

Grades 3-4  
Sunday School  
Year 1  
Teacher's Guides

The teacher's guides for Grades 3-4 Sunday School Year 1 lessons are found in three Adobe PDF files:

01Teachers3\_4Yr1Fall.pdf  
02Teachers3\_4Yr1Winter.pdf  
03Teachers3\_4Yr1Spring.pdf

Three additional Adobe PDF files contain *To Do At Home* activities for each lesson.

04TDAH3\_4Yr1Fall.pdf  
05TDAH3\_4Yr1Winter.pdf  
06TDAH3\_4Yr1Spring.pdf

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## **TEACHER'S GUIDE**

GRADES 3-4

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 eight- to ten-year-old children

### Mental Development

- Have the ability to use basic reasoning skills
- Are beginning to think abstractly
- Are inquisitive
- Have vivid imaginations and love to hear Bible stories and see pictures of Bible events
- Are eager to explore spiritual truths more deeply
- Are eager to learn many new truths
- Can begin to grasp where events took place
- Have a general understanding of the sequence of events

### Emotional Development

- Are highly impressionable
- Are developing the ability to independently form personal attitudes and habits

### Social Development

- Can work cooperatively in small groups
- Learn from words, actions, and opinions of their teachers
- Learn from words, actions, and opinions of their peers
- 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](http://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 teacher's 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

#### General Supplies

Each child will need a Bible and a hymnal (*Christian Worship*). In order to best carry out many of the suggested activities, the teacher will need a chalk or marker board and projection equipment.

#### Teacher's Guide

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 or hymn.

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.



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.





## WORSHIP

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

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**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.

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

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

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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.

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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.

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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. 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. The hymns are also included in the electronic memory treasure files.

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**at Home**

Every student lesson has activities that parents can use to teach and use the Word in their homes.

Additional **To Do at Home** activities are available in a separate file on the Teacher's Guide CD.

The importance of parents as the primary Christian educators of their children cannot be stressed enough. These To Do at Home activities help the teacher encourage and extend this vital ministry.

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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.

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### 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.

The final activity for some lessons is a Bible study available on the copy master CD as a four-page, full-color copy master. You can use the Bible study to search and apply Scripture in the classroom, or you can encourage parents to conduct this Bible study with their children at home. The Bible studies are from the original Christ-Light (© 1998) and use the 1984 edition of the New International Version Bible translation.



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 to 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

<i>Hymn Category</i>	<i>Hymn Number</i>	<i>Hymn Title</i>
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
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 3:1-18

1



Aim

What did Jesus tell Nicodemus about eternal life?



Jesus told Nicodemus that the Holy Spirit brings people to faith and that through faith they receive eternal life.

*Application:* God the Holy Spirit works faith in us so that we believe in Jesus and have eternal life.

*Response:* We treasure the gifts of faith and eternal life.

*Lesson Summary:* When Nicodemus came to Jesus secretly at night, Jesus pointed him to the cross. He, Jesus, would give up his life so that all who believe in him will receive eternal life. Saving faith is a gift of the Holy Spirit working through Baptism and the Word.



★ **Luke 11:28**  
★ **John 3:16**  
★ **Romans 3:23**  
**Hymn 183:1**



**condemned**—declared guilty, sent to hell



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



Dear Lord, thank you for revealing to us your wonderful plan of salvation. Be with me and guide me as I prepare this lesson. May the Holy Spirit give my students and me a strong faith in the “heavenly things” that Jesus so beautifully taught Nicodemus. Amen.

## Looking Ahead at Lesson 2

### Jesus Is Rejected in Nazareth

Matthew 13:53-58; Luke 4:14-30

*Aim:* How did the people of Nazareth receive Jesus' message of salvation?

*Truth:* The people of Nazareth rejected Jesus' message of salvation.

*Application:* The Holy Spirit uses God's Word to strengthen our faith so that we do not reject Jesus.

*Response:* We hear God's Word often and pray that the Holy Spirit will use that Word to strengthen our faith.

*Lesson Summary:* When he spoke in the synagogue of Nazareth, his hometown, Jesus declared himself to be the Messiah prophesied by Isaiah. At first the people were impressed by Jesus, but then they rejected him in unbelief and even tried to put him to death.

*Memory Treasures:* \*Mark 16:16; \*Luke 11:28; \*The First Petition of the Lord's Prayer; Hymn 596:1

## Alternate Lesson Plan



*Sing:* Sing “The People That in Darkness Sat” (hymn 90:5). This stanza is a prayer

asking Jesus to rule in our hearts and keep us as his dear children.

*Pray:* Dear Jesus, thank you for bringing us together today. Send your Holy Spirit to work in our hearts during this lesson so that we grow in our understanding of your Word. Amen.



Write “Pharisees” on the board. Tell the children that during

the time Jesus lived on earth, the church was led by the ruling council of the Jews. Some of the council members were Pharisees. Explain that the Pharisees studied God’s Word very carefully, and ask what part of God’s Word they had at that time. *[The Old Testament.]* Tell the children that many Pharisees had come to believe that they could earn eternal life by keeping God’s law. Ask why they couldn’t earn eternal life in this way. *[All people are sinners. No one can keep God’s law perfectly.]*



Today we will learn about a Pharisee named Nicodemus who came to see Jesus. Listen to find out **what Jesus told Nicodemus about eternal life.**



## WORSHIP

*Sing:* Sing “Holy Spirit, Light Divine” (hymn 183). With this hymn we pray that the Holy Spirit would live and work in our hearts.

*Pray:* Holy Spirit, cleanse our hearts and lives from sin. Please live in all of us throughout our lives, and make us eager to hear your Word, today and always. We pray in the name of our Savior Jesus. Amen.



Have the children open their Bibles to Numbers 21:4-9 and read those verses together. Point out that this Bible reading tells about something that happened during the journey of God’s people from Egypt to the Promised Land of Canaan. Ask what way God gave the Israelites to be saved after they were bitten by poisonous snakes. *[Moses was to make a snake and put it on a pole. When the people who were bitten trusted God’s promise and looked in faith at the bronze snake, God healed them.]* Tell the children that Jesus refers to this event in today’s lesson.

Next ask the children to recall what a miracle is. *[An act that only God can perform.]* Remind them that although Jesus showed he is God by performing miracles, he wanted people to come to him to hear his teaching, not to see miracles, and then to trust him as their Savior.



## Aim

Today we will learn about a man who had heard about Jesus’ teachings and miracles. Be ready to answer this question: **What did Jesus tell Nicodemus about eternal life?**



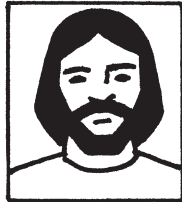
**Note:** Remember there are To Do at Home activity options in a separate file on the Teacher’s Guide CD.



Draw pictures to help the children visualize the message of the lesson. As you come to each of the words below during the lesson, sketch the picture shown, either on **paper** or on the board. Point to your pictures each time you speak of these concepts again.



Nicodemus



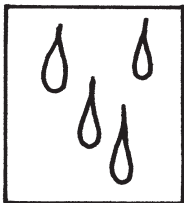
Jesus



night



baby



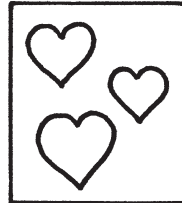
water



Holy Spirit



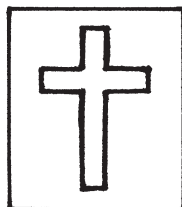
wind



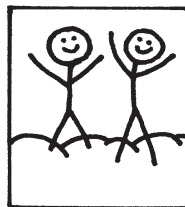
hearts



snake



Son . . . lifted up



saved



condemned

One night a **Pharisee named Nicodemus**, who was a **member** of the **ruling council** of the Jews, came to **see Jesus**. He was interested in what Jesus taught and in the miracles he had performed. He **wanted to learn** more **about Jesus** and his kingdom. Yet Nicodemus **knew** that the other **council members didn't like Jesus**, and he was **worried** about what they **would think** if they saw him talking to Jesus. So he **came** to Jesus **secretly, at night**.

"Rabbi," Nicodemus said, "we **know** that you are a **teacher** who has come **from God**. **No one** could perform the **miracles** you have done if **God** were **not with** him."

Jesus replied, "I tell you the truth, **no one** can become a member of **God's kingdom unless** he is **born again**."

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



If possible, enlist the help of **two men (or older boys)** to reenact the story events.

Dim the lights in your classroom (possibly using only a **candle or flashlight** for light) to remind the children that Nicodemus came secretly, at night. Have one actor read the words of Nicodemus and the other the words of Jesus, while you narrate the remainder of the lesson.



When you get to the point where Jesus tells Nicodemus, "For God so loved . . ." ask the children to recite Jesus' words in unison.



Have the children look at the picture on their student lessons. Then encourage them to envision what is happening in the lesson by closing their eyes and picturing the event in their minds. (Bonus: Having them shut their eyes minimizes distractions.)

Teaching  
tip

**“How** can a person be **born again** after he has **grown up**?” asked Nicodemus. “Certainly he **can’t become a baby again** and be born a second time!”

“I tell you the truth,” Jesus answered, “**no one** can **enter** the **kingdom of God** as his son or daughter without being **born of water and the Spirit**. **Sinful** human **parents** give birth to **sinful** human **children** who are **not fit to live with God** in his kingdom. That is **why** they must be **born again**. **Through Baptism** the **Holy Spirit** brings them **to faith** and makes them **God’s children**. And through Baptism a **change takes place** in their hearts—a change so complete that it is **like** being born a second time and becoming a **different person**. So **don’t be surprised** when I tell you, ‘You must be **born again**.’

**“Think of the wind.** You **hear it** blowing, but you **can’t see it**—you can’t tell where it comes from or where it is going. **Yet** you **believe in the wind** because you have **felt it** and have **seen** what it **can do**. So it is with the **work of the Spirit**.” Jesus meant that **no one** has ever **seen the Holy Spirit working**, but we can **see the results** of his work—what he does in people’s lives when he enters their hearts and makes them new and different people.

**Nicodemus still** did **not understand** what Jesus was talking about. **“How** can this be?” he asked Jesus.

**“You** are a **teacher** of Israel,” said Jesus, “and you **don’t understand how** the Holy Spirit **works faith** in people’s hearts? I have **told you about earthly things**, and you **don’t believe**. **How** will you believe if I tell you about **heavenly things**?”

Then Jesus told Nicodemus how God himself made it possible for anyone to enter the kingdom of God and live with him forever. **“Just as Moses lifted up the snake** in the wilderness,” Jesus explained, “the **Son of Man** must be **lifted up**. For **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**. **God did not send his Son to condemn** the people of the world. No, God **wants to save them** through his Son. **Whoever believes** in him will be **saved**, but those people who do **not believe** will be **condemned**.”





## discuss

You will need the pictures from **Copy Master 1** cut apart, with rolled **tape** or **magnetic tape** on the back for displaying on the board. (*Alternative:*

Prepare to project the pictures.) You will also need a **wet sponge or paper towel**, and you'll need **Copy Master 2**, ready to be displayed.

**Say** One night a Pharisee named Nicodemus came secretly to see Jesus.

**Ask** Why did Nicodemus believe that Jesus was a teacher sent from God? [*Because of the miracles Jesus had done.*]

Why did Jesus perform miracles? [*To show that he is God's Son and to lead people to listen to his message, God's Word.*]

**Say** Jesus talked to Nicodemus about the kingdom of God.

**Ask** What is the kingdom of God? [*It is a spiritual kingdom—Christ's rule in the hearts of his believers through his Word.*]

**Say** To help you understand what Jesus said to Nicodemus, I need a volunteer to do a little activity.

**Do** Have a volunteer come up front and match the pictures of grown animals with the pictures of their babies. When the task is done, ask the volunteer to explain how he knew which grown animals went with which babies. [*They look the same, are the same type of animal, etc.*]

**Ask** When a human baby is born, how might that baby already be like his or her parents? [*Same race, hair color, eye shape, etc.*]

**Do** Draw two cookie-cutter type people shapes on the board: one big and one small. Inside the bigger shape, write "sinful." Ask the children to finish this sentence: Jesus told Nicodemus that sinful human parents give birth to [*sinful human children*]. Write "sinful" inside the smaller shape.

**Say** All people are born sinful and therefore don't deserve to enter God's kingdom.

**Ask** But, according to Jesus, how can people come into God's kingdom? [*By being born again of water and the Spirit.*] What did Jesus mean by "being born of water and the Spirit"? [*The Holy Spirit brings us to faith through Baptism.*]

**Do** Explain that we can think of Baptism as the Holy Spirit washing away our sins. Use the wet sponge or paper towel to wipe away the word *sinful* from inside each shape. Ask the children to tell when they were born again of water and the Spirit. [*When we were baptized (often as babies).*]



You will need a **puppet**, and each child will need a **student lesson**.

**Say** Pretend you overheard Jesus talking with Nicodemus. Now you're talking with someone who doesn't know the things Jesus said and has some wrong ideas.

**Do** Introduce your puppet. Tell the children to use what they remember from Jesus' talk with Nicodemus to help the puppet understand why he is wrong about some things. They will need to be ready to support their answers with information from their student lessons. Statements to use and some possible responses follow.

*Puppet:* Baptism isn't what's really important. Faith is. So I don't want to be baptized.

[*Possible answers: We do need faith in Jesus as our Savior to go to heaven. But the Holy Spirit works through Baptism, and Jesus commanded us to be baptized. So we want to be baptized out of love for Jesus.*]

*Student lesson support:* Jesus said that we must be "born again" and "born of water and the Spirit."

*Puppet:* I feel sorry for my Uncle John. When he was dying he

listened to God's Word and came to faith, but he died before he could be baptized!

*[Possible answers: The Holy Spirit works faith not only through Baptism but also through God's Word. Since the Holy Spirit worked faith in Uncle John's heart, he is in heaven.]*

*Student lesson support: Jesus said that whoever believes in him will be saved.]*

*Puppet: I don't really need faith until I'm about to die, because I just need it to get to heaven.*

*[Possible answers: Faith is important to us while we're here on earth too, because it changes our lives right now. (Examples: We aren't afraid to die because we know that God will take us to heaven; we can talk to God in prayer; we can show love for God by obeying his commands.)]*

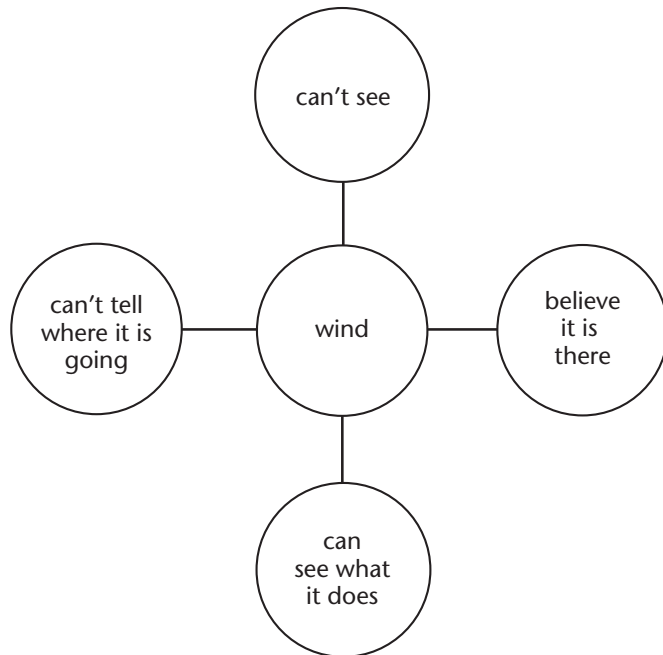
*Student lesson support: Jesus said that when the Holy Spirit works in our hearts, it is as if he makes us new and different people.]*

*Puppet: Okay, since I have faith in Jesus now, I'm ready to be a different person. I'm going to try to keep all of God's commandments so that I can go to heaven.*

**Ask** Why is it important to know that you have been baptized? *[Through Baptism the Holy Spirit works faith in our hearts so that we can be saved.] (Note: Check if all the children in your class have been baptized. If not, speak with the pastor and parents, urging that arrangements be made for any unbaptized children to be baptized as soon as possible.)*

**Say** Jesus compared the work of the Holy Spirit to the wind. Let's look at how the Holy Spirit's work is like the wind.

**Do** Write "wind" in the center of the board and circle it. Ask the children to name some of the things Jesus said about the wind, and write those things in circles around the word *wind*, drawing connecting lines to make a word web. Example:



Next, erase *wind* and write in its place "Holy Spirit's work." Talk about how the Holy Spirit's work is like the wind—we can't see the Holy Spirit working in someone's heart or whose heart he will work in next, but we believe that the Holy Spirit is working in hearts, and we can see the results of that work (people showing love for their Savior).

Write these letters on the board: "A-F-H-I-T."

**Say** Since Nicodemus still did not understand what Jesus was saying, Jesus explained the Holy Spirit's work more. Unscramble these letters to tell what he said the Holy Spirit works in our hearts.

**Do** Write the unscrambled word on the board. *[FAITH.]*

- Say** Jesus also explained whom people need to have their faith in. He did this by comparing himself—the Son of Man—to the snake that Moses put on a pole in the wilderness.
- Do** Display **Copy Master 2**. Ask the children to tell how Jesus was like the snake on the pole. *[Both were lifted up, saved people from death, were the only way to be saved, and saved those with faith.]*
- Ask** What did Jesus say that faith in him leads to? *[Eternal life.]*
- Do** Draw an arrow from the word “FAITH” on the board, pointing to the right. At the end of the arrow, write “ETERNAL LIFE.” Encourage the children to treasure the gifts of faith and eternal life that they have received through the work of the Holy Spirit.

## CLOSE

You will need a **box** wrapped like a gift. Inside should be two **papers**, one saying “faith in Jesus” and the other “eternal life.” On the outside should be a **gift tag** saying “from the Holy Spirit.”

- Do** Ask a child to read the gift tag, then open the box and tell what gifts the Holy Spirit gives us. Tell the children to keep these gifts in mind as they answer your next question.
- Ask** What did Jesus tell Nicodemus about eternal life? *[Jesus told Nicodemus that the Holy Spirit brings people to faith and that through faith they receive eternal life.]*
- How do we come to faith in Jesus and receive eternal life?  
*[God the Holy Spirit works faith in us so that we believe in Jesus and have eternal life.]*
- Say** Let’s treasure the gifts of faith and eternal life.
- Do** *Pray:* Thank you, Jesus, for dying for us so that we might live eternally. Thank you, Holy Spirit, for bringing us to faith through Baptism. Please keep us as your dear children forever. Amen.

*[Possible answers: You won’t be able to keep God’s commandments perfectly because everyone is born sinful. But Jesus has already paid the price for our salvation. We keep God’s commandments to show our love for him.]*

*Student lesson support:*  
Jesus talked about how God has saved people—through his Son being lifted up (on a cross). Jesus said that whoever believes in him (not whoever obeys the commandments) will be saved.]



**Do** Write on the board: “Jesus told \_\_\_\_ that the \_\_\_\_ brings people to \_\_\_\_ and that through \_\_\_\_ they receive eternal \_\_\_\_.” Ask the children to fill in the blanks to answer the next question.

**Ask** What did Jesus tell Nicodemus about eternal life?  
*[Jesus told Nicodemus that the Holy Spirit brings people to faith and that through faith they receive eternal life.]*

**Say** God the Holy Spirit works faith in us so that we believe in Jesus and have eternal life. Let’s treasure the Holy Spirit’s gifts of faith and eternal life.

**Do** Sing “Baptized in Water” (hymn 297) to praise God for the blessings of Baptism and

the work of the Holy Spirit. Point out that stanza 3 reminds us that through Baptism we have all been “born of one Father.”



★ **Luke 11:28**

★ **John 3:16**

★ **Romans 3:23**

**Hymn 183:1**

Holy Spirit, Light divine,  
Shine upon this heart of mine;  
Chase the gloom of night away;  
Turn the darkness into day.

OPTIONAL

mid-  
week  
Lesson

- Remind the children that our God is triune—three in one. Ask the children to fold their hands and bow their heads. Then say, “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 lesson.
- Use **Activity 2** (Debate Me) to have the students express clearly the value of faith and the importance of the Holy Spirit.
- Close by singing “God Loved the World So That He Gave” (hymn 391:1–4), pointing out that the first stanza is a rewording of the John 3:16 memory treasure.

## Lesson Activities

### 1. Review

#### Cinquains

*Purpose:* To review the lesson while working together to write cinquain poems.

*Procedure:* Divide the class into groups of about three children. Tell the children in each group that they will be writing a cinquain poem about something or someone from the story. Example from the Old Testament:

Prophet  
Honest, wise  
Speaking, telling, preaching  
Shares God's messages bravely  
Malachi

Line 1: Single-word subject

Line 2: Two words describing subject

Line 3: Three action words ending with *ing*

Line 4: Four words expressing feelings or telling about the subject

Line 5: One word to restate the subject

Assign each group a different subject to write about. Some possible subjects include Baptism, gospel, Nicodemus, Jesus, and Spirit (as in the Holy Spirit). Have the groups share their completed poems with the class.

### 2. Application

#### Debate Me

*Purpose:* To have the students express clearly the value of faith and the importance of the Holy Spirit.

*Procedure:* Explain that a debate is a public argument in which each side tries to convince the other side and the audience that it is correct. Divide the class into two groups. Tell the children that you will be a one-person debate team and one of the student groups is going to be another debate team, while the other group will be the audience. Tell the “debate team” students that they will be trying to convince everyone that faith

in Jesus is better than a million dollars. Give the team an opportunity to brainstorm for a few minutes to prepare some arguments, and then begin the debate, arguing yourself that the money is better. (Note: After a short time, run out of arguments for your side, making it obvious that the other side is correct.) Then ask the audience who won the debate (hopefully the students!).

Next have the students who were the audience become the debate team and vice versa. Have the new debate team prepare to argue that the Holy Spirit is as important as God the Father and God the Son. You will argue that Jesus is the most important member of the Trinity because he saved us and that the Holy Spirit isn't as important as Jesus or even God the Father. (Again, once the debate starts, don't take too long to make it obvious that the students' side is correct.) Again, ask the audience who won the debate (the students!).

#### Learn About the Holy Spirit

*Purpose:* To provide the children with an opportunity to learn something about the Holy Spirit each day for the next 15 days.

*Procedure:* Use **Copy Master 3**. Encourage the children to read one passage per day about the Holy Spirit, coloring the heart that lists the passage. Tell them that when they have colored all the hearts, they will know much more of what the Bible says about the Holy Spirit and his work in our hearts.

### 3. Music


#### “Blessed Are Those”

*Purpose:* To sing a song that will review the message of Luke 11:28.

*Procedure:* Teach the children the song “Blessed Are Those”  (**Copy Master 4**).

#### “Child of God”

*Purpose:* To sing a song that reminds us of Jesus' words to Nicodemus.

*Procedure:* Sing together “Child of God”  (Copy Master 5). This Southern folk song reminds us that we are children of God because we have been born again.

#### 4. Art

##### Gospel in John 3:16

*Purpose:* To help the children remember John 3:16 and recognize that it is a summary of the gospel message.

*Procedure:* Have the children make a poster of John 3:16, showing how the passage has the word *GOSPEL* in it, as follows:

God . . . gave his  
One/only  
Son, that . . . not  
Perish but have  
Eternal/everlasting  
Life.

Encourage them to use a variety of colors to make the letters for *GOSPEL* prominent.

#### 5. Review and Apply

##### Jesus Teaches Nicodemus

*Purpose:* To choose correct answers to questions about the lesson and to match words from the lesson with their meanings.

*Procedure:* Have each child complete Copy Master 6. The answers are as follows:

Part One: 1. c, 2. c, 3. b, 4. a, 5. a

Part Two:

Holy Spirit	→ The one who brings people to faith
Son of Man	→ Jesus
Nicodemus	→ Member of the ruling council of the Jews
Baptism	→ The sacrament that makes us members of God's kingdom
Lifted up	→ Died on the cross
Born again	→ Baptized

#### Born Again Through Baptism (Challenge)

*Purpose:* To choose correct answers to questions about the lesson and complete an acrostic that reviews the lesson application.

*Procedure:* Have each child complete Copy Master 7. The answers are as follows:

Part One: 1. a, b; 2. a, c; 3. b, c; 4. a, b, c

Part Two: 1. cross, 2. faith, 3. Baptism, 4. Holy Spirit, 5. kingdom, 6. again, 7. Son, 8. world

Sentence: Through Baptism I have become a child of God.

#### 6. Other Ideas

##### Learning About Luther

*Purpose:* To help the children appreciate their Lutheran heritage.

*Procedure:* Explain that hundreds of years after Nicodemus lived, a man named Martin Luther had the same wrong idea as the Pharisees—that salvation can be earned by doing good works and keeping God's law. That was taught by the church leaders of Luther's day, just as the leaders of the ruling council of the Jews taught the people in Nicodemus' day. Luther tried his best, but his conscience always told him that he was a sinner and did not measure up to God's standards. But God graciously led Martin Luther to study the Bible until he realized that salvation is a gift from God won by our Savior, who died for us. Luther then taught that salvation is by grace alone, through faith alone, and that we know this through the Scriptures alone, not through the ideas of sinful men. If possible, read a short book about Martin Luther or watch a portion of a video about his life.



## Jesus Is Rejected in Nazareth

2

**Matthew 13:53-58; Luke 4:14-30**



**Aim**

How did the people of Nazareth receive Jesus' message of salvation?



The people of Nazareth rejected Jesus' message of salvation.

*Application:* The Holy Spirit uses God's Word to strengthen our faith so that we do not reject Jesus.

*Response:* We hear God's Word often and pray that the Holy Spirit will use that Word to strengthen our faith.

*Lesson Summary:* When he spoke in the synagogue of Nazareth, his hometown, Jesus declared himself to be the Messiah prophesied by Isaiah. At first the people were impressed by Jesus, but then they rejected him in unbelief and even tried to put him to death.



- ★ **Mark 16:16**
- ★ **Luke 11:28**
- ★ **The First Petition of the Lord's Prayer**
- Hymn 596:1**



**synagogue**—building in which the Jews gathered to worship God and study his Word  
**scroll**—long, thin sheets of animal skins rolled on decorative sticks; books were written on these

See Franzmann, *Bible History Commentary: New Testament*, Volume 1, pages 141–150; The People's Bible: Albrecht, *Matthew*, pages 207–210; Prange, *Luke*, pages 45–49.

Locate Nazareth on a map.



Dear Lord, help me grow in faith and sanctified living as I study your Word. Send your Holy Spirit to strengthen my faith so that I never reject you as the people of Nazareth did. Lead my class and me to be faithful to you throughout our lives. Amen.

### Looking Back at Lesson 1

#### Jesus and Nicodemus

John 3:1-18

*Aim:* What did Jesus tell Nicodemus about eternal life?

*Truth:* Jesus told Nicodemus that the Holy Spirit brings people to faith and that through faith they receive eternal life.

*Application:* God the Holy Spirit works faith in us so that we believe in Jesus and have eternal life.

*Response:* We treasure the gifts of faith and eternal life.

*Lesson Summary:* When Nicodemus came to Jesus secretly at night, Jesus pointed him to the cross. He, Jesus, would give up his life so that all who believe in him will receive eternal life. Saving faith is a gift of the Holy Spirit working through Baptism and the Word.

*Memory Treasures:* \*Luke 11:28; \*John 3:16; \*Romans 3:23; Hymn 183:1

## Alternate Lesson Plan



*Sing:* Sing “Lord, Open Now My Heart to Hear” (hymn 282).

With this hymn we pray that God would draw us closer to him as we study his Word.

*Pray:* Dear Lord, as we study your precious Word today, use it to draw us closer to you. We want to praise our triune God now and throughout eternity. Amen.



**You will need a map showing Nazareth, such as Copy Master 1S.**

Have the children look up Matthew 2:21-23. Ask where Jesus grew up. [Nazareth.] Then read John 1:43-46. Ask what Nathanael said about Nazareth. [He asked if anything good could come from Nazareth.] Point out that someone wonderful—Jesus our Savior—came from Nazareth. It was his hometown! Ask a child to point out Nazareth on a map.



In our lesson we’ll hear that Jesus came back to his hometown to teach the Word of God to the people. Be ready to answer this question: **How did the people of Nazareth receive Jesus’ message of salvation?**



## WORSHIP

*Sing:* Remind the children that the Holy Spirit strengthens our faith as we study God’s Word. Then sing “Holy Spirit, Light Divine” (hymn 183:1-5). Point out that as we sing this hymn we are asking the Holy Spirit to be with us while we study his Word.

*Pray:* Dear Holy Spirit, thank you for the gift of God’s Word, which guides us on the path to heaven. Continue to strengthen our faith as we study this precious Word today and always. Amen.



Explain that in today’s lesson the children will hear that in the early part of Jesus’ ministry, news about him was already spreading throughout the land of Israel. Tell them to think about the things Jesus did early in his ministry. Ask what the people might have been telling one another about Jesus. [They might have

been talking about Jesus’ baptism, his changing water into wine, his healing the official’s son, and examples of his teachings.] Remind the children that everywhere Jesus went, he preached the message of salvation—the good news that we are saved through faith in him as our Savior.



In our lesson we’ll hear that Jesus came back to his hometown of Nazareth to teach the Word of God to the people. We’ll learn **how the people of Nazareth received Jesus’ message of salvation.**



**Note:** Remember there are To Do at Home activity options in a separate file on the Teacher’s Guide CD.





Duplicate the three pictures from **Copy Masters 1.1** and **1.2** that show Jesus, and glue each at the top of a separate sheet of **lined paper**. Duplicate all three papers for each child. After you read Isaiah's prophecy, have each child write a sentence or two on the first paper summarizing what is happening in the picture. After you tell what

Jesus said about a prophet's hometown, have the children do the same for the second picture. At the end of the story, have the children write about the final picture.

After preaching in Judea and Samaria, **Jesus returned to Galilee**. The **Holy Spirit** was **with him**, and **news about him spread** throughout the whole countryside. He **taught in** the village **synagogues**, and **everyone praised** him.

Then Jesus **went to Nazareth**, where he had **grown up** and where all the **people knew him**. On the **Sabbath Day** he went to the **synagogue** as he usually did. The synagogue was **filled with people** who **wanted to hear him** and who **hoped** he would **perform a miracle**. When **Jesus stood up** to show that he wanted to **read from the Scriptures**, the **leader** of the synagogue **handed him** the **scroll** of the **prophet Isaiah**. Jesus **unrolled** the scroll to **chapter 61**. Then he **read** these verses, which told **about the coming of the promised Messiah (Savior)**:

The **Spirit of the Lord** is **with me**.

He has **anointed me** to **bring** the **good news** to the **poor**.

He has sent me **to announce** to the **prisoners of sin** that they are **free** and to the **blind** that they can **see again**, to **free those** who are **crushed by sin**, and to **announce** that the **time has come** when the **Lord will save his people**.

Then Jesus **rolled up the scroll**, handed it **back to the leader**, and **sat** down. (In the synagogue a man stood up to read from the Scriptures and sat down to speak to the people.) The **eyes of everyone** in the synagogue were fastened **on Jesus**, waiting to hear what he would say.

He said, "**This very day**, as you listen to me, **these words** of Scripture have **come true**." Jesus **meant that he was** truly the **promised Savior** about whom Isaiah had spoken—that God had chosen him for this special mission. He was the **one** who would **preach good news** to the poor, **open the eyes** of the blind, and **forgive** those who were troubled because of their sin.

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



Before class, find a **roll of paper**, or tape paper together and roll it up, to

represent a scroll (approximately 10 inches high and 4 feet long). Put the items that follow on the scroll in order from left to right. (*Optional: Enlarge and/or color the pictures.*)

- Picture of a synagogue from **Copy Master 1.1**
- Picture from the copy master of Jesus reading from a scroll
- Words of Isaiah 61, copied from the student narrative
- Picture of Jesus teaching (**Copy Master 1.2**)
- Picture from the copy master of the incident at the cliff

Gradually unroll the scroll from left to right to show the events of the lesson and the words Jesus read from Isaiah as you come to these items in the lesson.



As you tell the lesson events, encourage the children to show with their faces

how the people of Nazareth felt at different points in the lesson: excited when Jesus first came

home, quiet and eager as they waited for Jesus to preach, puzzled when they realized he was calling himself the Messiah, and furious when Jesus warned them about God's Word being taken from them.



