus was led out of the city to be crucified along with two thieves. Once at Calvary, Jesus was nailed to a cross and placed between the two criminals. Those around him mocked the Lord, but he did not become angry. Rather, he willingly suffered the torment that should have been ours.



***John 3:16**
***The Second Article**
of the Apostles' Creed



crucify—a form of punishment in which a criminal's hands and feet were nailed to a cross and the person was left there to die



See Franzmann, *Bible History Commentary: New Testament*, Volume 2, pages 884–906; The People's Bible: Albrecht, *Matthew*, pages 413–418; Wicke, *Mark*, pages 221–225; Prange, *Luke*, pages 248–251; Baumler, *John*, pages 247–249.



Dear Lord, I praise you for willingly suffering on the cross for me. Help my students and me realize the depth of your caring for each and every sinner in the world. Amen.

Looking Back at Lesson 10

The Lord's Supper

Matthew 26:1-5,14-29; Mark 14:1,2,10-25; Luke 22:1-23; John 13:1,2,21-30

Aim: Why did Jesus give the Lord's Supper to his disciples?

Truth: Jesus gave the Lord's Supper to his disciples to remind them of his suffering and death and to give them forgiveness of sins.

Application: Believers who take the Lord's Supper receive forgiveness of sins.

Response: Children can watch this special meal and remember that Jesus gave his body and blood to forgive their sins.

Lesson Summary: At the Passover meal, Jesus pointed out that Judas would betray him. Later Jesus began a new meal—the Lord's Supper—for the forgiveness of sins.

Memory Treasures: *Matthew 26:41a; Mark 10:45; *The Eighth Commandment (with explanation)

Alternate Lesson Plan



Sing: Review the refrain of “The King of Glory Comes” (hymn 363) with

the children. Explain that Jesus is the King of glory who deserves our thanks, love, honor, praise, and obedience. Sing or say the stanzas, and have the children join you in singing the refrain.

Pray: Dear Jesus, you are our King of glory! Thank you for living, dying, and rising to save us. Help us give glory to you here on earth until we live with you forever in heaven. Amen.

**Show a globe.**

Ask the children what a globe represents.

[*Earth, world.*] Ask how many of the world’s people sin and deserve to be punished in hell.

[*All people.*]



God sent Jesus to earth to suffer in our place so that we don’t have to suffer in hell. **Listen to find out why Jesus let himself suffer on a cross.**

**WORSHIP**

Sing: Sing the liturgical song “Glory Be to God” (hymnal, pages 16 and 17), which gives glory to God for his gift of a Savior.

Pray: Read the sentences of the following prayer, and have the children respond to each with “Glory to God in the highest.”

Teacher: God, you love all people and promised to send a Savior.

Children: Glory to God in the highest.

T: You sent your Son, Jesus, to live a perfect life for us.

C: Glory to God in the highest.

T: Jesus suffered and died so that we can live forever in heaven.

C: Glory to God in the highest.

All: Amen.



Tell the children to imagine that they are going to a park. Ask them whether they would still go if they knew that along the way they would trip, fall, and break a leg. [*Responses.*] Explain that Jesus knew exactly what would happen to him when he let his enemies capture him and put him on trial.



Jesus knew he would have to suffer and die to pay for the sins of all people. **Listen carefully to our lesson to find out why Jesus let himself suffer on a cross.**



As you tell the story, draw on the **board** simple pictures of the following items:

- a road leading to a rocky area (Calvary)
 - nine o'clock
 - spikes and a hammer; hands and feet
- a cross
 - a sign on the cross (add “THIS IS JESUS OF NAZARETH, THE KING OF THE JEWS”)
 - two laughing faces; then change one face to a sad, speaking face

The Jewish leaders had **brought Jesus to Pilate**, the **Roman ruler** of the Jews, hoping that Pilate would **agree that Jesus must die**. Pilate **knew** that he **should set Jesus free** because Jesus had **done nothing wrong**. But Pilate felt that it was more important to **please the Jewish leaders**. So he **ordered his soldiers to crucify Jesus**.

Pilate's soldiers **took the purple robe** that they had used to make fun of Jesus off him and **put Jesus' own clothes back** on him. Then they **led Jesus out of the city** of Jerusalem to a place called **Calvary**. There the **crucifixion** would take place.

A large **crowd followed** Jesus to Calvary. **Some** of these people **hated Jesus** and were glad to see him suffer. **Others** were **his friends**, people who **loved him**. Still others were **only curious**. They wanted to **see what was going to happen**.

The soldiers **made Jesus carry the cross** on which he would be crucified. But Jesus was **very weak** from the beatings he had received. Soon he **could not carry** the heavy cross any farther. The **soldiers then stopped** a man named **Simon**, who was passing by on his way to Jerusalem. They **made him carry the cross** the rest of the way to Calvary.

The soldiers also led **two other men** to be crucified with Jesus. The men were **thieves** who had done many wicked things.

It was about **nine o'clock on Friday morning** when Jesus and the crowd came to Calvary. There the **soldiers nailed** Jesus' hands and feet to the cross. Then they also **crucified the two thieves**. One thief's cross was placed **on the right side of Jesus**, and the other, **on his left**.

Pilate had told the soldiers to put a sign at the top of Jesus' **cross** so that the people would know **why he was being put to death**. The sign said, “THIS IS JESUS OF NAZARETH, THE KING

Note: You'll need to use the story in the adjacent column.



Duplicate and enlarge **Copy Masters 1** and **2** so that the pictures can

be seen easily by the children. Cover up the pictures, and reveal them one by one as you tell the story. After showing picture 1, the path to Calvary, draw three crosses on the rocky area. When telling about the thieves mocking Jesus, use a **pencil** to draw laughing mouths on the two faces (picture 4). After telling about the thief who came to faith, erase one laughing mouth and draw a smile.



Show one or two **large spikes** or **nails** as you tell how Jesus was nailed to a

cross. After you have finished telling the Bible story, have the children hold their arms out straight for two minutes or longer. They may tire sooner. Remind them that there is no pain or discomfort people can suffer that comes close to the pain Jesus suffered for all people.



You need a **picture of Jesus and magazine pictures of earthly**

blessings to attach to the board during the discussion. Save the pictures for Close (Alternate).

Say Pilate gave in to Jesus' enemies and ordered that Jesus be crucified.

Ask What does it mean to be crucified? *[To be nailed to a cross and left there to die; it was a slow, agonizing death saved for the worst of criminals.]* What did the soldiers make Jesus do on the way to Calvary? *[Carry his cross.]*

Say Jesus had probably been awake all night. Soldiers had beaten and whipped him. Carrying a heavy cross was difficult and painful.

Ask What did the soldiers do when Jesus could no longer carry his cross? *[They called Simon from the crowd to carry it.]* How were the two thieves (robbers) very different from Jesus? *[They had broken the law, but Jesus had done nothing wrong.]*

Say Jesus was suffering and dying for the thieves. He suffered and died for the first two sinners, Adam and Eve. He suffered and died for people who lived long ago, people who

OF THE JEWS.” This sign made the **enemies** of Jesus **very angry**. They wanted Pilate to **change the sign** to say, “This **man said** that he is the **king of the Jews**.” But Pilate told them, “**What I have written**, I have **written**. I will **not change** it.”

Many people made fun of Jesus as they walked by the cross. They said, “**If you are the Son of God, come down** from the cross.”

The **Jewish leaders also laughed** at Jesus and said, “He **saved others**, but he **can't save himself**.” They said to Jesus, “**If you are the Son of God**, why don't you **come down** from the cross? **Then we will believe** in you.”

Even **the thieves** who were being crucified with Jesus **made fun** of him. But **later, one** of the thieves **stopped** doing this when he **understood and believed** that **Jesus was his Savior**.

Although Jesus was **suffering greatly**, he **did not become angry**. He **willingly suffered** and died so that all **people could be saved**.



discuss

Have a **pencil** handy. Duplicate (enlarge, if desired) **Copy Masters 1 and 2**, and cut the pictures apart to show and then attach to the **board**

during the discussion. Print the following words on the backs, and save the words for **Close**.

