

# PRIMARY PALS

## TEACHER'S GUIDE



Units 4,5,6

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*Note: At times, the lessons are taught out of sequence to coincide with holidays. See the accompanying datesheet for the current lesson schedule, which is also available online at [www.apostolicfaith.org](http://www.apostolicfaith.org).*

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## Primary Pals Teacher's Guide

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### Apostolic Faith Church

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*The Primary Pals Teacher's Guide has been written to help you—the teacher. This guide will be a source of background information, lesson outlines, discussion questions, suggestions for in-class activities, and other pieces of information that will be helpful as teaching aids.*

*This guide is for those who teach primaries, with supplemental helps for those teaching the same lessons at a beginner level. Choose the ideas that are most applicable to the age and interests of the class you teach.*

*In order to be prepared for teaching this material, it is suggested that you obtain a set of coordinating handouts for students. By familiarizing yourself with the stories and activities contained in them, you will be better able to relate the textual materials to what the students have already studied at home.*

*Each student handout includes a story related to the Bible text chosen for that lesson, activities which help the child learn what the lesson is about, a memory verse, and suggestions for the parents on something they could do with their child to help get God's Word into his/her heart.*

*This guide should be taken to your Round Table where additional notes can be entered. Use the space provided following each lesson. The information in this book is not a substitute for your own research of the lesson, but it is to enhance your study each week. May God bless you as you study this material and prepare to teach it to your students.*

# The Birth of Jesus

**Lesson 4a — An Angel Talks to Mary and Joseph**

**Lesson 4b — Jesus Is Born**

**Lesson 4c — The Angels and Shepherds**

**Lesson 4d — Wise Men Come to Worship**

**Lesson 4e — God Protects His Child**

## OVERVIEW

We open this quarter with a study of the most dramatic event in the history of the world — the birth of Jesus Christ. A miraculous event which occurred at a time when men were looking with longing for spiritual deliverance, it changed the course of world history.

To children, this beautiful portrayal of God's love for mankind is also one of the most appealing of all Bible stories. The innocent Baby whose birth was announced by the angel, the humble shepherds, the wise men with their royal gifts, God's protective care for His Child which foiled a king's murderous intention — all of these hold drama and excitement guaranteed to capture a child's imagination.

As you teach the lessons, try to make each part of the story come alive for your students. The characters in-

volved were real people with emotions and feelings just like ours. How would we have reacted if we had found an angel standing beside us with a message like the one the angel brought to Mary? What would we have felt if we had been on the Judæan hills with the shepherds one night and heard the angelic proclamation that a Savior was born? What would our feelings have been if we had traveled many miles with only a star to lead us to an unknown place? Stress that each of these events actually took place.

As you go through these lessons, try to reinforce in each of your children the fact that these lessons bring out the true meaning of Christmas. The traditions and customs woven around this time of year may be enjoyable and much-anticipated, but we must keep uppermost in our hearts the reason for the celebration.

## GAMES AND CONTESTS

Have two puppets with any personalities and names you want. For example, name one who is a brain "Clue," and name the other "Fudge" who has the prizes to hand out but forgets that he's supposed to share them. Divide group into teams, or simply pick someone to come up and get a clue from Clue. Clue brings up an object from the month's lesson such as: hay, plastic cow or donkey, manger with baby in it, star, camels, gold, Christmas angel. The child has to tell Clue from what story it came. If he's right then Fudge gives him a prize. If the first child is wrong, someone else may give the answer and receive the prize.

For a memory verse contest covering the five verses of this unit, give each child a ribbon about the size of a bookmark. As they recite a verse, add a sticker to the ribbon. (If possible, make the sticker appropriate to the lesson; for example: an angel for the lesson on the annunciation, a star for the lesson on the wise men, etc.)

If you have divided your group into teams, award points for each sticker and a team prize for the group collecting the most points.