**Say** Weren't the people of Nazareth blessed? They knew

Jesus from the time he was a little child. They watched the Savior of the world grow up! They spent time with him, talked with him, played with him, and ate with him. Then after he had left for a while, they had him return to their town to tell them how they could be saved.

**Ask** Did the people of Nazareth appreciate the wonderful blessing they had? *[No.]* How do you know? *[They rejected Jesus and his message. They refused to believe that Jesus is the Savior, and they tried to kill him.]*

**Do** Ask the children to imagine that as they grow up, one of their classmates decides to become a pastor. He graduates from the seminary and becomes a pastor in a small city. Now have the children imagine that they move to that city and discover that their friend from when they were kids is now

**At first** all the **people** who were there **spoke well of him**. But when they **began to realize** that he was **claiming to be** the promised **Messiah**, they **whispered** among themselves, "Did he say he is the Messiah? **How can that be?** Isn't this **Joseph's son**—just a hometown boy?"

**Jesus knew** what they were **thinking**. "You'll probably **quote this proverb** to me: '**Doctor, heal yourself!**'" Jesus said. "Perhaps you **expect me to do miracles** here just as you heard I have done in Capernaum. I tell you this," he continued, "**no prophet is welcomed or believed** by the people **in his own hometown**."

He **went on to warn** the people that if they **rejected God's Word**—as the **people had** when the prophets **Elijah and Elisha preached** to them in **Old Testament** times—then it would be **given to other people** who were **not Jews**. The **people** in the synagogue were so **furious** when they heard this that they **dragged Jesus out** of the synagogue and up **to the top of the cliff** outside the town. They **planned to throw him off** the cliff. But **Jesus walked right through** the middle of the **crowd and went** on his way.



## discuss

You will need a **toolbox** containing common repair items (such as a hammer, nails, and electrical tape). Also place a **Bible** inside the toolbox.

**Say** When Jesus read from the book of Isaiah, he read a prophecy about the Messiah.

**Ask** According to this prophecy, who would anoint the Savior? *[The Spirit of the Lord.]*

**Say** Anointing meant pouring oil or water on a person to show that person was being set aside to serve God.

**Ask** When was Jesus anointed by the Holy Spirit? *[At his baptism.]*

**Say** The prophecy said that the Messiah would bring good news to the poor, make the blind see again, and free those who are crushed by sin.

**Ask** How could Isaiah have written these words about Jesus when Isaiah lived hundreds of years before Jesus was born? *[Like all writers of Bible books, Isaiah was told by God what to write.]*

When Jesus sat down, what surprising thing did Jesus say about that prophecy? *[It had come true on that day.]*

What did Jesus mean by that? *[That he is the Savior.]*

**Say** Jesus told the people of Nazareth that he is the Savior.

**Ask** Why did the people of Nazareth have a hard time believing Jesus? *[They had known him for a long time. He'd grown up as Joseph's son. It was hard for them to imagine that he was someone so different from the person they thought he was.]*

**Say** Jesus pointed out that the people of Nazareth probably wanted him to do miracles, as he had in Capernaum.

**Ask** Do you think the people of Nazareth would have believed that Jesus is the Savior if he had done some miracles for them? *[Opinions will vary.]*

**Do** Have the children agree or disagree with this statement: "We believe that Jesus is our Savior because all of his miracles prove it." Point out that the people of Nazareth *knew* about the miracles, but they didn't believe. Miracles do give proof that Jesus is God, but the reason we believe in Jesus is because the Holy Spirit has given us faith. Without the Holy Spirit, we could not come to faith—even if we could see Jesus' miracles for ourselves.

**Say** Jesus warned the people not to reject God's Word. He said that if they did, it would be given to people who weren't Jews.

**Ask** How did the people react to what Jesus said to them? *[They became so furious that they tried to throw Jesus off a cliff!]*

**Say** But Jesus just walked right through that crowd and went on his way.

**Ask** What does this show us about Jesus? *[He has almighty power and did not have to let himself be killed.]*

**Say** The people of Nazareth rejected Jesus.

**Do** Have the children imagine that a Christian friend says to them, "It's nice to know that since the Holy Spirit has brought me to faith, I never have to be concerned that I'll reject Jesus like the people of Nazareth did." Ask the children whether their friend is correct. Help them realize that Christians can fall from faith and end up rejecting Jesus as their Savior. On the other hand, be sure to remind the children that God promises us that he will not allow us to be tempted more than we can bear. He who has given us faith has promised that he will keep us in that faith.

**Say** The Holy Spirit uses a special tool to keep our faith strong.

**Do** Take out your toolbox. Without showing all its contents, bring out some items, such as a hammer, nails, electrical tape, and the like, one at a time. Ask whether each item is what the Holy

their pastor. Discuss what it would be like to listen to their classmate preach to them, and to call their friend Pastor. Point out that this would be similar to the situation the people of Nazareth faced, when their friend of many years told them he was the Son of God, their Savior.

**Say** Hopefully if someone you know someday becomes a pastor, you will give that person respect as God's messenger and listen carefully to his preaching. But the people of Nazareth didn't honor Jesus or his Word.

**Do** Teach the children to say the First Petition. Tell them that God's name is kept holy when we honor his Word. Have the children work in pairs to list at least two ways to honor God's Word. *[Possible answers include listening to God's Word, worshiping him in church, correctly teaching what God's Word says, and living according to what God's Word says.]*

Have the children share their answers with the class.

**Ask** When we hear God's Word, who works in our hearts? *[God the Holy Spirit.]* What does the Holy Spirit do for our faith when we hear God's Word? *[He strengthens it.]*

**Say** When you pray, remember to ask the Holy Spirit to

strengthen your faith through his Word so that you never reject your Savior, Jesus.



**Do** If you did not do so earlier, have the children read John 1:43-46.

**Ask** Why was Nathanael wrong when he thought nothing good could come from Nazareth? [*Because Jesus came from Nazareth and Jesus is totally good—he is God’s Son and our Savior!*] How did the people of Nazareth receive Jesus’ message of salvation? [*The people of Nazareth rejected Jesus’ message of salvation.*] How does the Holy Spirit keep us from rejecting Jesus? [*The Holy Spirit uses God’s Word to strengthen our faith so that we do not reject Jesus.*]

**Say** Let’s hear God’s Word often and pray that the Holy Spirit will use that Word to strengthen our faith.

**Do** Sing the hymn 596:1 memory treasure to close the lesson.

Spirit uses to keep our faith strong. Finally ask what tool the Holy Spirit uses. [*God’s Word.*] Take out the Bible.

**Say** The Holy Spirit uses God’s Word to strengthen our faith in Jesus as our Savior. This is why it is so important for us to continue to hear God’s Word often in church, at home, in Sunday school, and (if possible) in Lutheran elementary school. Let’s pray often that the Holy Spirit will use his Word to keep our faith strong.

## CLOSE

**Ask** What is the message of salvation that Jesus taught? [*He said that those who believe in him as the Savior will be saved.*]

How did the people of Nazareth receive Jesus’ message of salvation? [*The people of Nazareth rejected Jesus’ message of salvation.*]

How does the Holy Spirit keep us from rejecting Jesus? [*The Holy Spirit uses God’s Word to strengthen our faith so that we do not reject Jesus.*]

**Say** Let’s hear God’s Word often and pray that the Holy Spirit will use that Word to strengthen our faith.

**Do** *Pray:*

O Holy Spirit, enter in  
And in our hearts your work begin,  
Your dwelling place now make us. Amen.  
(from hymn 184:1)



★ Mark 16:16

★ Luke 11:28

★ **The First Petition  
of the Lord's Prayer**

Hallowed be your name.

In this portion of the Lord's Prayer, we ask that we would keep God's name holy (pure). We do this by honoring God's Word, believing it, and living according to what it says.

**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 "My Faith Looks Up to Thee" (hymn 402:1,2). With this hymn we pray that we will always have faith in Jesus.
- Use **Activity 1** under **Lesson Activities** to review the lesson.
- Use **Activity 2** to examine how prophecies show that Jesus is the Savior.
- Join in confessing your faith in Jesus, using the Second Article of the Apostles' Creed (hymnal, page 19). Then pray: O Holy Spirit, thank you for giving us faith in Jesus as our Savior. Strengthen our faith daily, so that we never reject Jesus. We pray in his name. Amen.

## Lesson Activities

### 1. Review

#### What Did They Say?

*Purpose:* To review the lesson events by dramatizing the dialogue of the people of Nazareth.

*Procedure:* Tell the children that they are going to pretend to be the people of Nazareth. As you remind them of various parts of the lesson, they should say words that they think the people of Nazareth might have said at those times. Examples:

- When the people heard Jesus was coming to Nazareth: “Have you heard what Jesus did in Capernaum?” “He can do miracles!” “I can’t wait to see Jesus again!” “I hope he’ll do miracles here!” “I wonder what he’s teaching?”
- When Jesus spoke about Isaiah’s prophecy: “What does Jesus mean when he says these words have come true?” “Is Jesus saying that he’s the Messiah?” “How could Jesus be the Messiah? He’s Joseph’s son!” “We’ve known Jesus for years; we’d know if he were the Savior!”
- After Jesus warned the people not to reject God’s Word: “God’s Word won’t be taken away from us—we’re his chosen people!” “How dare he say that God’s Word will be given to people who aren’t Jews!” “I’ve heard enough!” “Let’s throw him off a cliff!” “Where did he go?”

### 2. Application

#### Jesus Is the One

*Purpose:* To use prophecies to show that Jesus is the Savior.

*Procedure:* Point out that Jesus used a prophecy from Isaiah chapter 61 to show that he is the Savior. We too can use prophecies to show that Jesus is the Savior. Have the children complete

the chart on **Copy Master 2**. Have them look up and read the prophecy accounts listed in the left column, and then in the right column, write how Jesus fulfilled each prophecy. Some possible answers:

- Isaiah 7:14—Mary, a virgin, was Jesus’ mother.
- Micah 5:2—Jesus was born in Bethlehem.
- Hosea 11:1—Joseph had to take Jesus and Mary to Egypt to escape Herod, and then God called them back to the land of Israel.
- Isaiah 61:1—Jesus was anointed by the Holy Spirit at his baptism.
- Isaiah 12:3—Jesus told the Samaritan woman that he is the living water of salvation.
- Isaiah 53:4—Jesus healed the official’s son.

*Suggestion:* Have the children work in teams.

### 3. Music

#### Two-Part Hymn Singing


*Purpose:* To review the hymn 596 memory treasure while introducing the children to two-part singing.

*Procedure:* Have the children open their hymnals to hymn 596. Have them follow along with the notes of the melody line while you play or sing it, noting how the notes go up and down as the melody gets higher and lower. Then point out where the alto line of the hymn is—the second note from the top in each chord. Play this line of notes, again having the children follow how the notes go up and down. Teach the children to sing this second line of notes until they can sing it even while you play both the melody and the second part. When they seem to know it well, divide the class in half, and have one half sing the melody while the other half sings the alto part.

#### “Blessed Are Those”

*Purpose:* To sing a song about the message contained in Luke 11:28.



*Procedure:* Teach or review the song “Blessed Are Those”  (Lesson 1, Copy Master 4).

#### 4. Art

##### Make a Scroll

*Purpose:* To make scrolls that will remind the children of the prophecy Jesus read in today’s lesson.

*Procedure:* Remind the children that when Jesus visited the synagogue in Nazareth, he read from the scroll of Isaiah. Discuss scrolls and the fact that these were the books of Bible times. Use the directions below to have the children make scrolls similar to the one Jesus used. If possible, have them use textured paper to give their scrolls the look of parchment.

- You will need two pencils, some tape, a strip of paper about 7" wide (narrower if your pencils are shorter) and 11" long, and a marker or pen. You will also need your Bible.
- Look up Isaiah 61:1,2. Use a pen or marker to copy the passage on your paper, leaving about 1" of space on both the top and bottom. Write all of verse 1 and the first phrase of verse 2. (Hint: You might want to practice writing the words on a piece of scrap paper so you know how big to write.)
- Tape a pencil at each end of your scroll paper.
- Roll the pencils toward each other so the paper rolls around them. Roll until the pencils meet in the middle.

#### 5. Review and Apply

##### Reject Jesus?

*Purpose:* To identify true and false statements about the lesson and write a prayer to the Holy Spirit.

*Procedure:* Have each child complete **Copy Master 3**. The answers are as follows:

Part One: 1. F, 2. F, 3. F, 4. T, 5. T, 6. F, 7. T, 8. F, 9. T, 10. F

Part Two: Answers will vary.

##### Read the Word (Challenge)

*Purpose:* To write sentences summarizing the lesson and to help the children overcome obstacles to daily Bible reading.

*Procedure:* Have each child complete **Copy Master 4**. The answers are as follows:

Part One: Answers will vary, but should be similar to the following:

1. Jesus read a prophecy about himself from the book of Isaiah.
2. Jesus taught that he is the Messiah, but the people wouldn’t believe him.
3. The people tried to kill Jesus by throwing him off a cliff.

Parts Two and Three: Answers will vary.

#### 6. Other Ideas

##### Scrambled Memory Treasure

*Purpose:* To help the children learn the Mark 16:16 memory treasure.

*Procedure:* Give each child a duplicate of **Copy Master 5**. First have the children write the words of Mark 16:16 on their eggs, writing on each puzzle piece. Then have them cut out the puzzle pieces, scramble them, and then practice “unscrambling their eggs” by putting the puzzles together several times. Encourage them to try to do it more quickly each time.



## NOTES:

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



## Peter the Fisherman

**Luke 5:1-11**

**3**



**Aim**

Why did Jesus show Peter his power?



Jesus showed Peter his power to prepare Peter to gather souls for his kingdom.

*Application:* Jesus also shows us his power to prepare us to spread the good news of salvation.

*Response:* We trust that Jesus is with us, using his power to help us as we tell others about him.

*Lesson Summary:* When Jesus preached near the Sea of Galilee, he got into Peter's boat and taught the crowd from there. He then told Peter to let down his nets in deep water. Peter and his partners were amazed when Jesus gave them a miraculously large catch of fish. Gladly they obeyed Jesus' summons to follow him and gather people's souls.



**Mark 16:15**

**\* Romans 10:17**

**2 Timothy 3:15**

**\* Hymn 573:1**



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

Locate Capernaum and the Sea of Galilee on a map.



Give me a caring heart, O Lord. Help me love and seek the lost. Remind me of your power, overcome my fear, and grant me courage to share my hope of salvation with those who do not have that hope. Amen.

### Looking Back at Lesson 2

#### Jesus Is Rejected in Nazareth

Matthew 13:53-58; Luke 4:14-30

*Aim:* How did the people of Nazareth receive Jesus' message of salvation?

*Truth:* The people of Nazareth rejected Jesus' message of salvation.

*Application:* The Holy Spirit uses God's Word to strengthen our faith so that we do not reject Jesus.

*Response:* We hear God's Word often and pray that the Holy Spirit will use that Word to strengthen our faith.

*Lesson Summary:* When he spoke in the synagogue of Nazareth, his hometown, Jesus declared himself to be the Messiah prophesied by Isaiah. At first the people were impressed by Jesus, but then they rejected him in unbelief and even tried to put him to death.

*Memory Treasures:* \*Mark 16:16; \*Luke 11:28; \*The First Petition of the Lord's Prayer; Hymn 596:1

## Alternate Lesson Plan



*Sing:* Sing “Take My Life and Let It Be” (hymn 469:1-3,6).

With this hymn we pray that God would lead us to use all our abilities to serve him.

*Pray:* Dear God, thank you for giving us all so many different and wonderful abilities. Teach us to use all our abilities to serve you. We pray in our Savior’s name. Amen.



Ask what types of jobs people had in Jesus’ time. [Possible

answers include *shepherds, farmers, carpenters, soldiers, and priests.*] Tell the children that when Jesus first called his disciples, they already had jobs. Peter, Andrew, James, and John, for example, were fishermen. However, Jesus had another job for them to do.



Before Jesus gave Peter a new job to do, Jesus showed his power to Peter.

Be ready to tell **why Jesus showed Peter his power.**



## WORSHIP

*Sing:* Sing “I Hear the Savior Calling” (hymn 560:1-3). This hymn tells us that we are called by our Savior to be messengers who tell others about the love of Christ.

*Pray:* Dear Savior, you have called all of us to be messengers, telling others of your love. Help each of us become a faithful messenger who eagerly shares with others the good news that you are the Savior of all. Amen.



You will need a **map** showing Capernaum and the Sea of Galilee, such as **Copy Master 1S**.

Ask the children to raise their hands if they like to go fishing. Let them tell where they go to fish and what they use to catch fish. Point out that most of us go fishing for enjoyment, but some people make their living by catching fish and selling them. Explain that some of Jesus’ disciples—Peter, Andrew, James, and John—were full-time fishermen. These men lived in Capernaum. Ask a volunteer to locate Capernaum on a map, and point out that this city was located on the Sea of Galilee, where the men went to fish. Also explain that nets, not poles, were used to catch the fish.



## Aim

One exciting day Jesus helped Peter catch some fish. Then Jesus asked Peter to become an unusual kind of fisherman. Listen carefully to the lesson so that you can answer this question: **Why did Jesus show Peter his power?**



**Note:** Remember there are To Do at Home activity options in a separate file on the Teacher’s Guide CD.



When telling that Peter and the others had not caught any fish all night, lower a **net** into a **box** with **blue paper** glued to the front. To demonstrate, repeatedly pull the net out empty. Then, while describing Jesus' miracle, lower the net into the box once again, but this time empty an **envelope** full of **paper fish** into the net and raise the full net.

One day **Jesus** was **standing** on the **shore** of the **Sea of Galilee**, **preaching** God's Word. Many **people** **crowded** around him, pushing and shoving to get closer so they could listen. But this made it **hard** for many of the people to **see** him and to **hear** what he had to say.

**Jesus** looked around and **noticed two boats** that had been left on the shore. The **fishermen** were **not in** them because they were busy **washing their nets**. One of those boats **belonged to Simon Peter**. The **other** belonged to **James and John**, who were **brothers**. **Jesus** **stepped into Peter's boat** and **asked** him to **push off** a little ways from shore. After Peter had done so, **Jesus** **sat down in the boat** and **preached** to the people as they stood along the shore.

**When** he was **finished** preaching, **Jesus** **said to Peter**, "Take your **boat out** into the **deep water** and **lower your nets** to catch some fish."

"Master," **Peter** **answered**, "we **worked hard** all last **night**, and we **didn't catch** a thing. But **because you say** so, **I will** let down the nets."

When Peter and the men with him **lowered their nets**, they **caught so many fish** that their **nets began to tear** from the weight of the fish. They struggled hard but **could not pull in** the nets **by themselves**. So they **called to James and John**, who were in the other boat, to come and **help** them. Before long, they had **both boats so full** of fish that they could **hardly keep** the boats **from sinking**!

In all his years of fishing, Simon **Peter** had **never seen anything like this**! He **fell down** on his knees **before Jesus** and said, "O Lord, I **don't deserve** even to be **near you** because I am such a **sinner**." He **said this because** he and the others with him were **amazed** by the number of fish they had caught.

Then **Jesus** **said** to Peter, "**Don't be afraid**. From **now on** you will be a **fisherman** who **catches the souls** of people for me." So **Peter** and his partners, **James and John**, pulled their boats up on the shore. They **left** their families and friends, their boats, and **everything** else and **followed Jesus**.

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



Provide **construction paper**, **crayons**, and **scissors** for the children.

Before you begin telling the lesson events, have each child choose one of the following items to draw and cut out: a fish, a net, or a boat. The children should then hold up the items they have drawn each time they hear you mention those items in the story.



Have the children do the actions in the story as you mention them. Some possible

things to act out: washing nets, stepping into Peter's boat, rowing out to deep water, lowering nets, trying to pull in fish, kneeling before Jesus, and following Jesus.



You will need a **fishing pole or net** and a **paper or toy fish**.

**Ask** What did Jesus do in today's lesson that showed his power? *[He gave Peter a huge catch of fish.]* Why was that catch of fish so amazing? *[Peter had been fishing all night (the best time of day to fish) and had caught nothing. Also, there were so many fish that two boats began to sink from the weight of them.]* How did Peter react when he saw this miracle? *[He fell on his knees in fear before Jesus.]* How do we learn about Jesus' miraculous power? *[By reading God's Word, the Bible.]*

**Do** Ask the children to think about how they react when they think about Jesus' miraculous power. They should raise their hands if thinking about Jesus' power leads them to do the following:

- Become amazed that the powerful Son of God would let himself be crucified to save us. *[Hands up.]*
- Think that the world is full of amazing things, so what Jesus did is no big deal. *[Hands down.]*
- Praise Jesus. *[Hands up.]*
- Tell others about Jesus. *[Hands up.]*

**Say** That's the job Jesus gave Peter—to tell others about him.



## discuss

Each child will need a sheet of **drawing paper** and some **crayons**. (Optional: If you used **paper fish** in **Learn**, have those fish and a **marker** available.)

**Say** Jesus was preaching to the people near the Sea of Galilee.

**Ask** What did Jesus do when the people began crowding too close to hear him? *[He got into Peter's boat and preached from there.]*

Why did Jesus spend so much of his time on earth preaching to people? *[He wanted them to come to faith.]*

**Say** When Jesus was finished preaching, Jesus told Peter to take his boat into deep water and lower his nets to catch fish.

**Ask** What did Peter say? *[He said that he had worked hard all night and not caught any fish, but because Jesus said to do it, he would let down his nets.]*

What does this show us about Peter? *[He trusted Jesus; he knew Jesus has power and authority.]*

How did Jesus then show his power to Peter? *[By giving Peter a miraculous catch of fish.]*

Why is it important for us to know that Jesus is powerful when we think about his promises? *[Knowing that Jesus is powerful reminds us that his words of promise will always come true.]*

**Do** Help the children recall some of Jesus' promises (to be with us, to save us, to answer our prayers, and so on).

**Ask** Why is it important for us to know that Jesus is powerful when we share God's Word? *[Because Jesus has all power, we know that he is able to answer our prayers for help, to be with us as we share his Word, and to take all who believe in him to heaven.]*

**Say** When Peter saw Jesus' miracle, he fell on his knees before Jesus and said, "O Lord, I don't deserve even to be near you because I am such a sinner."

**Ask** What did Peter mean by this? *[Peter realized that Jesus is the holy Son of God, and Peter knew that, as a sinner, he did not deserve to stand in God's presence.]*

**Say** Jesus told Peter that from now on he would be a fisherman who would catch the souls of people.

**Ask** What did Jesus mean by these words? *[Peter would be a disciple of Jesus and win people for his kingdom by bringing them God's Word.]*

**Say** Peter and his partners left everything and followed Jesus.

**Ask** Why were they willing to do this? [*They believed Jesus is the Savior, and they wanted to serve him.*]

**Do** Ask whom God has called to “catch” people’s souls in your congregation. [*The people called to “catch” souls in a congregation include the following:*

- Pastors
- Sunday school teachers
- Lutheran elementary school teachers
- Staff ministers
- Vacation Bible school teachers
- Parents (who are to teach God’s Word to their children)
- Each person in the congregation (including children)]

Point out that we all are to share God’s Word with the people around us and help “catch” souls for Jesus. Refer to the Mark 16:15 memory treasure. (*Optional: If you used paper fish in the **Learn** section, now use a marker to write on the paper fish the names of persons whose souls Jesus has caught and who are now to share God’s Word with others. Include the names of the children!*)

**Say** Now that we know we’re all fishers of people, let’s talk about places where we can share God’s Word.

**Do** Have each child divide a piece of paper into four sections. (Have the children fold their papers in half and then in half again.) Tell the children that on each of the four sections, they should draw a picture of a place where they can share God’s Word. When they are finished, ask volunteers to share their ideas and drawings with the class.

## CLOSE

**Ask** What was Peter’s previous job? [*He was a fisherman.*]

What new job did Jesus give Peter? [*He was to fish for people, gathering souls for God’s kingdom.*]

**Say** Before Jesus asked Peter to do this job, he showed Peter his power.

**Ask** Why did Jesus show Peter his power? [*Jesus showed Peter his power to prepare Peter to gather souls for his kingdom.*]

It’s also the job Jesus has given us. (*Refer to the Mark 16:15 memory treasure.*)

**Do** Role-play “fishing for people.” Hand a fishing pole or net to a child to show that this child is the “fisher” in the scenario. Give a second child a paper or toy fish to show that this child is the unchurched friend—the “fish” to catch. Then have these two children act out one of the following scenarios:

- Inviting a friend to Sunday school
- Inviting a friend to vacation Bible school
- Encouraging a friend to watch a Christian video with you
- Encouraging a friend to listen to Christian music with you
- Telling a friend about today’s Bible lesson
- Answering a friend who asks, “Why do you go to church?”

Continue this procedure until all willing children have had an opportunity to participate.

**Say** Remember, when you tell people about Jesus, you are not alone. Jesus is with you, using his power to help you. Trust in him!



**Say** Before people begin a new job, sometimes their new boss needs to prepare them for the work

they're going to do. Jesus prepared Peter for his new job of gathering souls for God's kingdom.

**Ask** Why, then, did Jesus show Peter his power? [*Jesus showed Peter his power to prepare Peter to gather souls for his kingdom.*] How does Jesus also prepare us to spread the good news of salvation? [*Jesus also shows us his power to prepare us to spread the good news of salvation.*]

**Say** We trust that Jesus is with us, using his power to help us as we tell others about him.

**Do** Close by praying the Lord's Prayer, in which we ask that God's kingdom would come to many people.

How does Jesus also prepare us to spread the good news of salvation? [*Jesus has also shown us his power to prepare us to spread the good news of salvation.*]

**Say** We trust that Jesus is with us, using his power to help us as we tell others about him.

**Do** *Pray:* Dear Jesus, you have called all of us to preach the good news of salvation everywhere. Help us trust in your power as we share the good news about Jesus with the people around us. Use us to bring our friends, family members, neighbors, and others to know you, our Savior from sin. Amen.



**Mark 16:15**

**★ Romans 10:17**

**2 Timothy 3:15**

**★ 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”?

When introducing this mission hymn, be sure to explain the picture language: “fields are ripe” (many don’t know Jesus), “harvests waiting” (there’s work to be done), “bear the sheaves away” (do mission work). Point out that there are many people in the world who still need to hear about Jesus in order to be saved, and Jesus needs many workers to spread his Word.



OPTIONAL

mid-week  
Lesson

- Talk about the hymn 573:1 memory treasure as described in the **Memory Treasure Choices** section. Then sing the hymn together.
- Use **Activity 1** under **Lesson Activities** to review the lesson.
- Use **Activity 2** to give the children an opportunity to evaluate various methods of evangelism.
- Close by singing one of the two songs listed in **Activity 3**.

## Lesson Activities

### 1. Review

#### Fish and Finish

*Purpose:* To review the lesson by completing sentences about it.

*Procedure:* Duplicate enough fish shapes from **Copy Master 1** so that you have a fish for each student. On each fish shape write the beginning of one sentence from or about the lesson. Then have each child reach into a bag (a blue one could be a “sea”) or a net, pull out a fish, read the beginning of the sentence aloud, and finish the sentence. If a child can’t think of a correct ending, let the other children help. Examples of sentence beginnings:

- Jesus had been teaching on the shore of . . .
- When the people crowded around Jesus, he decided to . . .
- When he was finished preaching, Jesus told Peter . . .
- When Peter and the other men pulled in the nets, they . . .
- When Peter fell down before Jesus, Jesus told Peter . . .

- We are glad to know that Jesus is powerful because . . .
- Jesus has given each of us the job of . . .

### 2. Application

#### Evangelism Evaluation

*Purpose:* To give the children an opportunity to evaluate various methods of evangelism.

*Procedure:* This activity could be done individually or in groups. Have the children cut apart the boxes on **Copy Master 2**, each of which shows a different way to try to bring someone to Jesus. Then have them put these ten methods of evangelism in order—from the method they would feel most comfortable doing to the method they think would be the most difficult for them. Discuss their choices.


Next, have them put the boxes in order a different way—from the method they think would be most likely to bring someone to Jesus to the one they think is least likely to be effective. Have them share their choices, discussing ways that their first arrangements were different from the way they arranged the boxes the second time. Encourage the children to try to share their faith in the ways that God’s

powerful Word can work best, even if those things are more difficult to do. Remind them that Jesus will always be with them with his power as they witness for him.

### 3. Music


#### “We’re Goin’ Fishin’”

*Purpose:* To sing a fun song about “fishing” for people to follow Jesus.

*Procedure:* Teach the children to sing “We’re Goin’ Fishin’”  (**Copy Master 3**). Encourage the children to show their enthusiasm for sharing God’s love as they sing!

#### “Jesus Said, ‘Come, Follow Me’”

*Purpose:* To learn about eighth notes, quarter notes, and whole notes while singing a song that reviews the lesson application.

*Procedure:* Draw a pair of eighth notes, a quarter note, and a whole note on the board. Ask the children to tell what each note is called. Then distribute the song “Jesus Said, ‘Come, Follow Me’”  (**Copy Master 4**). Ask the children to identify eighth notes, quarter notes, and whole notes in the song. Then teach the children to sing the song. Afterward, ask which note gets held the longest (whole note) and which note, the shortest (eighth note).

### 4. Art

#### Mobiles

*Purpose:* To make mobiles of “fish” to catch for Jesus.

*Procedure:* Each child will need the following materials: different colors of construction paper, a plastic coat hanger, tape, and yarn. Have the children follow these steps:

- On a piece of construction paper, trace around the outside of a coat hanger below the hook.
- Cut out the coat hanger shape and write the words “Jesus Tells Us to Fish for People” on it.

- Punch holes near the bottom edge of the shape to correspond to the number of fish that will be hung, and tape the shape to the hanger.
- Cut out four to six fish shapes from different colors of construction paper (use patterns from **Copy Master 1**). Punch a hole near the top of each fish shape.
- On each fish write the name of a person to whom you could talk about Jesus.
- Cut one piece of yarn for each fish. Draw the yarn through the hole in the fish and then tie the fish to the bottom of the hanger. When all the fish have been tied on, hang your mobile as a reminder to share your faith with the people around you!

(*Option:* Rather than use a coat hanger, have the children punch holes near the top and bottom of each fish. Then they can tie pieces of yarn to connect the fish and make one long string of fish.)

### 5. Review and Apply

#### Catch Souls for Jesus

*Purpose:* To match sentence beginnings and endings from the lesson and to show understanding of who can be fishers of people.

*Procedure:* Have each child complete **Copy Master 5**. The answers are as follows:

Part One:

When a crowd surrounded Jesus, he preached from Peter’s boat.

Jesus finished preaching, then told Peter to go into the deep water and fish.

Peter and the men with him caught a huge number of fish.

After this miracle, Jesus told Peter to fish for people.

Peter and the other fishermen left their boats and followed Jesus.

Part Two: All persons listed should be checked.



### Find Fishy Sentences (Challenge)

*Purpose:* To identify true and false sentences about the lesson and correct the false ones and to demonstrate understanding of the memory treasure passage applications.

*Procedure:* Have each child complete **Copy Master 6**. The answers are as follows:

Part One: (Rewritten false statements will vary. Possible answers are given.)

1. F Jesus was standing by the Sea of Galilee, speaking to a crowd of people.
2. T
3. F Peter went fishing when Jesus told him to.
4. F Peter and the others caught many fish.
5. F Jesus wanted Peter to catch people.
6. T

Part Two: 1. c, 2. a, 3. b

### 6. Other Ideas

#### Class Evangelism Activities

*Purpose:* To give the children a chance to share God's Word with unchurched friends.

*Procedure:* Organize a class evangelism activity.  
*Possibilities:*

- Have a special "faith and friendship" event at church. Conduct a Bible study, and follow it with a recreational outing, such as roller-skating or bowling. Encourage the children to bring unchurched friends.
- Have an open house at your Sunday school.
- Have your class put on a Christian play, musical, or short skit, and encourage the children to invite unchurched friends to the event.



## NOTES:

[illegible]

## The Parable of the Farmer and the Seed **Matthew 13:3-9,18-23**



How do people respond to God's Word?



Some people reject God's Word, but the Holy Spirit leads other people to believe God's Word and to do good works.

*Application:* The Holy Spirit uses God's Word to give us faith and lead us to do good works.

*Response:* We hear God's Word often and do good works out of thanks to God.