Picture 1: “We thank”

Picture 2: “and praise”

Picture 3: “our Savior”

Picture 4: “Jesus.”

Ask What did Pilate order his soldiers to do to Jesus? *[Crucify him.]*

Where did the soldiers lead Jesus?
[Out of Jerusalem to a place called Calvary.]

Do Show the picture of the path to Calvary.

Ask What did the soldiers make Jesus do on the way to Calvary?
[Carry his cross.]

Why do you think Jesus could no longer carry his cross?
[He was tired and hurt. The cross was heavy. He had been up all night.]

Why do we remember a man named Simon?
[The soldiers chose him to carry Jesus' cross the rest of the way.]

- Say** Two thieves (robbers) and the perfect Son of God were crucified on Calvary.
- Do** Draw three crosses on the first picture. Then have a child turn it over to reveal “We thank.” Attach the paper to the board.
- Ask** What can we do to thank Jesus for suffering for us?
[Possible responses: tell others about him; give offerings; obey his commandments.]
- At what time of the morning was Jesus crucified? [Nine o'clock.]
- What did the soldiers do to Jesus to hang him on the cross?
[They put nails in his hands and feet.]
- Do** Show picture 2, and point to the time and the nails.
- Ask** Even though Jesus is God, why were the soldiers able to crucify him? [Jesus let this happen so that he could take away the sins of the world.]
- Do** Have a volunteer turn over the picture to reveal “and praise.” Attach the paper to the board after the first picture.
- Say** Jesus deserves our praise for allowing himself to be killed in this horrible way even though he had done nothing wrong.
- Do** Show picture 3.
- Ask** What did the sign at the top of Jesus’ cross say?
[“THIS IS JESUS OF NAZARETH, THE KING OF THE JEWS.”]
- How did Jesus’ enemies feel about what the sign said?
[They were angry because they did not believe Jesus was their king or their Savior.]
- Do** Have a volunteer turn over the picture to reveal “our Savior.” Attach the paper to the board.
- Ask** What did the people in the crowd and the two thieves do?
[They made fun of Jesus.]
- Do** Using a pencil, draw laughing or talking mouths on the two faces on picture 4.
- Say** But one thief listened to what Jesus said on the cross and came to faith in him.
- Do** Erase one mouth, and draw a smile.
- Say** That man was like you and me because he believed in Jesus as his [Savior].
- Do** Have a volunteer turn over the picture to reveal “Jesus.” Attach the paper to the board, and read the entire sentence.

are living now, and for people not yet [born, living].

Do Attach the picture of Jesus to the board.

Ask What does that make us want to say and do? [Thank Jesus; praise him; love him.]

Say Pilate put a sign at the top of Jesus’ cross to show why he was being crucified.

Ask What did the sign say?
[“THIS IS JESUS OF NAZARETH, THE KING OF THE JEWS.”]

Say The words were true! Jesus had lived in Nazareth, and he was the one God had promised to the Jews. But he had done nothing wrong to deserve death.

Ask Jesus is God, so why didn’t he just come down from the cross? [He loves us and wanted to suffer and die to take away our sins.]

Say Jesus also shows love to us in other ways. He gives us many blessings while we live on earth.

Do Have the children name some earthly blessings. Attach the magazine pictures to the board next to the picture of Jesus.

Say These are all wonderful gifts that God gives us on earth.

Do Draw a large gift box on the board.

Ask Which of these blessings is the one we value the most? [*Jesus.*] Why? [*Jesus willingly suffered and died to take away our sins.*]

Do Have a child place the picture of Jesus inside the gift.

Say There is nothing that we have that is more important than our loving Savior!



You need the pictures from **Discuss (Alternate).**

Ask What did Jesus do on Calvary to earn our salvation (the forgiveness of sins and life in heaven)? [*He suffered and died on a cross.*]

Do Point to the pictures.

Ask Of all the blessings God gives us, which is the one we cherish the most? [*Jesus and the salvation he earned for us.*]

Do Pray:

I'm a sinner; I was lost.
Lord, you died upon a cross,
Suffering pain and agony.
Thank you, Lord, for saving me.
Amen.



Student Idea: How many crosses are on display in your home?

Think about this as you do the second student lesson activity.

Say Jesus earned for us the gift of salvation. That means our sins are forgiven and Jesus has homes for us with him in heaven. The salvation that Jesus earned for us on the cross is the most valuable thing we have!

CLOSE Point to the sentence from **Discuss**.

Do Read the sentence with the children.

Ask Why do we thank and praise our Savior? [*He willingly suffered and died for us.*]

Say Jesus did everything to earn salvation for us.

Ask What is salvation? [*Forgiveness of sins and life in heaven.*]

Say Salvation is the most important thing we have.

Do Ask a volunteer to lead the class in a prayer, thanking Jesus for suffering and dying so that we can go to heaven. If the child has difficulty thinking of a prayer, offer the following words for the child to read:

Dear Jesus, thank you for letting yourself be hurt and killed on Calvary to take away my sins. Because of what you did, I can go to heaven. I love you, Jesus. Amen.



at Home

Student Idea: The memory treasure John 3:16 is often called the gospel in a nutshell. It tells the whole salvation story. Use the flip book you made as you memorize this important passage. Then use your book to share the passage with someone else.

Note: Send this note home with the flip book made in the application section of the optional **Midweek Lesson**.



*John 3:16

*The Second Article of the Apostles' Creed

I believe in Jesus Christ, his only Son, our Lord, who was conceived by the Holy Spirit, born of the virgin Mary, suffered under Pontius Pilate, was crucified, died, and was buried. He descended into hell. The third day he rose again from the dead. He ascended into heaven and is seated at the right hand of God the Father almighty. From there he will come to judge the living and the dead.

Teaching
tip

It's easy to use "church" words and assume our students know the meanings. Explain words such as *gospel* and *salvation* in ways the children understand.

OPTIONAL

mid- week Lesson

- Begin by reviewing the refrain of "The King of Glory Comes" (hymn 363) with the children. Sing or say the stanzas, and have the children sing the refrain with you.
 - Use **Activity 1** under **Lesson Activities** to review the story.
 - Before class use **Copy Master 3** to make a flip book (see directions that follow) so that you can show it to the children as you explain what each of the pictures symbolizes. Then have the children make their own flip books. Briefly explain the pictures as follows:
 - *heart*: God's love (loved . . .)
 - *earth*: world (the world . . .)
 - *hand*: the "giving hand" of God the Father (gave . . .)
 - *cross*: God's Son dying for the world (his . . . Son, . . .)
 - *open Bible*: God's Word, which teaches us about Jesus (whoever/everyone who believes . . .)
 - *fire*: the punishment of hell (not perish . . .)
 - *ring*: never ending (but have eternal/everlasting life.)
- Give each child seven **index cards** with a hole punched near the top of each one. Have the children color, cut out, and then glue one picture on each card. Then demonstrate how to put their pictures in order and bind them with a loop of **yarn** or place them on a **metal ring** to make a flip book. They can flip through the pictures as they practice reciting the passage. Encourage the children to thank and praise Jesus often for his wonderful gift of salvation. *Suggestion*: Have the children take their flip books home to practice the John 3:16 memory treasure or to share the good news of Jesus with a family member. Use the note included in **To Do at Home**.
- *Pray*:
I'm a sinner; I was lost.
Lord, you died upon a cross,
Suffering pain and agony.
Thank you, Lord, for saving me. Amen.
 - Choose and use the **Lesson Activities** that best meet the needs of your students.

Lesson Activities

1. Review

Key Word Review

Purpose: To review the facts of the lesson by having children explain the significance of key words or phrases.

Procedure: Cut six crosses from brown construction paper, and write each of the following key words or phrases from the lesson on a separate cross: “Calvary”; “Simon”; “THIS IS JESUS OF NAZARETH, THE KING OF THE JEWS”; “9:00, Friday morning”; “people in the crowd”; “eternal life.” Then review the lesson by passing out the crosses and calling on children to explain the significance of the words on them.