Draw a large Christmas tree on your chalkboard. Draw on it an equal number of red and green candles. Divide your group in two, one side being the "reds" and the other side the "greens." Ask questions reviewing the five lessons of this unit, allowing the student who answers a question correctly to draw a yellow flame on one of the candles of his team's color. The team with the most lighted candles at the end of the contest wins.

## BULLETIN BOARDS

Build a bulletin board as a class project for the whole unit. You may wish to divide the board into five sections. As an alternative, make one large scene, adding the appropriate figures each week. In this case, you may wish to use the angel figure from the annunciation lesson as an angel in the heavenly host.

Another class or department bulletin board can be composed using old Christmas cards and a long strip of butcher paper. Mark the paper into vertical sections about every 18 inches. Label the sections with the various aspects of the Christmas story: Mary and Joseph going to Bethlehem, Jesus in the manger, angel and shepherds, the visit of the wise men, etc. Put out the Christmas cards, and allow students to glue the cards to the proper sections of the mural. This idea can be adapted also to a review or in-class activity.

Make a "Happy Birthday, Baby Jesus" bulletin board. (Cut the caption, "Happy Birthday, Baby Jesus" from shiny wrapping paper.) Make a large birthday cake with white construction paper (see Patterns). In the center of the cake, glue a picture of Baby Jesus in a manger. Cut candles for the cake from construction paper, at least one for each child and an equal number of red and green. Print a child's name on each candle.

## UNIT PROJECTS

Make up an accordion-fold book of the Life of Jesus. Materials needed for each child will be old Christmas cards, sheets of construction paper cut to about 4½" x 6", scissors, pencils or crayons, paste or glue, masking or transparent tape.

Have the children select pictures of the life of Jesus to cut out and paste on their pieces of construction paper. Use the memory verses and help the children write them on pieces of the construction paper. Hinge the papers together with the tape and then fold back and forth between pictures in an accordion fold. Hinges can be on the side or on the top of the pieces of paper.

Make a cover for the book placing Bible verse on the cover. Suggested Bible verses: "He careth for you" — I Peter 5:7; "God is mine helper" — Psalm 54:4; "The LORD is good to all" — Psalm 145:9.

Let the children cut out, color and assemble cone-shaped nativity figures (see Patterns).

## CHART IDEAS

Make a gift illustrating God's Gift to us (see Patterns).

Week 1: Draw an outline of a gift-wrapped box.

Week 2: Add strips of paper for ribbon.

Week 3: Add bow.

Week 4: Add tag.

Week 5: Add picture of Jesus on front.

As a chart for this month, for each child, cut out a manger and glue it to blue construction paper. Cut out small tufts of hay from yellow paper. The children should be given one tuft for attendance, one for knowing the memory verse, one for bringing their Bible, one for bringing a friend, etc. Let them glue the number of tufts they have earned to their chart each Sunday.

## UNIT SUPPORT MATERIAL

"Jesus Is Born in Bethlehem" — Coloring strip poster, 8 pages hooked together to form long, narrow poster, Concordia

"Birth of Jesus" — Suede-graph, Standard Publishing

"Birth of Jesus" — Pict-o-graph, Standard Publishing

"I Learn to Read About Jesus" — Basic Bible Reader, Standard Publishing

"Christmas Is a Happy Time" — Jane Belk Moncure book, Standard Publishing

"Christmas Is a Time for Singing" — A Happy Day Book, Standard Publishing

"Jesus Is Born" — Classroom story and activity book, 8 copies of each picture, Standard Publishing

"The Birth of Jesus" — Bible teaching panorama. Set contains four 40" x 9¼" full color sheets to make panorama 16 feet long, Standard Publishing

"The Life of Christ" — Bible Overhead Teach-parencies for use on overhead projectors. Includes lessons on birth, baptism and early ministry, Scripture Press Publications, Inc.