*Lesson Summary:* Jesus told a parable about a farmer who scattered seed. The seed stands for God's Word. The Holy Spirit leads some people to believe God's Word and do good works, as is shown by the seed that fell on good ground and produced fruit. Other people reject the message of salvation, as is shown by the seed that fell on the hard path, the rocky ground, and among the thorns and failed to grow.



**John 6:68**

**\* Romans 10:17**

**\* The Third Article**

**of the Apostles' Creed**

(with a portion of the explanation)

**Hymn 282:1**



**parable**—an earthly story with a heavenly meaning

**scorch**—to burn something until it turns brown



See Franzmann, *Bible History Commentary: New Testament*, Volume 1, pages 173-179; The People's Bible: Albrecht, *Matthew*, pages 189-191 and 194-197.



Dear Lord, let my heart and the children's hearts be like fertile soil in which faith grows deep and strong. Help us all live lives that show our thanks to you. Amen.

### Looking Back at Lesson 3

**Peter the Fisherman**

Luke 5:1-11

*Aim:* Why did Jesus show Peter his power?

*Truth:* Jesus showed Peter his power to prepare Peter to gather souls for his kingdom.

*Application:* Jesus also shows us his power to prepare us to spread the good news of salvation.

*Response:* We trust that Jesus is with us, using his power to help us as we tell others about him.

*Lesson Summary:* When Jesus preached near the Sea of Galilee, he got into Peter's boat and taught the crowd from there. He then told Peter to let down his nets in deep water. Peter and his partners were amazed when Jesus gave them a miraculously large catch of fish. Gladly they obeyed Jesus' summons to follow him and gather people's souls.

*Memory Treasures:* Mark 16:15;  
\*Romans 10:17; 2 Timothy 3:15;  
\*Hymn 573:1

## Alternate Lesson Plan



*Sing:* Sing “Blessed Jesus, at Your Word” (hymn 221:1,2). Point out that with this

hymn we ask Jesus to send the Holy Spirit into our hearts so that we understand God’s Word.

*Pray:* Dear God, we know that all wisdom and understanding come from you. Bless us as we study your Word once again. Help us understand your teachings, and strengthen our faith as we hear your Word. Amen.



Have the children look up Proverbs 2:6 and read it aloud

with you. Then ask them how people receive wisdom. *[The Lord gives it to them.]* Explain that sometimes Jesus helped his followers become wiser and learn more about God and his kingdom by telling a special kind of story called a parable. A parable is an earthly story with a heavenly meaning.



The parable you’ll hear today is about a farmer. During the time that Jesus lived on earth, farmers planted their seed by hand, carrying it in a pouch and scattering the seed as they walked across the field. In his parable about the farmer, Jesus will tell **how people respond to God’s Word.**



## WORSHIP

*Sing:* Sing “Lord, Open Now My Heart to Hear” (hymn 282) as a prayer that God would use today’s lesson to draw his children closer to him.

*Pray:* We praise you, Father, Son, and Holy Spirit, for the precious gift of your Word. Use the portion of your Word that we hear today to draw us closer to you. Keep us as your children until we are in heaven, praising you eternally. Amen.



You will need **four soil samples:** hard-baked soil, stony soil, soil with weeds growing in it, and rich potting soil.

Tell the children that in today’s lesson from God’s Word, Jesus talks about different types of soil. Let the children see and touch your four soil samples. Ask which soil the children think would work best for growing plants. *[The rich potting soil.]* Explain that Jesus often used stories called parables to teach important truths. A parable is an earthly story with a heavenly meaning.



## Aim

Today we are going to study a parable Jesus told about a farmer who planted some seeds. The seeds landed in the different kinds of soil that we have here. In this parable Jesus tells us how people respond (react) to God’s Word. Listen carefully to learn the answer to the question, **How do people respond to God’s Word?**



**Note:** Remember there are To Do at Home activity options in a separate file on the Teacher’s Guide CD.



Show **seeds**, the **four soil samples** described in the **Introduce** section, a **dead or dying plant**, and a **healthy plant** as you mention these items in the parable.

Once again **Jesus** came to the **Sea of Galilee**, where he **spoke** to **many** people. This time he **used parables** to teach them.

**One parable** he told was **about a farmer**. Jesus said, “A **farmer** went out to **plant grain** in his field. As he **scattered the seeds** over the ground, **some fell** on the **hard path** that led through the field. The **birds easily found** these seeds and **ate** them.

“**Some seeds** fell on **rocky ground** where just a **little soil** covered the rock. These seeds **sprang up quickly** in the warm, thin layer of soil. But because of the rock underneath, the **roots** of these young plants **could not go** down **deep enough** into the ground to find moisture. So when the **hot sun beat down** on them, these plants were **scorched**. They soon withered and **died**.”

“**Other seeds** fell **among thorns**. These seeds **began to grow**, but the **thorns** grew **faster and thicker**. They shut out the air and sun and used up the moisture, so the **good plants** were **choked out and died**.”

“Still **other seeds** fell on **good soil**. There they **grew well** and produced a **good crop**.”

Then **Jesus** went on to **explain the meaning** of the story he had just told about the farmer planting the seeds of grain.

“The **seed**,” he said, “is the **Word of God**. The **sower** is the **one who preaches the Word** of God. When **someone hears** the Word of God and **doesn’t understand** it, the **devil** comes and **snatches away the Word** that was planted in his heart. This person is **like the hard path** where some of the seeds fell.

“**The thin, rocky soil** is like the **person** who **hears the Word** of God and eagerly and **joyfully believes** it right away. But the Word of God **doesn’t really take root** in his heart. His **faith is weak**. So when he **has troubles** or when **people make fun** of him because he is a believer in God’s Word, he quickly **loses his faith**.”

“Now think about the **seeds** that fell **among the thorns**. Here I am talking about the **person** who at first **hears the Word** of God and **believes** it, but **then lets worries** about food and drink and clothing **fill his heart**. Or he begins to **think** that money and

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



Instead of bringing in samples of the **four types of soil** in the parable,

check in advance whether there is an example of each type on your church or school property. If so, teach the lesson outdoors, taking the children to each type of soil when you describe it and returning to each type of soil as you explain its meaning in the parable.



Draw vertical lines to divide the board into four sections.

As you describe each type of soil and what happened to the seeds sown there, sketch—or have volunteers sketch—what you are describing in one of the sections. As you explain the meaning of each type of soil, have a volunteer write “FAITH” or “NO FAITH” at the top of the appropriate picture. (The first three soils should say “NO FAITH.” Only the last soil, the good ground, should be labeled “FAITH.”)



Each child will need a sheet of drawing paper, crayons, the boxes from a duplicate of the right-hand column of **Copy Master 1** (cut apart and mixed up), and glue.

**Do** Have each child fold a sheet of paper in half lengthwise and then in half two more times by width. Ask the children to trace over the fold lines to make eight equal sections and then turn their papers vertically.

**Say** Starting at the top of your paper and using the boxes in the left column, draw the four types of ground on which the seeds landed. Then, in the same boxes, draw the seeds or plants and show what happened to them.

**Do** When the children have completed their four pictures, give each child the four boxes from the copy master. Have the children glue the boxes on the correct sections in the right column of their papers to show the meaning of each type of soil. Allow the children to show their completed projects to partners. As a class, discuss which meaning should be with each picture. (Use the

**worldly pleasures** can **make him happy**. But gradually **these things choke the Word** of God out of his heart, so the Word **produces no fruit** in his life.

“The **good ground** stands for the **person who hears** the Word of God and **understands** it. This person **believes** the Word of God and **shows** by the way he lives **that he loves and believes the Word** he has heard. The Word **produces fruits of faith** in his life.”



## discuss

**Ask** In Jesus’ parable, whom does the farmer represent, and what does the seed represent? *[The farmer represents someone who preaches God’s Word, and the seed represents God’s Word.]*

What happened to the seeds that fell on the hard path?  
*[The birds easily found them and ate them.]*

**Say** Finish this sentence to tell the meaning of this part of the parable: When people hear the Word of God and don’t understand it, the devil *[snatches the Word away from their hearts]*.

**Ask** Why does the devil snatch the Word from people’s hearts?  
*[The devil is God’s enemy. He wants to keep people from believing in Jesus and being saved.]*

What happened to the seeds on the thin, rocky soil?  
*[They sprang up quickly, but their roots couldn’t go deep into the ground. So when the sun beat on the plants, they were scorched and died.]*

**Say** Finish these sentences to tell the meaning of this part of the parable: Sometimes people hear the Word of God and believe it, but their faith is *[weak]*. When troubles come or people make fun of them for being believers, they quickly *[lose their faith]*.

**Ask** Why might God allow troubles to come into a believer’s life?  
*[To strengthen that person’s faith.]*

What happened when the seeds fell among the thorns?  
*[The thorns grew faster and thicker, shut out the air and sun and used up the moisture, and choked out the plants until they died.]*

**Say** Finish these sentences to tell the meaning of this part of the parable: Sometimes people hear the Word of God and believe it, but then they let thoughts about things of the world fill their *[hearts]*. Their worries about earthly things

and their love for them gradually *[choke out God's Word, make them lose their faith]*.

**Ask** Why do we not need to worry about money and the things of the world? *[God has promised to provide everything we need.]*

What happened to the seeds planted on good ground?  
*[They grew well and produced a large crop.]*

**Say** Finish this sentence to tell the meaning of this part of the parable: When people hear the Word of God and come to faith, they *[show their faith, produce fruits of faith]*.

**Ask** Why can't believers feel proud of themselves for coming to faith? *[We only come to faith through God's grace in sending the Holy Spirit into our hearts.]*

Why do we believers do good works? *[The Holy Spirit leads us to do good works to show our love for Jesus and to thank God for saving us.]*

**Do** Read each scenario to the children, and ask them to name the type of soil that matches the boy in each situation.

- Lee visited Sunday school with his friend, but the story he heard about Jesus seemed impossible to him. He left the class thinking, "I don't know how I can believe this. I don't even understand how or why Jesus did those things!" *[Hard path.]*
- Thad is in high school. He used to go to church but doesn't anymore because he is very busy working two jobs. He feels he needs to do this to get the money for college so that he can get a good education. *[Thorny soil.]*
- A tornado just destroyed the home of Joel's family. Joel thinks, "I used to believe in God, but I don't anymore. My parents, my brother, and I just lost everything we had—we don't even have a place to live now! A loving God wouldn't let something so awful happen to my family!" *[Rocky soil.]*
- Quinton heard his teacher describe what it was like for Jesus to die on the cross. Quinton was so thankful for what Jesus did for him that he wanted to tell his friends in the neighborhood all about Jesus. *[Good soil.]*

**Say** Remember that the seed planted in good soil produced fine crops. This is picture language for the good works that Christians do to thank their Lord and King.

original copy master as your answer key.)

**Ask** How were the hard path, the rocky soil, and the thorny soil all somewhat the same? *[The plants couldn't grow well in any of those areas.]* What do those soils all stand for? *[People who don't have faith; people who reject God's Word.]* What do the plants growing in good soil stand for? *[Faith growing in believers' hearts.]* Who uses God's Word to make faith grow in our hearts? *[The Holy Spirit.]*

**Say** The crop produced in the good soil stands for fruits of faith. Fruits of faith are good works that the Holy Spirit leads us to do.

**Ask** Why do we want to do good works? *[To thank God for all he has done for us, especially for sending Jesus to save us.]*

**Do** Ask the children to name good works that they could do to thank God for saving them. As the children name good works, ask them to come to the board and draw fruit shapes, writing the good work each named inside the shapes. Write "Fruits of Faith" across the top of the board.





**Do** Write these words on the board: “Some, reject, Holy Spirit, leads, believe, good works.” Tell the children to use these words to answer the next question.

**Ask** How do people respond to God’s Word? *[Some people reject God’s Word, but the Holy Spirit leads other people to believe God’s Word and to do good works.]*

**Say** The Holy Spirit uses God’s Word to give us faith and lead us to do good works. Let’s hear God’s Word often and do good works out of thanks to God.

**Do** Sing “On What Has Now Been Sown” (hymn 322:1). With this hymn stanza we pray that the Word which God has planted in our hearts would grow in us, making our faith stronger.

**Do** Ask the children to think of several good works they can do to show their love for Jesus during the coming week. Give them a few minutes to write their ideas down, and encourage them to pray for the Holy Spirit’s help to carry out their ideas.

## CLOSE

**Do** Ask the children to try to remember the last political election in their country.

**Ask** How did people respond when they heard who was elected? *[Some were very happy and excited; others were upset.]*

**Say** People respond to things they hear in different ways.

**Ask** How do people respond to God’s Word? *[Some people reject God’s Word, but the Holy Spirit leads other people to believe God’s Word and to do good works.]*

What does the Holy Spirit use to give us faith and to lead us to do good works? *[The Holy Spirit uses God’s Word to give us faith and lead us to do good works.]*

**Say** Let’s hear God’s Word often and do good works out of thanks to God.

**Do** *Sing or pray:*

Almighty Father, bless the Word  
Which through your grace we now have heard.  
Oh, may the precious seed take root,  
Spring up, and bear abundant fruit. Amen.  
(hymn 323:1)



**John 6:68**

**★ Romans 10:17**

**★ 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.

*What does this mean?*

I believe that I cannot by my own thinking or choosing believe in Jesus Christ, my Lord, or come to him.

But the Holy Spirit has called me by the gospel, enlightened me with his gifts, sanctified and kept me in the true faith. In the same way he calls, gathers, enlightens, and sanctifies the whole Christian church on earth, and keeps it with Jesus Christ in the one true faith.

The Third Article explains the work of the Holy Spirit. Remind the children that the Holy Spirit gives us faith, keeps us in that faith, and sanctifies us (makes us eager to do good works).

**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.

OPTIONAL  
**mid-  
week  
Lesson**

- Have the children open their hymnals to pages 10 and 11, "Personal Prayers for Worship." Pray together the last prayer on page 10, beginning "O Lord . . ." When you have finished, remind the children that they can use the prayers on these pages whenever they are in church, waiting for a worship service to begin.
- Use **Activity 1** under **Lesson Activities** to review the lesson.
- Tell or remind the children that the good works that believers do are sometimes called

fruits of faith. Have the children look up Galatians 5:22,23, which lists fruits of the Spirit. Ask the children to think of a way they could show each fruit of faith in their lives. *[Example: An older brother slows down when he walks his little sister to her friend's house even though he is in a hurry to go play with his own friends. This shows the fruit of patience/forbearance/longsuffering.]* (Optional: Follow up with **Activity 4**: "Fruits of Faith.")

- Close by having the children sing and chant "Show Me Your Ways, O LORD" (**Copy Master 2**), as described in **Activity 3**.

## Lesson Activities

### 1. Review

#### Find Your Partner

*Purpose:* To play a game that will review today's parable and its meaning.

*Procedure:* Make enough duplicates of **Copy Master 1** so that each child can have one box, making sure to cut out both boxes from each pair. Give each child one of the boxes. (If you have an odd number of students, keep the extra box for yourself.) Tell the children that each box either describes one of the soils from Jesus' parable or tells what that type of soil represents. When you say, "Go," the children should try to find their partners by matching soil descriptions and meanings. Time the children, and see how quickly they can correctly pair off. Then collect the boxes, mix them up, and hand them out again. Challenge the children to find their partners more quickly this time.

### 2. Application

#### Outdoor Learning

*Purpose:* To use observation of real seeds and plants over time as a reminder of today's lesson application.

*Procedure:* Do as many of the following ongoing activities as you can:

- Take the children outside to an area where the grass has been worn away by people walking. Put some sunflower seeds on the path, and check periodically to see what has happened. If the seeds disappear, tell the children that this activity reminds us of people who hear the Word of God but do not believe.
- Fill a container with rocks and then add a thin layer of soil on top. Plant some seeds. When the plants start to come up, keep them in direct sunlight to demonstrate

the concept of being scorched by the sun. Obviously, this activity will take a little time. Remind the children that this soil is like people who hear the Word and then lose their faith when troubles or persecutions come.

- Show the children an area where grass has a hard time growing because there are a lot of weeds. Explain that this is what happens when thorns take over young plants. Then remind the children that people who are like this soil hear the Word but let worries about money and earthly things choke out their faith.
- Plant some seeds in rich potting soil. Give these seeds the right amount of water and sunlight. As the plants grow, remind the children of the people who hear and believe the Word and who produce the fruits of faith as they live God's Word in their lives.

### 3. Music

#### "Show Me Your Ways, O LORD"

*Purpose:* To say verses and sing a psalm refrain that will remind the children of the importance of hearing God's Word.

*Procedure:* Remind the children that we learn how God wants us to live by hearing his Word and having the Holy Spirit work in our hearts. Then teach them "Show Me Your Ways, O LORD" (**Copy Master 2**). Explain that in the refrain they are singing words based on Psalm 25:4. The verses should be spoken rhythmically, yet smoothly.

### 4. Art

#### Fruits of Faith

*Purpose:* To increase the children's understanding of what fruits of faith are.

*Procedure:* As a follow-up to or in place of the third activity listed in the **Optional Midweek Lesson** section, have the children make a bulletin board depicting fruits of faith. Put on

the bulletin board a picture of a large bowl or cornucopia and the title “Fruits of Faith.” Have each child cut out a different type of fruit from colored construction paper. Then have the children write examples of fruits of faith on their pieces of fruit and staple them to the bulletin board so that they appear to be in the bowl or cornucopia. Fruits of faith could be words from Galatians 5:22,23 or specific examples that the children have suggested, such as “walking my little sister home” or “singing God’s praise in church.”

## 5. Review and Apply

### Open Your Ears

*Purpose:* To complete sentences about the lesson and find a mystery message that encourages the children to hear God’s Word.

*Procedure:* Have each child complete **Copy Master 3**. The answers are as follows:

1. parables; 2. birds; 3. scorched; 4. choked;
5. produced; 6. devil, path; 7. weak faith;
8. money, choke; 9. good soil; 10. fruits, faith

Mystery Message: He who has ears to hear, let him hear.

### Grow in the Word (Challenge)

*Purpose:* To review the parable by drawing pictures and matching them to meanings, and to identify real-life examples of living and dying faiths.

*Procedure:* Have each child complete **Copy Master 4**. The answers are as follows:

Part One:

Hard path—When people hear God’s Word and don’t understand it, the devil comes and snatches away the Word from their hearts.

Rocky soil—Sometimes people hear God’s Word eagerly and believe it right away. But the Word of God doesn’t really take root. When troubles come, they quickly lose their faith.

Soil with thorns—Sometimes people hear God’s Word and believe it at first. But then come worries about having what they need or they begin to think that money and other worldly things can make them happy. These things choke God’s Word out of their hearts.

Good soil—Sometimes people hear God’s Word and the Holy Spirit gives them faith and leads them to do good works.

Part Two: The children should draw brown, wilted plants by sentences 1, 3, and 4. They should draw green plants by sentences 2 and 5.

## 6. Other Ideas

### Make It Colorful

*Purpose:* To help the children understand the Third Article memory treasure.

*Procedure:* Have each child complete **Copy Master 5**. The answers are as follows:

1. underlined in blue: Holy Spirit; holy Christian church, communion of saints; forgiveness of sins; resurrection of the body; life everlasting
2. underlined in red: believe in Jesus Christ, come to him
3. underlined in green: called me by the gospel, enlightened me with his gifts, sanctified, kept me in the true faith
4. underlined in orange: calls, gathers, enlightens, sanctifies, keeps it with Jesus Christ in the one true faith



## NOTES:

[illegible]

## Jesus Calms the Storm

5

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



What did the disciples do in a time of trouble?



The disciples went to Jesus for help in a time of trouble.

*Application:* Jesus will use his power to help us in every trouble.

*Response:* We pray to Jesus for help in times of trouble.

*Lesson Summary:* Jesus and his disciples were crossing the Sea of Galilee when an intense storm threatened to swamp their boat. The frightened disciples came to Jesus for help. Jesus then demonstrated his almighty power by immediately calming the storm.



- ★ **Genesis 1:1**
- ★ **1 Peter 5:7**
- ★ **The Second Article of the Apostles' Creed** (with explanation)  
**Hymn 588:1**



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.



O Lord, help all who are in trouble or in danger. Heal those who are sick, cheer those who are sad, and give strength to those who are weak. When my students or I experience danger, sickness, or disaster, lead us to turn to you for help and to trust that you will always do what is best for us. Amen.

### Looking Back at Lesson 4

#### The Parable of the Farmer and the Seed

Matthew 13:3-9, 18-23

*Aim:* How do people respond to God's Word?

*Truth:* Some people reject God's Word, but the Holy Spirit leads other people to believe God's Word and to do good works.

*Application:* The Holy Spirit uses God's Word to give us faith and lead us to do good works.

*Response:* We hear God's Word often and do good works out of thanks to God.

*Lesson Summary:* Jesus told a parable about a farmer who scattered seed. The seed stands for God's Word. The Holy Spirit leads some people to believe God's Word and do good works, as is shown by the seed that fell on good ground and produced fruit. Other people reject the message of salvation, as is shown by the seed that fell on the hard path, the rocky ground, and among the thorns and failed to grow.

*Memory Treasures:* John 6:68; \*Romans 10:17; \*The Third Article of the Apostles' Creed (with a portion of the explanation); Hymn 282:1

## Alternate Lesson Plan



*Sing:* Sing “Yours Forever, God of Love” (hymn 426). This hymn reminds us

that because we belong to God, he takes care of us.

*Pray:* Dear God, thank you for making us your children and forgiving our sins for Jesus’ sake. Help us always trust in your loving care. Amen.



Ask the children to name some things that might frighten

them or their friends. After hearing their responses, point out that we all are afraid sometimes, and at those times it can be difficult to remember that Jesus is always with us.



Jesus’ disciples faced some frightening situations. One time the disciples were in so much trouble that they were afraid they would die! Listen carefully to today’s lesson to find out **what the disciples did in a time of trouble**.



## WORSHIP

*Sing:* Tell the children that just as a shepherd watches over his sheep and protects them from harm and danger, Jesus watches over us, his dear children. Then have the children sing “Jesus, Shepherd of the Sheep” (hymn 436:1) to confess their trust in Jesus as their Good Shepherd.

*Pray:* Dear Jesus, thank you for being our Good Shepherd. Whenever we are in trouble or afraid, watch over us and help us trust in you to do what is best for us. Amen.



*Optional:* Have available **pictures** of natural disasters, such as severe storms, tornadoes, hurricanes, earthquakes, or floods.

Tell the children that you are going to read two sentences that describe Jesus. The children should use thumbs-up or thumbs-down to show whether each sentence is true or false. They should also be ready to tell how they know that their answers are correct. Use these following sentences:

- Jesus is God. [*Thumbs-up. (Announcements of the angels, God being his Father, John’s testimony, Jesus’ miracles, etc.)*]
- Jesus has very little power. [*Thumbs-down. (Changing water into wine, healing the official’s son, Peter’s catch of fish, other miracles.)*]

Tell the children that today they are going to talk more about Jesus’ power. Point out that some of the most powerful things we see on TV or in the newspaper are terrible storms, and these storms can be very frightening. (*Optional:* Show the pictures of natural disasters.) Ask the children how they would feel if they were caught in a tornado, hurricane, or earthquake.



## Aim

Jesus’ disciples faced some frightening storms. One time the disciples were in such a frightening storm that they were afraid they would die! Listen carefully to today’s lesson so that you can answer the question, **What did the disciples do in a time of trouble?**



**Note:** Remember there are **To Do at Home** activity options in a separate file on the Teacher’s Guide CD.





When you describe the storm, have the children tap the flat part of two fingers of one hand into the palm of the other hand to simulate the sound of rain. When you describe the disciples' plea for help, have the children tap more quickly and loudly and allow them to make wind sounds to show the storm growing in intensity. Then, when you loudly and forcefully quote Jesus' words: "Quiet! Be still!" the children should suddenly stop their sounds. This helps them understand how quickly the storm died down.

Jesus often went to the towns **along the Sea of Galilee**, **preaching** to the people and **healing** those who were sick. One time, at the **end** of a very **busy day**, Jesus was **tired** and worn out. He **said to his disciples**, "**Let's go** over to the **other side** of the **sea**." They got **into a boat** and **started to sail** across. Jesus was **so tired** that he soon **fell sound asleep**, resting his head on a cushion in the back of the boat.

**Suddenly** a **violent windstorm** came up! The **sky** grew **dark**. The **wind** began to **howl**. **Huge waves** began to break **over the boat**, **filling** it with **water**. **Some** of the **disciples were fishermen**, so they were **experienced sailors**. They **knew** how to **handle a boat** in rough water, and they were **not easily frightened**. But this was **no ordinary storm**. They were **afraid** that their **boat would sink** at any moment!

All during the time this terrible storm was raging, **Jesus continued to sleep** soundly. The **disciples** became **desperate**. They **woke Jesus up**, shouting, "**Master, save us! We're going to drown!**"

**Jesus stood up** and **spoke to** the fierce **wind** and the raging **waters**. He said, "**Quiet! Be still!**" **Immediately** the **wind died down**, and the **water** became **completely calm**.

Then **Jesus asked** his disciples, "**Why** were you **so afraid**? Do you **still** have **so little faith** in me?"

Because of the miracle they had just seen, the **disciples** were **filled with fear and wonder**. They **asked** each other, "**Who is this? Even the winds and waves obey him!**"

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



When the disciples' boat is first mentioned, display **Copy Master 1**. Then,

when describing the storm, lay a **transparency of Copy Master 2** over the first copy master. Remove that transparency to show the calm sea and boat again when you describe Jesus calming the storm.



Each child will need a **duplicate of Copy Master 1** and some **crayons**.

As you tell about Jesus and the disciples getting into the boat, have the children draw them in the boat. As you describe the storm, have the children draw rain and waves. At the end of the lesson, encourage the children to add the title "Pray to Jesus for help!"

Teaching  
tip

Try not to read the story word for word, but rather try to tell it with feeling, glancing at the words in bold for guidance as needed.



You will need two **poster boards** and two **markers**. You will also need four 5" x 7" **poster board cards**, each with one of the following letters printed on it: **P, R, A, Y**.

**Say** By calming the storm in today's lesson, Jesus showed his power over nature, including wind and waves.

**Do** Divide the class into two very uneven groups—one or two children in one group, and the rest of the children in the other. Give each group a sheet of poster board and a marker. Help the children choose a “secretary” for the larger group: someone who can write quickly and spell well. Tell the larger group that as quickly as possible they should name things that Jesus has power over, and the “secretary” should write them on the poster board. Tell the smaller group to think of things that Jesus has no power over, and write those things on the other poster board. When the children are done, the large group’s poster board should be full; the other poster board should be blank. (Note: If the large group’s list doesn’t include such things as sin, death, hell, and the devil, ask what Jesus showed his power over by dying for our sins and then rising again. Add these things to the list.)



## discuss

You and each child will need a sheet of **drawing paper** and some **crayons**. You will also need **tape or pins**.

**Say** When Jesus got into the boat, he was tired and fell asleep in the back of the boat.

**Ask** What does this show us about Jesus? [*He is a true man—he became tired, just as all humans do.*]

**Say** Suddenly a terrible windstorm began.

**Ask** How do we know that this was no ordinary storm? [*Even though the disciples were experienced sailors, this storm frightened them. The boat was filling with water, and the disciples thought the boat would sink and they would drown.*]

**Do** Have each child think of one trouble that would be scary for a child their age and draw a picture of it. [*Examples: A thunderstorm, a tornado, a car accident, a house on fire.*] On your own paper, draw a picture that depicts hell, such as a stick person among flames. Ask volunteers to show their pictures to the class, and tape or pin the pictures to a wall or bulletin board. Then show your own drawing.

**Ask** Why would going to hell be a worse trouble than any of the other troubles you drew? [*Hell is a place of terrible pain that lasts forever, and people there can't pray to God and get his help; they are separated from God forever.*]

Why don't we need to worry about being sent to hell as punishment for our sins? [*Jesus took our punishment for us when he died on the cross.*]

Why was Jesus willing to do this? [*He loves us and wants all people to be saved.*]

**Say** Since Jesus loves us so much that he was willing to die such a terrible death to save us, we can be sure that God wants to help us with all our other troubles as well.

**Ask** What did the disciples do when they were terrified by the storm? [*They went to Jesus for help.*]

How were the disciples a good example for us? [*Just as they went to Jesus for help, Jesus wants us to pray to him for help when we have troubles.*]

**Do** Point to the pictures you have displayed. Ask which pictures show times when it would be important to pray to Jesus for help. [*All of them.*]

**Say** When the disciples asked Jesus for help, he stood up and told the wind and waters to be still. Immediately, everything was calm.

**Ask** By calming the storm, what did Jesus show about himself? *[He has power over the wind and waves. He is the almighty (all-powerful) God.]*

**Do** Point again to the pictures you have displayed.

**Ask** Which of these troubles can Jesus help us with? *[Jesus can help with all troubles, no matter how bad they seem to us.]*

How do you know this? *[The Bible says that Jesus is the almighty God. He can do anything—as he showed by calming the storm.]*

**Say** Pray to Jesus whenever you have troubles, and trust that he will help you!

**Ask** What did the disciples in today's lesson do when they were in trouble? *[They asked Jesus to help.]*

**Say** Let's talk about what you would do if you were in trouble.

**Do** Display the A card.

**Say** Maybe you'd **Ask** someone to help you.

**Do** Display the P card.

**Say** If he wasn't real anxious to help you, you may need to **Plead** with him and say, "Please help me!"

**Do** Display the R card.

**Say** If you were walking down the street and saw something dangerous coming toward you, maybe you'd **Run** quickly to get away from it.

**Do** Display the Y card.

**Say** Or maybe you'd just stand there and **Yell** until someone came to help you.

**Do** Prop the cards in a chalk tray or tack them to a bulletin board so that the cards spell "PRAY."

**Say** These may all be good things to do in certain situations.

**Ask** But what else does Jesus want us to do? *[Pray to him for help.]*

**Say** Let's pray to Jesus whenever we have troubles and trust that he will use his power to help us.



**Ask** What trouble did the disciples have in today's lesson? [*They were afraid of drowning in a terrible storm.*] What did the disciples do in a time of trouble? [*The disciples went to Jesus for help in a time of trouble.*] What are some troubles we could have? [*Being in storms, being sick, having someone try to hurt us, etc.*] What will Jesus do for us in times of trouble? [*Jesus will use his power to help us in every trouble.*]

**Say** Let's always pray to Jesus for help in times of trouble.

**Do** Sing the hymn 588:1 memory treasure to pray that Jesus will continue to abide (stay) with the children in times of trouble.

## CLOSE

**Do** Write these words on the board: "thunderstorm, tornado, earthquake, hurricane, blizzard." Have the children vote on which disaster seems the scariest. Point out that such happenings can bring troubles now, just as they did when Jesus and his disciples were together on earth.

**Ask** What did the disciples do in a time of trouble?  
[*The disciples went to Jesus for help in a time of trouble.*]

What will Jesus do for us in times of trouble?  
[*Jesus will use his power to help us in every trouble.*]

**Say** Let's always pray to Jesus for help in times of trouble.

**Do** *Pray:* Dear Jesus, thank you for watching over us. You protect us from all danger, even terrible storms. Help us put our trust in you whenever we are afraid or in danger. Amen.



★ **Genesis 1:1**

Note to Teacher: This first verse of the Bible tells us why Jesus has power over storms and everything else in the world: as God, he created all things.

★ **1 Peter 5:7**

★ **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.

*What does this mean?*

I believe that Jesus Christ, true God, begotten of the Father from eternity, and also true man, born of the virgin Mary, is my Lord.

He has redeemed me, a lost and condemned creature, purchased and won me from all sins, from death, and from the power of the devil, not with gold or silver but with his holy, precious blood and with his innocent suffering and death.

All this he did that I should be his own, and live under him in his kingdom, and serve him in everlasting righteousness, innocence, and blessedness, just as he has risen from death and lives and rules eternally.

This is most certainly true.

As you review this portion of the Apostles' Creed, ask the children to find parts that show Jesus still rules over us and helps us. [*is seated at the right hand of God the Father almighty; live under him in his kingdom; rules eternally.*]

**Hymn 588:1**

Abide with me; fast falls the eventide.  
The darkness deepens; Lord, with me abide.  
When other helpers fail and comforts flee,  
Help of the helpless, oh, abide with me!