2. Application

Good Friday

Purpose: To give reasons why the day Jesus was crucified is called *Good Friday*.

Procedure: Write “Good Friday” on the board. Explain that Christians often use this name for the day that Jesus was crucified. Ask the children to name things that were good about that day. They may be stumped by your question. If so, ask them what was good about that day for Jesus. [Humanly speaking, nothing.] But then ask what was good about that day for us. [Jesus took our sins away so we can go to heaven.]

3. Music

Songs to Sing

Purpose: To sing songs that reinforce the lesson application.

Procedure: Teach and sing one or more of the following songs:

- “Glory Be to Jesus” (hymn 103) is a popular Lenten hymn in which we give glory (praise) to our Savior.

- The refrain from “To God Be the Glory” (hymn 399) gives glory to God by praising him for the great things he has done, especially sending Jesus to be the Savior.
- “There Is a Green Hill Far Away” (*The Little Christian’s Songbook*, Concordia Publishing House) speaks of the events on Calvary and our response to Christ’s suffering there.

4. Art

Calvary Pictures

Purpose: To make pictures that remind the children of Jesus’ death on Calvary.

Procedure: Give each child a damp piece of 8½" x 11" manila or white construction paper. (To dampen, dip the paper in water and then blot between two towels.) Also give each child a 4" x 11" piece of green construction paper and scraps of black construction paper. The children should paint the damp paper with streaks of yellow, orange, and red watercolors. While the paint and paper are drying, they can cut a grassy area out of the green paper and three crosses out of the black paper. When the paper is dry, the children can glue the grass and crosses in place.

5. Review and Apply

Nonreader

Purpose: To complete sentences by coloring the answers inside a cross; to draw pictures of gifts, including our most precious gift—Jesus.

Procedure: Duplicate **Copy Master 4** for the children to complete. Do the first activity with the children. Explain the second activity, and then have the children work independently.

God's Word in the Lesson: 1. cross: yellow; 2. nails: blue; 3. hands and feet: red; 4. laughing faces: green; 5. Jesus: blue; 6. heart (love): favorite color

God's Word in My Life: Center picture: Jesus or a cross; other pictures will vary.

Reader

Purpose: To complete lesson sentences by coloring the answers inside a cross; to write a sentence that tells one good thing we could have said to Jesus as he hung on the cross.

Procedure: Duplicate **Copy Master 5** for the children to complete.

God's Word in the Lesson: 1. crucify: yellow; 2. Friday: blue; 3. Simon: blue; 4. Calvary: blue; 5. hands, feet: blue; 6. king: yellow; 7. fun: yellow

God's Word in My Life: Possible answers include "Thank you, Jesus"; "I love you, Jesus"; etc.

Challenge

Purpose: To determine whether story sentences are true or false, and to answer application questions.

Procedure: Duplicate **Copy Master 6** for the children to complete.

God's Word in the Lesson: The true sentences are 2, 4, 5, 6, and 7.

God's Word in My Life: 1. Savior; 2. to save all people, to pay for my sins, etc.; 3. praise him, thank him, worship him, etc.

6. Other Ideas

John 3:16

Purpose: To write the words of the John 3:16 memory treasure and to finish an illustration of its message.

Procedure: Duplicate **Copy Master 7** for the children to complete. Encourage them to share their work with friends or relatives who do not know Jesus.

Jesus' Burial and Resurrection

Mt 27:57-61; 28:1,5-8; **Mk** 15:42-16:8; **Lk** 23:50-24:10; **Jn** 19:31-42

Looking Back at Lesson 11

Jesus Is Crucified

Matthew 27:31-44; Mark 15:20-32; Luke 23:26-38; John 19:16-22

Aim: Why did Jesus let himself suffer on a cross?

Truth: Jesus let himself suffer on a cross to take away the sins of all people.

Application: Jesus earned our salvation by suffering and dying for us.

Response: We value the gift of salvation as our most precious possession.

Lesson Summary: Immediately after Pilate handed down the death sentence to Jesus, Jesus was led out of the city to be crucified along with two thieves. Once at Calvary, Jesus was nailed to a cross and placed between the two criminals. Those around him mocked the Lord, but he did not become angry. Rather, he willingly suffered the torment that should have been ours.

Memory Treasures: *John 3:16; *The Second Article of the Apostles' Creed



How did Jesus show that he is God's Son?



Jesus showed that he is God's Son by rising from the dead.

Application: Jesus has power over death.

Response: We worship Jesus as God's Son and our risen Savior.

Lesson Summary: Late on Friday, the Jewish leaders requested that the legs of those crucified be broken to quicken their deaths. When the soldiers saw that Jesus was already dead, one of them pierced his side instead. Joseph and Nicodemus buried Jesus in a new grave. Women watched the burial, planning to return after the Sabbath with more spices. But when they returned early Sunday morning, they found an open grave and an angel who announced that Jesus had risen!



*** The Second Article of the Apostles' Creed**
Hymn 152:1



Sabbath—the weekly day of rest and worship observed by the Jews on the seventh day of the week, Saturday

Pilate—Roman governor in charge of Jerusalem who ordered that Jesus be crucified



See Franzmann, *Bible History Commentary: New Testament*, Volume 2, pages 944-960 and 968-981; The People's Bible: Albrecht, *Matthew*, pages 430-432; Wicke, *Mark*, pages 229-234; Prange, *Luke*, pages 253-258; Baumler, *John*, pages 253-255.



Dear Jesus, it's easy to get caught up in the drama of Holy Week and Easter and not focus on the meaning of your bitter suffering, cruel death, and glorious resurrection for sinners. As I study your Word, help me cherish what you went through for me. Amen.



WORSHIP

Show each of the following items one at a time: **rock, live plant, desk, picture of George Washington, a student.**

Sing: Explain that some things were never alive. Other things live and then die. Have the children classify each item as it is now—living or not living. [*Rock (not living), plant (living), desk (not living), George Washington (not living), student (living).*] Remind the children that Jesus was not living after his crucifixion but that he did come back to life and now lives in heaven. Sing “I Know That My Redeemer Lives” (hymn 152:1). If the stanza is new, sing one phrase at a time and have the children echo the phrase.

Pray: Jesus, this Bible lesson tells how you died to save us from the punishment we deserve for our sins. But we also know that you came back to life and will raise us to life in heaven. We praise you for doing everything necessary to save us! Amen.



Ask the following questions to review our Savior’s death:

- Whom did God send to earth to save us from our sins? [*God sent his only Son to be our Savior.*]
- Why did Jesus need to live a perfect, sinless life? [*We are unable to keep God’s commandments perfectly, as he demands, so Jesus did this in our place.*]
- Why did Jesus willingly suffer and die? [*Jesus loves us and wants us to go to heaven. He paid for our sins by suffering the punishment we deserve for them.*]
- Why will we and all other believers in Jesus go to heaven? [*We will go to heaven because Jesus saved us, not because we deserve heaven.*]



When Jesus died, many of his followers were very sad. They had forgotten an important promise that he had made that would show he is God’s Son. **Listen to find out how Jesus showed that he is God’s Son.**

Alternate Lesson Plan



Sing: Ask the children why we celebrate Christmas and Easter.

[*Possible responses:*

Christmas is Jesus’ birthday, and Easter is when Jesus rose from the dead.] Sing the refrain to Psalm 47 (hymnal, page 85) to praise the Lord for coming to save us.

Pray: Dear Jesus, help us never love and think about presents, Christmas trees, Easter bunnies, or coloring eggs more than we love and think about you. Remind us that Christmas and Easter are all about what you did to save us. Amen.



Remind the children that when Jesus died, there were

many people watching. Ask the children to describe some of the different emotions, or feelings, of the people on Calvary. [*His enemies were happy; those who loved him were confused, frightened, and sad.*]



The people who loved Jesus were sad because their Lord had just died. They

had forgotten about a very important promise Jesus had made that would show who he is. **Listen carefully to our lesson to find out how Jesus showed that he is God’s Son.**

Note: You'll need to use the story in the adjacent column.