"The Birth of Jesus" — Ella K. Lindvall, People of the Bible Series book, Moody Press

"Jesus Is No Secret" — Carolyn Nystrom, Children's Bible Basic series, Moody Press

"Who Is Jesus?" — Carolyn Nystrom, Children's Bible Basic series, Moody Press

Attendance Cards — Nativity Scene. Use with "Little Baby Jesus" stickers (1808), 5 each of 13 seals, or "Birth of Jesus," 8 each of 4 seals, or set of 10 cards and 1 book of seals (1828), Standard Publishing

Stickers — to make bookmarks, etc., approximately 1½" x 1", "Peace on Earth," "Silent Night," "Joy to the World," "Christ the Savior Is Born," Standard Publishing Bible Pictures for Children — Set 2, "Jesus Our Savior," 16 full color pictures include birth and childhood, parables and disciples, G/L Publications

Bible Teaching Pictures — Richard and Frances Hook, include birth, childhood, and early ministry, David C. Cook Publishing Co.

The New Testament Bible Stories "Magic Pad" — Alex Wilson Coldstream, Ltd.



# An Angel Talks to Mary and Joseph

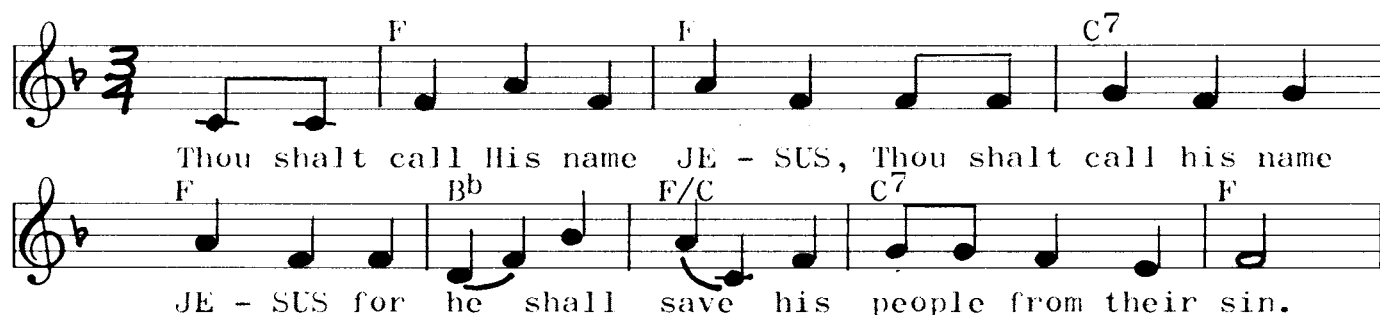
**TEXT** Luke 1:26-38; Matthew 1:18-25

**SUPPLEMENTAL SCRIPTURES** Isaiah 7:14; Luke 2:21,26-32

**OBJECTIVE** The students will be able to recount the announcement of the angel to Mary and Joseph regarding Jesus and will be able to tell that He was a special baby because God was His Father.

**MEMORY VERSE** Thou shalt call his name JESUS: for he shall save his people from their sins. — Matthew 1:21

## MEMORY VERSE SONG



## MEMORY VERSE IN ACTION

THOU SHALT CALL — hands cupped around mouth  
HIS NAME JESUS — right middle finger to left palm,  
left middle finger to right palm  
FOR HE — point up  
SHALL SAVE HIS PEOPLE FROM THEIR SINS —  
with cupped hands draw a cross in the air

## MEMORY VERSE VISUALIZED

Cut apart the large word “Jesus” surrounded by sections containing an angel and praying figure. (See pattern at end of lesson.) Assemble the puzzle piece by piece as the students learn each portion of the verse.

## BIBLE LESSON OUTLINE

Introduction: Use an angel doll (a Christmas tree ornament, perhaps) or a picture of an angel to open your

lesson. Discuss what it would be like to have an angel appear and speak to you.