This hymn stanza is a prayer asking Jesus to always be with us and help us. Be sure to explain unfamiliar words and phrases: *abide, eventide, comforts flee*.

OPTIONAL  
mid-  
week  
Lesson

- Allow each child to write one prayer request on a slip of paper. Encourage the children to request help for themselves or other people they know who are having troubles. Collect the slips and use them to guide you as you lead a prayer asking Jesus for help with the troubles noted.
- Use **Activity 1** under **Lesson Activities** to review the lesson.
- Use **Activity 2** to make doorknob hangers that will remind the children to trust in Jesus.
- Close by singing "I'm in the Same Boat With Jesus" 🎵 (**Copy Master 3**). *Optional:* Use actions as described in **Activity 3**.

## Lesson Activities

### 1. Review

#### Life Preserver Words

*Purpose:* To review the lesson by thinking of sentences about it.

*Procedure:* Duplicate and cut apart the life preservers on **Copy Master 4**. Have volunteers take turns picking one of the life preservers from a box (or a toy boat) and using the word in it in a sentence about the lesson. For example, the child who picks *quiet* could say, “Jesus told the wind and waves to be quiet.” (*Optional:* Reward each child who gives an accurate sentence with a piece of Life Savers candy.)

### 2. Application

#### Trust Him With All Your Heart

*Purpose:* To make doorknob hangers that will remind the children to trust in Jesus.

*Procedure:* Have the children use **Copy Master 5** (both pages) to find a message about trusting in Jesus to care for them. In addition to the copy master you will need a hole punch, yarn, and red construction paper. The children will also need glue; scissors; and (*optional*) markers, crayons, or colored pencils. This message should be on the completed heart:


IN MY CARE YOU’LL ALWAYS BE.

PUT YOUR FAITH AND TRUST IN ME!

### 3. Music

#### “I’m in the Same Boat With Jesus”


*Purpose:* To sing a fun song that reminds us that Jesus will take care of us in times of trouble.

*Procedure:* Teach the children to sing “I’m in the Same Boat With Jesus”  (**Copy Master 3**). Together think of actions to do during the refrain. Examples:

- “I’m in the same boat with Jesus,”  
(*swing arms at sides as if riding in a rocking boat*)
- “And that’s where I want to be.”  
(*point to self and nod*)
- “No matter how rough the sea.”  
(*draw waves with hand in front of self*)
- “’Cause Jesus won’t let me sink;”  
(*hold nose and bend knees to “sink”*)
- “He proved it on Calvary.”  
(*make cross with arms*)

#### “Ev’rybody Ought to Know”

*Purpose:* To sing a song that will remind the children of Jesus’ saving power.

*Procedure:* Teach the children to sing “Ev’rybody Ought to Know”  (**Copy Master 6**). This song reminds us of the greatest way Jesus saved us—by dying and rising for us so that we wouldn’t drown in the “ocean” of our sins.

### 4. Art

#### Split Pictures

*Purpose:* To draw pictures that will remind the children of Jesus’ power to help.

*Procedure:* Have the children draw a line down the middle of a sheet of paper. Then have them use the two sections created by the line to draw a picture of what they think the sea must have looked like during the storm and another picture of the sea after Jesus stopped the storm. Have the children add a caption to their pictures, such as “Jesus has power to help.”

## 5. Review and Apply

### Jesus Helps

*Purpose:* To demonstrate understanding of the lesson events by drawing pictures, and to recognize times to pray and things Jesus has power over.

*Procedure:* Have each child complete **Copy Master 7**. The answers are as follows:

Part One: 1. (Sea of Galilee) 2. boat, 3. windstorm, 4. sink, 5. wind, 6. stopped

Part Two: All items should be checked.

Part Three: All pictures should be circled.

### Three Chapters, One Lesson (Challenge)

*Purpose:* To review the story by reading parallel accounts in the Bible and to have the students express the lesson application in their own words.

*Procedure:* Have each child complete **Copy Master 8**. The answers are as follows:

Part One: 1. (v. 23, v. 36, v. 22) 2. v. 24, v. 37, v. 23; 3. v. 25, v. 38, v. 24; 4. v. 26, v. 39, v. 24; 5. v. 26, v. 40, v. 25; 6. v. 27, v. 41, v. 25

Part Two: Wording will vary but should be similar to the following: Jesus is God's Son (true God, our Savior). He has power over everything. When troubles come, Jesus wants us to pray to him for help and trust that he will help us.

## 6. Other Ideas

### Memory Treasure Ball Toss

*Purpose:* To help the children learn the Second Article or hymn 588:1.

*Procedure:* You will need a small, soft ball that can be thrown indoors. Say the first few words of the memory treasure and throw the ball to a child. That child should say the next few words of that memory treasure and then throw the ball to another child. Continue in this manner until the children can keep the recitations going with very little hesitation.



# The Daughter of Jairus

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

## Looking Back at Lesson 5

### Jesus Calms the Storm

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

*Aim:* What did the disciples do in a time of trouble?

*Truth:* The disciples went to Jesus for help in a time of trouble.

*Application:* Jesus will use his power to help us in every trouble.

*Response:* We pray to Jesus for help in times of trouble.

*Lesson Summary:* Jesus and his disciples were crossing the Sea of Galilee when an intense storm threatened to swamp their boat. The frightened disciples came to Jesus for help. Jesus then demonstrated his almighty power by immediately calming the storm.

*Memory Treasures:* \*Genesis 1:1; \*1 Peter 5:7; \*The Second Article of the Apostles' Creed (with explanation); Hymn 588:1



What special power did Jesus show when he answered the prayer of Jairus?



Jesus showed his power over death.

*Application:* Jesus will raise us from the dead to live eternally in heaven.

*Response:* We confidently trust that Jesus will raise us from the dead and give us life in heaven.

*Lesson Summary:* Jairus, a leader of the synagogue, pleaded with Jesus to come to his house and heal his dying daughter, but the girl died before Jesus arrived. Jesus displayed his almighty power over death by raising the young girl from the dead, completely restoring her to health.



\* **John 14:19b**  
\* **The Third Article of the Apostles' Creed** (with explanation)  
**Hymn 152:1,2**



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.



Dear Jesus, thank you for conquering death for us. Comfort and assure me when I think about death, and help me trust that you will lead me safely to my heavenly home. May my study of this lesson strengthen my faith in you as my all-powerful Savior. Amen.



## WORSHIP

*Sing:* Remind the children that Jesus invites us to bring our problems and worries to him in prayer. Sometimes our troubles are so bad that we feel helpless, but Jesus is the help of the helpless. Sing “Abide With Me” (hymn 588:1,7) to ask Jesus to help in times of trouble.

*Pray:* Dear Jesus, we know that you can help us even when we feel helpless and hopeless. Help us remember this always, even when we are dying. Help us focus on your cross and remember that we will be in heaven with you someday. Amen.



Remind the children that *almighty* means “all-powerful.” Ask them to name some of the ways that Jesus showed he has almighty power. [Possible answers: changed water into wine, healed the sick, drove away an evil spirit, gave Peter a miraculous catch of fish, calmed the storm, made the paralyzed man able to walk.] Remind the children that since Jesus can do all these miraculous things, we know he has power over all the things that can be scary to us—things like sickness, storms, wild animals, and evil spirits.



A man named Jairus once came to Jesus with a prayer for help. When Jesus answered the prayer of Jairus, he showed that he has power over one of the most scary things of all. As you hear today’s story, listen for the answer to the question, **What special power did Jesus show when he answered the prayer of Jairus?**



**Note:** Remember there are To Do at Home activity options in a separate file on the Teacher’s Guide CD.

### Alternate Lesson Plan



*Sing:* Sing “What a Friend We Have in Jesus” (hymn 411) as a reminder that

Jesus wants us to take all our problems to him in prayer.

*Pray:* Dear Jesus, sometimes we forget that you are truly our best friend, and we fail to bring all our problems to you in prayer. Forgive us for this. Teach us to pray to you often—morning, afternoon, and night—always trusting that you will answer us. Amen.



Have the children open their Bibles to Psalm 130 and read verses 1 and 2. Explain that the psalmist is begging the Lord to show him mercy (undeserved kindness). Then read verses 7 and 8 and explain that in these verses the psalmist expresses his trust that the Lord will answer his prayer.



In our lesson today we will hear how a man named Jairus prayed to Jesus. He too begged Jesus to show mercy and trusted Jesus to answer his prayer. And Jesus answered his prayer in a wonderful way. Listen carefully to find out **what special power Jesus showed when he answered the prayer of Jairus.**

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



Have the children silently act out (pantomime) the events of this lesson as you tell them. Assign children to play the parts of Jesus, Jairus, the disciples (designate three as Peter, James, and John), the mourners, Jairus' wife, and Jairus' daughter. Guide them to stand in and move to places you designate during your telling of this account, and encourage them to pantomime actions (example: mourners should look sad at first, then look as if they are laughing at Jesus when he says that the girl is only asleep).



Display the picture from the student lesson. Ask the children to raise their hands when you get to the part of the story shown in the picture. When they raise their hands, ask them to tell who is in the picture and what is happening.



Tell the children that whenever they hear the name *Jesus*, they should make a cross with their fingers. When they hear *Jairus*, they should make praying hands (because Jairus prayed to Jesus for help).

A very unusual and **wonderful thing happened** one day **when** a man named **Jairus came to Jesus**. Jairus was the **leader of the synagogue** (Jewish church) in his town. He had hurried to find Jesus because his **only daughter**, who was **12 years old**, was sick—so **sick** that **Jairus was afraid** she would **die**! Jairus **fell down at Jesus' feet** and **begged him for help**. “My **daughter is dying**. Please **come** and **put your hands on her** so that she will be healed and **live**!”

As Jairus started for home, **Jesus and his disciples went** with him. But while they were **on their way**, some **men came** from Jairus' house **with bad news**. One of the men said, “It's **too late**. Your **daughter is dead**. **Don't bother** the **teacher** anymore.”

When **Jesus heard** what the man said, he **told Jairus**, “**Don't be afraid**. Just **believe**, and she **will be healed**.”

When Jesus **arrived at Jairus' house**, it was already **filled with people** who were **crying** over the girl's death. **Jesus told** them, “**Stop crying** and making so much noise! She **isn't dead**. She is **asleep**.” **Everyone laughed** at Jesus when he said this. They **knew** that the **girl was dead**, and they **did not understand** what Jesus meant.

**Jesus told** all the **people to leave** the house. Then he **took the father and mother** of the little girl and **three of his disciples**—Peter, James, and John—**into the room** where the young girl lay.

Jesus **took the girl by the hand** and said, “**My child, get up!**” As soon as Jesus spoke these words, she **came back to life** and began to breathe again. The girl stood up and **began to walk** around! Her **parents** were **amazed**. Then **Jesus** calmly **told** them to **give her something to eat**.

Jesus **ordered** the girl's **parents not to tell** anyone what had happened. Yet the **news** about this miracle **soon spread** throughout that whole region.



## discuss

You will need two **puppets**.

**Ask** How serious was the sickness of Jairus' daughter? [*Jairus was afraid his daughter would die.*]

Why did Jairus pray to Jesus for help? [*He had faith that Jesus could heal his daughter.*]

Why was it important to Jairus that Jesus come to help right away? [*His daughter was dying. He wanted Jesus to heal her before she died—before it was “too late.”*]

**Do** Ask the children to tell what they think of this advice: “If you get sick and nothing else helps, then try praying to Jesus for help.” [*We should always pray to Jesus for help in times of sickness—but not as a last resort. Jesus, our almighty Lord who promises to answer prayer, should be our first source of help.*]

**Ask** While Jesus was on his way to Jairus' house, what bad news did some men bring? [*That it was too late for Jesus to help—Jairus' daughter was dead.*]

Why did Jesus allow the daughter to die before he got to Jairus' house? [*Jesus wanted to show his almighty power and strengthen Jairus' faith.*]

**Say** Jesus told Jairus, “Don't be afraid. Just believe, and she will be healed.”

**Ask** Why was it probably difficult for Jairus to believe Jesus' words? [*Since Jairus knew his daughter was already dead, it would seem impossible for her to be healed.*]

**Do** Show the children two puppets who are “friends.” Have the puppets say the following:

Puppet 1 (to Puppet 2): We learned in Sunday school that when Jesus comes on judgment day, he'll make the bodies of believers who have died come back to life! Then he'll take them to heaven!

Puppet 2: Aw, that's impossible! There's no one on earth who can make a dead person alive again.

Puppet 1 (turning to the children): Uh-oh! He doesn't believe me. What should I say to him?



Each child will need a large sheet of paper or poster board and crayons or markers.

**Say** Jairus prayed to Jesus, asking Jesus to save his daughter's life. But as Jesus went home with Jairus, some men arrived and told them that the girl had died.

**Ask** How do you think Jairus reacted to this news? [*He was probably shocked and sad, and he might have given up hope.*] How did Jesus encourage Jairus at this difficult time? [*He told Jairus not to be afraid but to believe that his daughter would be healed.*] How do we react when we or someone we love is very sick or dying? [*We worry and get scared.*] How does God want us, as Christians, to react? [*He wants us to turn to Jesus for help and strength.*]

**Say** Unlike Jairus, we do not have Jesus present as a human being to comfort and encourage us.

**Ask** What are some ways he encourages us and believers everywhere? [*Through passages in his Word, hymns, visits from pastors and other Christians, etc.*] What are the most important things for us to remember when we or someone we love is very sick or dying? [*Jesus has power over all*]

illness and even death. He also does what is best for believers. If it is best for the person who is sick to get better, Jesus will heal that person. If it is the time God has chosen for that person to die, Jesus will take that person to heaven.]

**Say** Remember, Jesus himself died to earn eternal life for us. Since he cared enough to win salvation for us by letting himself be crucified for our sins, we can trust that he will give us that eternal life he won. And since Jesus raised not only Jairus' daughter but also himself from the dead, we can be certain that he has power over death and can raise us as well.

**Do** Have the children make posters to joyfully proclaim Jesus' victory over death. Have them write the John 14:19b memory treasure prominently on the poster and draw what Jesus did (died on the cross and rose again) to win this victory.

[Some possible answers:

- No ordinary person can raise someone from death. But Jesus is true God, and with God nothing is impossible.
- Jesus tells us in God's Word, the Bible, that he will raise us from the dead. And everything in the Bible is true.
- Jesus raised himself from the dead after he died on the cross. Since he could raise himself, he can certainly raise us too!]

**Ask** When Jesus arrived at Jairus' house, what did he say to the people who were crying about the girl's death?  
[He told them to stop crying and that the girl wasn't dead but asleep.]

What did Jesus mean by saying that the girl was asleep?  
[For believers, earthly death is like a sleep from which Jesus will awaken us.]

**Say** Jesus then told the people to leave the house. He took the girl's parents and three of his disciples into the little girl's room and told her to get up.

**Ask** What happened when Jesus said this? [She came back to life and got up.]

What does this show about Jesus? [He is true God, who has power even over death.]

Why did Jesus tell the girl's parents to give her food?  
[To show that she was truly alive. (A ghost wouldn't eat.)]

**Say** Imagine that someday you are so ill that you might die and you get scared.

**Ask** What are some things you could remember to help you not to be afraid? [Jesus loves me, and he has power over sickness. He can heal me and will, if it is what is best for me. Even if I do die, Jesus has power over death and has promised all believers the joy of eternal life in heaven.]

# CLOSE

- Do** Ask the children to tell who they think is the most powerful person in the world, other than God/Jesus. Have them tell some of the things that person has the power to do. Then ask whether that person can instantly change water into wine, heal serious diseases just by speaking, or stop storms. [No.] Point out that Jesus has the power to do all these things and more.
- Ask** What special power did Jesus show when he answered the prayer of Jairus? [*Jesus showed his power over death.*]  
How will Jesus use this power to help us someday? [*Jesus will raise us from the dead to live eternally in heaven.*]
- Say** Let's confidently trust that Jesus will raise us from the dead and give us life in heaven.
- Do** *Pray:* Almighty God, thank you for conquering death for us. Help us trust that because your Son, Jesus, died for us and rose again, death can have no power over us—we will live with you in heaven forever. Amen.



## \*John 14:19b

Note to Teacher: Jesus is speaking in this passage, assuring us that because he conquered death, we will have eternal life.

### \*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.

*What does this mean?*

I believe that I cannot by my own thinking or choosing believe in Jesus Christ, my Lord, or come to him.

But the Holy Spirit has called me by the gospel, enlightened me with his gifts, sanctified and kept me in the true faith. In the same way he calls, gathers, enlightens, and sanctifies the whole Christian church on earth, and keeps it with Jesus Christ in the one true faith.

In this Christian church he daily and fully forgives all sins to me and all believers.



You will need the words of the John 14:19b memory

treasure written on index cards.

**Ask** What special power did Jesus show when he answered the prayer of Jairus? [*Jesus showed his power over death.*]  
How will Jesus use this power to help us someday? [*Jesus will raise us from the dead to live eternally in heaven.*]

**Do** Point out that one of today's memory treasures is a reminder from Jesus that he has shown his power to raise us from the dead. Distribute the prepared index cards to some students, and challenge them to put the cards in order to make the memory treasure. Have the students read the memory treasure aloud.

**Say** We can trust that Jesus will raise us from the dead and give us life in heaven.

**Do** Sing the hymn 152:1,2 memory treasure to close the lesson.



If you have a student with a physical disability, it may be necessary to explain it to the other children. (Example: “Mandy can’t see as well as you, so she needs to sit up close.”) But don’t call undue attention to the disability. Emphasize instead ways that we are all alike—especially that we are all God’s children.

Teaching  
tip

On the Last Day he will raise me and all the dead and give eternal life to me and all believers in Christ.

This is most certainly true.

Ask the children to find the words in the explanation to the Third Article that tell what we believe about eternal life. [*On the Last Day . . . believers in Christ.*]

### Hymn 152:1,2

- 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!
- 2 He lives triumphant from the grave;  
He lives eternally to save.  
He lives, all-glorious in the sky;  
He lives exalted there on high.

With this joyful song we praise Jesus because he rose from death, which means we shall rise too.

### OPTIONAL mid- week Lesson

- Begin by singing “God Loved the World So That He Gave” (hymn 391:1,4–6) as a reminder that because God sent Jesus to save us, our souls are saved from death and we will have eternal life.
- Use **Activity 1** under **Lesson Activities** to review the lesson.
- Use **Activity 2** to help the children think about what heaven will be like.
- Close by confessing together the Third Article memory treasure, including the words of the explanation. Point out that with these words we confess our trust that we will have eternal life.



## Lesson Activities

### 1. Review

#### Class Play

*Purpose:* To review the story by working together to write a short play depicting it.

*Procedure:* Work together as a class to write a short play based on the story of the daughter of Jairus. Characters should include Jesus, Jairus and his wife, the daughter, the messengers, Peter, James, John, and a few mourners. If possible, have the class present their play for a class of younger children.

### 2. Application

#### Heaven Booklets

*Purpose:* To help the children think about what heaven will be like.

*Procedure:* Have the children (individually, in groups, or as a class) write and illustrate a booklet entitled “My Life After Death.” The booklet(s) can be made of construction paper stapled together and illustrated using crayons or markers. Brainstorm ideas for the pages. (Examples: “I’ll be happy all the time.” “I’ll be with Jesus.” “Heaven will be beautiful.”)

### 3. Music

#### Hymn 152 Descant

*Purpose:* To help the children understand what a descant is and learn to praise God with a descant.

*Procedure:* Explain that a *descant* is a melody that is sung or played while the main melody is sung or played, and that descants usually are made up of higher notes than the main melody notes. Have the children open their hymnals to their memory treasure hymn, “I Know That My Redeemer Lives” (hymn 152:1,2). Help them put their fingers on the descant line. Then have them sing the hymn while you sing or play the stanza 2 descant.

### 4. Art

#### Refrigerator Magnets

*Purpose:* To make refrigerator magnets as reminders of the eternal life Jesus has won for us.

*Procedure:* Each child will need heavy paper, a metal lid from a juice can, scissors, glue, and self-stick magnetic tape. Give the children these instructions:

- Make a paper circle that will fit inside the can lid. Color a design on the circle; then write the words “Jesus Rose for Me” or a similar phrase on the design.
- Cut out the circle and glue it to the inside of the lid.
- Cut a piece of magnetic tape about  $\frac{3}{4}$ " long. Peel off the backing and press it to the back of the lid, making a magnet.

Encourage the children to make additional magnets as gifts.

### 5. Review and Apply

#### Jesus Gives Life

*Purpose:* To review the lesson by solving clues and to complete a sentence summarizing the lesson application.

*Procedure:* Have each child complete **Copy Master 1**. The answers are as follows:

1. Jairus, 2. twelve, 3. one, 4. dead, 5. crying, 6. sleeping, 7. laughed, 8. five, 9. hand, 10. food, 11. death, 12. Jesus

Gift that is ours: LIFE IN HEAVEN

#### Poetry and Comfort (Challenge)

*Purpose:* To write a poem about the lesson events and express the comfort we have in knowing that believers have eternal life in heaven.

*Procedure:* Have each child complete **Copy Master 2**. The answers are as follows:

Part One: Answers will vary, but should demonstrate understanding of the lesson events.

Part Two: Answers will also vary, but should express the thought that believers in Jesus have eternal life in heaven.

## 6. Other Ideas

### Treasure in a Treasure

*Purpose:* To help the students learn the memory treasure hymn.

*Procedure:* Have the children use **Copy Master 3** to help them learn hymn 152:1,2. After they have cut out the letters and put the words of the hymn stanzas in order, the letters should spell out: “Because I live, you also will live.”

## Jesus and the Canaanite Woman **Matthew 15:21-28; Mark 7:24-30**



**Aim**

How did the Canaanite woman react when Jesus tested her faith?



The Canaanite woman showed great faith by continuing to pray to Jesus and trust in him.

*Application:* God tests our faith to strengthen it.

*Response:* Even when our faith is being tested, we continue to trust in God and pray to him.

*Lesson Summary:* A gentile woman wanted her Savior, Jesus, to cast an evil spirit out of her daughter. Jesus tested and strengthened the woman's faith and healed her daughter.



- ★ **Proverbs 3:5a**
- ★ **Hebrews 11:1**
- ★ **The Third Commandment**  
(with explanation)
- ★ **Hymn 422:1,2**



**Canaanite**—a descendent of the unbelieving people who lived in Canaan when Joshua and the Israelites took over that land

**Gentile**—a person who is not a Jew



See Franzmann, *Bible History Commentary: New Testament*, Volume 1, pages 320–324 (Also review demon possession, described on pages 155 and 156 of this volume.); The People's Bible: Albrecht, *Matthew*, pages 227–229; Wicke, *Mark*, pages 104–106.

Locate Tyre and Sidon on a map.



Dear God, I humbly come before you in the name of my Savior. Strengthen my faith in your Son so that it does not waver. Use me according to your will as I teach this lesson. May my teaching and life always be to your glory. Amen.

### Looking Back at Lesson 6

#### The Daughter of Jairus

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

*Aim:* What special power did Jesus show when he answered the prayer of Jairus?

*Truth:* Jesus showed his power over death.

*Application:* Jesus will raise us from the dead to live eternally in heaven.

*Response:* We confidently trust that Jesus will raise us from the dead and give us life in heaven.

*Lesson Summary:* Jairus, a leader of the synagogue, pleaded with Jesus to come to his house and heal his dying daughter, but the girl died before Jesus arrived. Jesus displayed his almighty power over death by raising the young girl from the dead, completely restoring her to health.

*Memory Treasures:* \*John 14:19b;  
\*The Third Article of the Apostles' Creed (with explanation); Hymn 152:1,2

## Alternate Lesson Plan



*Sing:* Sing “What a Friend We Have in Jesus” (hymn 411) as a reminder of the

great blessing we have in being able to take all our troubles to Jesus in prayer.

*Pray:* Dear Jesus, thank you for being our best friend. When we have troubles, help us remember to take them to you in prayer. Send your Holy Spirit to strengthen our trust in you. Amen.



**You will need a map showing Tyre and Sidon, such as Copy Master 1S.**

Ask a volunteer to point out the area of Tyre and Sidon on a map. Explain that some people from this area were called Canaanites—people descended from unbelievers who had lived in the land of Canaan. News about Jesus had spread so that some Gentiles (non-Jewish people) from this area had heard of him, including the Canaanite woman in today’s lesson.



Be ready to tell **how the Canaanite woman reacted when Jesus tested her faith.**



## WORSHIP

*Sing:* Sing “Lord, Take My Hand and Lead Me” (hymn 439:1-3). With this hymn, we ask God to provide for both our bodily needs and spiritual needs.

*Pray:* Dear Lord, thank you for all the things you have given me to make my body and mind strong. Most of all, thank you for your gift of faith. Please continue to strengthen my faith as I hear your precious Word again today. Amen.



**You will need a piece of string or rope.**

Ask the children whether they have ever tied a knot in a string or a rope. Ask a volunteer to tie a loose knot in a piece of string or rope. Point out that after a person ties a knot, she or he might give it a hard pull—not to break it or to see how good it is, but to make it tighter and stronger. (Have your volunteer demonstrate.) Ask what would happen if the knot were left loose. *[It could come undone.]* Explain that pulling on the knot to strengthen it is called *testing* it.



Today you will be hearing about a Canaanite woman whose faith was tested. We will find the answer to this question: **How did the Canaanite woman react when Jesus tested her faith?**



**Note:** Remember there are To Do at Home activity options in a separate file on the Teacher’s Guide CD.



Write these words on the board, and also highlight them in your copy of the story: “help, prayer, praying, prayed, faith.” Then as you tell the story, whenever you come to a highlighted word, stop and point to that word on the board, and have the students say it.

Jesus wanted to spend some time alone with his disciples to teach them more about the kingdom of God. So they set out for the area of Tyre and Sidon, a land north of Israel. Jesus didn’t want anyone to know he was there, but he couldn’t keep it a secret. A Canaanite woman who lived in this land heard that Jesus was there. Even though she was a Gentile, she knew about Jesus and believed he was the Savior whom God had promised.

As soon as the woman heard where Jesus was, she hurried to him and cried out, “Lord, Son of David, help me! My poor daughter is suffering terribly because an evil spirit has power over her. Please make her well!”

When Jesus heard her cry for help, he didn’t say a single word. He walked on as if he hadn’t even heard her prayer. But the woman didn’t stop praying. She kept following after Jesus and his disciples, begging for help. Finally the disciples went to Jesus and said, “Tell her to go away. She keeps following after us and crying out.”

Jesus still did not help the woman. Instead, he tested her faith by answering, “I was sent to help only the Jews, not the Gentiles.”

Even though it appeared that Jesus would not help her, the woman refused to give up. She got down on her knees before Jesus and prayed even harder than before. “Lord, help me!” she said.

Now Jesus put her faith to an even greater test. He told her, “It is not right to take food away from children and toss it to their pet dogs.”

Yet the woman’s faith stayed strong. “That’s true, Lord,” she said, “but even the dogs get to eat the scraps of food that fall from their master’s table.”

Then Jesus said to her, “Woman, you have great faith! What you want me to do will be done. Go home now, for your prayer is answered. The evil spirit has left your daughter.”

And at that very moment her daughter was healed.

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



Try presenting your first telling of this lesson’s events from a unique

viewpoint—that of one of Jesus’ disciples. Tell the children that you will begin this lesson by pretending to be one of Jesus’ 12 disciples. Then share the lesson events as though you just witnessed them. Some examples of statements you might make:

- “Jesus wanted to spend some time alone with us to teach us about God’s kingdom. So we headed for the area of Tyre and Sidon.”
- “The woman kept following us and begging for help. Finally we said to Jesus, ‘Tell her to go away!’”
- “We could hardly believe the trust that this woman had in Jesus! She just wouldn’t give up!”



Give each child a highlighting marker and a copy of the student lesson.

Tell the children that as you tell the story, they should highlight things that might have discouraged the woman

from continuing to pray.

[Examples: Jesus not answering, the disciples urging Jesus to send the woman away, Jesus' words about Jews and Gentiles.]

When you are done, ask the children to tell what they highlighted. Point out how strong the woman's faith was, that she continued praying!



**You will need a vitamin bottle or healthy food item, weights or a picture of weights, a milk carton, and a math textbook.**

**Do** Write these two phrases on the board: "to see how strong it is" and "to make it stronger."

**Ask** Which of the phrases on the board tells why God sometimes tests a person's faith? [*To make it stronger.*] How do you know that's the right answer? [*God knows everything. He doesn't need to do tests to see how strong faith is.*] What are some ways Jesus tested the Canaanite woman's faith? [*He didn't answer her at all, he walked away from her, he said he was sent to help the Jews, and he implied that she was like a dog.*]

**Do** Remind the children that an adjective is a word that



## discuss

(Optional: Have a **puppet** of a boy or girl available for the last "Do" activity.)

**Say** Jesus and his disciples had traveled north, to an area where many Gentiles lived. There a Canaanite woman asked Jesus for help.

**Ask** What two names did she call Jesus? [*Lord, Son of David.*]

What did the woman show by calling Jesus these names? [*That she believed Jesus was the Son of God and the Messiah—the promised Savior from the family of King David.*]

**Say** The woman's daughter was being controlled by one of the devil's helpers, an evil spirit.

**Ask** Why did the woman come to Jesus for help? [*She believed that since Jesus was the Son of God, he had power over the devil.*]

**Do** Tell the children to imagine that they have a friend who wishes on the first star she sees each night ("Star light, star bright . . ."). This friend believes her wish will come true. Ask what they would tell her about trusting in a wish made on a star. Help the children see that although many people believe in good luck charms or superstitions (wishing on stars, lucky numbers or objects, repeated rituals, the horoscope, etc.), these things cannot help us in any way. God is in control of all things. We need to put our trust in him.

**Say** When the woman asked for his help, Jesus walked on as if he hadn't heard her.

**Ask** Why did Jesus pretend not to hear her? [*Jesus was testing the woman's faith. He was doing this to make her faith stronger and to teach her to keep on praying.*]

**Say** The woman kept praying, even when Jesus walked on and even when the disciples asked Jesus to tell her to go away. So Jesus tested her even more.

**Ask** Whom did Jesus say he was sent to help? [*Jews, not Gentiles.*]

**Say** Jesus meant he was to help the Jews first, because they were the people who had been given the promise of the Savior. But even when it seemed that Jesus wasn't going to help, the woman refused to give up.

**Ask** What did Jesus tell the woman about food? [*That it isn't right to take food away from children and feed it to dogs.*]



- Do** Ask or tell the children what these things symbolize:
- children—[*People of Israel.*]
  - dogs—[*Gentiles.*]
  - food—[*All the blessings Jesus gives—his love, forgiveness, and help in times of need.*]
- Say** The woman agreed with Jesus, but she pointed out that the dogs still get crumbs that fall from the table.
- Ask** For what was the woman asking? [*She wanted just a little of Jesus' grace and help.*]
- Say** The way Jesus dealt with the Canaanite woman is an example of how God sometimes deals with us. Sometimes he tests our faith.
- Ask** What is wrong with this sentence: "Jesus tests our faith because he wants to see how strong it is"? [*Jesus knows everything, so he already knows how strong our faith is.*]
- Say** But since Jesus knows everything, he also knows when our faith needs strengthening. So at times he may test our faith to make it stronger. He does this out of love for us, to give us a faith that will always trust in him.
- Ask** What did Jesus say about the woman's faith? [*That it was great.*]
- How had the woman shown her great faith? [*She had continued to pray to Jesus for help even as he tested her faith, and she had trusted that Jesus would heal her daughter.*]
- How did Jesus answer the woman's prayer?  
[*By healing her daughter.*]
- Do** Tell the children that yesterday Derek prayed to Jesus to heal his sick grandmother. Today she is still sick. Derek says, "Jesus didn't answer my prayer. I'm not going to pray to him anymore." Ask the children what they could tell him. (*Optional:* Instead of talking about Derek, have a puppet tell what happened and make the statement about prayer. Have the children respond to the puppet.) [*The children could tell Derek (or the puppet) that Jesus wants us to keep on praying even when he appears not to answer us right away. We can trust that Jesus hears all our prayers and will answer them in the way he knows is best.*]
- Say** At times Jesus may wait to answer our prayers in order to test (strengthen) our faith. He wants us to continue to trust in him and to keep coming to him in prayer.

describes a noun. Ask the children to list some adjectives that describe the Canaanite woman's faith. [*Great, strong, trusting, amazing, etc.*] Then have the children open their Bibles and read together Ephesians 6:10.