Fill six plastic Easter eggs with small slips of paper containing key phrases from

this lesson. Use a marker to number the eggs.

"1: Jesus died."

"2: A soldier pierced Jesus' side."

"3: Jesus was buried."

"4: On Sunday the women came to put more spices on Jesus' body."

"5: Jesus was gone!"

"6: An angel said Jesus was alive!"

As you tell the story, open the eggs in order to reveal the key phrases.



Before class make a model of a tomb to use as you tell the story (see illustration on

page 111). Remove the lid from a shoe box, and tip the box on a longer side. Cover the front (open side) of the tomb with brown construction paper, attaching the paper only at the top. Leave about 1/4" of excess paper on the bottom, folded up toward the front (to be a track on which to roll a stone). Cut an opening in the front of the tomb. Cut a round stone out of gray construction



Draw a large circle on the board. As the children recognize different emotions during the story, draw or have a child draw a face on the circle to illustrate the emotion mentioned in the story.

Examples:

- Jesus died on a cross. (sad face)
- The women wondered who would roll the stone away from the grave. (questioning or worried face)
- The women were afraid when they saw the angel. (scared face)
- Jesus had risen just as he had said he would. (happy face)

Jesus died on a cross on **Friday afternoon**. Only a **few hours** were left until sunset, when the **Sabbath Day would begin**. The **Jewish leaders did not want** the **bodies** of Jesus and the two thieves left **hanging on the crosses** during the Sabbath. So they **went to Pilate** and said, "**Tell your soldiers** to go out to Calvary and **break the legs** of Jesus and those thieves. Then they'll **die more quickly** and their bodies can be taken down and **buried.**"

Pilate sent his soldiers to do what the Jews had asked. The soldiers **used their heavy clubs** to **break the legs** of the **thieves**. But when they **came to Jesus**, they saw that he was **already dead**. So instead of breaking his legs, **one of the soldiers stabbed** his spear into **Jesus' side**. When he saw **blood and water** flow out of the wound, the soldier was **sure** that Jesus was **dead**.

Later that afternoon, a man named **Joseph went to Pilate**. Joseph was a **follower** of Jesus. He asked Pilate, "**May I have the body** of Jesus? I'll **take it down** from the cross and **bury it.**"

After Pilate told Joseph that he **could bury** Jesus' body, **Joseph** and another believer named **Nicodemus** went out to Calvary. The two men **took Jesus' body down** from the cross.

Joseph owned a large garden near Calvary. In this garden was a **new grave** that Joseph had **made for himself**. This grave was like a **cave, cut out of a hillside**. Joseph and Nicodemus **took Jesus' dead body to this grave**. There they **put sweet-smelling spices in strips of cloth** and **wrapped** the strips around Jesus' body. Then they gently laid his **body in the grave**. When they were finished, they **rolled a large stone in front** of the doorway to the grave and **sadly walked away**.

Some women who were friends of Jesus had **watched the two men** bury him. They **wanted to help** get Jesus' body ready for burial,

but there was **not enough time** to get more spices. The sun was setting, and the **Sabbath Day would soon begin. No work** could be done on the Sabbath Day. So they **went home**, saying, “On **Sunday**, after the Sabbath Day is over, **we’ll come back** and put **more spices** in Jesus’ grave.”

Very **early on Sunday morning**, the **women started out** for Jesus’ grave. **One** of them was **Mary Magdalene**. The women **carried spices** to put on Jesus’ body. On the way, they **thought about** the heavy **stone** that blocked the door of the grave. They asked one another, “**Who will roll away** the stone for us?”

But when they **came to the grave**, the women **could hardly believe** what they saw. “**Look!**” they said. “The stone is already **rolled away!**”

When **Mary Magdalene saw** that the stone had been moved, she **didn’t go any farther**. She **ran** to tell the **disciples** what she had seen. But the **other women hurried** to the grave and **went inside**. They **didn’t see** Jesus’ **body** anywhere. But what they did see **amazed** them! In the cave sat an **angel**, wearing a white robe that was as **bright as lightning!**

The women were **filled with fear**. But the angel said to them, “**Don’t be afraid**. You are **looking for Jesus** of Nazareth, who was crucified. He is **not here**. He has **risen**, just **as he said** he would. **Come see** for yourselves!” Then the angel told them, “**Go and tell Jesus’ disciples** that he has **risen** from the dead. Tell them that they will soon **see him again.**”

Now the women were **filled with joy** because of the angel’s message. They **ran** all the way back to **Jerusalem** to **tell the disciples** the good news. Jesus had **risen!** He was **alive!**



discuss You will write on the **board**.

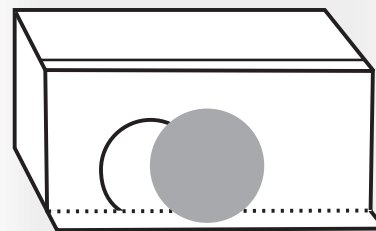
Say The Jewish day of worship was the Sabbath. It actually began Friday night and went through Saturday. The Jews did not want dead bodies hanging on crosses on the Sabbath.

Ask What did they ask Pilate to do? [*Break the legs of the men on the crosses so they would die more quickly.*]

When the soldiers went to do what Pilate asked, what did they notice about Jesus? [*He was already dead.*]

What did one soldier do with his spear? [*He pierced Jesus’ side.*]

paper, large enough to cover the opening. Put a **small box** inside as the place where Jesus’ body lay, and add some **white tissue** to represent his burial cloths. *Suggestion:* Use an **angel figurine** and **toy figures** of women to act out the story.



Give each child an **8½" x 11" piece of paper** divided into

four sections and numbered 1-4 (one number in each quadrant). Save one page of drawings for **Close (Alternate)**.

Do Tell the children to locate box number 1 and draw a cross in it.

Ask What did the Jewish leaders ask Pilate to have done to Jesus and the other men who hung on crosses? [*Break their legs so they would die more quickly.*]

Say When Pilate sent soldiers to break the legs of the men, the soldiers saw that Jesus was already dead. Draw a picture in box number 2 that shows what one soldier used to pierce Jesus’ side. [*The children should draw a sword.*]

Ask What happened when the soldier pierced Jesus' side?
[Blood and water flowed out.]
 What did this show about Jesus?
[He was dead.]

Say After Jesus died, two men who loved him took his body from the cross and buried it. In box number 3, draw a picture that shows what the grave might have looked like. *[The children should draw a cave, possibly with a stone covering the opening.]*

Ask Why are graves needed?
[To bury dead people.]

Say Jesus' body was put into a grave, so we know he was dead. Jesus died to pay the punishment of death that we sinners deserve. But some people say, "Jesus wasn't really dead. He just looked dead." Look at the pictures you have drawn so far, and tell me what you could say to such people. *[The Bible tells us that Jesus was dead, and God does not lie; the soldiers saw that Jesus was dead when one pierced him with a spear; Jesus' friends buried him.]*

Ask When the women were going to Jesus' grave Sunday morning, what did they expect to see? *[Dead Jesus in the grave.]* What two things did they see that surprised them?
[The stone had been rolled

What happened when he did this? *[Blood and water flowed out of Jesus' side, showing that he was dead.]*

Do Draw or have a student draw a spear on the board.

Say It is important to know that Jesus was definitely dead. In order to take away our sins, the Savior needed to suffer the punishment that we deserve—death.

Ask What did Joseph ask Pilate? *[Joseph asked Pilate if he could have Jesus' body in order to bury him.]*

Do Draw a grave (a cave cut into a hillside).

Say Jesus was dead; that's why his body needed burying. Joseph and Nicodemus did a quick burial before the Sabbath began and closed the grave with a large stone.

Do Draw a stone that covers the opening to the cave.

Say Some women watched. They wanted to add more spices and finish the burial, but God had commanded that no work be done on the Sabbath Day and it was almost time for the Sabbath to begin.