Progression of events:

1. An angel appeared to Mary and told her she was highly favored and blessed.
2. He explained that she would bear God’s Son, Jesus.
3. Mary showed her willing spirit.
4. After Mary was found with child, an angel appeared to Joseph.
5. The angel told him the child was conceived of the Holy Ghost.

Climax: Mary and Joseph believed the message of the angel.

Conclusion: Jesus was a very special baby because God was His Father.

Response: Have your students retell the announcement of the angel to Mary and Joseph and tell why Jesus was a special child.

## BACKGROUND INFORMATION

Christ was to be born in the family of David and in Bethlehem (Micah 5:2-5). But Mary and Joseph lived about 100 miles from Bethlehem. A decree of Rome required them to go to Bethlehem just at the time the child was to be born. God had planned this birth for years and His time chart always falls into place. Historical records place the enrollment of Quirinius (Cyrenius) in A.D. 7, which was 10 to 12 years after Jesus was born. In recent years, ancient papyri have been found from which was learned that Quirinius was twice governor of Syria. Luke says it was the first enrollment.

An angel appeared to Mary, a young virgin, and announced to her that she would conceive through the Holy Spirit and bring forth a son who would be called Jesus (Luke 1:31), Emmanuel (Matthew 1:23), and the Son of God (Luke 1:35).

At this time Mary was probably about twenty years of age. She was unmarried but was betrothed to Joseph. Because of this she was in danger of two things: 1) she could be called a harlot, or 2) Joseph could legally divorce her. It was the custom in that day for parents to arrange a marriage when children were still quite young. For a period of one year the couple was espoused, or betrothed, to each other before they came together. This betrothal could be broken only by a legal divorce because of the unfaithfulness of one of the partners. It was at great personal cost that Mary submitted to God and said, "Be it unto me according to thy word" (Luke 1:38). Mary, no doubt, suffered from the cruel words of those who did not understand the great miracle of God. John 8:41 shows how the Pharisees misunderstood Christ's birth and accused Him of being born of fornication.

This whole incident was also very costly to Joseph. He was a righteous man (Matthew 1:19), but his espoused wife was found with child. He obviously loved Mary and did not want to cause her any disgrace so he thought to secretly divorce her (Matthew 1:19). But an angel also appeared to Joseph and assured him this was a miraculous birth from God! Mary and Joseph dared to believe God and obeyed Him in the face of public disgrace and social pressure.

It was at great cost to God also that all these things were accomplished. Jesus was willing to become intimately identified with His creation by setting aside His glory to be clothed in human flesh and yet He maintained His deity by being conceived by the Holy Spirit and born in the flesh (Philippians 2:6-11). He truly was *Emmanuel* which means "God with us."

According to the angel who spoke to Mary and Joseph, the Child was to be called "Jesus." Jesus was a com-

mon name in Israel at that time. It was the Greek form of the Hebrew name *Joshua* and it means "Savior" (Matthew 1:21). Perhaps many Jewish mothers had hoped their son would be the Promised Child who should deliver God's people from political oppression, but this Child was unique. He would be the true and final Deliverer from the oppression of sin.

## IN-CLASS ACTIVITIES

A book could be made from old Christmas cards telling the Christmas story.

Make a peek box, perhaps with an angel talking to Joseph or Mary, or both.

Bring a Viewmaster with reels showing the Christmas story.

The New Testament Bible Stories Magic Pad is fun for children from two to twelve years old, and covers the whole Christmas story.

Make a cloud and have an angel behind it. Tell the children the angel was sent from God, and came to tell Mary and Joseph about Baby Jesus (see Patterns).

Make an angel for each child (see Patterns). Cut out and fold head on dotted line. Fold half circle to form a cone and tape together. Tape wings onto back of cone.

Use a tape recording to simulate the voice of the angel as you tell the story in class.

## QUESTIONS

What prophet spoke of Jesus' birth, and what did he say?