**Say** God tells us to be strong. Here are some blessings God gives us to help make us strong.

**Do** Hold up the four listed items and ask what each one strengthens.

- Vitamin bottle or healthy food—[*Body.*]
- Weights—[*Muscles.*]
- Milk carton—[*Bones and teeth.*]
- Math textbook—[*Mind.*]

**Say** In Ephesians 6:10, however, God is not talking about having a strong body or mind. He is talking about being strong in the Lord in our battle against Satan.

**Do** Hold up a Bible.

**Ask** What does this strengthen? [*Our faith.*]

**Say** When you are having troubles and feel as if God isn't answering your prayers, it may be that he is testing—strengthening—your faith. Let's name some things God



wants you to do at such times.  
*[Read his Word for strength, keep praying, and keep trusting that God will answer.]*

**Do** Draw a large T-shirt shape on the board, and on it write “God is still working on me.” Explain that sometimes Christians wear shirts like this. Ask the children to tell how this sentence could apply to their faith. Help them see that even though their faith may be weak at times, God continues to strengthen it. As we hear his Word throughout our lives, God will continue to make our faith stronger and stronger.



**Ask** What are some ways we are like the Canaanite woman? *[We believe in Jesus as our Savior; we have troubles sometimes; we pray to Jesus for help; God tests our faith; etc.]* How did the Canaanite woman react when Jesus tested her faith? *[The Canaanite woman showed great faith by continuing to pray to Jesus and trust in him.]* Why does God test our faith? *[God tests our faith to strengthen it.]*

**Say** Even when our faith is being tested, we continue to trust in God and pray to him.

## CLOSE

**Ask** Why does a person who ties a knot test it, or pull it tight?  
*[To make the knot stronger.]*

How did the Canaanite woman react when Jesus tested her faith? *[The Canaanite woman showed great faith by continuing to pray to Jesus and trust in him.]*

Why does God test our faith? *[God tests our faith to strengthen it.]*

**Say** Even when our faith is being tested, we continue to trust in God and pray to him.

**Do** *Pray or sing* (to the tune of hymn 446, “I Am Trusting You, Lord Jesus”):

Jesus, you are my dear Savior,  
 On the cross you died;  
 By your Word I know your love is  
 Deep and wide.  
 Jesus, give me faith to trust you;  
 Make my faith grow strong.  
 Use your Word to teach me daily  
 All life long. Amen.



★ **Proverbs 3:5a**

**Hebrews 11:1**

Note to Teacher: Here God says that having faith means trusting completely in God’s promises. For example, we believe Jesus is our Savior even though we’ve never seen him.

★ **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.*

God strengthens our faith through his Word. In this commandment God reminds us to take every opportunity to hear, read, and study that Holy Word.

**Hymn 422:1,2**

- 1 Jesus, lead us on  
Till our rest is won;  
And although the way be cheerless,  
We will follow, calm and fearless.  
Guide us by your hand  
To our fatherland.
- 2 If the way be drear,  
If the foe be near,  
Let not faithless fears o’ertake us;  
Let not faith and hope forsake us,  
For through many a woe  
To our home we go.

The devil uses troubles to try to destroy our faith in Jesus. In this hymn we ask Jesus to keep us faithful throughout our lives until we reach our home in heaven.

**Do** Sing the hymn 422:1,2 memory treasure as a prayer that Jesus will not let “faithless fears” take away our faith and hope in him.

OPTIONAL  
mid-  
week  
Lesson

- Begin by confessing with the children your faith in the triune God, using the words of the Apostles’ Creed (hymnal, page 19).
  - Use **Activity 1** under **Lesson Activities** to review the lesson.
  - Discuss with the children the similarities between this lesson and the lesson of Jesus and the centurion. If necessary, explain the lesson using Matthew 8:5-13 or Luke 7:1-10. Have the children name similar things we see in these two lessons. Some examples follow:
    - ~ Both the centurion and the Canaanite woman were Gentiles.
    - ~ Both asked Jesus to help someone who was sick.
    - ~ Both showed a strong faith.
    - ~ Jesus answered the prayers of both.
- Ask what the children learned from both lessons. *[We can always trust in Jesus.]* Then do **Activity 2** under **Lesson Activities**.
- Close by singing “Faith Is a Living Power From Heaven” (hymn 404:1-4). With this hymn we praise God for giving us faith that trusts in Christ.

## Lesson Activities

### 1. Review

#### Role Reversal

*Purpose:* To have the children review the lesson by retelling it to the teacher.

*Procedure:* Tell the children that you will leave the room and that when you come back in, you will pretend to be a new student who hasn't heard today's lesson. Exit the room and return, introducing yourself using a first name. Ask the children to tell you what happened in today's lesson. If they omit large sections of the lesson, ask them questions that will cue them. Be sure to ask what they learned from the lesson.

### 2. Application

#### Hebrews 11:1 Testing

*Purpose:* To help the children understand the Hebrews 11:1 memory treasure and be prepared when unbelievers try to test their faith.

*Procedure:* Discuss Hebrews 11:1. Ask the children, "Are you sure you're going to heaven? Absolutely, positively sure?" You will probably get some children who are doubtful. You can even play the devil's advocate with questions like "Why should God take you to heaven? Are you perfect?" or "How can you know God will take you to heaven? Can you prove it?" These are the kinds of questions that people in the unbelieving world may use to test the children's faith. Lead the children to see that we can be absolutely sure that God will take us to heaven. Through faith in Jesus who lived and died and rose again, we have the forgiveness of sins and the sure hope that God will take us to heaven as he promises in his Word. We can be sure!

### 3. Music

#### Prayer Hymns

*Purpose:* To help the children learn how to find hymns about a certain topic in their hymnal and to familiarize them with a hymn about praying without ceasing.

*Procedure:* Show the children how to find the hymns about prayer in the hymnal. (Open to the table of contents near the very beginning of the hymnal. Turn one more page to find the heading "Hymns." Look for the subheading "Prayer," after which the numbers 407–413 are listed. Then turn to hymns 407–413.) Point out that the hymns in this section encourage us to pray in all situations. Then have the children sing hymn 408, "Christians, While on Earth Abiding," which asks that we never cease (stop) praying.

### 4. Art

#### Faith Reminders

*Purpose:* To make encouragements to remain strong for those whose faith is being tested.

*Procedure:* Discuss with the children that we are concerned about all people whose faith may be tested by sickness or health problems—whether we know them or not. Have the children use construction paper and art materials to make "faith reminders" for such people. Have each child fold a sheet of construction paper in half to make a card. Then copy a passage about faith onto the card and decorate it. Some suggested passages are Mark 11:22; Romans 5:1; Romans 10:17; 1 Corinthians 16:13a; 2 Corinthians 5:7; Galatians 3:26; and Hebrews 11:1. A simple message such as "Trust in the Lord!" could also be used. The reminders could be sent to congregation members who are shut-in or hospitalized, or they could be given to the pastor to distribute.

## 5. Review and Apply

### Jesus Tests Faith

*Purpose:* To review the lesson facts by completing an acrostic and to write a prayer based on today's lesson application.

*Procedure:* Have each child complete **Copy Master 1**. The answers are as follows:

Part One: 1. GREAT, 2. SON, 3. SIDON,  
4. JESUS, 5. SPIRIT, 6. DAUGHTER,  
7. TYRE, 8. CANAANITE, 9. DOGS,  
10. FAITH, 11. HELP, 12. PET, 13. CHILDREN,  
14. SCRAPS

Hidden Message: GOD STRENGTHENS

Part Two: Prayers will vary, but should use all of the given words. Example: Dear God, when you test my faith, please strengthen it. Help me trust in you and keep praying, even when I need to wait for you to answer my prayers. Amen.

### Test of Faith (Challenge)

*Purpose:* To correct a "test" taken on the lesson and to find, from the Bible, things to do when faith is being tested.

*Procedure:* Have each child complete **Copy Master 2**. The answers are as follows:

Part One: Sentences 2, 3, 7, 10, 11, and 12 should be circled. Sentences 1, 4, 5, 6, 8, and 9 should be checked.

Part Two: Wordings will vary, but should be similar to the following: 1. trust in God; 2. keep praying; 3. study God's Word.

## 6. Other Ideas

### God's Faithful Followers

*Purpose:* To have the children think of other biblical figures who showed their faith in God.

*Procedure:* Have each child complete **Copy Master 3**. The answers are as follows:

1. c, 2. b, 3. f, 4. e, 5. d, 6. a

### Bible Study

**Copy Masters 4.1-4.4** contain an age-appropriate, theme-related Bible study. The Bible studies are from the original Christ-Light (© 1998) and use the 1984 edition of the New International Version Bible translation.



## NOTES:

[illegible]

## The Parable of a Father's Great Love **Luke 15:1-3,11b-32**



**Aim**

How did the father show love for his younger son?



The father forgave his younger son and joyfully celebrated his return.

*Application:* God rejoices when we come to him in repentance and gladly forgives us for Jesus' sake.

*Response:* We repent of our sins and confidently ask God to forgive us for Jesus' sake.

*Lesson Summary:* Jesus taught a parable about a young son who took his inheritance, left his father's home, and wasted his money in sinful living. When he realized his sinfulness, he returned home, and his father forgave him and welcomed him back. The older son, feeling self-righteous and jealous, was upset, but his father said it was time to celebrate because the younger son had been lost and now was found.



**Isaiah 64:6a**

★ **Ephesians 2:8,9**

★ **The Conclusion to the Commandments** (with explanation)

★ **Hymn 304:1†** (See p. 75.)



**famine**—a time when there is a great shortage of food



See Franzmann, *Bible History Commentary: New Testament*, Volume 1, pages 450–463; The People's Bible: Prange, *Luke*, pages 172–179.



Gracious heavenly Father, I have sinned against you time and time again. But your love and forgiveness have sought me out and are greater than all my sins. You alone make me worthy to serve, and my heart rejoices in your forgiveness. Amen.

### Looking Back at Lesson 7

**Jesus and the Canaanite Woman**

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

*Aim:* How did the Canaanite woman react when Jesus tested her faith?

*Truth:* The Canaanite woman showed great faith by continuing to pray to Jesus and trust in him.

*Application:* God tests our faith to strengthen it.

*Response:* Even when our faith is being tested, we continue to trust in God and pray to him.

*Lesson Summary:* A gentile woman wanted her Savior, Jesus, to cast an evil spirit out of her daughter. Jesus tested and strengthened the woman's faith and healed her daughter.

*Memory Treasures:* \*Proverbs 3:5a; Hebrews 11:1; \*The Third Commandment (with explanation); Hymn 422:1,2

## Alternate Lesson Plan



*Sing:* Remind the children that all of us have the same Father, and ask who he is.

*[God, our heavenly Father.]*

*Sing* “Father, We Praise You” (hymn 581:1,2) to praise God the Father, who is the monarch (ruler) of all things.

*Pray:* Dear Father in heaven, thank you for making us your dear children. Teach us to love and praise you throughout our lives. Amen.



**You will need a large heart cut from construction paper.**

Ask the children to name some ways that parents show love for their children. *[Hug them; kiss them; say, “I love you”; do kind things for them; etc.]* Write their ideas on the heart. Point out that it’s especially easy for parents to show love to their children when their children are loving toward them.



But in today’s lesson, we’ll hear about a father who showed love to his son even when his son wasn’t being very loving toward him. Listen to find out **how the father showed love for his younger son.**



## WORSHIP

*Sing:* Sing “By Grace I’m Saved” (hymn 384:1,2,5). The hymn reminds us that God’s grace (his love for us, which we don’t deserve) is complete and sure. We can always be certain of God’s grace to us.

*Pray:* Dear God, I do not deserve your wonderful grace. Thank you for your great love and forgiveness through Jesus my Savior. Amen.



Ask the children whether they have ever done something so bad that they were afraid to talk to their parents about it. Ask why they were afraid. *[I was afraid of being punished. I didn’t think my dad would forgive me. Etc.]* Acknowledge that sometimes it is scary to talk to our parents on earth about a sinful thing we’ve done. Then point out that we have another parent that we talk to about our sins: God, our heavenly Father. And sometimes that might seem scary too.



## Aim

In today’s lesson, we’ll learn what God the Father does when sinners come to him. Listen to today’s parable to answer this question: **How did the father show love for his younger son?**



**Note:** Remember there are To Do at Home activity options in a separate file on the Teacher’s Guide CD.





Show the first five pictures from **Copy Master 1** (duplicated, cut apart, and if necessary, enlarged) as you tell the lesson. Save picture number 6 for the **Discuss** section.

Very **often people** who were known to be **living sinful lives came to hear Jesus** preach. Jesus **always welcomed** them. He was **glad** to have the opportunity **to lead them to know** him as **their Savior**. But the **Jewish leaders grumbled** because he did this.

To correct their wrong idea of what a Savior should do, **Jesus told this parable**: “A **certain man** had **two sons**. One day the **younger one said** to his father, ‘Father, **give me** now the share of the **money** that you plan to **leave me when you die**.’ So the **father gave** each son his share right away.

“A **few days later** the **younger son** packed up all his belongings and **traveled** to a **faraway country**. There he **wasted his money** on **wild parties** with bad men and women. Soon he had **spent everything** he had. About that same time, a very **bad famine** came to that land, and the young man was **left with nothing**. So he found a **job feeding pigs**. He became **so hungry** that he **wished** he could **eat** some of the **food** that the **pigs were given** to eat, but **no one** would **give him even that**.

“Finally he **came to his senses** and **saw** how **foolish** he had **been**. He said to himself, ‘Back home even **my father’s servants** have **more than enough food** to eat, and here **I am starving** to death! **I will go back to my father** and **say** to him, “Father, **I have sinned** against God and against you. **I do not deserve** to be **your son**. Just **let me** stay here and **be one of your servants**.”’

“So the young man **started** on his **way home** to his father. While he was still a long way off, his **father** looked down the road and **saw him coming**. The father’s **heart** was **filled with love and pity** for his son. He **ran to his son**, threw his **arms around** him, and **kissed** him.

“The **son said** to him, ‘Father, **I have sinned** against God and against you. **I do not deserve** to be **your son**.’

“But that was as far as he got, because the **father said to his servants**, ‘Quick! **Bring** out the **finest robe** and put it **on my son**. Put a **ring on his finger** and **sandals** on his **feet**. **Bring the calf** we’ve been saving for a special occasion and **get it ready**

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



Give each child a duplicate of **Copy Master 1**. Have the children cut apart the

pictures and **glue** them, in order, onto an 18" x 12" sheet of **construction paper**. As you tell the story, pause at the appropriate times to allow the children to write their own captions for each picture. The captions could summarize what is happening. (Example for picture 1: “The younger son took his money and left his home.”) Or they could provide dialogue. (Example: “Good-bye, Father! Thanks for the money.”) Tell the children to wait until the end of today’s lesson to write their captions for picture 6 (which should summarize the lesson application).



As you tell the story, have the children follow along on their **student lessons**.

Ask them to underline in **blue pen or pencil** ways the younger son showed he was sorry for his sins. Ask them to underline in **red pen or pencil** ways the father showed love for his younger son.



You will need the six people shapes from **Copy Master 2**, duplicated, enlarged, and cut out. Attach them to the board.

**Do** Point out the people shapes on the board, and read what is written inside each. Have volunteers draw lines to match the people from the parable with those whom they represent. [*Younger son—Us sinners; Father—God the Father; Older son—Jewish leaders and others who look down on “sinners.”*]

**Ask** How is the younger son like us? [*He sinned against his father, just as we sin against God. He was sorry for his sins, just as we are sorry. He was forgiven by his father, and we are forgiven by our heavenly Father because Jesus died for us.*] How is God the Father like the father in the parable? [*He loves his children, gives us good things, rejoices when we repent, and forgives us our sins.*] When might we be tempted to act like the older son? [*When we think someone else is a worse sinner than we are, and when we wish that someone who did something terrible wouldn't be forgiven.*]

**Do** Write on the board the three sentences that follow. Tell the children that stressing one word

to eat. Let's **have a feast** and celebrate. For my **son was dead** and has come to **life again!** He was **lost** and **now** has been **found!**' And they **began to celebrate**.

"While this was happening, the **older son** was **out in the field** working. When he **came home** and **found out about the celebration** for his younger brother, he **became angry** and refused to join in. His **father** went out and **begged him to come in**.

"But the **older son said** to his father, 'It's **not fair!** I've **worked hard for you** all these years and always did what you said. **Yet you never** made it possible for **me and my friends** to **celebrate**. But for **this son who wasted** your **money** on wild and **sinful living**, you have a **big celebration!**'

"‘My son,’ the **father said**, ‘you have **always been with me**, and **everything I have** is **yours**. But **how** could we **keep from being happy** and celebrating? Your **brother was dead** and has come to **life again**. He was **lost** and **now** has been **found!**’”



## discuss

If you showed the first five pictures from **Copy Master 1** when telling the story, have picture 6 available to show during this section of the lesson.

**Ask** Why did the Jewish leaders grumble whenever Jesus welcomed people who had lived sinful lives? [*They looked down on such people and wanted nothing to do with them.*]

Why is it comforting for us to know that Jesus welcomes sinners? [*Because we are sinners. Jesus welcomes us to come to him!*]

**Say** In Jesus' parable, the younger son wanted his inheritance—the money he would receive from his father when his father died—and he wanted it right away.

**Ask** What does this show about the younger son? [*He was not satisfied with the blessings he already had from his father.*]

**Say** That son soon traveled to a faraway country, where he used the money to have wild parties with sinful people.

**Ask** How was the son sinning by doing this? [*He was wasting God's gift of money, not showing respect or love for his father, and taking part in sinful acts.*]

When are we like the younger son who left his father? (*Note: Help the children answer this question by filling in the missing words from the sentences that follow as you say them.*)

- When we sin, we are turning away from [God], our heavenly [Father].
- We act like the younger son when we hate living [God's] way and are not satisfied with what he has [given] us.
- We also act like the younger son when we want to get out of God's sight and do [sinful] things.

**Say** The younger son used up his money and had to survive during a famine by feeding pigs. In his father's home he had been warm, clean, and well fed. Now he was homeless, filthy, hungry, and doing a job most people would not want.

**Ask** What did the younger son finally realize? *[That the servants at his father's house had plenty to eat and he was starving!]*

How did the son feel about his sinful way of life? *[He knew it was wrong, and he was sorry for the sins he had done.]*

How did he think he deserved to be treated when he got home? *[Like a servant.]*

When are we like the younger son returning home?  
*[When we are sorry for our sins, turn away from our sinful ways, and come to God for forgiveness, knowing that we don't deserve his mercy.]*

**Say** As he approached his home, the younger son must have felt shame, fear, and doubts about whether his father would take him back.

**Ask** But how did the father act toward his son? *[He ran to his son, threw his arms around him, and kissed him.]*

**Say** The son told his father he was sorry for his sins. But the father told his servants to put his best robe, a ring, and sandals on his son and to kill a calf to have a special celebration.

**Ask** What did the clothes, the ring, and the celebration show the son? *[His father forgave him and welcomed him back, not as a servant but as his son.]*

**Do** Ask the children to imagine that a classmate is having a hard time understanding the loving, forgiving father in today's lesson because her father is not like that. Her father often gets very angry with his family. Sometimes when he gets angry, he leaves them and doesn't seem to care what happens to them. Ask what the children could tell her about God the Father. *[While fathers here on earth may sometimes let us down, we can always depend on our heavenly Father. God the Father loves us and always rejoices when we come to him in repentance. He*

rather than another in a sentence can slightly change the sentence's meaning. Have them read each of the sentences out loud, accenting the underlined word as they do so. After they have read each sentence, ask them to explain what emphasizing that particular word did to change the meaning of the sentence. Some example explanations are given.

- God forgives me. *[Only God can give forgiveness. There is no other way we can be saved.]*
- God forgives me. *[Even if we think our sins are too many or too bad, God always forgives us.]*
- God forgives me. *[Each of us can say, "God forgives the sins of the whole world, and he also forgives my sins."]*

**Say** How thankful we are that God rejoices when we come to him and repent—and that he forgives our sins for Jesus' sake!



If you used **Introduce (Alternate)**, you will need your construction paper heart again.

**Do** Ask the children to name some ways parents often show love for their children. *(Optional: Refer to the ideas written on the paper heart.)*

**Ask** How did the father in today's parable show love for his younger son? *[The father forgave his younger son and joyfully celebrated his return.]* What does God our Father do when we come to him in repentance? *[God rejoices when we come to him in repentance and gladly forgives us for Jesus' sake.]*

**Say** We repent of our sins and confidently ask God to forgive us for Jesus' sake.

**Do** Close by singing the hymn 304:1 memory treasure.

*treats us as his dear children and forgives us for Jesus' sake.]*  
*(Optional: Show picture 6 at this time.)*

**Ask** How did the older son react to his brother's return home?  
*[He became angry.]*

**Say** The older son stands for people like the Pharisees who don't think that "sinners" should receive God's forgiveness.

**Ask** But what did the father expect his older son to do? *[To love and forgive his brother.]*

**Do** Have the children react to this story:

When Mr. Everett was very sick, he began to realize what a sinful life he had led. So he talked to his pastor and then confessed his sins to God and received God's forgiveness. Several weeks later Mr. Everett died, and a funeral service was held for him at church. One church member got very upset and said, "Mr. Everett hasn't attended church for more than ten years. I can't believe the pastor is having a funeral service for him in this church!"

Lead the children to see that whenever a sinner repents, God rejoices and gladly gives forgiveness. God also wants us to rejoice whenever someone comes to faith in Jesus as the Savior.

## CLOSE

**Ask** How might the younger son have felt when he was on his way home to apologize to his father? *[Scared of how his father might react.]*

But how did the father show love for his younger son? *[The father forgave his younger son and joyfully celebrated his return.]*

Do we need to be afraid to confess our sins to God, tell him we are sorry, and ask him to forgive us? *[No.]*

What does God our Father do when we come to him in repentance? *[God rejoices when we come to him in repentance and gladly forgives us for Jesus' sake.]*

**Say** We repent of our sins and confidently ask God to forgive us for Jesus' sake.

**Do** *Pray: Dear Father, we have sinned many times against you and do not deserve to be called your children. Forgive us, not because we deserve it but because Jesus is our Savior from sin. Give us joy in knowing that we are saved by your grace. Thank you, Father. Amen.*



Isaiah 64:6a

★ Ephesians 2:8,9

### ★ The Conclusion to the Commandments

*What does God say about all these commandments?*  
He says, “I, the LORD your God, am a jealous God, punishing the children for the sin of the fathers to the third and fourth generation of those who hate me, but showing love to a thousand generations of those who love me and keep my commandments.”

*What does this mean?*

God threatens to punish all who transgress these commandments. Therefore we should fear his anger and not disobey what he commands.

But he promises grace and every blessing to all who keep these commandments. Therefore we should love and trust in him and gladly obey what he commands.

The Conclusion tells us that God expects us to be entirely devoted to him. He will punish those who hate him; when parents don’t teach God’s Word, their children suffer also. But God also promises to show his love to those who love him and obey his Word.

### ★ 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.

This hymn stanza says that all who have been tempted by sin’s delusions (false promises) and who grieve over (are sad about) their many sins have this hope to ponder (think about): Jesus always receives (gladly welcomes) sinners who come to him.

† Because of space limitations, the text of the memory treasure hymn is not in the student lesson. For hymn texts, use the hymnal or the electronic memory treasure files for your grade level.

OPTIONAL

mid-  
week  
Lesson

- Begin by praying the Lord’s Prayer together. Remind the children that in this prayer we speak to God, our heavenly Father, and we ask him to forgive our sins.
- Use **Activity 1** under **Lesson Activities** to review the story.
- Use **Activity 2** to study more of what the Bible teaches about God’s love and forgiveness.
- Ask God for his mercy and forgiveness by singing Psalm 130 (hymnal, page 114).

## Lesson Activities

### 1. Review

#### Pictures With Partners

*Purpose:* To review the lesson by telling what is happening in pictures from the lesson.

*Procedure:* Have the children work with partners. Duplicate **Copy Master 1** for each pair of students, and have them cut apart the pictures. Have them mix up the pictures and lay them upside down in front of them. The children should then take turns drawing a picture from the pile and telling their partners what is happening in each.

### 2. Application

#### We Are God's Forgiveness Children

*Purpose:* To have the children discover more of what the Bible teaches about God's love and forgiveness.

*Procedure:* Have the children work in small groups to complete **Copy Master 3**. The answers are as follows:

1. All people need forgiveness.
2. God's law shows we are sinners.
3. We ask God to forgive us.
4. We are forgiven through Jesus' blood.
5. He welcomes us as part of his family (sons/children).
6. He wants us to be kind, compassionate/tenderhearted, and forgiving.

### 3. Music

#### "O Lord, Our Lord"

*Purpose:* To examine the meaning of a liturgical song that emphasizes the mercy and forgiveness of God the Father.

*Procedure:* Have the children open their hymnals to page 28 and read the words to the liturgical song "O Lord, Our Lord." Ask them to find the part of the song when we sing to God the Father, and ask what adjectives are used to describe him. [*Almighty, merciful.*] Have the children name the things that the song says God the Father has done and still does for us. [*Loves us, takes away our sin, comforts us, makes us pure and holy, gave up his only Son for us.*] Then sing the song together.

### 4. Art

#### "God Forgives" Plaque

*Purpose:* To have the children make plaques that will remind them that God forgives them.

*Procedure:* Follow these directions:

- Using a permanent ink marker, write "GOD FORGIVES" on a 1½" x 3" paper strip.
- Cut 12 pieces (2" x 2") from several bright colors of tissue paper.
- Use a 5" x 7" piece of wood or poster board as the background for the plaque. With a paintbrush, spread glue that has been thinned with water over the plaque.
- Glue the tissue paper squares onto the plaque one piece at a time, spreading more glue over the top of the pieces to hold them securely.
- Overlap the pieces until the entire plaque is covered with tissue paper.
- Glue the paper strip to the plaque and cover it with glue.
- If desired, use a blow dryer to quickly dry the glue on the plaque.



- Attach to the plaque a variety of appropriate stickers picturing, for example, praying hands, a cross, Jesus, a Bible, flowers, smiling faces. Do not put glue over the top of the stickers or they will get filmy.
- Use a 1" x 2" cardboard strip to make a hanger tab. Fold the strip in half and punch a hole in the top. Glue the bottom half to the back of the plaque.

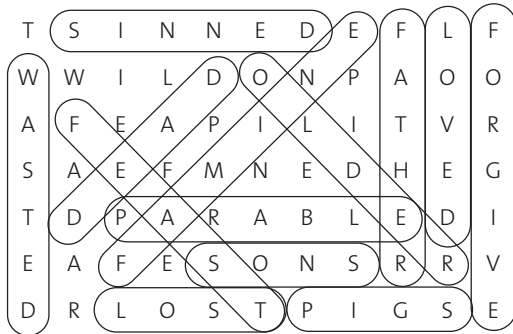
## 5. Review and Apply

### A Father Shows Great Love

*Purpose:* To review the parable by completing sentences and a word search and to tell how God our heavenly Father is like the father in the parable.

*Procedure:* Have each child complete **Copy Master 4**. The answers are as follows:

Part One: 1. parable; 2. sons; 3. wasted; 4. famine; 5. pigs; 6. sinned; 7. father; 8. loved; 9. feast; 10. older; 11. dead, lost; 12. forgive



Part Two: Wording will vary, but should have the idea that God the Father loves us and forgives our sins.

## Welcome Home (Challenge)

*Purpose:* To write paragraphs about the lesson and its truth.

*Procedure:* Have each child complete **Copy Master 5**. The answers will vary.

## 6. Other Ideas

### Same Occasion, More Parables

*Purpose:* To have the children use their Bible reading skills to learn more about how God feels toward repentant sinners.

*Procedure:* Have the children read two other parables that Jesus taught on this same occasion. Luke 15:4-7 is the parable of the lost sheep, and Luke 15:8-10 is the parable of the lost coin. These parables also teach that Jesus came to save those who are lost in sin and that God rejoices when sinners repent.

## Bible Study

**Copy Masters 6.1-6.4** contain an age-appropriate, theme-related Bible study. The Bible studies are from the original Christ-Light (© 1998) and use the 1984 edition of the New International Version Bible translation.



# The Parable of the Workers in the Vineyard **Matthew 19:27–20:16**

## Looking Back at Lesson 8

### The Parable of a Father's Great Love

Luke 15:1-3,11b-32

*Aim:* How did the father show love for his younger son?

*Truth:* The father forgave his younger son and joyfully celebrated his return.

*Application:* God rejoices when we come to him in repentance and gladly forgives us for Jesus' sake.

*Response:* We repent of our sins and confidently ask God to forgive us for Jesus' sake.

*Lesson Summary:* Jesus taught a parable about a young son who took his inheritance, left his father's home, and wasted his money in sinful living. When he realized his sinfulness, he returned home, and his father forgave him and welcomed him back. The older son, feeling self-righteous and jealous, was upset, but his father said it was time to celebrate because the younger son had been lost and now was found.

*Memory Treasures:* Isaiah 64:6a; \*Ephesians 2:8,9; \*The Conclusion to the Commandments (with explanation); \*Hymn 304:1



How did the landowner treat his workers?



The landowner was loving and generous to all his workers.

*Application:* God gives us eternal life because of his grace—his undeserved love for us.

*Response:* We are thankful for the gift of eternal life and rejoice when others come to faith in Jesus as their Savior.

*Lesson Summary:* When Peter thought that the disciples deserved a reward for following Jesus, Jesus told this parable: Early one morning a vineyard owner hired some workers and agreed to pay each a denarius. At different times of the day, the landowner hired more workers. The first workers felt that they should receive more pay than the others, but the owner paid each worker a denarius. He reminded the first workers that he had kept his agreement with them; he simply had chosen to be generous to all the workers.



- ★ **Matthew 22:37**
- ★ **1 Corinthians 10:31**
- ★ **Ephesians 2:8,9**
- ★ **The Seventh Commandment**  
(with explanation)



**vineyard**—a place where grapes are grown



See Franzmann, *Bible History Commentary: New Testament*, Volume 1, pages 500-512; The People's Bible: Albrecht, *Matthew*, pages 277-284.



Lord God, keep me mindful that my actions are not a way to gain your favor. You have already favored me with your undeserved love and salvation through Christ. Thank you for letting me serve you by teaching your lambs. Amen.



## WORSHIP

*Sing:* Sing “Salvation Unto Us Has Come” (hymn 390:1,3,4,6). This hymn reminds us that we have salvation only because of God’s grace (undeserved love). God’s law shows us how sinful we are. No amount of good works that we do can save us. But Jesus fulfilled (kept) the law for us and paid for all our sins. We thank God for his saving love!

*Pray:* Thank you, heavenly Father, for your great mercy and grace. Thank you, Jesus, for paying for our sins. Thank you, Holy Spirit, for the gift of faith. Amen.



Ask the children what a parable is. *[It is an earthly story with a heavenly meaning—a story Jesus told to teach us about God and his kingdom.]* Ask the children to name some of the parables they have studied. *[Answers will vary depending on what your class has studied.]*



Today you will hear another parable Jesus told. With this parable Jesus helped his disciples learn how people receive forgiveness of sins and eternal life with God. The parable is about a man who owned land. Listen carefully to answer this question: **How did the landowner treat his workers?**



**Note:** Remember there are To Do at Home activity options in a separate file on the Teacher’s Guide CD.

### Alternate Lesson Plan



*Sing:* Sing “God Loved the World So That He Gave” (hymn 391:1,3,4)

as a reminder of how we are saved: through faith in Jesus as our Savior.

*Pray:* Dear God, thank you for loving us so much that you sent your only Son to die for us, even though we sinners didn’t deserve this. Keep our faith in him strong until we receive the gift of heaven he earned for us. We pray in Jesus’ name. Amen.



Ask the children to imagine that someday they have a job and they work for a boss. Ask them what they would want their boss to be like. *[Kind, understanding, generous, helpful, etc.]*



Today you will hear about a landowner—someone who owned land, which in this case included a vineyard. This landowner hired workers and became their boss. Listen for the answer to this question: **How did the landowner treat his workers?**

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



Act out the parable by dividing the class into five groups of workers:

those hired early, at nine, at noon, at three, and at five. While telling the lesson, act as the landowner and talk to each group as you hire them. For example, say to the first group, "Will you come and work for me today? I will pay you each one denarius—the usual pay." When the time comes to pay the workers, start with the last group and pay each child a "denarius" (toy or real **coin**). Use the landowner's words to point out to the first workers that you are being fair to them.