Ask What did the women plan to do on Sunday? *[They planned to come back to the grave and put more spices on Jesus' body.]*

Say Look at the two pictures on the board.

Ask What two things were done with Jesus' body that show he was truly dead? *[His body was pierced with a spear to check if he was dead. His body was buried.]*

What question did the women ask as they walked to the grave early Sunday morning? *[Who will roll the stone away?]*

Why wasn't the stone a problem?
[It already had been rolled away.]

Say Jesus had already risen! He has power over *[death]*. The women were surprised to see an angel from God at the grave.

Ask What good news did the angel tell the women?
[Jesus has risen, just as he had said he would.]

What did the angel tell the women to do?
[Go and tell the disciples that Jesus has risen.]

Say When Jesus suffered, died, and then rose from the dead, he was keeping all the promises God had made about the Savior.

Do Write "God's Son, the Savior." Have the children read the words with you.

Ask Since Jesus kept the promises about the promised Savior, who must Jesus be? [*The Savior, God's Son.*]

Do Circle "God's Son" and "Savior."

Say Since Jesus has power over death and came back to life, we know that someday he will raise us from the dead and give us new life in heaven.

CLOSE

Say This Bible lesson shows us that Jesus was truly dead.

Ask How do we know this?
[*A soldier pierced his side; Jesus was buried.*]

Say We also learn in this lesson that Jesus is truly alive.

Ask How did some women learn that Jesus is alive?
[*An angel told them.*]

Say Jesus showed his power as God's Son by rising from the [*dead*]. He kept every promise that God had made about the one who would come and save us. Jesus is our risen [*Savior*].

Do *Pray:*
"He lives! He lives!" the angel said.
"Your Savior is no longer dead!"
I thank you, Savior, for your love;
You earned for me a home above. Amen.



at Home

Student Idea: Share the Easter story with a family member or someone who doesn't attend a Christian church. Use your student lesson and the tulip you made. Pop up your tulip at the end of the story to show your surprise message, "Jesus lives!"

Note: Send home with the tulip made as suggested in **Activity 4** under **Lesson Activities**.

away. There was an angel at the grave.]

Say Draw an angel in box number 4.

Ask What power did Jesus show to the world on that first Easter Sunday morning? [*His power over death.*] Why could Jesus have such power? [*He is the powerful Son of God.*]

Say We worship Jesus as God's Son and our Savior.

Do *Optional:* Have the children show their pictures to the children near them.

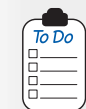


Show the spear and grave drawings from Discuss (Alternate).

Ask What do the spear and grave tell us about Jesus? [*He was dead.*] But what power does Jesus have as the Son of God? [*Power over death.*]

Say We worship Jesus as God's Son and our risen [*Savior*].

Do Sing memory treasure hymn 152:1.



Parent Idea: Do the second student lesson activity as a family, and do a Bible search. You will find passages that show Jesus was not just a good role model and teacher but the risen Son of God, our Savior.



*** The Second Article of the Apostles' Creed**

I believe in Jesus Christ, his only Son, our Lord, who was conceived by the Holy Spirit, born of the virgin Mary, suffered under Pontius Pilate, was crucified, died, and was buried. He descended into hell. The third day he rose again from the dead. He ascended into heaven and is seated at the right hand

of God the Father almighty. From there he will come to judge the living and the dead.

Explain the sentence “He descended into hell” by telling the children that sometime between Jesus’ death and resurrection he went to hell—not to suffer but to announce his victory to Satan.

Hymn 152:1

I know that my Redeemer lives;
What comfort this sweet sentence gives!
He lives, he lives, who once was dead;
He lives, my ever-living Head!

OPTIONAL

mid-
week
Lesson

- Begin by singing “I Know That My Redeemer Lives” (hymn 152:1).
- Use **Activity 1** under **Lesson Activities** to review the story.
- Before class make a duplicate of **Copy Master 1** and cut apart the pictures. Write each phrase of the Second Article (as the following divisions show) on a **separate strip of paper**, and **glue** the picture mentioned at the end of the phrase. *Note:* For “dove,” remind the children that the Holy Spirit is not a dove but came to and landed upon Jesus like a dove when he was baptized.
 - “I believe in Jesus Christ, his only Son, our Lord,” (Jesus)
 - “who was conceived by the Holy Spirit,” (dove)
 - “born of the virgin Mary,” (manger)
 - “suffered under Pontius Pilate,” (crown of thorns)
 - “was crucified,” (cross)
 - “died,” (Jesus, dead)
 - “and was buried.” (closed tomb)

“He descended into hell.” (flames)

“The third day he rose again from the dead.” (open tomb)

“He ascended into heaven” (cloud)

“and is seated at the right hand of God the Father almighty.” (Jesus on a throne)

“From there he will come to judge the living and the dead.” (alive and dead people)

Give each child (or pair or small group of children if you have many students) a strip. Make sure that the children can read the words they have been given. Then ask the children to arrange themselves in a big circle around the room so that their strips are in the correct order. (*Suggestion:* Have the children remain in their seats until it is their turn to join the circle, rather than scramble at the same time.) Read the Second Article together. Then ask the children which part of the Second Article tells that Jesus rose from the dead. [*The third day he rose again from the dead.*] Ask the children how Jesus’ resurrection shows that he is true God. [*Only God can come back to life after death.*] Encourage the children to thank, praise, and worship their risen Savior.



- *Pray:*
 “He lives! He lives!” the angel said.
 “Your Savior is no longer dead!”
 I thank you, Savior, for your love;
 You earned for me a home above.
 Amen.

- Choose and use the **Lesson Activities** that best meet the needs of your students.

Lesson Activities

1. Review

Class Letter

Purpose: To review the lesson by writing a class letter from Mary Magdalene.

Procedure: Write “Dear Mother and Father” on the top of a sheet of chart paper. Tell the children you will help them write a letter as though they are Mary Magdalene. In the letter, Mary will tell her parents about Jesus’ death, burial, and the empty tomb. Then call on children to suggest sentences for the letter. Write their sentences on the chart paper. When the letter is complete, read it to review the lesson.

2. Application

Forgotten Promises

Purpose: To discuss that we sometimes forget the promises our Savior has made to us.

Procedure: Review that two friends (not part of the disciples) of Jesus buried his body. Ask the children to imagine where Jesus’ disciples were and why they didn’t ask Pilate for Jesus’ body. [They likely were hiding because they feared Jesus’ enemies.] Only John is mentioned at the crucifixion, so we can’t be sure where the others were. However, not one of the eleven disciples (Judas was dead) was brave enough to ask for Jesus’ body. The disciples forgot that Jesus had told them many times that he would die and

rise again. Then ask the children how we also sometimes show that we have forgotten Jesus’ promises to us. [Possible responses: We worry; we forget that Jesus is always with us; we doubt God’s Word.] Assure the children that just as he kept his promise to rise from the dead, our living Savior will always keep all of his other promises.

3. Music

Songs to Sing

Purpose: To sing songs that reinforce the lesson application.

Procedure: Teach and sing one or more of the following songs:

- “Jesus Came From Heaven” (**Copy Master 2**) is a short, simple song that summarizes the purpose of Jesus’ life on earth, his death, and his resurrection.
- “Christ the Lord Is Risen Today; Alleluia” (hymn 150) and “Jesus Christ Is Risen Today” (hymn 157) are Easter hymns in which you can sing the stanzas and invite the children to sing the joyous “Alleluia” refrains.

4. Art

Pop-Up Tulip

Purpose: To make tulips, a popular symbol for Easter, that pop up out of a cardboard tube.

Procedure: Explain that flowers are a popular symbol for Easter because they represent new

life. Tulips are one such flower because they “pop” out of the ground early in spring when other plants still seem to be dead from the cold winter. Duplicate the tulips on **Copy Master 3** so that each child has one flower. Provide bathroom tissue cardboard tubes and drinking straws, and have the children follow these directions:

- Paint the tube green, or cover it with green construction paper.
- Color the tulip with a light color.
- Write “Jesus lives!” on your tulip with a dark crayon.
- Tape your tulip to the end of a straw.
- Roll the edges of your tulip forward slightly so that it can easily slip through the tube.
- Insert your tulip in the tube, keeping the blossom from view.