What other names have been given Jesus (Isaiah 9:6)? How would you feel if an angel appeared to talk to you? How could a prophet know so many years before that Jesus was to be born and where?

The angel told Joseph that the baby's name was to be Jesus, and Emmanuel. How did the angel know and what did the angel mean by calling Mary "highly favoured"?

What was Mary's reaction to the angel's appearing? Did the angel know how she felt? Explain.

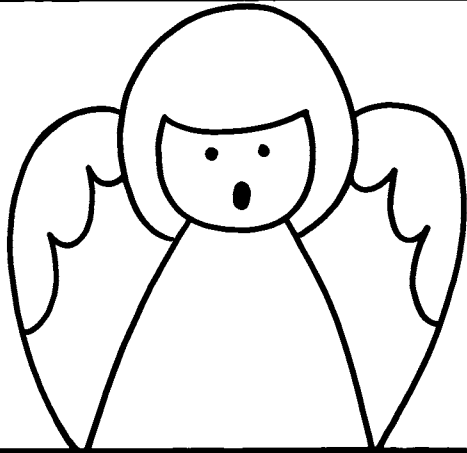
## PRE-SCHOOL SUGGESTIONS

There is a Viewmaster story of the annunciation available. Small children like to look at the scenes in this way, but be prepared to switch the pictures yourself. Also, allow plenty of time for "turns"!

Use finger puppets of Mary and the angel to illustrate the story (see Patterns).

Allow your children to put an angel sticker on a small picture of Mary and then take it home.

This image shows a single 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.



Thou shalt call his name

JESUS

For he shall save his  
people from their sins.

Matthew 1:21



# Jesus Is Born

**TEXT** Luke 2:1-7

**SUPPLEMENTAL SCRIPTURES** Micah 5:2; Luke 1:30,31; 2:21

**OBJECTIVE** The students will be able to describe the events surrounding the birth of Jesus.

**MEMORY VERSE** She brought forth her firstborn son, and wrapped him in swaddling clothes, and laid him in a manger; because there was no room for them in the inn. — Luke 2:7

## MEMORY VERSE SONG

She brought forth her first - born son, and wrapped him in  
 swad-dling clothes, and laid him in a man-ger; be-  
 cause there was no room, no room for them in the inn.

## MEMORY VERSE IN ACTION

**SHE BROUGHT FORTH HER FIRSTBORN SON** — rocking motion holding baby  
**AND WRAPPED HIM IN SWADDLING CLOTHES** — wrapping motion with right hand around left arm  
**AND LAID HIM IN A MANGER** — lay baby down  
**BECAUSE THERE WAS NO ROOM FOR THEM** — shake head “no”  
**IN THE INN** — make house shape with fingertips touching

## MEMORY VERSE VISUALIZED

Cut apart a picture of the baby in a manger with portions of memory verse written in surrounding sections. (See pattern at the end of the lesson.) Assemble the puzzle piece by piece as the students learn the verse.

## BIBLE LESSON OUTLINE

Introduction: Use a baby doll or a live baby to start your

lesson, presenting the fact that Jesus was the most special baby ever born.

1. Review last week's lesson reinforcing how the angel announced His coming to Mary and Joseph.
2. Describe the journey to Bethlehem.
3. Detail the surroundings and explain why this came about.

Climax: Jesus was born at a time and place appointed by God and detailed by prophecy.

Conclusion: Jesus' birth was humble in origin, but it was the greatest event the world had ever known.

Response: Your students will be able to tell you the story of Jesus' birth.

## BACKGROUND INFORMATION

The birth of Christ had been prophesied many times and very specifically in the Old Testament. They were prophecies of hope to a discouraged and oppressed people.