Ask for two volunteers to hold your book up while you tell the story in

exchange for a piece of candy at the end. Have one child hold the book for most of the story. Ask the other to hold it for just a short time at the end. Then reward each of them with an identical piece of **candy**. If the first book-holder protests, point out that you kept your promise to her or him—you simply chose to be generous to the other



As you describe each group of workers hired, draw on the board some stick people and a clock to show when that group was hired. (Estimate 6:00 A.M. for the first group, telling the children we don't know that time for certain.) Just before you tell how much each group was paid, ask the children to figure out how long each group would have worked if the workday ended at 6:00 P.M. (again, estimating for the first group). Ask who would expect the most pay.

One time **Peter said to Jesus**, "**We disciples have left everything else behind to follow and serve you. What will we get as a reward?**" Peter and the other disciples **thought** that **they deserved a special reward** because of their work for Jesus. **Jesus showed** them that this idea was **wrong by telling** them the following **parable**:

"A **man** who owned much land **went out early** one morning to **hire men to work** in his **vineyard**. He **went** to the **marketplace**, where there were people looking for work. He **found some workers** there and **agreed to pay** each of them a **denarius** (a coin worth the **usual day's pay**) for their work. Then he **sent them out to work** in his vineyard.

"About **nine o'clock** that morning, the landowner **realized** that he **needed more** workers. So he **went back** to the marketplace. There he **saw** some **other men** who were looking for work. He **told** them, 'Go and **work in my vineyard**. At the end of the day, I **will pay** you what is **fair**.' So they **went to work** for him.

"Then **at noon** and again at **three o'clock** in the afternoon, he went out and **hired more** workers. **Each time** he **said** that he would **pay them fairly**.

"At **five o'clock**, when the **workday** was **almost over**, the landowner went to the marketplace one more time and **found some other men** who were standing around. '**Why** have you been **standing** here **all day** long **doing nothing?**' he asked them.

"'Because **no one** has **hired** us,' they answered.

"He told them, '**You also** go and **work in my vineyard**.' So they **went to work**, even though there was very little time left in the workday.

"When the **workday** came to an **end at six o'clock**, the **landowner told** the **man in charge** of his workers, '**Call the workers** in from the field and **pay them** their wages. **Start with the last ones hired** and end with the men who worked all day.'

“The **workers** who were **hired at five** o’clock **came** forward. To their surprise, **each** one of them **received a denarius**—a full day’s wages! So when the **workers** who were **hired first** came up, they **thought** that they would be **paid more**. But **each** of them **also received a denarius**.

“**These men** were **unhappy** with what they had been paid and **complained** to the landowner. ‘Those **men** who were **hired last worked only one hour**,’ they said, ‘and **you** have **paid them** just **as much as** you paid **us**. **We** are the ones who **worked all day** long in the burning sun!’

“But the **landowner said** to one of them, ‘Friend, **I am not being unfair** to you. **Didn’t you agree** to **work for** the usual day’s pay, **a denarius**? Take your pay and go. **I want to give the man** who was **hired last** the **same pay** as I gave you. **Don’t I have** the **right to do** what I want with my own money? Or **are you jealous** because **I am kind and generous**?’”

When **Jesus had finished** telling this parable, he **said**, “So the **last will be first**, and the **first will be last**.”



## discuss

You will need a **small ticket** cut from a duplicate of **Copy Master 1** for each child. You will also need a **large ticket** to show, looking as follows:



**Ask** In Jesus’ parable, what did the landowner agree to pay to the first workers he hired? [*A denarius, which was the usual day’s wages.*]

What did the landowner promise the workers who started at nine o’clock, noon, and three o’clock? [*That he would pay them fairly.*]

What did these workers show by going to work for the man? [*They trusted him to pay fairly.*]

**Do** Ask the children to agree or disagree with the following: “In this parable the landowner stands for God, and the workers stand for believers. So the meaning of this part of the parable is that God will reward us for the work that

child. This is like the landowner in the parable!



**Say** In this parable the landowner stands for God, and the workers stand for believers in Jesus our Savior.

**Ask** Which believers would be represented by the workers hired early in the day? [*Believers who came to faith early in their lives.*] Which believers would be represented by the workers hired at the end of the day? [*Believers who came to faith later in their lives.*]

**Say** All the workers in the parable received the same reward, no matter when they were hired.

**Ask** What blessing do all believers receive, whether they came to faith as babies or much later in their lives? [*Eternal life in heaven.*]

**Do** Ask the children to agree or disagree with the following and to explain their answer: “The workers who got hired later got the same pay. That means we don’t have to follow Jesus now. We can wait until we’re older to trust and believe in him because he will take us to heaven even if we only believe in him for a little while.” [*Disagree. Reasons:*

- *We don't know when we will die; each day could be our last. If we trust in ourselves to believe later on, we might never find the time to come to God.*
- *If we keep rejecting our Savior until it's convenient for us to believe, our hearts might harden and we might never come to faith.]*

**Say** Planning to become a Christian later in life is a very dangerous idea—you would be risking your soul! Jesus wants us all to know and believe in him now and always.

**Ask** Why do we receive eternal life in heaven; is it a reward we earn for believing in him? *[No, we can't earn heaven because we are sinful and can't come to faith in Jesus on our own. We receive eternal life because Jesus died for our sins and the Holy Spirit has given us faith in him.]*

**Say** Just as the landowner was loving and kind to all his workers by giving them all a full day's pay even though they didn't all deserve it, God is loving and kind to us by giving us the gift of heaven, even though we don't deserve it. God's love for us, which we don't deserve, is called *grace*.

we do for him.” Guide the children to see that this is the same wrong idea that Peter had: that Jesus’ followers deserve something from God. If God gave us what we deserve, it would be the punishment of hell.

**Say** Let's look at this another way.

**Ask** What are some events that require a ticket to get in?  
*[A movie, a concert, a circus, a sporting event, etc.]*

**Say** To get into these events, either you must buy a ticket or one can be given to you.

**Do** Show the large ticket.

**Say** The price God demands to get into heaven is holiness—being completely sinless. From God's law we know that we aren't holy. So we could never pay for a ticket to heaven on our own.

**Do** Give a smaller ticket to each child.

**Say** But God has shown grace (undeserved love) to us. We can go to heaven because Jesus paid for our sins on a cross and gives us his holiness.

**Ask** In the parable, when did the landowner hire his last workers?  
*[At five o'clock, when the workday was almost over.]*

**Say** At six o'clock, he instructed the man in charge to pay the workers, starting with those hired last.

**Ask** How much pay did the last workers hired receive? *[A denarius for each of them.]*

Why wouldn't they have expected to be paid a denarius?  
*[This was a full day's pay, and they had worked for only one hour of the day.]*

Why did the first workers hired expect to be paid more than the last ones hired? *[They had worked longer and harder than the others.]*

Did the landowner have the right to pay all his workers as he did? Why? *[Yes—it was his money. He had kept his promise to the first workers hired, and he could choose to be generous by giving extra to the other workers.]*

**Say** When Jesus had finished telling this parable, he said, “So the last will be first, and the first will be last.” By this Jesus meant that God gives salvation to every believer—whether he has been a believer for 90 years or 90 minutes. And he does this



purely out of his grace—not because of anything the believer has done. People who think that they should be the first to go to heaven because they have done good things end up last—in hell.

**Do** Tell the children to imagine that a boy named Quinton was baptized when he was a baby. His parents have taught him about Jesus ever since he was a toddler. He’s been going to Sunday school, having daily devotions, and memorizing Bible passages for years. Another boy, Logan, just went to his first Sunday school class last week, and he was baptized just a couple weeks ago. Ask which child deserves God’s love more: Quinton or Logan. *[Neither child deserves God’s love at all, because both are sinners. But out of his grace—his love that we don’t deserve—God gives salvation to all who believe in Jesus as their Savior.]*

**Ask** How would God want Quinton to feel about Logan being baptized and beginning Sunday school? *[He would want Quinton to be happy that Logan has come to faith. God wants us to rejoice with him each time someone comes to faith in him.]*

**Say** We can be happy that all believers receive the same generous gift that we do—eternal life in heaven.

## CLOSE

**Ask** What type of story did Jesus again tell in today’s lesson? *[A parable.]*

Who was the main character in this parable? *[A landowner.]*

How did the landowner treat his workers? *[The landowner was loving and generous to all his workers.]*

Why does God give us eternal life? *[God gives us eternal life because of his grace—his undeserved love for us.]*

**Say** We are thankful for the gift of eternal life and rejoice when others come to faith in Jesus as their Savior.

**Do** *Pray:* Gracious Father, thank you for giving us salvation through Jesus our Savior. Help us trust in Jesus alone and not in anything that we have done. Lead us to always rejoice whenever others are brought into your kingdom. Amen.

**Do** Work with the children to make an acrostic of the word *grace* that shows its meaning. Example:

God loves us.

Really we deserve hell.

All our sins are forgiven.

Christ died for us.

Eternal life is ours.



**Do** Ask the children to tell whether they would want to have a boss like the landowner in today’s parable, and why. *[Answers will vary, but most children will probably say they would like a boss like him.]*

**Ask** How did the landowner treat his workers? *[The landowner was loving and generous to all his workers.]* Why does God give us eternal life? *[God gives us eternal life because of his grace—his undeserved love for us.]*

**Say** We are thankful for the gift of eternal life and rejoice when others come to faith in Jesus as their Savior.

**Do** Sing “Amazing Grace—How Sweet the Sound” (hymn 379:1) as a reminder of how amazing God’s love for us is.



★ Matthew 22:37

★ 1 Corinthians 10:31

★ Ephesians 2:8,9

★ **The Seventh Commandment**

You shall not steal.

*What does this mean?*

We should fear and love God that we do not take our neighbor's money or property, or get it by dishonest dealing, but help him to improve and protect his property and means of income.

#### OPTIONAL

#### mid-week Lesson

- Begin by asking the children to name ways God has shown his love for them.  
[Examples: He has created us, given us all we have, and,

most important, sent his only Son to die for our sins.] Note their ideas, and lead a short prayer thanking God for showing his love in these ways.

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

- Have the children make reminders that salvation is a gift from God. Tell each child to cut a square of **gift wrapping paper** and to glue it onto a piece of **construction paper**. Have them glue on **ribbons** and **bows** to make it resemble a gift. On the bottom of their page, have them print either "God's Gift—Saved by His Grace!" or similar words from Ephesians 2:8,9.

- Close by singing "By Grace I'm Saved" (hymn 384), as a reminder that we are saved by God's grace alone.



## Lesson Activities

### 1. Review

#### At That Time

*Purpose:* To review the parable by talking about what happened at various times of the day.

*Procedure:* Set a large clock to an early morning time, such as 6:00 A.M. Show the clock, and ask the children to tell what happened early in the morning in Jesus' parable. [The landowner went to the marketplace to hire workers. He promised to pay each a denarius.] Change the clock to show 9:00 A.M., then noon, then 3:00 P.M., 5:00 P.M., and 6:00 P.M.; each time ask what happened in the parable at that time. Then ask the children to tell whom the landowner and the workers stand for [the landowner—God; the workers—believers] and what we can learn from the parable. [Just as the landowner was loving and generous to all his workers, God gives us eternal life because of his grace—his undeserved love for us.]

### 2. Application

#### Saved by Grace

*Purpose:* To have the children learn what the Bible teaches us about God's grace.

*Procedure:* Have each child complete **Copy Master 2**. The answers are as follows:

1. Ephesians 2:8,9; 2. 2 Timothy 1:9; 3. John 1:17;
4. 1 Timothy 1:14; 5. Acts 4:33; 6. Titus 3:7;
7. 1 Corinthians 15:10; 8. 2 Peter 3:18

### 3. Music

#### “The Coloring Song”

*Purpose:* To sing of colors that remind us of God's grace.

*Procedure:* Teach the children “The Coloring Song” (*Let All the People Praise You*, Northwestern Publishing House). With this song the children sing of how God has shown

his love for us—by sending his Son to shed his red blood, even though our hearts were cold (blue) and undeserving.

### 4. Art

#### Cross Collage

*Purpose:* To remind the children that God wants us to rejoice when others come to faith in Jesus.

*Procedure:* Make a class collage as follows:

- Take six sheets of paper and tape or glue them together to form a cross.
- In the middle of the cross, write “Jesus died to save all people.”
- From newspapers and magazines, have the children cut out pictures of various people of all ages and nationalities. Have them glue the pictures to the cross, completely covering it except for the words.
- Tape the cross collage in a prominent place in the classroom as a reminder that Jesus wants everyone to come to salvation.

### 5. Review and Apply

#### Salvation Is God's Gift

*Purpose:* To match sentence beginnings and endings about the lesson and to decode a summary of the lesson application.

*Procedure:* Have each child complete **Copy Master 3**. The answers are as follows:

Part One: 1. e, 2. c, 3. a, 4. d, 5. b, 6. i, 7. g, 8. f, 9. j, 10. h

Part Two: WE ARE SAVED BY GOD'S GRACE.

## Grapes and Grace (Challenge)

*Purpose:* To identify true sentences about the lesson and write a definition of the word *grace*.

*Procedure:* Have each child complete **Copy Master 4**. The answers are as follows:

Part One: The following sentences are true: 1, 2, 4, 6, 7, 10.

Part Two: Answers will vary but should be similar to the following: God's undeserved love for us that gives us forgiveness of sins and eternal life.

## 6. Other Ideas

### Prayers and Letters

*Purpose:* To remind the children that we rejoice when people come to faith in their Savior at any point in their lives.

*Procedure:* Ask your pastor for a list of members who have joined your congregation in the past several months or past year. Explain to the children how they were brought into the congregation: transfer of membership, profession of faith, youth confirmation, or adult confirmation. Have the children compose prayers of thanks that these new members and other people throughout the world have come to know God's grace and salvation through Jesus. Another option is to have the children write letters to the recent members, welcoming them into your church and rejoicing that they have all received God's gift of salvation.

### Bible Study

**Copy Masters 5.1-5.4** contain an age-appropriate, theme-related Bible study. The Bible studies are from the original Christ-Light (© 1998) and use the 1984 edition of the New International Version Bible translation.

## In the Upper Room

10

**Mt** 26:14-30; **Mk** 14:10-26; **Lk** 22:1-23; **Jn** 13:1-30



**Aim**

How did Jesus show love for his disciples before his suffering and death?



Jesus washed his disciples' feet and gave them the Lord's Supper.

*Application:* Jesus gave his body and blood for the forgiveness of our sins.

*Response:* Just as Jesus served us, we show our love for him by serving others.

*Lesson Summary:* Jesus celebrated the last Passover with his disciples. He showed his great love for them by humbly washing their feet. Then Jesus identified Judas as the one who would betray him. After Judas left to do so, Jesus gave the disciples his body and blood along with bread and wine. This was the first celebration of the Lord's Supper.



- ★ **Matthew 26:41**
- ★ **Mark 10:45**
- ★ **Galatians 5:13b**
- ★ **The Eighth Commandment**  
(with explanation)



**Passover**—the festival that celebrated the Lord's delivering the Israelites from Egyptian slavery and pointed to the Lamb of God, who would take away the sins of the world

**humble**—not proud; lowly



See Franzmann, *Bible History Commentary: New Testament*, Volume 1, pages 727-767; The People's Bible: Albrecht, *Matthew*, pages 377-385; Wicke, *Mark*, pages 193-203; Prange, *Luke*, pages 231-236; Baumler, *John*, pages 185-193.

Locate Jerusalem on a map.



Dear Jesus, it is difficult to serve others selflessly. Forgive my pride. Give me a humble heart that serves you by putting others first. Amen.

### Looking Back at Lesson 9

#### The Parable of the Workers in the Vineyard

Matthew 19:27–20:16

*Aim:* How did the landowner treat his workers?

*Truth:* The landowner was loving and generous to all his workers.

*Application:* God gives us eternal life because of his grace—his undeserved love for us.

*Response:* We are thankful for the gift of eternal life and rejoice when others come to faith in Jesus as their Savior.

*Lesson Summary:* When Peter thought that the disciples deserved a reward for following Jesus, Jesus told this parable: Early one morning a vineyard owner hired some workers and agreed to pay each a denarius. At different times of the day, the landowner hired more workers. The first workers felt that they should receive more pay than the others, but the owner paid each worker a denarius. He reminded the first workers that he had kept his agreement with them; he simply had chosen to be generous to all the workers.

*Memory Treasures:* \*Matthew 22:37; \*1 Corinthians 10:31; \*Ephesians 2:8,9; \*The Seventh Commandment (with explanation)

## Alternate Lesson Plan



*Sing:* Sing “Love in Christ Is Strong and Living” (hymn 490), which reminds us

that Christ’s love for us leads us to love and serve others.

*Pray:* Christ Jesus, while you were on earth you gave us the perfect example of how to be humble, selfless, kind, and caring. Lead us to show our love for you by following your loving example. Amen.



Tell the children that today they will learn what happened during Holy Week. Throughout that week Jesus knew that very soon he would suffer and die to pay for the sins of the world. Ask the children what feelings they might have if they knew they would need to go through horrible suffering and pain. *[Feelings of sadness, fear, or self-pity.]* Explain that Jesus did not spend these last moments feeling sorry for himself. Instead, he was concerned about his followers.



In this lesson we will see **how Jesus showed love for his disciples before his suffering and death.**



## WORSHIP

*Sing:* Sing “Sweet the Moments, Rich in Blessing” (hymn 111:1,2,5). This hymn lists some of the blessings we have through the cross of Jesus.

*Pray:* Dear Savior, thank you for being willing to suffer and die on a cross so that we can have the blessings of forgiveness, redemption, and heaven. Keep us from ever forgetting the amazing sacrifice you made for us. Amen.



You will need a **map** that shows Jerusalem, such as **Copy Master 1S**.

Ask a child to point out Jerusalem on the map. Tell the children that Jesus had come to Jerusalem to celebrate the Passover with his disciples. Explain that the Passover was celebrated by the Jews every year. Ask the children to name as many of the items served at a Passover meal as they can. *[Grape wine, lamb, bread made without yeast, and a dipping sauce of bitter herbs.]* Also explain that the Jews had a custom of washing the hot, dusty feet of guests.

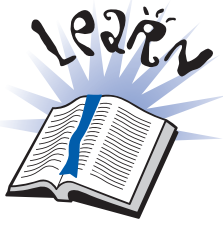


## Aim

Today you will hear how Jesus celebrated the Passover with his disciples for the last time. Listen for the answer to the question, **How did Jesus show love for his disciples before his suffering and death?**



**Note:** Remember there are **To Do at Home** activity options in a separate file on the Teacher’s Guide CD.



When you tell about Jesus giving the disciples the bread and wine, show the children some **communion wafers** and a **wine chalice**. After the lesson, let them examine these items more closely.

On **Maundy Thursday**, the **day before** he would **die on the cross**, **Jesus** made **plans** to **eat the Passover meal** with his disciples. He **sent Peter and John** into Jerusalem to **get everything ready**. They **prepared** for the special meal in a **large upstairs room**.

**Jesus** and the rest of the **disciples** came to the **upper room** that evening and **took their places** at the table. **Usually** at a meal like this a **servant** would **wash** the guests' **dusty feet** before they ate. But **no servant** was there, and **none of the disciples** had **chosen to humble himself** by washing the feet of the others. So **Jesus** himself **got up** from the table and **took off his outer robe**. He wrapped a **towel** around his **waist** and **poured** some **water** into a **large bowl**. Then he **began to wash** the **feet of his disciples** and **dry them** with the towel.

**Peter** **didn't think** it was **right** for **Jesus** to do a servant's job and wash his dirty feet. So when **Jesus** **came to him**, Peter said, "Lord, are you **going to wash my feet?**"

Jesus replied, "Right **now** you **do not understand** what I am doing. But **someday** you **will**."

"No!" Peter insisted. "You will **never wash my feet**. Never!"

"**If I don't wash you**, Peter," Jesus replied, "you **cannot belong to me**." Jesus was **talking about washing** Peter's **sins** away.

"Then **don't just wash my feet**, Lord," said Peter. "Wash my **head** and my **hands** too."

Jesus replied, "That **won't be necessary**. A **person** who has **already taken a bath** only **needs to wash his feet** to be clean all over." Jesus was **telling Peter** that he was **already clean** since **Jesus** had **washed** all his **sins** away.

When **Jesus** had **finished** washing his disciples' feet, he **asked**, "Do you **understand** what **I have done** for you? You **call me 'Teacher' and 'Lord,'** and you **should** because that's who I am. Now **since I**, your Lord and Teacher, have **performed this humble service** of washing your feet, you **also** should **wash one another's** feet. I have **given** you an **example to follow**. You should **do for one another** what **I have done** for you."

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



Before class, cut 13 stick-figure person shapes from **construction paper**. Label one

shape "Jesus," and label the others with the names of Jesus' disciples. (See Matthew 10:2-4 for a listing.) Put a **magnetic strip or tape** on the back of each figure so that it can be placed on the board. Then, as you tell the story, do the following at the appropriate times:

- Begin with the figures of Jesus and all the disciples in a group at the side of the board. Sketch a large building with a second story. Place Peter and John in the upstairs room.
- Sketch a large table in the upper room. Move Jesus and the other disciples into the room, near the table.
- Move the Jesus figure from one disciple to another, "washing their feet," until you come to Peter, who protests.
- Have Jesus finish washing the disciples' feet and return to the table.
- Point to Jesus when he says that someone will betray him. Indicate each disciple asking, "Is it I?"

- Have Jesus “give bread” to Judas, and have Judas leave.
- Have Jesus give the Lord’s Supper to the other disciples.
- Have Jesus and the remaining disciples leave the room to go to Gethsemane.



**Say** Jesus showed love for his disciples by *doing* something for them and by *giving* them something.

**Ask** What did Jesus *do* for them? [*Jesus washed their feet.*] How has Jesus served you? [*He came into the world as a baby, lived a sinless life, and died for my sins.*] How can you follow the example that Jesus set by washing his disciples’ feet? [*By humbly serving others.*]

**Do** Have the children act out ways that they can serve others. You, the teacher, should act out being various people whom the children could serve. Have volunteers act out how they would serve you. Here are some roles you could take:

- Be a mom who has a very bad headache when it’s time to make supper.
- Be a teacher whose sorted worksheets have all fallen on the floor in a huge mess.

As the Passover meal continued, **Jesus became very sad** and troubled. He **said to the disciples**, “**One of you** is going to **betray me.**”

The **disciples were shocked**. They stared at one another, **wondering which one** of them could possibly do such a thing. **One by one** they asked, “**Lord, is it I?**” Finally **John**, who was sitting next to Jesus, **leaned over** close to him and asked, “**Lord, who is it?**”

Jesus said, “It is the **one to whom** I will **give** this piece of **bread after** I have **dipped it** into the bowl of sauce.” After Jesus dipped the piece of bread, he **handed it to Judas**. Judas had **already made plans to betray Jesus** to his enemies **for 30 pieces of silver**. After Judas had taken the bread, **Satan entered his heart** so that he would not give up his wicked plan. So **Jesus told him**, “**What you are going to do, do quickly.**” **Judas immediately went out** into the dark night **to meet with Jesus’ enemies**.

When the Passover meal was almost finished, **Jesus took** some **bread** and **gave thanks** to his heavenly Father. Then he **broke** the bread **into pieces**, **gave a piece to each** of his disciples, and said, “**Take this and eat it. This is my body**, which is **given for you. Do this to remember me.**”

Then Jesus **took** a cup of **wine**. When he had **given thanks**, he **gave it to his disciples** and told them, “**Drink this**, all of you. This **is my blood**, which is **poured out** for you **for the forgiveness of sins. Do this and remember me.**” This was the **first Lord’s Supper**.

Then after Jesus and the disciples **sang a hymn**, they **went to the Garden of Gethsemane**, just outside Jerusalem.



## discuss

You will need duplicates of **Copy Master 1**.

**Do** Ask or tell the children why the Jewish people celebrated the Passover. [*It was a reminder of how God had “passed over” the homes of the Israelites in Egypt during the tenth plague and had delivered them from slavery.*]

**Say** Jesus and his disciples gathered in an upper room to celebrate the Passover together.

**Ask** What lowly task did Jesus do for the disciples? [*He washed their feet.*]



**Say** When Jesus came to Peter, Peter didn't want Jesus to wash his feet.

**Ask** How do you think Peter felt about having Jesus wash his feet?  
[He may have felt embarrassed or ashamed.]

**Say** Jesus told Peter, "If I don't wash you, you cannot belong to me."

**Ask** What kind of washing was Jesus talking about?  
[Washing Peter's sins away.]

In what way do we all need to be washed by Jesus?  
[We all need to have our sins washed away.]

**Say** Jesus told the disciples to follow his example and wash one another's feet.

**Ask** What did Jesus mean by this? [They should serve one another in love—do kind things for one another.]

**Do** Tell the children that Jesus also wants us to "wash one another's feet"—to show love by serving one another. Divide the class into groups of three or four students. Give each group a duplicate of the copy master, and ask the group members to list ways they can "wash one another's feet." Have them share their answers with the class afterward. [Possible responses include helping with the dishes, playing with a younger brother or sister, or helping a friend with homework.] Emphasize that we serve one another out of love for Jesus, to thank him for all he has done for us.

**Say** Jesus said that one of the disciples would betray him.

**Ask** What did this mean? [One of Jesus' disciples would turn against him and help his enemies capture him.]

**Say** Each of the disciples asked Jesus, "Lord, is it I?"

**Ask** Why weren't they sure that they would never betray Jesus?  
[They knew they were weak and sinful.]

**Say** Jesus showed the disciples that Judas was the betrayer. Then Jesus told Judas, "What you are going to do, do quickly."

**Ask** What was Jesus really inviting Judas to do? [Repent of his wickedness.]

**Say** Next Jesus took the bread, gave thanks, and broke it into pieces. This was unleavened bread—it had no yeast to make it rise. It was baked in small, flat, round loaves, and it was broken instead of sliced. Jesus told the disciples to take the bread and eat it.

- Be a child on the playground who wants to play ball with the other kids but isn't very good at it.

**Say** Jesus showed love for his disciples by washing their feet. He also showed love for them by giving them something.

**Ask** What did Jesus give his disciples that night? [The Lord's Supper—his body and blood in the bread and wine.]

**Say** Jesus said, "Do this to remember me." So ever since that first Lord's Supper, Christians all over the world have received Jesus' body and blood in the bread and wine of the Lord's Supper.

**Ask** How can the bread be Jesus' body and the wine be Jesus' blood? And how can so many people receive Jesus' body and blood without it being used up? [We can't understand these things, but since Jesus says that this is what happens, we know it's true.]

**Do** Ask the children to agree or disagree with this statement: "You're too young to go to the Lord's Supper, so, at least for now, Jesus hasn't given his body and blood for you." [The children should disagree. Even though they don't go to the Lord's Supper yet, Jesus did give his body and blood for



them when he suffered and died on the cross.]

**Ask** Why did Jesus give his body and blood for you? [So that our sins would be forgiven.]



**Say** Even though Jesus knew he was about to suffer and die, he showed love for his disciples at their last supper together.

**Ask** How did Jesus show love for his disciples before his suffering and death? [Jesus washed his disciples' feet and gave them the Lord's Supper.] Why did Jesus give his body and blood for us? [Jesus gave his body and blood for the forgiveness of our sins.]

**Say** Just as Jesus served us, let's show our love for him by serving others.

**Do** Pray:

May we your willing servants be.  
Forgive our sinful hearts that we  
May follow you in thought  
and deed  
And do what others want and  
need. Amen.

**Ask** What did Jesus say about the bread? [That it was his body, given for them.]

**Say** Next Jesus gave the disciples wine and told them to drink it.

**Ask** What did Jesus say about the wine? [That it was his blood, poured out for them for the forgiveness of their sins.]

How could the bread also be Jesus' body and the wine also be Jesus' blood? [This is a miracle that we cannot understand. We believe it because Jesus tells us it is so.]

What do we call this special meal? [The Lord's Supper.]

**Do** Ask or tell the children another name for the Lord's Supper. [Holy Communion.]

**Ask** Why, then, did Jesus give his body and blood? [For the forgiveness of sins.]

Since you're too young to receive the Lord's Supper, how do you get forgiveness of sins? [Because we became God's children through Baptism, we believe in Jesus as our Savior.]

**Say** You may not go to the Lord's Supper, but Jesus washed away your sins when you were baptized. And Jesus reminds you that you are forgiven whenever you hear his Word.

**Do** Discuss ways the Communion service can be meaningful for the children. [They can join in and think about the liturgy and the wonderful Communion hymns. They can also think about Jesus' suffering and death and how Jesus earned forgiveness for their sins.]

## CLOSE

**Say** Do you remember from your Old Testament lessons how God described the lamb that the Israelites were to eat for the first Passover meal? It was to be a male without any bad marks or defects. The blood of that lamb was used to save the Israelites' oldest sons from death.

**Ask** Whom did the Passover lamb point ahead to? [Jesus, the Lamb of God, a male without sin whose blood would save us from death.]

**Say** Now Jesus had come and was about to die, so this was the last time the Jews needed to celebrate the Passover. At that last Passover meal, Jesus showed love for his disciples in two ways.

**Ask** How did Jesus show love for his disciples before his suffering and death? [Jesus washed his disciples' feet and gave them the Lord's Supper.]

**Say** Jesus also gave his body and blood for us for the forgiveness of our sins. Just as Jesus served us, let's show our love for him by serving others.

**Do** Sing "O Jesus, Blessed Lord, to Thee" (hymn 316) to praise Jesus for giving his body and blood for us.



★ **Matthew 26:41**

**Mark 10:45**

**Galatians 5:13b**

★ **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.

Judas broke this commandment when he betrayed Jesus to his enemies. We break it every time we speak sinfully about others. God wants us to speak well of others.

OPTIONAL

mid-week  
Lesson

- Begin by reciting the Mark 10:45 memory treasure together. Discuss its meaning by asking the following:  
Who is the Son of Man?

[Jesus.] What was *not* a reason he came to earth? [To be served.] For what two reasons did he come to earth? [To serve and to give his life as a ransom for many.] What is a ransom? [A price paid to free someone.] What price did Jesus pay to free us from the devil? [His body and blood.]

Give the children a few moments to silently pray their own prayers thanking Jesus for coming to earth to save them.

- Use **Activity 1** (I'm a Reporter) under **Lesson Activities** to review the story.
- Use **Activity 2** to encourage the children to serve one another out of love for Jesus.
- Sing "O Master of the Loving Heart" (hymn 491), with which we ask Jesus to help us serve one another.

## Lesson Activities

### 1. Review

#### I'm a Reporter

*Purpose:* To review the story by interviewing the students as if they were Jesus' disciples.

*Procedure:* Point out that Jesus was very well-known, so when he died on the cross, it was big news. Tell the children that you are going to pretend to be a newspaper reporter in Jesus' time, and the children will be Jesus' disciples. It is the day after Jesus' death, and you've managed to track down the disciples so that you can find out about their last evening with Jesus. Ask the children questions that review the story. Here are a few to start with:

- Where did you spend your last evening with Jesus?
- Since Jesus knew he would be put to death the next day, was he feeling sorry for himself that night?
- Did you have a servant there to wash your feet?
- Jesus washed your feet? Why did he do that?

#### Time Line

*Purpose:* To begin a time line that will help the children understand and review the events of Jesus' passion.

*Procedure:* As a class project, start a time line of the important events of Jesus' suffering, death, and resurrection. For each event, give a child a duplicate of **Copy Master 2**. He or she should draw a picture of the event and write a brief sentence about it. You may choose several important events from one lesson. For example, events chosen from this lesson might include Jesus washing the disciples' feet and the first Lord's Supper. Attach a thick strip of black construction paper to a wall or bulletin board, and add each event in order either above or below the line. Continue adding events to the time line as upcoming lessons are studied.

### 2. Application

#### Serving Wall

*Purpose:* To make a "serving wall" that will encourage the children to serve Jesus by serving one another.