Tell the children that when they share the Easter story with others, they can pop up their tulips to reveal the message “Jesus lives!” *Suggestion:* Send the completed tulips home with the note included in **To Do at Home**.

5. Review and Apply

Nonreader

Purpose: To put pictures of story events in order, and to draw pictures of two places believers can worship the risen Savior.

Procedure: Duplicate **Copy Master 4** for the children to complete.

God’s Word in the Lesson: 1. A soldier used a spear to check that Jesus was dead. 2. Friends buried Jesus. 3. An angel announced that Jesus was alive. 4. The women ran to tell others that Jesus had risen.

God’s Word in My Life: Pictures will vary but may include any places we can worship Jesus: home, church, Christian school.

Reader

Purpose: To complete sentences about the story, and to reveal a secret application message.

Procedure: Duplicate **Copy Master 5** for the children to complete.

God’s Word in the Lesson: 1. SPEAR, 2. PILATE, 3. CAVE, 4. SPICES, 5. WOMEN, 6. PROMISED, 7. ANGEL, 8. RISEN, 9. ALIVE

God’s Word in My Life: MY SAVIOR LIVES!

Challenge

Purpose: To complete a crossword puzzle and reveal a hidden application message.

Procedure: Duplicate **Copy Master 6** for the children to complete. They can use their student lessons for help with finding and spelling the answers. *Suggestion:* Challenge the students to draw backward word messages (see the second activity) for one another. Have mirrors handy so they can check their work.

God’s Word in the Lesson: Across: 1. STONE, 2. WOMEN, 3. SABBATH, 4. DEAD, 5. SPEAR; Down: 6. JOSEPH, 7. GRAVE, 8. DIE

God’s Word in My Life: Answer to the question: Jesus rose from the dead. Hidden message: JESUS LIVES!

6. Other Ideas

Unit Activity: Good News Writing

Purpose: To have the children write about and illustrate what happened on the first Easter morning.

Procedure: Tell the children to pretend that they are at the grave on the first Easter morning and want to share the good news with others by writing about what they see. Have each child complete the front page of a *Good News* newspaper made from **Copy Master 7** by drawing a “photograph” of the empty grave and by writing about Jesus’ resurrection and

why it is so important. A writing challenge/
reporting suggestion will be given in the
upcoming lesson.

Jesus Ascends Into Heaven

Mark 16:19; Luke 24:50-53; Acts 1:1-11



Aim

What did Jesus do for his disciples before he ascended into heaven?



Truth

Jesus taught his disciples and promised to send the Holy Spirit.

Application: Jesus left this earth only after teaching and guiding the disciples who would begin his church.

Response: We trust that our risen and ascended Savior will always teach and guide us through his Word.

Lesson Summary: During the 40 days after Easter, Jesus often met with his disciples and instructed them in God's Word. He promised to be with them and to send God the Holy Spirit to them. On the 40th day, Jesus met his disciples on a hill outside of Bethany. There he blessed them and ascended into heaven.



MEMORY TREASURE
Choices

*** Matthew 28:20b**
*** The Third Article**
of the Apostles' Creed



DIG
Deeper

See Franzmann, *Bible History Commentary: New Testament*, Volume 2, pages 1,067–1,087; The People's Bible: Wicke, *Mark*, pages 240 and 241; Prange, *Luke*, pages 265 and 266; Balge, *Acts*, pages 8–15.



the Teacher Prays

Dear Father, how wondrous it would have been to witness Jesus' ascension into heaven! With joyful anticipation I await the day he returns. Bless my remaining time on earth with a strong faith so that I willingly share the good news of my Savior and remain faithful until the end. In Jesus' name I pray. Amen.

Looking Back at Lesson 12

Jesus' Burial and Resurrection

Matthew 27:57–61; 28:1,5–8; Mark 15:42–16:8; Luke 23:50–24:10; John 19:31–42

Aim: How did Jesus show that he is God's Son?

Truth: Jesus showed that he is God's Son by rising from the dead.

Application: Jesus has power over death.

Response: We worship Jesus as God's Son and our risen Savior.

Lesson Summary: Late on Friday, the Jewish leaders requested that the legs of those crucified be broken to quicken their deaths. When the soldiers saw that Jesus was already dead, one of them pierced his side instead. Joseph and Nicodemus buried Jesus in a new grave. Women watched the burial, planning to return after the Sabbath with more spices. But when they returned early Sunday morning, they found an open grave and an angel who announced that Jesus had risen!

Memory Treasures: *The Second Article of the Apostles' Creed; Hymn 152:1

Alternate Lesson Plan



Sing: Ask what *invisible* means. [Responses.] Then have the children

name blessings from God that are invisible. [Air, forgiveness, love.] Explain that some blessings are visible, but we just can't see them right now. Examples are Jesus and heaven. But through faith we trust that these blessings are real. Sing "I Am Trusting You, Lord Jesus" (hymn 446:1).

Pray: Dear Lord Jesus, we trust you to give us what we need here on earth and to someday take us to heaven. Please guide us as we live for you. Amen.



Tell the children to pretend their parents are talking to a sitter

before they leave the house. What might parents tell a sitter so that he or she knows what to do to take care of you while they are gone? [How to contact them; what to feed you; when to put you to bed; house rules.]



Jesus spent not just a few minutes but 40 days showing his disciples what he expected of them after he ascended (went up) into heaven. **Listen to our lesson to find out what Jesus did for his disciples before he ascended into heaven.**



WORSHIP You need a **flashlight**. Take one **battery** out, wrap **tape** around it, and print "God's Word" on the tape.

Sing: Show the flashlight. Explain that you want to use this flashlight, but it doesn't work. Ask the children what might be the problem. [It's broken. It needs batteries.] Tell them that, in this case, the flashlight needs a battery. Show the battery labeled "God's Word," put it in the flashlight, and turn on the flashlight. Explain that just as a flashlight needs a battery to help guide a person's way, so we need God's Word to guide us to heaven. Sing the refrain to Psalm 78 (hymnal, page 95): "Your Word is a lamp . . ."

Pray: Dear heavenly Father, thank you for your Word that guides us to heaven and thank you for the forgiveness of sins and the gift of heaven earned by your Son. Amen.



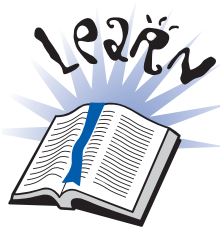
Review the events following Jesus' resurrection by asking any or all of the following questions, depending on the lessons you have taught.

- How did the disciples know that Jesus had risen? [Jesus had appeared to them.]
- Name some of the times that Jesus appeared to his followers. [Jesus appeared to Mary Magdalene and other women on Easter Sunday morning, to the Emmaus disciples that afternoon, to 10 of the disciples that evening, to the 11 disciples one week later, and after that to the disciples who were fishing in Galilee.]
- What special work did Jesus give to his disciples and all Christians? [Jesus told the disciples, and all Christians, to tell other people about him.]



Aim

Jesus had completed the work that the Father had sent him into the world to do, and it was time for him to leave this world and return to his Father in heaven. But Jesus did some very special things during the 40 days he stayed on earth before ascending (going up) into heaven. **Listen carefully to find out what Jesus did for his disciples before he ascended into heaven.**



Cut out a picture of the ascending Jesus made from **Copy Master 1**. Cut out a **paper cloud** large enough to cover the picture. Attach the top of the cloud to the **board** or a **wall**. Hold the picture of Jesus below the cloud. As you tell how Jesus ascended, move the picture of Jesus up and eventually underneath the cloud so he cannot be seen.

After Jesus rose from the dead, he stayed on earth for **40 more days**. During those days he **met with his disciples** many times. He **ate** with them, **walked** with them, and **talked** with them. He wanted them to know for **sure that he had risen** from the dead.