Jesus was the son of Abraham as prophesied in Genesis 12:3; 18:18; 22:18, and fulfilled in Matthew 1:1. Jesus was the son of David as prophesied in II Samuel 7:11-13 and fulfilled in Matthew 1:1. Jesus was born of a virgin as prophesied in Isaiah 7:14 and fulfilled in Luke 1 and 2. He was born in Bethlehem as prophesied in Micah 5:2 and fulfilled in Luke 2:4-7.

After such great prophetic utterances had been given to mighty men as Abraham, the father of nations; David, the mighty ruler; Isaiah, a prophet who stood before kings, the fulfillment of these prophecies came in a very humble way.

One would not expect the person of whom it had been said that He would bless all peoples and establish an everlasting kingdom, to be conceived by a woman who was yet unmarried, to be born in a stable to parents who were overtaxed and oppressed by a foreign ruler, and to have an earthly father who was a poor carpenter from the despised town of Nazareth.

And yet fulfill the prophecies He did! To those who were humble and open to God it was crystal clear. God revealed to old Simeon and Anna that this child was indeed the Christ, the promised Messiah who would save His people and give light to the world.

## IN-CLASS ACTIVITIES

Use a map for a simple sketch to show where Nazareth and Bethlehem are (see Patterns).

Have the children do a word search after you have explained where Jesus was born and why. Then, as they find the words, have them tell you how the words fit into the story.

Give each child a piece of paper and have him draw Jesus' family, and tell you the story. Then go over the story to make sure they have the important facts.

Make a picture of Baby Jesus in a manger, gluing straw in the manger before you cut out and glue the Baby's picture in place (see Patterns).

Let your class design and make a baby announcement, telling everyone that Jesus is born.

Help each child in your class make an invitation to Sunday school. Help them focus on the Christmas story — "Good News! Jesus was born! Come to Sunday school with me and find out all about it!" Be sure to have particulars available regarding special programs or seasonal events at the church during the holiday season. Encourage each child to give out his invitation in the coming week. If you have mostly children from non-

Apostolic homes, as a variation of this idea, help your children create invitations for their own parents.

Use Hallmark or other punch-out nativity scene to tell the story. Make each student in your class responsible for one of the characters. He should move it into the scene at the proper time, and possibly say any appropriate lines.

## QUESTIONS

Why did Mary and Joseph go to Bethlehem?

Was Baby Jesus like all other children? Why or why not?

God gave us His only Son Jesus. What can we give Him?

Why couldn't Joseph and Mary stay in Nazareth to be taxed?

Since it was close to the time that Mary's baby would be born, why did she travel with Joseph?

Why do you suppose God let His Son be born in such a poor place?

How do you think Joseph may have felt when he could find no better place for Mary?

Are you surprised that Mary offered no complaint? Would you have?

## PRE-SCHOOL SUGGESTIONS

Do a skit or panorama using the children themselves. Perhaps some of the same props that were used in the Christmas program could be used. Let the children see and touch a manger, swaddling clothes, etc., and discuss the meaning of each word. Stress that Jesus wasn't born in a palace or a rich man's home, but a simple stable.

Show some of the things we get to prepare for a new baby: (either the items or pictures of them) crib, clothing, blankets, toys, etc. Baby Jesus had none of these.

Use a sturdy nativity set with several pieces. Wrap a piece for each of your students. Let them pick which piece they want to unwrap, then add it to the scene when you come to the proper time in the story.

Prepare a teaching picture for the Christmas story similar to an Advent calendar. Allow the children to open little doors to reveal shepherds, the star, angels, sheep, etc. As they open each door, discuss how the object revealed fits into the picture and story.