*Procedure:* Help the children brainstorm ways they can serve one another at Sunday school. Possible ways include helping the teacher with classroom duties, speaking kindly to others, and helping classmates with memory treasure memorization. They should write each idea on a sheet of construction paper that has been cut to resemble a stone. The individual stones can then be attached to a classroom wall or bulletin board to form a stone serving wall. Use this serving wall to encourage each other to serve Jesus by serving one another.

### 3. Music

#### "Make Me a Servant"

*Purpose:* To sing a prayer that God would lead us to serve others humbly.

*Procedure:* Teach the children to sing "Make Me a Servant" (*Let All the People Praise You*, Northwestern Publishing House). Point out that with this song we pray that God would lead each of us to be a humble servant, as Jesus was.

### 4. Art

#### Lord's Supper Posters

*Purpose:* To make posters that will remind the children of the meaning of the Lord's Supper.

*Procedure:* Have the children make Lord's Supper posters using pictures of a Communion cup and bread or Communion wafers. Have them add captions such as "Given for me." The children could choose one of the following methods:

- Solidly color a sheet of paper with crayons. Cover the sheet with black poster paint, let the paint dry, and then use a blunt pair of scissors to scratch in the design.

- Cut the symbols and the letters for the captions out of wallpaper samples, and glue them on a dark background.
- Solidly color a sheet of paper with dark-colored crayons. Place it, colored side down, over a clean sheet of paper. Draw the design on the back of the colored sheet. Press heavily to transfer it to the clean sheet below.

## 5. Review and Apply

### Jesus Shows His Love

*Purpose:* To summarize the lesson by filling in blanks and completing an acrostic.

*Procedure:* Have each child complete **Copy Master 3**. The answers are as follows:

1. blood, 2. forgiveness, 3. body, 4. serving,
5. Judas, 6. Peter, 7. Passover, 8. feet, 9. Jerusalem,
10. Lord's Supper

### That Reminds Me Of . . . (Challenge)

*Purpose:* To write sentences that summarize the lesson and its meaning for us.

*Procedure:* Have each child complete **Copy Master 4**. The answers are as follows:

Part One: Answers will vary. Examples of possible answers:

1. Jesus washed the disciples' feet. He told them to serve one another.
2. Jesus told John that he would give bread dipped in sauce to the one who would betray him. Jesus gave the bread to Judas.
3. Jesus broke bread and gave it to his disciples. He said that the bread was his body.

4. Jesus gave the disciples wine. He told them it was his blood, poured out for the forgiveness of sins.

Part Two: Answers will vary but should be similar to the following:

By washing his disciples' feet, Jesus taught me to serve others humbly.

I'm thankful that Jesus gave his body and blood for me because now my sins are forgiven.

## 6. Other Ideas

### Jesus' Last Days

*Purpose:* To keep a record of the ways Jesus served us in the last days of his life.

*Procedure:* Have each child make a booklet as follows:

- Make the booklet by folding sheets of 8½" x 14" paper in half.
- Add a cover made of construction paper, and write on it the title "How Jesus Served Me."
- On the first page, write a short sentence stating that Jesus gave his body and blood through the Lord's Supper. Then draw a picture to go with the sentence.
- Continue adding to the booklet as upcoming lessons are studied.



## NOTES:

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## Jesus Is Crucified **Mt** 27:31b-44; **Mk** 15:20b-32; **Lk** 23:26-39; **Jn** 19:16-24

11



**Aim**

What did Jesus do to pay for the sins of the world?



Jesus willingly let himself be crucified to pay for the sins of the world.

*Application:* Jesus was crucified to pay for our sins also.

*Response:* We are very thankful that each of us can say, “Jesus died for me!”

*Lesson Summary:* At the order of Pilate, Jesus was led to Calvary and crucified. To the anger of his enemies, the soldiers nailed a sign above Jesus’ head that read “JESUS OF NAZARETH, THE KING OF THE JEWS.” In fulfillment of Scriptures, Jesus’ clothing was divided among the soldiers. Jesus was then mocked and insulted as he suffered for the sins of the world.



- \* **John 3:16**
- \* **Ephesians 1:7**
- \* **The Second Article of the Apostles’ Creed** (explanation)



**cast lots**—a way of making a decision; similar to drawing straws or picking a name from a hat



See Franzmann, *Bible History Commentary: New Testament*, Volume 2, pages 884-906; The People’s Bible: Albrecht, *Matthew*, pages 414-418; Wicke, *Mark*, pages 221-225; Prange, *Luke*, pages 248-251; Baumler, *John*, pages 247-250.



Dear Savior, how far you went for me—all the way to Calvary! Your love is so great! Help my students and me see the seriousness of sin and the great love you showed in all you did to save us. Cause us all to grow in our love for you. Amen.

### Looking Back at Lesson 10

#### In the Upper Room

Matthew 26:14-30; Mark 14:10-26; Luke 22:1-23; John 13:1-30

*Aim:* How did Jesus show love for his disciples before his suffering and death?

*Truth:* Jesus washed his disciples’ feet and gave them the Lord’s Supper.

*Application:* Jesus gave his body and blood for the forgiveness of our sins.

*Response:* Just as Jesus served us, we show our love for him by serving others.

*Lesson Summary:* Jesus celebrated the last Passover with his disciples. He showed his great love for them by humbly washing their feet. Then Jesus identified Judas as the one who would betray him. After Judas left to do so, Jesus gave the disciples his body and blood along with bread and wine. This was the first celebration of the Lord’s Supper.

*Memory Treasures:* \*Matthew 26:41; Mark 10:45; Galatians 5:13b; \*The Eighth Commandment (with explanation)

## Alternate Lesson Plan



*Sing:* Sing “All Mankind Fell in Adam’s Fall” (hymn 378:1,4,5). This hymn reminds us that

just as sin came into the world through one man, Adam, we are saved by one Man, Jesus Christ.

*Pray:* Heavenly Father, thank you for sending your Son to save us. Help us treasure what he has done to rescue us sinners from sin. Amen.



Ask the children to tell what a person’s punishment might

be for these offenses: taking a cookie without permission, not doing homework, lying to a parent, vandalism (destroying someone else’s property), stealing, and murder. *[The children’s answers will vary.]* Point out that the more serious the wrong action is, the greater the punishment is. Then tell the children to imagine what the punishment would be for doing every sin and every crime ever committed in the past, present, and future, throughout the world.



All the sins of the world deserve to be punished. God’s plan was for Jesus to take that punishment. Today you’ll hear **what Jesus did to pay for the sins of the world.**



## WORSHIP

*Sing:* Sing “Oh, Perfect Life of Love” (hymn 138), which reminds us that Jesus saved us from our sins. He lived a perfect life and finished his work by dying on the cross.

*Pray:* Dear Savior, thank you for coming to earth to live a sinless life for us and then to die for our sins. Give us a strong faith that trusts in you and your sacrifice for our salvation. Amen.



Tell the children this make-believe story:

Imagine a man sitting on the ledge of a tall building. He wants to jump off and kill himself. Then a stranger runs up the stairs and comes to the window. The crowd below watches as the stranger reaches out to the man, but the man won’t come in. So the stranger begins climbing out onto the ledge to help him. Everyone whispers, “How far will the stranger go to save this man? The man has done nothing for him.” The stranger eventually grabs the man and pulls him to the window. But the only way the stranger can get the struggling man inside is to push him hard through the open window, and doing this could make the stranger fall to his death.

Ask the children what they think the stranger will do. *[Answers will vary.]* Then conclude the story as follows:

The stranger made his decision. He pushed the man inside and let himself fall to his death.



## Aim

Jesus is a little like that stranger, and we are like the man on the ledge. Jesus gave his life to save us from our sins, even though we had done nothing for him. Today we’ll answer this important question: **What did Jesus do to pay for the sins of the world?**



**Note:** Remember there are To Do at Home activity options in a separate file on the Teacher’s Guide CD.





As you tell the story, sketch parts of it on the board. You could sketch the wall of Jerusalem and Calvary. Draw Jesus' cross and the crosses of the criminals, each with a stick figure on it. Draw a clock showing 9:00 and a sign above Jesus' head. And draw stick figures with angry faces at the base of Jesus' cross, making fun of him.

After Jesus prayed in the Garden of Gethsemane, he was arrested and put on trial by the Jewish leaders. They then **took Jesus to Pontius Pilate**, the Roman ruler, hoping that Pilate would sentence him to death. **Pilate knew** that Jesus was **innocent** of all the charges that had been brought against him. But he **also knew** that the Jewish **leaders would cause** a great deal of **trouble** for him **if** he set **Jesus free**. So he **gave the order** that **Jesus** should be **crucified**.

Following Pilate's orders, the **Roman soldiers led Jesus** outside of the city walls to a place called **the Place of the Skull**. In **Aramaic**, the Jewish language, it was called **Golgotha**. In **Latin**, the language of the Romans, it was called **Calvary**. **Two criminals** who had been sentenced to die for robbery **were led out with Jesus**, and a **large crowd followed** behind him.

The soldiers **made Jesus carry the cross** on which he would be crucified. But **Jesus was weak** from the terrible beating he had received and from loss of sleep. He soon broke down under the weight of the cross and **could no longer carry it**. So the soldiers **grabbed** a man from Cyrene named **Simon** out of the crowd. They **forced him to carry** the cross the rest of the way.

When they **came to Calvary**, it was **nine o'clock on Friday morning**. The soldiers **nailed Jesus' hands and feet** to the cross. The two **criminals** were **crucified** with him, **one on his right side** and the **other on his left**.

Fastened **above Jesus' head** was a **sign** on which Pilate had written **"JESUS OF NAZARETH, THE KING OF THE JEWS."** The sign was to **tell** the people **why** Jesus was **being punished**. Since Calvary was near Jerusalem, **many people** came by and **read** the sign. The **Jewish leaders did not like** the way Pilate had worded the sign. They went to him and said, **"Don't write 'the King of the Jews,' but** that he *said* he is the king of the Jews."

But this time **Pilate remained firm**. He answered, **"What I have written, I have written**. The words will stay just as they are."

According to Roman custom, the **soldiers received** the **clothing** of those they crucified as part of their pay. So the **four soldiers** who had crucified Jesus **took his clothes** and **divided them**

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



Before class, enlarge a **picture of Jesus on the cross**, such as from **Copy Master 1**.

Write each of the following on a separate **paper rectangle**:

"Place of the Skull," "Golgotha," "Calvary," and "JESUS OF NAZARETH, THE KING OF THE JEWS."

Write each of the following quotations inside a separate **paper speech bubble**:

"If you really are the Son of God, come down from the cross."

"He saved others, but he can't save himself!"

"Let him come down from the cross. Then we'll believe in him!"

"He said he trusts in God. Well, let God save him now if he wants him."

"Aren't you the promised Savior? Then save yourself, and save us too!"

Distribute the papers among the students. When you say that Pilate ordered Jesus' crucifixion, attach the picture to the board. Tell the children holding rectangles and speech bubbles to listen for the words they are holding. When they hear those words, they should attach their papers to the board. (The first three rectangles should be placed under the cross. The

fourth goes on the cross, above Jesus' head. And the speech bubbles can go on both sides of Jesus, to show that people all around him mocked him.)



Give each student a blank sheet of paper and colored pencils or crayons.

As you tell the story, have the children sketch what happened, beginning with Jesus' being placed on the cross. They can use speech bubbles to show what people said.



(Optional: Prepare to display Copy Master 1.)

**Say** The soldiers made Jesus carry his cross to Calvary.

**Ask** What other heavy load did Jesus carry to Calvary? [The heavy load of all the sins of the world.]

**Say** As true man, Jesus was weak—too weak to carry his own cross.

**Ask** But as true God, what could Jesus have chosen to do instead of walking to Calvary? [He could have used his power to get away so that he wouldn't be crucified.] Why was Jesus willing to walk to his own death? [He did this to pay for our sins. He loves us and knew that it was the only way we could be saved from the punishment of hell.] Why is it important to you

among themselves. But his **inner robe** was made of a **single piece of cloth** and did not have any seams. The soldiers said to each other, "**Let's not rip it apart. We'll cast lots** to see who gets it." By doing this, the **soldiers fulfilled Psalm 22:18**, which predicted that they would divide some clothing and cast lots for other clothing.

**Many people watched** as Jesus was crucified. **Some** of them were his **friends** who loved him. But **others** were his **enemies**, and they laughingly **shouted** at him, "**If you really are the Son of God, come down** from the cross."

The **Jewish leaders** were among Jesus' enemies who **made fun** of him. They said, "He **saved others**, but he **can't save himself!** Let him **come down** from the cross. **Then we'll believe in him!** He said he **trusts in God**. Well, **let God save him** now if he wants him."

The **soldiers also made fun** of Jesus. **Even the criminals** who had been crucified with Jesus **insulted him**, saying, "**Aren't you the promised Savior?** Then **save yourself**, and save **us too!**"

**Jesus endured great pain and humiliation** as he hung on the cross. He **suffered and died** willingly to pay **for the sins of the world**.



**Do** Tell the children to pretend that you are a child who is just learning about Jesus for the first time. You've heard today's story, and you have a lot of questions. You want the children to explain the things you don't understand. Ask them the following questions:

- Why did the Jewish leaders want Jesus to be put to death if he didn't do anything wrong? [They were jealous of him, and they didn't believe in him as their Savior.]
- Since Pilate knew Jesus was innocent, why would he order Jesus to be executed? [Pilate was afraid that the Jewish leaders would make trouble for him with Caesar if he set Jesus free.]
- Since Jesus is God, why didn't he have the strength to carry his cross? Can't God do everything? [God can do anything. But Jesus is also true man, and he wasn't using his almighty power as God at that time. He let himself be hurt and weak so that he could die for our sins.]

- But since Jesus is also God, it didn't really hurt him to be crucified, did it? *[But besides being true God, Jesus is also true man. While he was suffering for our sins, Jesus did not use his power as God to relieve his pain. The pain and suffering that Jesus endured hurt him as it would any of us. In fact, Jesus' suffering was even greater, since he was suffering the punishment for the sins of the whole world.]*
- The story says that when the soldiers divided Jesus' clothing, their action fulfilled Psalm 22:18. Why is that important? *[This was one of the Old Testament prophecies about the promised Savior. When it came true, it showed once again that Jesus is the promised Savior.]*
- Jesus' enemies dared him to prove that he is the Son of God by coming down from the cross. Why didn't he? *[It was God's plan for Jesus to die. This was the price that needed to be paid for the sins of the whole world. Jesus was willing to do this to save us, so that we can go to heaven.]*

**Say** Being put on trial for crimes he hadn't committed, being beaten, whipped, mocked, and crucified— isn't it amazing what Jesus went through to save us? Let's read a passage that tells us whether Jesus had a choice about doing or not doing this.

**Do** Have the children read John 10:17,18a. Ask what this passage shows. *[That Jesus made the choice to die for us. He was willing to give up his life to pay for our sins.]* Then, to stress that Jesus died for each child in your class, have the children repeat, "Jesus died for \_\_\_\_\_," and fill in the name of each child.

that Jesus died on the cross? *[If he hadn't done that, I would need to spend eternity in hell being punished for my sins.]*

**Do** To reinforce the idea that "Jesus died for me," have each child recite John 3:16, substituting her or his own name instead of "the world." This can also be done with Ephesians 1:7 by putting the child's name in place of "we."

**Say** The sign above Jesus' head said "JESUS OF NAZARETH, THE KING OF THE JEWS."

**Ask** How was this sign truthful? *[Jesus is the King of the Jews—and of all people. So it is correct for him to be called a king.]*

**Say** Jesus' enemies made fun of him as he hung on the cross.

**Ask** What effect did this have on Jesus? *[It made his suffering even worse.]*

**Say** Jesus stayed on the cross even though he could have come down.

**Do** Display the copy master, or draw a similar chart on the board. Have the children tell what it means for them that Jesus stayed on the cross. *[Possible answers:*

1. I am God's child.
2. My sins are forgiven.
3. I will go to heaven.
4. I will be happy forever.]



**Say** With one word, tell what was the price that needed to be paid for the world's sins. [Death.]

**Ask** What did Jesus do to pay for the sins of the world? [Jesus willingly let himself be crucified to pay for the sins of the world.]

**Say** Jesus was crucified to pay for our sins also. We are very thankful that each of us can say, "Jesus died for me!"

**Do** *Pray:* Dear Savior, you endured great pain and suffering for us. Thank you for saving us from the punishment for our sins. Amen.

If you don't have a bulletin board you can use in your Sunday school teaching area, consider purchasing a folding pattern board or display board. You can attach things to the board and easily store it from week to week.

Teaching  
tip

## CLOSE

**Ask** How does Jesus feel about all the people of the world, even though we are all sinners? [He loves us.]

What did Jesus do to pay for the sins of the world? [Jesus willingly let himself be crucified to pay for the sins of the world.]

How did Jesus' crucifixion help you and me? [Jesus was crucified to pay for our sins also.]

**Say** We are very thankful that each of us can say, "Jesus died for me!"

**Do** Sing "O Lord, Our Lord" (hymnal, page 28). Point out phrases that remind us of Jesus' crucifixion, such as "You take away our sin" and "you washed us from our sins in your own blood."



**\* John 3:16**

**Ephesians 1:7**

**\* The Second Article of the Apostles' Creed** (explanation)  
I believe in Jesus Christ, . . .

*What does this mean?*

I believe that Jesus Christ, true God, begotten of the Father from eternity, and also true man, born of the virgin Mary, is my Lord.


He has redeemed me, a lost and condemned creature, purchased and won me from all sins, from death, and from the power of the devil, not with gold or silver but with his holy, precious blood and with his innocent suffering and death.

All this he did that I should be his own, and live under him in his kingdom, and serve him in everlasting righteousness, innocence, and blessedness, just as he has risen from death and lives and rules eternally.

This is most certainly true.

OPTIONAL

mid-week  
Lesson

- Use **Activity 1** under **Lesson Activities** to review the story.
- Begin by confessing your faith in Jesus as our Savior by reciting the Second Article memory treasure together.
- Use **Activity 2** to give the children the opportunity to express their feelings about what Jesus did for them.
- Close with “For Me”  (**Copy Master 2**). This song reminds each of us that we can say, “Jesus died for me.” (Explain that *taunted* and *mocked* are other words for “made fun of.”)

## Lesson Activities

### 1. Review

#### Puzzle Time

*Purpose:* To review the lesson events while assembling puzzles.

*Procedure:* Print the student lesson picture from the Bible story pictures CD on heavy paper, or cut a large cross from construction paper. (Note: To make this activity easier for the students, draw lines on the cross to show the grain of the wood.) Cut the picture or cross into puzzle pieces (make sure you have at least as many pieces as you have students), and put a loop of tape or a small ball of sticky tack on the back of each piece. Then ask the children questions about the lesson. Give each child who answers correctly a puzzle piece to place on the board or a wall, until the children have reassembled the picture or cross.

### 2. Application

#### Jesus Died for Me


*Purpose:* To write about what Jesus did for us.

*Procedure:* Have the children write paragraphs entitled “Jesus Died for Me.” Encourage them to include their personal feelings about what Jesus did for them. Have them write the final drafts of their paragraphs inside crosses cut from construction paper. Share and display the resulting projects.

### 3. Music

#### “For Me”

*Purpose:* To sing a song that will remind the children that Jesus died *for them*.

*Procedure:* Sing “For Me”  (**Copy Master 2**), which reminds each of us that we can say, “Jesus died for me.”

## 4. Art

### Cross Mosaics

*Purpose:* To make cross mosaics that will remind the children of Jesus' sacrifice for them.

*Procedure:* Collect eggshells, and dye them various colors using Easter egg dyes. Then have the children cut crosses out of poster board (or cut them out for them from heavy cardboard), and have the children glue the eggshells onto the crosses. The shells can be crushed and sprinkled on the crosses. Or they can be broken into larger pieces and glued onto the crosses piece by piece. When finished, each cross can be set into a clay base, or you could add yarn for hanging. A small bunch of artificial flowers may be added for decoration.

## 5. Review and Apply

### Jesus Goes to the Cross

*Purpose:* To complete a word spiral that reviews what Jesus did to save us.

*Procedure:* Have each child complete **Copy Master 3**. The answers are as follows:

1. JESUS, 2. SKULL, 3. LOSS, 4. SOLDIERS,
5. SIGN, 6. NAZARETH, 7. HAVE,
8. ENEMIES, 9. SHOUTED, 10. DOWN,
11. NOW, 12. WANTS, 13. SAVE,
14. ENDURED, 15. DIED

## Psalm 22 Prophecies (Challenge)

*Purpose:* To have the children learn how prophecies from Psalm 22 were fulfilled when Jesus was crucified and to have them express why it is important to them that Jesus suffered and died.

*Procedure:* Have each child complete **Copy Master 4**. The answers are as follows:

Part One: 1. Psalm 22:16b; 2. Psalm 22:18; 3. Psalm 22:7; 4. Psalm 22:8; 5. Psalm 22:15

Part Two: Answers will vary, but the children should express the thought that Jesus died for their sins so that they can go to heaven.

## 6. Other Ideas

### INRI

*Purpose:* To learn about the Christian symbol INRI.

*Procedure:* Ask the children if they have ever seen a picture of Jesus on the cross with a sign above his head labeled "INRI." Display such a picture if available. Explain that INRI is an acronym for the following Latin words: *I*esus (Jesus), *N*azarenus (of Nazareth), *R*ex (King), *I*udaeorum (of the Jews). Have the children draw pictures of Jesus on the cross and include INRI signs.



## NOTES:

[illegible]





12

# Jesus' Burial and Resurrection

**Mt** 27:51-61; 28:1,5-8; **Mk** 15:38-16:8; **Lk** 23:47,50-24:8; **Jn** 19:31-42

## Looking Back at Lesson 11

### Jesus Is Crucified

Matthew 27:31b-44; Mark 15:20b-32; Luke 23:26-39; John 19:16-24

*Aim:* What did Jesus do to pay for the sins of the world?

*Truth:* Jesus willingly let himself be crucified to pay for the sins of the world.

*Application:* Jesus was crucified to pay for our sins also.

*Response:* We are very thankful that each of us can say, "Jesus died for me!"

*Lesson Summary:* At the order of Pilate, Jesus was led to Calvary and crucified. To the anger of his enemies, the soldiers nailed a sign above Jesus' head that read "JESUS OF NAZARETH, THE KING OF THE JEWS." In fulfillment of Scriptures, Jesus' clothing was divided among the soldiers. Jesus was then mocked and insulted as he suffered for the sins of the world.

*Memory Treasures:* \*John 3:16; Ephesians 1:7; \*The Second Article of the Apostles' Creed (explanation)



What do Jesus' death and resurrection show?

The miraculous signs at Jesus' death, the fulfillment of Scripture, and his resurrection all show that Jesus is God's Son, the Savior.



*Application:* Jesus is our God and Savior.

*Response:* By God's grace, we believe that Jesus is God's Son, our risen Savior.

*Lesson Summary:* What Jesus had said and done and the miraculous signs at Jesus' death convinced even a Roman captain that Jesus was the Son of God. The piercing of Jesus' side and his burial in a rich man's grave fulfilled prophecies of Scripture. Early Easter Sunday morning, the women who went to the tomb were astonished to see the stone was rolled away and to hear an angel tell them, "Jesus has risen from the dead."



**Romans 3:24**

**Romans 8:1**

**Colossians 2:9**



**Sabbath**—the Jewish day of rest, on the seventh day of each week



See Franzmann, *Bible History Commentary: New Testament*, Volume 2, pages 933-960 and 971-981; The People's Bible: Albrecht, *Matthew*, pages 424-436; Wicke, *Mark*, pages 225-234; Prange, *Luke*, pages 253-257; Bauml, *John*, pages 253-255.



Dear heavenly Father, as I learn the many ways you showed that Jesus is your Son and my Savior, chase away all fear and doubt. Let me be filled with confidence as I read about the miraculous signs, the fulfillment of Scripture, the angel's message, and the empty tomb. Amen.



## WORSHIP

*Sing:* Sing “God Loved the World So That He Gave” (hymn 391:1-4), which reminds us that God forgives our sins for the sake of Jesus, his Son.

*Pray:* Dear heavenly Father, we thank you that your Son paid for all our sins. Thank you for forgiving our sins for his sake. Amen.



Tell the children that we can learn a lot about a person by the things that person does. For example, if a woman wins the Olympic gold medal for swimming, it shows us that she is probably healthy, athletic, and hard-working. If a man risks his life to save ten people from a fire,

it shows that he is probably brave, strong, and caring. Point out that the things we’ve seen Jesus do also show us a lot about him. Ask what each of the following shows about Jesus:

- Jesus became hungry and tired. [*He is a true man.*]
- Jesus walked on water and stopped a storm. [*He is powerful; he is God.*]
- Jesus healed many people who were sick or disabled. [*He is powerful, kind, and caring.*]
- Jesus told many wonderful parables. [*He is a good teacher; he is wise; he understands God’s Word.*]
- Jesus was willing to suffer and die to save us. [*He is unselfish and full of love.*]



In today’s lesson Jesus’ death and resurrection show us something else about him. Today you’ll learn **what Jesus’ death and resurrection show.**



**Note:** Remember there are *To Do at Home* activity options in a separate file on the *Teacher’s Guide CD*.

### Alternate Lesson Plan



*Sing:* Sing “Go to Dark Gethsemane” (hymn 104:1-3) as a reminder of what

Jesus did to pay for our sins.

*Pray:* Dear Jesus, thank you for being willing to go to Gethsemane, the judgment hall, and Calvary for us. Bless our studies today as we continue learning how you saved us. Amen.



Ask what happened to Jesus on Good Friday. [*He was*

*crucified.*] Ask why he let that happen. [*To pay for the sins of the world.*]



In today’s lesson you will learn what happened after Jesus died. Listen carefully

for the answer to the question, **What do Jesus’ death and resurrection show?**

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



Sketch the story as you tell it. Draw such things as the three crosses on Calvary, Jewish

leaders talking to Pilate, Joseph and Nicodemus, the sun setting (labeled "Friday"), the garden near Calvary, the grave in the hillside, the stone in front of the grave (erase the stone later), the sun rising (labeled "Sunday"), Mary running away from the grave, the angels, and smiling women. Don't worry about being artistic—stick figures are fine! But if possible, add interest by using **colored chalk or markers**. And, if you wish, allow children to help draw parts of the story as well.



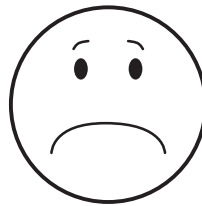
Have the children listen for the following key words in the story and do

the actions indicated whenever they hear them:

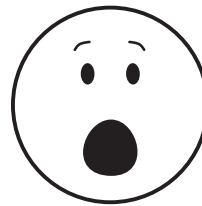
- *Die, died, dead*—clap your hands together once.
- *Roll, rolled*—roll your hands.
- *Rise, rising, risen*—raise your arms up in the air.



Give each child three small (dessert-sized) **paper plates**. Draw and label the following three faces on the board:



sad



amazed



happy

Have the children draw each of the three faces on individual plates. As you tell the story, stop at the places marked with an asterisk (you may wish to highlight these), and have the children hold up their plates to show how they think the person(s) in that part of the story felt.

It was about three o'clock on **Good Friday afternoon** when **Jesus died**. At that moment God sent some **miraculous signs**. The thick, heavy **curtain** that hung **in the temple ripped** from top to bottom. The **earth shook**, and heavy **rocks split** apart. In addition, **graves opened** up, and many **believers** who had died **came back to life**. When he saw the earthquake and some of the other miracles, the **Roman captain** in charge of the crucifixion said, "**Surely** this was the **Son of God**."\*

The **Sabbath Day** would **begin at sunset**, and the **Jewish leaders** did **not want** the **bodies** of Jesus and the two criminals hanging **on the crosses during the Sabbath**. So they **asked Pilate to order** his soldiers to **break the legs** of the crucified men. That way they would **die more quickly**, and their bodies could be taken down.

Pilate gave the order, and his **soldiers went** to Calvary. There they **used heavy clubs** to **break the legs** of the **two criminals**. But when they **came to Jesus** and saw that he was **already dead**, they did **not break his legs**. But just to **make sure** that Jesus was really **dead**, one of the soldiers took his **spear** and stabbed it **into Jesus' side**. **Blood and water flowed** out from the wound. In this way **two Old Testament prophecies** about the Savior were **fulfilled**: "**Not one** of his **bones** will be **broken**" and "They **will look on** the **one** they have **pierced**."

Now there were **a few Jewish leaders** who **believed in Jesus** as the Savior, but they had been **afraid to follow** him **openly**. **One** of these secret believers **was Nicodemus**. He was the man who had come to Jesus one night and talked to him about the kingdom of God. **Another** was a **rich man named Joseph**, from the town of Arimathea.

**Joseph went to Pilate** and boldly **asked** him for permission to **bury Jesus**. Once Pilate granted his request, **Joseph and Nicodemus** took Jesus' **body down** from the cross and prepared it for burial.\* They **wound** long strips of **linen cloth around** the body, layer after layer. Between the layers they **put sweet-smelling spices**. Then they wrapped a separate piece of **cloth around his head**.

**Joseph owned a new tomb** that had been carved out of a hillside. It was located **in a garden** very close to Calvary. Joseph had **planned** to use it for his **own burial**, but now he and Nicodemus **buried Jesus there**. This **fulfilled** the Scripture **prophecy** that said, "He was given a **grave with the wicked** and **buried with the rich**." After the two men had placed Jesus' body in the tomb, they rolled a **large stone in front** of the entrance.

**Mary Magdalene** and some **other women** who were followers of Jesus **watched** everything that happened.\* They had **wanted to help** bury Jesus, but it was **too late in the day** to bring more spices to finish the burial. **No more work** could be done **until the Sabbath** was **over**. So they **left** the tomb, **planning to** prepare some spices and **return on Sunday morning** to finish burying Jesus' body properly.

It was **still dark on Sunday morning** when the women **started out** for Jesus' tomb. As they walked along, they **wondered**, "**Who will roll the stone away** from the entrance to the tomb for us?"

The **sun** was just **rising** as they **entered the garden**. When they got within sight of Jesus' tomb, they stopped and stared. The **heavy, round stone** had been **rolled away**. The entrance to the grave was **wide open! What** could have **happened?\*** **Mary Magdalene** immediately turned and **ran** back to Jerusalem **to tell the disciples** about this!

The **other women entered** the tomb and looked around. They were shocked to see that the **body of Jesus was not there!\*** Suddenly **two angels** stood before them. They were **dressed in white clothes** that gleamed like lightning and dazzled the women's eyes. The **women were terrified**, and they quickly **bowed** to the ground.

Then **one** of the **angels said** to them, "**Do not be afraid**. You are **looking for Jesus**, who was crucified. But **why** are you **looking for the living among the dead?** He is **not here**. He **has risen** from the dead, just **as he said** he would. **Come** here and **look** at the place where they put his body. Then **go** quickly and **tell Peter** and the **other disciples** that Jesus has risen from the dead!"

Then the **women remembered** that **Jesus had told** them he would **rise from the dead**.\* They were frightened but at the same time were **filled with great joy**. They **hurried** from the tomb and started back to Jerusalem **to tell the disciples** the news: **Jesus had risen!**



Try to engage all students.

Since we are teaching God's Word, it is important that all students understand what is being taught.

Some students may seem like they are not interested in participating or they don't want to raise their hands. Call on them for answers and participation anyway.

If they cannot answer some of the difficult questions, give them easier ones to answer. It may help to call a student's name before asking a question. This helps students concentrate and be prepared to answer.



**You will need student lessons and highlighters.**

**Do** Divide the class into groups of three to five students. Give each group one or more student lessons and a highlighter, and have the groups find and highlight on the student lessons each part of the story that gives proof that Jesus is God's Son and the Savior. When the groups are done, have them share their answers. Write the answers on the board in a word web, with the following groupings:

#### **Miraculous Signs**

Temple curtain tore  
Earth shook  
Rocks split  
Believers came back to life

#### **Fulfillment of Scripture**

Bones not broken  
Side pierced  
Buried with the rich

#### **Resurrection**

Tomb was empty  
Angels said Jesus had risen  
Jesus raised himself, as he said

Ask the children how knowing that Jesus is God's Son and their Savior will help them in the following situations:

- They feel guilty for doing something wrong, like cheating or stealing. *[They can remember that since*

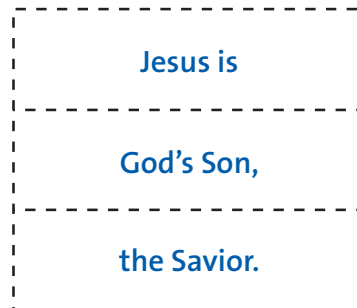


## discuss

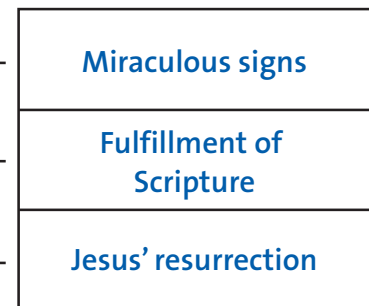
On three pieces of **poster board**, write "Miraculous signs," "Fulfillment of Scripture," and "Jesus' resurrection."