Whenever Jesus was with his disciples, he **taught** them the **meaning of God's Word**. He told them, "God had a **plan for saving the world** from sin. That's why he **sent me**, his Son, to earth as a man. I came to **suffer and die** on a cross to **take away the sins** of the world."

One time Jesus told his disciples, "**After I am gone**, you must **go to Jerusalem**. Wait there for God the **Holy Spirit to come** to you. He will give you the **power** you need to **tell people how to be saved**. Then you will **go and tell** people everywhere **in the world** that I am their **Savior**."

At the **end of the 40 days**, Jesus **met** with his disciples for the **last time**. He led the disciples **to a hill near** the town of **Bethany**, not far from Jerusalem. When Jesus had **finished speaking** to his disciples, he **lifted up his hands** to bless them. As he blessed them, an **amazing thing** happened. Jesus **began to rise** into the sky! The disciples **watched** as their **Lord went up**, higher and higher. At last a **cloud hid Jesus** from their eyes.

Even though the disciples could **no longer see** Jesus, they **kept staring** up into the sky. Suddenly, **two angels** stood next to them and asked, "**Why are you standing here** and looking up into the sky? You have seen how **Jesus went up** to heaven. Someday **he will come back** to earth again in the **same way**." Then the **angels left** them.

The disciples went **back to Jerusalem** with great **joy** in their hearts. There they **waited for the Holy Spirit** to come to them as Jesus had promised. They spent **much** of their **time in the temple**, **praising God**.

Note: You'll need to use the story in the adjacent column.



Involve the children as you tell the story by having them stand and give a thumbs-up (to represent Jesus ascending) whenever they hear you say "Jesus."



Divide an 8½" x 11" piece of **paper** into nine equal boxes, three across and three up and down. Duplicate this page so each student has one. As you tell the story, pause periodically to have the children draw or write the following items, one in each box:

- numeral 40: Jesus stayed on earth 40 days after he rose.
- a cross: Jesus dying on the cross was part of God's plan of salvation.
- "Go and tell": The Holy Spirit would come and give the disciples power to do this work.
- a hill: Jesus took the disciples here at the end of the 40 days.
- arrow pointing up: Jesus ascended into the sky.
- cloud: A cloud hid Jesus from the disciples' view.
- two angels: Two angels asked why the disciples were looking into the sky.

- heart: The disciples' hearts were filled with joy.
- temple: The disciples praised God in Jerusalem as they waited for the Holy Spirit.



You need as many **3" x 5" cards** as you have students. Make

four equal (or as close as possible) sets from the cards. Write each of the following words on its own set: "Jesus," "disciples," "Holy Spirit," "me." *Suggestion: Make each set a different color.*

Do Scramble the cards, and give one to each child. Read the words for nonreaders. Explain that you will read something about today's lesson. Have the children holding the name of the person that the sentence is about raise their cards in the air. Some sentences will have two answers. Suggested sentences:

- I wanted the disciples to know for sure that I had risen from the dead. [*Jesus.*]
- I came to earth to suffer and die to take away the sins of all people. [*Jesus.*]
- We walked, talked, and ate with Jesus during the 40 days after his resurrection. [*Disciples.*]
- I promised to always be with my disciples and all other believers. [*Jesus.*]



discuss

Give each child a **white paper plate**. Instruct the children to draw a large happy face on one side of their plates. You will write on the **board**. Save the drawings for **Close**.

- Ask** What did Jesus come to earth to do?
[*He came to live perfectly, suffer, die, and rise to save people.*]
- Say** Jesus stayed on earth for 40 days after he rose from the dead. He ate with the disciples. He walked and talked with them. He wanted them to know for sure that he had risen.
- Do** Draw a simple school building on the board.
- Ask** While you're in school, who is always there to help you if you don't understand something? [*The teacher.*]
- Say** When you're an adult and all done with school, you'll be on your own. Jesus knew his disciples would soon be alone, because in a short time he would go back to heaven.
- Ask** What work did Jesus want the disciples to do after he left?
[*Tell others about Jesus.*]
- Say** Jesus often met with his disciples to strengthen them in his Word. He told them he would always be with them. Jesus is always with us too, and he teaches us with his [*Word*].
- Do** Draw a Bible on the board.
- Say** Jesus told his disciples to go wait in Jerusalem after he was gone.
- Ask** Why were the disciples to wait in Jerusalem?
[*They were to wait for Jesus to send the Holy Spirit.*]
- What were the disciples to do after the Holy Spirit had come to them? [*Go and tell everyone about the Savior.*]
- Say** On the 40th day after Jesus had come back to life, he met with his disciples one last time and encouraged them.
- Do** Draw a hill. Add stick figures to represent Jesus and the disciples.
- Ask** Then what amazing thing happened as Jesus blessed the disciples? [*He ascended (went up) into heaven.*]
- Why could the disciples no longer see him? [*A cloud hid him.*]
- Do** Erase one stick figure. Draw a cloud above the hill.
- Say** Although it may seem sad that we cannot walk and talk with Jesus as the disciples did, we know he still uses his Word to teach and strengthen us. Listen to some sentences I will read. Raise

your happy-face plate in the air if you think the sentence gives us a good reason to be happy.

- Jesus is still with us every day, watching over and protecting us at home, at school, and wherever we may be. *[Raise happy face.]*
- Jesus continues to give us the blessings of faith and forgiveness through his Word. *[Raise happy face.]*
- We have Jesus' promise that he will take us to be with him in his heavenly home. *[Raise happy face.]*

CLOSE You need the **drawings** from **Discuss**.

Say In the 40 days before Jesus ascended into heaven, he taught his disciples and promised to send the Holy Spirit to them. Jesus knew it was very important to teach and guide his disciples because these disciples would be telling other people about him. These men would begin Jesus' church!

Do Have a child come and circle the picture that shows what Jesus uses to teach us about him and to guide us.
[A child should circle the Bible.]

Say Learning from the Bible is like attending the Lord's school. Jesus teaches and guides us with his Word.

Do Lead the children in performing the suggested actions as you say the following words:

Jesus, you returned to heaven; *(point up)*

You rule from up above.

(put hand above eyes as if looking down to earth)

And though you're there, you care for me. *(point to self)*

Thank you for your love. Amen. *(give self a hug)*

- Jesus is always with us. *[Me, disciples.]*
- Jesus promised to send me to the disciples. *[Holy Spirit.]*
- I will give the disciples the power to tell others about their Savior. *[Holy Spirit.]*
- We waited in Jerusalem for the Holy Spirit to come. *[Disciples.]*
- I work through God's Word to teach about the Savior and strengthen faith. *[Holy Spirit.]*
- We met on a hill 40 days after the resurrection. *[Jesus, disciples.]*
- I ascended into heaven. *[Jesus.]*
- We watched Jesus ascend until a cloud hid him. *[Disciples.]*
- Even though we cannot see Jesus, we know he is with us. *[Me, disciples.]*
- Jesus teaches us and gives us faith and forgiveness through his Word. *[Me, disciples.]*



Say In the 40 days before he ascended into heaven, Jesus taught his disciples and promised to send them *[the Holy Spirit]*.

Ask What important book does our risen and ascended Savior use to teach and guide us? *[The Bible.]*

Say We are glad to know that Jesus is always with us!

Do Pray: Dearest Jesus, thank you for teaching and guiding us through your Word. Help us tell others what we know about you. Then send your Holy Spirit into their hearts so that they can believe in you and be saved. Amen.



Student Idea: What is the opposite of *sad*? How about the opposite of *day*? Read the story “Jesus Ascends Into Heaven,” and think of some opposites that describe Jesus. Then do the second student lesson activity.



at Home

Parent Idea: Help make learning memory treasures a pleasant experience for both you and your child. Today your child worked on committing Matthew 28:20b to memory. Review it by putting the attached paper clouds in order and then reading the resulting passage together.

Note: Send home with the completed **Activity 2** under **Lesson Activities**.



* Matthew 28:20b

* The Third Article of the Apostles' Creed

I believe in the Holy Spirit; the holy Christian church, the communion of saints; the forgiveness of sins; the resurrection of the body; and the life everlasting. Amen.