## REVIEW IDEAS

Plan a birthday party for Jesus. Each teacher could send a birthday announcement to the children in his class, or give it to them the week before. Have a party for the department. Decorate as you would for any party, but use Christmas-related decorations and color



**Bring a real baby. Let the children hold it and look at its tiny fingers, hands, etc. Talk about how much we love our little brothers and sisters. Bring out that though every baby is special, Baby Jesus was the most special Baby of all.**

**Set up a manger and a baby doll in the front of your department. As you talk about how Jesus came to earth,**

## COORDINATING SONGS

## “Away in a Manger”

**"Thou Shalt Call His Name Jesus," by Harold Kasper**

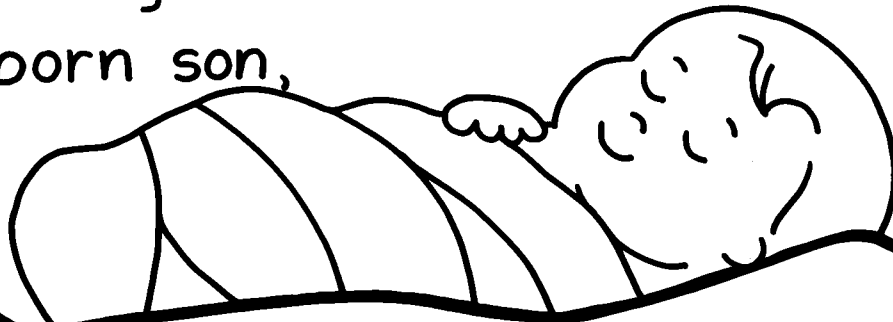
**"The Very Best Book of All" — Happy Day book by Fran Flourney, Standard Publishing**

**"The Gift of Christmas" — Jane Belk Moncure book,  
Standard Publishing**

Frances Hook's "Bible Pictures" — Includes "Birth of Jesus," Standard Publishing

## This image shows a single 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.

She brought forth her  
firstborn son,



and wrapped him in swaddling clothes,

and laid him in a manger ;

because there was no  
room for them in the  
inn.

Luke 2:7

# The Angels and Shepherds

**TEXT** Luke 2:8-20

**SUPPLEMENTAL SCRIPTURES** Matthew 18:10; Acts 27:23,24; Hebrews 1:13,14

**OBJECTIVE** The students will be able to tell the method by which God made the announcement of the Savior's birth. They will further be able to describe the action taken by the Shepherds who received the announcement.

**MEMORY VERSE** Fear not: for, behold, I bring you good tidings of great joy, which shall be to all people. — Luke 2:10

## MEMORY VERSE SONG

Fear not: for, behold, I bring you good tid-ings of great  
joy, which shall be to all peo-ple. Fear not: for, I  
bring you good tid - ings of great joy.

## MEMORY VERSE IN ACTION

**FEAR NOT** — afraid, hands up to face  
**FOR BEHOLD** — hand cupped around mouth  
**I BRING YOU GOOD TIDINGS** — fingertips on mouth  
 moving out to both sides with smile on your face  
**OF GREAT JOY** — clap hands  
**WHICH SHALL BE TO ALL PEOPLE** — point around  
 the room

## MEMORY VERSE VISUALIZED

Cut apart the angel making the announcement. (See pattern at the end of this lesson.) Put up the puzzle, a piece at a time as the students learn the verse.

## BIBLE LESSON OUTLINE

**Introduction:** Briefly describe the setting of the Judæan hillside. Hand out the picture of the shepherds looking into the sky (see Patterns) and let the students fill in the facial expression on each face.

## Progression of events:

1. Review last week's account of Jesus' birth.
  2. God chose a dramatic way to make the announcement to mankind — the appearance of the angels.
  3. Explain the angel's message.
  4. Explore the probable emotions of the shepherds.
- Climax:** They left their sheep and hurried to Bethlehem.  
**Conclusion:** The shepherds believed, and so saw the Baby Jesus with their own eyes.

**Response:** Your students will be able to explain the good news brought by the angels and tell how the shepherds responded.

## BACKGROUND INFORMATION

Although we think of Abraham and David as mighty men and rulers, they were also in fact, shepherds. Just as God had announced to those Old Testament shepherds His plan to bring forth a Savior, on this first Christmas He chose humble shepherds of Bethlehem to hear His message. Although Christ's entrance into

this world was very humble, God also exalted His Son by sending an angel to announce His birth and a host of heavenly beings to praise Him.