Attach **tape or a magnetic strip** to the back of each piece. On the board, write "Jesus is God's Son, the Savior" as shown in the diagram. Cover the words on the board with the poster board pieces in the order shown. Remove each piece when indicated, thus revealing the truth of the lesson.

Written on board:



Poster board strips:



**Ask** What miraculous signs did God send when Jesus died?  
*[The curtain in the temple ripped, the earth shook, rocks split apart, graves opened, and believers came back to life.]*

Why do you think God sent these signs? *[To show that Jesus is his Son.]*

What was even a Roman captain led to say about Jesus?  
*[That he was the Son of God.]*

**Do** Remove the top poster strip from the board. (Explain that as you remove the strips the class will discover the truth of the lesson.) Then tell the children that after hearing about the miracles at Jesus' death, someone said, "Those things remind me of what happened at Jesus' baptism." Ask them what that person might have meant. *[At Jesus' baptism miraculous signs—the Holy Spirit coming down in the shape of a dove and God the Father speaking from heaven saying, "This is my Son . . ."—showed that Jesus is God's Son. The miracles at Jesus' death serve the same purpose. They show without a doubt that Jesus is God's Son.]*

**Ask** Because of the Sabbath, what did the leaders not want to happen? *[The bodies to be on the crosses on the Sabbath.]*

**Do** Explain that God's Old Testament laws said to bury a person on the same day he was put to death (Deuteronomy 21:22,23).

**Say** Pilate ordered his soldiers to make the men on the crosses die more quickly by breaking their legs. But the soldier who went to Jesus saw that he was already dead.

- Ask** How were two prophecies then fulfilled? *[The soldier didn't break any of Jesus' bones, and Jesus' side was pierced.]*
- Say** Joseph of Arimathea and Nicodemus then took Jesus' body down and buried it.
- Ask** How was another prophecy fulfilled then? *[Jesus was buried in a rich man's grave.]*
- Say** Even after his death, the things that were done with Jesus' body fulfilled Bible prophecies.
- Ask** What does this show? *[That Jesus is the promised Savior.]*
- Why do you think God put all those Old Testament prophecies in the Bible? *[To show us that since Jesus fulfilled every prophecy about the promised Savior that God gave in the Old Testament, he is the Savior.]*
- Do** Remove the second poster board strip.
- Ask** How did the men close the tomb? *[By rolling a stone in front of the entrance.]*
- Do** Ask or tell the children why this was done. *[To keep robbers and animals out.]*
- Say** Because the Sabbath was about to start, Joseph and Nicodemus weren't able to finish burying Jesus properly. So a group of women who loved Jesus returned to the grave early on Sunday morning to finish the job.
- Ask** What did they see as they came near the tomb? *[The stone had been rolled away.]*
- Say** Immediately Mary Magdalene ran to Jerusalem to tell the disciples.
- Ask** What do you think she was going to tell them?  
*[Answers will vary.]*
- What did the women discover when they entered the tomb?  
*[Jesus' body wasn't there, but angels were!]*
- What did the angels say Jesus had done? *[He had risen from the dead.]*
- Why should the women have known that this would happen?  
*[Jesus had said that he would rise from the dead.]*
- Say** The angels told the women to tell Peter and the other disciples that Jesus had risen.

*Jesus really is their Savior, God has forgiven that sin. It is gone—as if they had never done it.]*

- They are afraid to die. *[They now know that God has accepted Jesus' payment for all sins, so they will go to heaven.]*
- They are so lonely that they even wonder if God loves them. *[They know that God loves them so much that he even sent his own Son to die for them.]*





**Ask** Besides Jesus' death, what else happened on Good Friday? *[His burial.]* And what happened on the following Sunday? *[Jesus rose from the dead.]* What do Jesus' death and resurrection show? *[The miraculous signs at Jesus' death, the fulfillment of Scripture, and his resurrection all show that Jesus is God's Son, the Savior.]* How would you answer the question, "Who is Jesus?" *[Jesus is our God and Savior.]*

**Say** By God's grace, we believe that Jesus is God's Son, our risen Savior.

**Do** Sing "Go to Dark Gethsemane" (hymn 104:4) as a reminder that Jesus' final step in saving us was to rise from the dead.

**Ask** Why do you think Peter was mentioned specifically? *[Peter had denied knowing Jesus and was probably feeling guilty and ashamed.]*

**Say** Other people had been raised from the dead—the young man of Nain, Jairus' daughter, and Lazarus.

**Ask** Why was Jesus' resurrection different from theirs? *[Those people did not bring themselves back to life—they were raised by Jesus' power. Jesus raised himself. Only God can raise people from the dead.]*

Since Jesus raised himself from the dead, what does this show about him? *[That he is God's Son and our Savior.]*

**Do** Remove the final poster strip.

**Ask** Why is it important for us to be absolutely certain that Jesus is God's Son and our Savior? *[We are saved through faith in Jesus as our Savior. Since we know Jesus is our Savior, we can trust that he has earned forgiveness for all our sins.]*

## CLOSE

**Say** We can learn a lot about someone by the things that person does. But the most important person we need to learn about is Jesus.

**Ask** What do Jesus' death and resurrection show? *[The miraculous signs at Jesus' death, the fulfillment of Scripture, and his resurrection all show that Jesus is God's Son, the Savior.]*

How would *you* answer the question, "Who is Jesus?" *[Jesus is our God and Savior.]*

**Say** By God's grace, we believe that Jesus is God's Son, our risen Savior.

**Do** *Pray:* Dear Father, thank you for sending your Son to be our Savior. Thank you also for letting us learn about his death and resurrection, which won our salvation. Amen.





### Romans 3:24

Note to Teacher: Explain that we are justified (declared not guilty, forgiven) through the work of Jesus our Savior.

### Romans 8:1

### Colossians 2:9

Note to Teacher: Explain that Jesus is God's Son—the Deity (God) in human form.

#### OPTIONAL

#### mid-week Lesson

- Remind the children that we have much to be thankful for—we have a Savior, who loves us so much that he died for

our sins! Then read responsively or sing Psalm 118 (hymnal, page 108)—a psalm of praise and rejoicing.

- Use **Activity 1** under **Lesson Activities** to review the story.
- Use **Activity 2** to write acrostics that will review what Jesus did to save us.
- Close by singing “I Know That My Redeemer Lives” (hymn 152:1,2,8) to express confidence and joy because our Savior lives!

## Lesson Activities

### 1. Review

#### Riddle Review

*Purpose:* To review the story by writing and solving riddles.

*Procedure:* Write the following on the board:

- priest in the temple
- Roman captain
- soldier
- Pilate
- Jewish leader
- Nicodemus
- Joseph of Arimathea
- Mary Magdalene
- woman who followed Jesus
- angel

Have each child choose one of the people listed, or assign them privately. Tell the children to pretend that they were in Jerusalem during the time of the lesson. Then have each child write a few sentences about what happened, writing from the viewpoint of the person he or she chose or was assigned. The children should not tell which persons they are writing about but rather should write in the form of riddles. (Example for the priest in the temple: “It was about three o’clock on Friday afternoon. I was offering a sacrifice in the temple. Suddenly I heard a loud tearing sound! The thick temple curtain had been torn in half, but no one was nearby who could have done it! Who am I?”) Then give each child a chance to read his or her riddle to the class, having the class solve it.

### 2. Application

#### Acrostic Poems

*Purpose:* To write acrostic poems about what Jesus has done for us.

*Procedure:* Have the children work individually or with partners to write acrostic poems about what Jesus has done for us. Have them choose a base word to write vertically on the page and fill in a phrase or statement that begins with each letter of the word. The children may use base words such as God’s Son, Savior, Risen, or Jesus. Example:

God sent Jesus, his  
Only Son, to  
Deliver us from  
Sin.

Salvation is  
Ours.  
Now we can go to heaven.

### 3. Music

#### Easter Praise

*Purpose:* To learn and share Easter hymns of praise.

*Procedure:* Have the children sing a hymn of praise such as hymn 154:1,2,5: “Alleluia, Alleluia, Give Thanks”; hymn 157:1,2,4: “Jesus Christ Is Risen Today”; or hymn 399: “To God Be the Glory.” Or teach the children the songs “Low in the Grave He Lay” by Robert Lowry and “This Is the Day” by Natalie Sleeth (*Let All the People Praise You*, Northwestern Publishing House).

*Optional:* After the children have practiced singing the hymns and songs listed and possibly other Easter hymns, take them “Easter caroling” to a local nursing home or to congregational shut-ins.

## 4. Art

### Note Holders

*Purpose:* To make butterfly note holders that will remind the children of Jesus' resurrection.

*Procedure:* Explain to the children that a butterfly is a symbol of Jesus' resurrection. A caterpillar makes a chrysalis (some children might think it's a cocoon) and appears to be dead, but then it transforms into a beautiful butterfly. Then have the children make magnetic butterfly note holders as follows:

- Have the children cut butterfly shapes approximately 5" x 3" from colored foam craft sheets (available from craft stores). Have them cut small geometric shapes from foam scraps of various colors and glue the shapes on to decorate their butterflies.
- Help each child attach a magnetic strip to one side of a spring-type wooden clothespin. Then have the children glue the butterfly to the other side of the clothespin.
- Have the children make small notes with messages such as "Jesus Lives" to clip in their holders.

## 5. Review and Apply

### Picture This!

*Purpose:* To complete sentences and draw pictures about the lesson.

*Procedure:* Have each child complete **Copy Master 1**. The answers are as follows:

1. curtain, 2. rocks, 3. spear, 4. Nicodemus, 5. stone, 6. angel

Message: Jesus is God's Son, the Savior.

## Prophecies Fulfilled (Challenge)

*Purpose:* To match Old Testament prophecies to the ways Jesus fulfilled them, find passages in which Jesus said that he would rise, and complete sentences about the lesson's meaning.

*Procedure:* Have each child complete **Copy Master 2**. The answers are as follows:

Part One:

Psalm 34:20—Neither Jesus' legs nor any other bones were broken when he was crucified.

Isaiah 53:9a—Jesus was buried in a rich man's (Joseph's) tomb.

Zechariah 12:10b—A soldier pierced Jesus' side with his spear.

Part Two: Matthew 17:22b,23; Mark 10:33,34; and Luke 9:22 should be circled.

Part Three: Answers will vary. Examples of possible sentence endings: rose from the dead, is God's Son, is my Savior, is alive.

## 6. Other Ideas

### Jesus Is My Savior

*Purpose:* To make little books that will remind the children of the events of Holy Week and Easter Sunday.

*Procedure:* Give each child a duplicate of **Copy Master 3** (both pages) and two brass paper fasteners. Have a variety of construction paper on hand. The children will also need scissors, glue, and crayons or markers. Have them follow these directions:

1. Finish page 1. Draw the rest of the palm branch. Color the picture.

2. Finish page 2. Cut out wafers (small pieces of bread) from paper and glue them next to the one wafer already on the page. Color the picture.

3. Finish page 3. Draw the rest of the tree. Color the picture.

4. Finish page 4. Draw a flame for the torch or cut one out of orange paper. Color the picture.
5. Finish page 5. Draw thorns on the crown or make some out of brown paper. Color the picture.
6. Finish page 6. Draw the crosses on Calvary. Make the sky dark.
7. Finish page 7. Color the picture. Cut a stone from gray, brown, or black paper. Glue the stone over the opening of the grave.
8. Finish page 8. Color the picture brightly! Add the words “Jesus rose” to the sentence.
9. Cut out the pages. Make front and back covers out of colored paper cut the same size as the inside pages. Write “Jesus Is My Savior” on the front cover and decorate it.

10. Punch a hole at each X on the left side of the pages and at the same spots on the covers. Put all the pages in order. Put them together with two brass fasteners.

Encourage the children to share their completed books with family and friends.

## Jesus Ascends Into Heaven

13

**Mk 16:19; Lk 24:50-53; Ac 1:1-14; 1 Co 15:3-7**



**Aim** How did Jesus guide his disciples at his ascension?



**Truth** Jesus told his disciples to continue his work and promised them power from the Holy Spirit.

**Application:** Our ascended Lord still guides us and gives us power to continue his work.

**Response:** We look to God's Word for guidance and strength to witness for Jesus.

**Lesson Summary:** After his resurrection Jesus appeared to his disciples many times. He taught them about God's plan of salvation and promised them the gift of the Holy Spirit. Finally, Jesus blessed his disciples and ascended into heaven.



★ **Matthew 28:19,20**  
★ **1 John 2:1b**  
★ **The Third Article of the Apostles' Creed** (with explanation)  
★ **Hymn 173:1**



**ascend**—to go up



See Franzmann, *Bible History Commentary: New Testament*, Volume 2, pages 1067-1087; The People's Bible: Wicke, *Mark*, pages 240 and 241; Prange, *Luke*, pages 265 and 266; Balge, *Acts*, pages 8-18; Toppe, *1 Corinthians*, pages 141-143.

Locate Bethany, Jerusalem, Judea, and Samaria on a map.



Dear ascended Savior and King, all power and majesty are yours now and forever. Help me face every day confidently, knowing that you are watching over me. Guide me as I study your Word, and bless my work of teaching it to your lambs. Amen.

### Looking Back at Lesson 12

#### Jesus' Burial and Resurrection

Matthew 27:51-61; 28:1,5-8;  
Mark 15:38-16:8; Luke 23:47,50-24:8; John 19:31-42

**Aim:** What do Jesus' death and resurrection show?

**Truth:** The miraculous signs at Jesus' death, the fulfillment of Scripture, and his resurrection all show that Jesus is God's Son, the Savior.

**Application:** Jesus is our God and Savior.

**Response:** By God's grace, we believe that Jesus is God's Son, our risen Savior.

**Lesson Summary:** What Jesus had said and done and the miraculous signs at Jesus' death convinced even a Roman captain that Jesus was the Son of God. The piercing of Jesus' side and his burial in a rich man's grave fulfilled prophecies of Scripture. Early Easter Sunday morning, the women who went to the tomb were astonished to see the stone was rolled away and to hear an angel tell them, "Jesus has risen from the dead."

**Memory Treasures:** Romans 3:24; Romans 8:1; Colossians 2:9

## Alternate Lesson Plan



*Sing:* Sing “To God Be the Glory” (hymn 399:1,3). With this hymn we praise the

Lord for all he has done for us.

*Pray:* Dear Savior, we praise your name for all you do for us as our King. Guide and bless us every day, and help us remember that you are always with us. Amen.



Tell the children to imagine that they were Jesus’ disciples while he was here on earth. They traveled with him, learned from him, and saw him do miracles. They cried as he was crucified and buried, then rejoiced when they saw him alive again. Now Jesus is going to return to his Father in heaven. Ask the children how this might make them feel. [*Sad, afraid, lonely, etc.*]



Jesus did not want his disciples to sit around feeling sad or afraid.

He guided them so that they could continue his work after he ascended. Today you’ll learn the answer to the question, **How did Jesus guide his disciples at his ascension?**



## WORSHIP

*Sing:* Sing “On Christ’s Ascension I Now Build” (hymn 173:1) as a reminder that just as Jesus ascended into heaven, we too will go up into heaven one day.

*Pray:* Dear Jesus, take away all our doubt and apprehension, or fear, about where we will spend eternity. Use today’s lesson about your ascension to remind us that we too will go to heaven when you call us to do so. Amen.



You will need a **calendar** showing Easter Sunday and the 40 days after.

Display the calendar and mark Easter Sunday. Ask the children what happened on that day. [*Jesus rose from the dead and appeared to a number of his followers.*] Tell or remind the children that Jesus made other appearances to his followers during the days after Easter. Ask a volunteer to find and mark the day 40 days after Easter Sunday. Tell the children that 40 days after Easter, we celebrate Ascension Day. Ask what happened on the Day of Ascension. [*Jesus left the earth and ascended (went up) to heaven.*]



## Aim

In today’s lesson you will learn what Jesus did for his disciples before he returned to heaven. Listen carefully to learn **how Jesus guided his disciples at his ascension.**



**Note:** Remember there are To Do at Home activity options in a separate file on the Teacher’s Guide CD.



If releasing balloons is not in conflict with local ordinances, take the children outside after telling the lesson. Release a **helium-filled balloon**, and have them watch it until it disappears from view. Remind them that the way they are watching the balloon is similar to how the disciples watched Jesus ascend into heaven.

After Jesus rose from the dead, he **stayed on earth** for **40 more days**. During that time he **showed himself alive to his disciples many times**. He ate with them, walked with them, and talked with them. **Sometimes** he met with **one person, sometimes with a group** of people, and at **one time** with **more than five hundred people** at once! He **did all this so that** his followers would have **no doubt that he was alive** and that he was their Savior.

During this time Jesus **also continued teaching** his disciples. He **wanted** them to clearly **understand God's plan** for saving the world from sin because **soon** they would **teach** other people **how to be saved** through him. He told them, "**Don't leave Jerusalem. Wait there for the gift** my Father promised—the one I told you about. For the **Holy Spirit** will be sent to you in a few days."

At the **end of the 40 days**, Jesus **gathered his followers** together for the last time. He met with them **on the Mount of Olives**, near the town of Bethany. The **disciples still thought** that Jesus **might set up** his **kingdom** here **on earth**. So they **asked** him, "Lord, **is this the time** when you're going to **make Israel a free nation** again?"

Jesus told his disciples **not to concern themselves about such things**. He said, "My **Father will decide** when that time comes. It is **not for you to know**."

Jesus wanted his disciples to think only about the work that he had given them to do. He told them, "The **Holy Spirit will come** on you and **give you power and strength**. Then **you will be my witnesses**—men who will speak for me and tell people about me. You will **begin** right here **in Jerusalem**. Then you will talk about me **in Judea and Samaria**. Finally, you will witness about me to the **farthest corners of the world**."

After Jesus said this, he **lifted his hands and blessed the disciples**. As he blessed them, an amazing thing happened. Jesus **began rising up** into the air! The **disciples saw him ascend** higher and higher until a **cloud hid him** from their sight, and they could not see him anymore.

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



If weather permits, have an outdoor lesson. As you tell the children about

Jesus' ascension, find something to watch ascend and disappear from view, such as a bird, jet plane, or smoke (or a helium-filled balloon, as described in the primary **Learn**).



At the appropriate times have children point out Bethany, Jerusalem, Judea,

and Samaria on a **map**, such as **Copy Master 15**.





**Ask** If you would ask a little child, “Where is Jesus?” what do you

think he would say? *[In heaven.]*  
Would he be right? *[Partly. Jesus is in heaven, but he’s also everywhere on earth.]*

**Do** Have the children read together John 14:2b,3.

**Ask** Why did Jesus go to heaven? *[To get a place ready for us there.]* Why is it good news for us that Jesus is also everywhere on earth? *[This means he is with us, watching over us and guiding us through our lives.]*

**Say** We often need guidance in our lives. It can be hard to know what decisions are best for us.

**Ask** How many of you know what job you want to have when you grow up? *[Answers will vary.]*

**Say** The disciples knew exactly what job they were going to do.

**Ask** In what way did Jesus want his disciples to continue his work? *[He wanted them to be his witnesses—to tell others that he is the risen Savior and let people know how they are saved.]* How are we like the disciples? *[We have the same job. We are to be Jesus’ witnesses.]*

As the **disciples stood there, staring** up at the place where they had last seen Jesus, **two angels** suddenly stood **beside them**. “Men of Galilee,” they said, “**why** do you **stand there looking up** into the sky? **Jesus** has gone **up to heaven**. One day he **will come back in the same way** you saw him go into heaven.”

Then the **disciples left** the Mount of Olives and **returned to Jerusalem full of joy**. As they waited for the Holy Spirit to come, they **spent** much of their **time in the temple, praising** God and **praying**.



## discuss

**Ask** Why did Jesus appear to his disciples many times after he rose from the dead? *[So that they would have no doubt that he was alive and the Savior.]*

How would this help them with their work of witnessing about Jesus? *[Now they could tell others that they had seen him alive again with their own eyes.]*

**Say** Jesus also spent time teaching his disciples so that they would understand God’s plan of salvation.

**Ask** What was God’s plan for saving the world from the punishment for sin? *[It was for Jesus to live a perfect life, then die on the cross to pay for all sins, and rise again from the dead.]*

Why was it important for the disciples to understand God’s plan of salvation? *[So that they could teach others how to be saved.]*

What gift did Jesus promise that God would soon send to the disciples? *[The Holy Spirit.]*

**Say** Forty days after his resurrection, Jesus met with his disciples on the Mount of Olives.

**Ask** What did some disciples still think Jesus might do? *[Set up a kingdom on earth.]*

What did they still need to learn about Jesus’ kingdom? *[Jesus’ kingdom is in the hearts of those who believe in him.]*

**Say** Jesus told his disciples not to concern themselves with when the earthly nation of Israel would be free. Instead, he wanted them to concentrate on the work they would be doing for him.

**Ask** What did Jesus say the Holy Spirit would give the disciples?  
[Power and strength.]

Why would the disciples need this power and strength?  
[They would not be able to do Jesus' work on their own. The Holy Spirit would give them the power and strength to do their work.]

**Do** Ask the children how they would respond to a friend who says, "I wish God would send me some power and strength. I want to be stronger than my brother!" Help the children understand that Jesus was not promising physical strength and power to his disciples. Rather, the Holy Spirit would make them brave and eager to tell people about Jesus. And he would help them remember and understand what they had learned about Jesus.

**Say** Finish this sentence: "God sends his Holy Spirit to us every time we study his Word."

**Ask** As we study God's Word, what does the Holy Spirit give us power and strength to do? [He gives us power and strength to do his work here on earth—telling others about Jesus.]

What instructions did Jesus give his disciples about where they were to witness about him? [They were to begin in Jerusalem, then witness in Judea and Samaria, and finally tell about him in the farthest corners of the world.]

How is this command still being carried out today?  
[Christians are still talking about Jesus all over the world.]

**Say** Jesus' disciples could be his witnesses because they saw Jesus do miracles, saw him after he rose from the dead, and saw him ascend into heaven.

**Ask** How can we be witnesses for Jesus if we haven't seen any of these things? [We learn about them from the Bible. The Holy Spirit gives us the faith to believe that everything the Bible tells us about Jesus is true. And God gives us the courage and strength to tell others about our Savior.]

**Say** This is how Jesus guides us to continue the work of witnessing about him.

**Ask** What happened as Jesus was blessing the disciples? [He began rising into the air, ascending into heaven.]

Over what does Jesus rule from his heavenly kingdom?  
[All things.]

**Say** The angels said that one day Jesus would come back in the same way he went into heaven.

**Say** The disciples had Jesus right there with them, teaching them. We can't hear Jesus' voice teaching us how to continue his work.

**Ask** How does Jesus guide us today? [Through his Word.]

**Say** Jesus promised to send the Holy Spirit to the disciples.

**Ask** What would the Holy Spirit give to the disciples? [Power and strength.] How do we get the power and strength to witness for Jesus? [Jesus sends his Holy Spirit into our hearts as well.] What does the Holy Spirit use to strengthen our faith and give us the power to witness for Jesus? [God's Word.]

**Do** Have the children name blessings we receive from God's Word, and write their answers in the form of a word web by writing "God's Word" in a circle on the board and drawing lines going out from that circle. List the children's answers at the ends of those lines. [Some possible answers: stronger faith, knowing the way to heaven, guidance for how to live for Jesus, power to be Jesus' witnesses.]

**Say** Just as Jesus guided his disciples at his ascension, he still guides us through his Word. And just as he promised to give them power through the Holy

Spirit, he gives us power to continue his work. How thankful we are that Jesus helps us be his witnesses!



**Ask** Were the disciples sad and

afraid when Jesus had ascended into heaven? *[No.]* Why not? *[Because before he ascended, Jesus guided them and made a promise to them.]* How did Jesus guide his disciples at his ascension? *[Jesus told his disciples to continue his work and promised them power from the Holy Spirit.]*

**Say** Our ascended Lord still guides us and gives us power to continue his work. Let's look to God's Word for guidance and strength to witness for Jesus.

**Do** Sing "Alleluia! Sing to Jesus" (hymn 169:1,3) as a reminder that Jesus has saved us and that he is always with us.

**Ask** When will Jesus come for the second time? *[Judgment day.]*

**Say** The Bible tells us that the disciples returned to Jerusalem with joy in their hearts.

**Ask** Why would joy fill their hearts when Jesus had just left them? *[They knew that Jesus would keep his promise to be with them always, and they were ready—after the Holy Spirit came—to begin their work of witnessing for him.]*

**Do** Ask the children to agree or disagree with this statement: "I wish Jesus would have stayed here on earth to help us and take care of us." Help the children remember that even though we don't visibly see Jesus here on earth, he is still with us. From heaven, Jesus guides and rules all things. He is constantly watching over us and guiding our lives. Ask the children to volunteer specific statements of thanks to Jesus for his care and guidance. *[Examples: "Jesus, thank you for watching over me as I walk to school" or "Dear Savior, thank you for protecting my family from the storm last night."]*

## CLOSE

**Ask** What important event happened 40 days after Jesus rose from the dead? *[Jesus ascended into heaven.]*

How did Jesus guide his disciples at his ascension? *[Jesus told his disciples to continue his work and promised them power from the Holy Spirit.]*

How does our ascended Lord still help us in a similar way? *[Our ascended Lord still guides us and gives us power to continue his work.]*

**Say** We look to God's Word for guidance and strength to witness for Jesus.

**Do** *Pray:* We praise you, almighty King of heaven and earth. Thank you for watching over us and guiding us. Bless us with your Holy Spirit so that we continue your work of telling people about you. Amen.



★ **Matthew 28:19,20**

**1 John 2:1b**

★ **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.

*What does this mean?*

I believe that I cannot by my own thinking or choosing believe in Jesus Christ, my Lord, or come to him.

But the Holy Spirit has called me by the gospel, enlightened me with his gifts, sanctified and kept me in the true faith. In the same way he calls, gathers, enlightens, and sanctifies the whole Christian church on earth, and keeps it with Jesus Christ in the one true faith.

In this Christian church he daily and fully forgives all sins to me and all believers.

On the Last Day he will raise me and all the dead and give eternal life to me and all believers in Christ.

This is most certainly true.

The Third Article reminds us that Jesus has sent the Holy Spirit to live in our hearts and give us the power to continue his work.

**Hymn 173:1**

On Christ's ascension I now build  
The hope of my ascension.  
This hope alone has always stilled  
All doubt and apprehension;  
For where the head is, there as well  
I know his members are to dwell  
When Christ shall come and call them.

OPTIONAL

mid-week  
Lesson

- Begin by singing "Draw Us to Thee" (hymn 170:1-4). With this hymn we pray that Jesus would guide us as we travel to heaven to be with him.
- Use **Activity 1** under **Lesson Activities** to review the story.
- Use **Activity 2** to look at how God uses specific Bible passages to guide us.
- Have the children sit in a circle. Ask them to think of some guidance that they have received from God's Word and to thank God for it. Give them these examples: "Thank you for showing me that you are the only God" and "Thank you for teaching me to treat other people with love." After giving the children a few minutes to think, go around the circle and have them take turns saying their thank-you prayers. Close the group prayer by thanking God for all the guidance he gives us in his Word.

## Lesson Activities

### 1. Review

#### Ascending Hands

*Purpose:* To play a game that will review the lesson.

*Procedure:* Have the children put their heads down on their desks or a table so that they cannot look around. Then make statements about the lesson—some true, some false. Tell the children that each time you say something true, each of them should let a hand “ascend” (go up). If the statement is false, they should keep their hands down. After giving the children a chance to raise hands after each statement, tell them whether the statement was true or false. Any children who answered incorrectly should be “out” and sit up, although they could continue to raise their hands for true statements that follow. Continue in this way, challenging the children to see how many can stay in the game to the end.

### 2. Application

#### God Guides Us

*Purpose:* To find Bible passages that remind us of Jesus’ guidance.

*Procedure:* Have the children work in small groups to complete **Copy Master 1**, and discuss the answers as a class. The answers are as follows:


1. Ephesians 6:1,2; 2. Matthew 22:39; 3. Matthew 18:15; 4. Psalm 50:15; 5. Acts 5:29; 6. John 14:2,3

Encourage the children to use God’s Word to guide them whenever they face challenging questions in their lives.

### 3. Music

#### “Jesus Did It All for Me”

*Purpose:* To sing a song that reviews Jesus’ saving work and can be used for witnessing.

*Procedure:* Teach the children to sing “Jesus Did It All for Me”  (**Copy Master 2**). Point out that this song talks about all Jesus did to save us and how he ascended into heaven. Encourage the children to witness for Jesus by singing this song for friends and relatives who don’t believe in him as their Savior.

#### “A Hymn of Glory Let Us Sing”

*Purpose:* To review the lesson events in song.

*Procedure:* Sing “A Hymn of Glory Let Us Sing” (hymn 171:1-4). These hymn stanzas review the lesson events.

### 4. Art

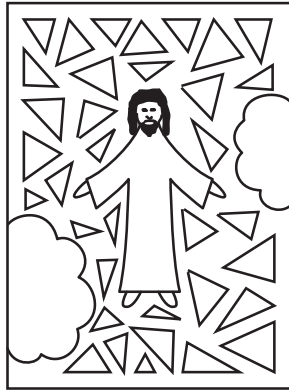
#### Mosaic Pictures

*Purpose:* To make mosaic pictures of Jesus ascending into heaven.

*Procedure:* Follow these steps:

- Give each child two 6" x 9" pieces of construction paper—one black and one white. Have the children draw on the white paper a picture of Jesus ascending and several clouds.
- Then have them cut out the figures and glue them onto the black paper.
- From various colors of construction paper, have the children cut triangles of assorted sizes. Have them glue these triangles onto the picture in a mosaic fashion around the figures of Jesus and the clouds. Black spaces may be left between the triangle shapes. (See diagram, next page.)

Encourage the children to display the pictures in their homes as reminders that their ascended Lord is watching over them.



## 5. Review and Apply

### I Saw Jesus' Ascension

*Purpose:* To write an account of Jesus' ascension and to unscramble a prayer to our ascended Lord.

*Procedure:* Have each child complete **Copy Master 3**. The answers are as follows:

Part One: 40, Olives, Bethany, kingdom, Holy Spirit, witnesses, cloud, angels, heaven, Jerusalem (The last blank should be the name of one of the disciples.)

Part Two: Thank you, Jesus, for guiding us through your Word.

### The Disciples and Us (Challenge)

*Purpose:* To have the children compare themselves to the disciples, who witnessed Jesus' ascension, and to write about the guidance they receive through God's Word.

*Procedure:* Have each child complete **Copy Master 4**. The answers are as follows:

Part One: Wordings will vary, but answers should be similar to the following:

We know that Jesus has risen because the Bible tells us so.

We have been taught in God's Word how people are saved.

We also have the job of being Jesus' witnesses.

We have been given faith and power by the Holy Spirit.

We are full of joy because we know that Jesus is our Savior.

Part Two: Answers will vary.

## 6. Other Ideas

### Balloon Launch

*Purpose:* To give the children an opportunity to witness about their ascended Savior.

*Procedure:* As a follow-up to the storytelling idea in the **Learn** section and as a witnessing activity, allow the children to launch their own helium balloons. To each balloon, the children should tie a string with a postcard attached. The postcards should have a decorated message about Jesus (such as "Jesus died for you" or "Jesus loves you") on one side. On the other side write your church name, address, and worship service times along with the note "Thank you for finding this balloon. Please write to or visit our church soon and let us know where you found it!" After each child has signed his first name to a postcard, release the balloons outside. (Reminder: Be sure your local ordinances permit this!)