In this article we confess our faith in the third person of the Trinity, the Holy Spirit. It is the Holy Spirit whom Jesus sends to guide and strengthen the church today as he did with the early Christian church.

OPTIONAL

mid-week Lesson

- Begin by reviewing Jesus' earthly work by reading or reciting the words of the Second Article of the Apostles' Creed (“I believe . . . dead.”) Tell the children to listen for the phrase “ascended into heaven.”
- Use **Activity 1** under **Lesson Activities** to review the story.
- Duplicate (enlarge, if you wish) the game board on **Copy Master 2**. You will need a **Bible**, a **token** to move and attach to the game board, and a **coin**.

Review that Jesus left this earth only after teaching and guiding the disciples who would begin his church. We trust that our risen and ascended Savior also will use his Word to teach and guide us here on earth.

Attach the game board to the **board** or a **wall**. Explain that as the children play the game, the “child of God” will move along the path to heaven. Flip a coin to determine the number of spaces to move. If the coin is “heads,” move the token one space, and if it is “tails,” move two spaces. At each space where the child of God stops, there will be a Bible reference to read. Read the reference from the Bible to the



children (or have readers do this), and have the children tell how that passage guides them here on earth.

- Help the children perform the suggested actions as you say the following words:

Jesus, you returned to heaven; (*point up*)
 You rule from up above. (*put hand above eyes as if looking down to earth*)
 And though you're there, you care for me. (*point to self*)
 Thank you for your love. Amen. (*give self a hug*)

- Choose and use the **Lesson Activities** that best meet the needs of your students.

Lesson Activities

1. Review

Report the News

Purpose: To ask questions of the students while pretending to be a reporter.

Procedure: Pretend to be a television reporter. Wear a hat and coat, and carry a notebook or a real or fake microphone. Have your students pretend to be disciples. Interview them as they go to Jerusalem after witnessing Jesus' ascension. Use the following questions, and add more of your own.

- What did Jesus come to earth to do? [*He came to live perfectly, suffer, die, and rise to save us.*]
- Why are you disciples to wait in Jerusalem? [*Jesus will send the Holy Spirit.*]
- What are you supposed to do after the Holy Spirit comes? [*Go and tell people everywhere about the Savior.*]
- What amazing thing happened as Jesus blessed you? [*He rose into the sky.*]
- Where was Jesus going? [*To heaven.*]
- What finally hid Jesus so you could no longer see him? [*A cloud.*]

2. Application

Put Me in Order

Purpose: To aid in the understanding and memorization of the Matthew 28:20b memory treasure.

Procedure: Remind the children that they can trust their risen and ascended Savior to guide them with his Word. He promises to always be with them. Then use the activity on **Copy Master 3** to help the children learn the words of Matthew 28:20b on their own or with partners during class time. *Suggestion:* Provide envelopes so that the children can take the cloud pieces home to practice there too. Send the pieces home with the note suggested in **To Do at Home.**

3. Music

Songs to Sing

Purpose: To sing songs that praise Jesus or tell what he did to save sinners.

Procedure: Teach and sing one or more of the following songs:

- "Let Us Sing for Joy!" (*Little Ones Sing Praise*, Concordia Publishing House)

- “Jesus Loves the Little Children” (*Let All the People Praise You*, Northwestern Publishing House)
- “Do You Know Who Died for Me” (*Little Ones Sing Praise*, Concordia Publishing House)

4. Art

Our Savior Ascended

Purpose: To make a project that is a reminder of Jesus’ ascension.

Procedure: Each child needs a white paper plate with a hole punched at the top, several white cotton balls, and a piece of yarn about 4 inches long. In the center of the plate, the children should draw and color a picture of Jesus ascending into heaven. Then they should glue the cotton balls at the feet of Jesus to make a cloud. Use the piece of yarn to make a loop with which to hang the picture. *Suggestion:* Instead of the drawings, provide duplicates of the picture of the ascending Jesus made from **Copy Master 1** for the children to color, cut out, and glue to the plate.

5. Review and Apply

Nonreader

Purpose: To review the lesson by completing fact and application sentences.

Procedure: Duplicate **Copy Master 4** for the children to complete. For activity one, first help the children “read” the words in the rectangles by identifying the pictures next to them. Have the children cut out the rectangles and set them on the correct boxes as you read the sentences. Check the answers, and then have the children glue the boxes to the paper. For activity two, write “God’s Word” on the board for the children to copy. Do the entire page together.

God’s Word in the Lesson: 1. Jesus; 2. God’s Word; 3. promised; 4. heaven; 5. praised

God’s Word in My Life: God’s Word

Reader

Purpose: To review the lesson by choosing the correct endings to fact and application sentences.

Procedure: Duplicate **Copy Master 5** for the children to complete.

God’s Word in the Lesson: 1. a, 2. a, 3. b, 4. a, 5. b, 6. a

God’s Word in My Life: 1. a, 2. b, 3. b

Challenge

Purpose: To fill clouds with missing words and write a thank-you prayer to Jesus.

Procedure: Duplicate **Copy Master 6** for the children to complete.

God’s Word in the Lesson: 1. always; 2. Jerusalem; 3. Holy Spirit; 4. Bethany; 5. ascended (went up); 6. angels, return (come back)

God’s Word in My Life: Possible prayers: Thank you, Jesus, for coming to earth to be my Savior. Thank you, Jesus, for dying to forgive my sins. Thank you, Jesus, for giving me your Word that teaches and guides.

6. Other Ideas

Piggyback Song Challenge

Purpose: To write a song about Jesus’ ascension.

Procedure: First print the following words on the board. Then point to them as you sing them to the tune of “Are You Sleeping?”

Jesus rose; Jesus rose
From the dead; from the dead.
He will give us heaven; he will give us heaven
As he said; as he said.

Help the children sense the rhythm of the words to the music:

Line one: four syllables in each phrase

Line two: three syllables in each phrase

Line three: six syllables in each phrase

Line four: three syllables in each phrase

Write 4, 3, 6, and 3 after the lines. Also point out that the last word in line two rhymes with the last word in line four. Circle the rhyming words.

Help the children compose a second stanza about Jesus' ascension or, if you are working with children able to read and write well, let pairs or groups work together to come up with their own stanzas.

Possible second stanzas:

He ascended; he ascended
Up on high; up on high.
He'll take me to heaven; he'll take me to heaven
When I die; when I die.

Back to heaven; back to heaven
Jesus went; Jesus went.
But the Holy Spirit; but the Holy Spirit
He has sent; he has sent.

Unit Activity: Good News Writing

Purpose: To have the children write about and illustrate the events that took place during the time of the first Easter.

Procedure: This writing challenge was first suggested in Activity 6 of Lesson 12. Tell the children to pretend that they interviewed the disciples as they were returning to Jerusalem. Then ask them to complete the front page of the *Good News* newspaper from Copy Master 7 of Lesson 12 by drawing a "photograph" of Jesus' ascension. Have them write about how Jesus guided the disciples by teaching them God's Word. They should also include a paragraph explaining that God still uses his Word to guide us today.

Review Game

Purpose: To review people, places, and things in the stories from Year 1, Spring.

Procedure: Write many or all of the following words or phrases, each on a separate note card: Nicodemus, farmer planting seeds, Peter, Jairus, Jairus' daughter, gentile woman, lost son, Judas, Pilate, thieves, Joseph, Mary Magdalene, Nazareth, Jerusalem, Calvary, Passover, synagogue, scroll, dogs, pigs, vineyard, Lord's Supper, crucifixion, spices, ascension.

Divide the class into two or more teams. Place the cards on a chalk tray or tape them to a wall. Say one sentence that describes a specific person, place, or thing. (Example: "He climbed a tree to see Jesus.") Call on one team to answer. If that team answers incorrectly, try the other team(s). Tally a point for the team that answers correctly. Turn over each card that has been used. Continue the game for a set amount of time or until all the cards have been used.