And to whom was this pronouncement made, "I bring you good tidings of great joy, which shall be to all people. For unto you is born this day in the city of David a Saviour, which is Christ the Lord"? The "all people" and the "you" of Luke 2:10,11 refer to any who will gladly hear the message of God. And Isaiah 9:6 says, "For unto us a child is born, unto us a son is given." God will bless with insight the humble and spiritually needy. "Blessed are the poor in spirit: for their's is the kingdom of heaven" (Matthew 5:3).

## IN-CLASS ACTIVITIES

Bring one or more angels and several shepherds. These could be hand puppets or dolls, or let the students be the shepherds and the teacher be the angel.

Do a flannelgraph with a Bible story tape for background effect. Bring a number of items used for communication: radio, walkie-talkie, telephone, newspaper, letter. Discuss how God chose a unique way of presenting the announcement of the birth of His Son Jesus. Another possibility would be to have your class try writing some newspaper headlines to announce His birth, or compose a spot announcement for a radio broadcast.

Give each child a picture of the shepherds looking up as they hear the message of the angels (see Patterns). Let them fill in the facial features and expressions on each face, showing the awe, fear, or wonder the shepherds must have felt when they saw the angels.

Give each child two pieces of chenille wire and show them how to twist them together and then form a crook on one end. As they are doing this, discuss the responsibilities of a shepherd and why he carries a crook, as a lead-in to the lesson.

## QUESTIONS

The text says, "And there were in the same country . . . ." What country?

Why do you suppose people were frightened when they saw an angel?

Do angels always appear with a bright light about them?

Do you believe there are angels around today? Why or why not?

What city is the City of David? Do you know why?

Even when there is much war and trouble in the world, where is there "peace on earth"?

How do you suppose the shepherds felt at finding the Baby in a manger?

The shepherds told abroad the things they'd seen and

heard. Why do you suppose people didn't flock to the manger to see for themselves?

## PRE-SCHOOL SUGGESTIONS

Make a paper chain of angels with your children. Let them color or glue on stars.

Let the little ones glue cotton to the sheep (see Patterns).

Bring a stuffed lamb for the little ones to hold and pet.

Make an angel, shepherd and sheep finger puppets (see Patterns). Let your children act out the story as you tell it.

Use a tape recording to simulate the praises of the angels.

## REVIEW IDEAS

Do an overhead telling the shepherds' story. Using the patterns provided, trace the figures onto a paper background. Cut out shapes so that when you put it on the overhead it gives a shadowbox effect (see Patterns). Tell the story as you normally would, using the overhead viewer.

Have your class put on a skit, various students taking the parts of the angel, shepherds, and angel host. Discuss how the students would feel if they were the angel bringing the good news, or if they were the shepherds that God chose to hear the wonderful news, or if they were the angels saying "Glory to God in the Highest." Let them dress in costume and perform for the whole department or an older class.

Teach the students a Christmas song which features the angels and shepherds, such as "Angels We Have Heard on High," "O Holy Night," or "The First Noel."

Make a large crossword grid on a blackboard, overhead transparency or piece of posterboard. Using clues written around the text of the lesson, help your students fill in the crossword puzzle with words selected from the text.

## COORDINATING SONGS

"Angels We Have Heard on High"

"While Shepherds Watched Their Flocks by Night"

"Glory to God," by Harold Kasper

## SUPPORT MATERIAL

"The Night the Angels Sang" — Arch Book, Concordia

"The Little Shepherd and the First Christmas" — Arch Book, Concordia

"Little Benjamin and the First Christmas" — Arch Book, Concordia

## This image shows a full page of blank, lined paper. It features approximately 28 horizontal black lines spaced evenly across the page, typical of standard notebook paper. The lines are thin and extend from the left edge to the right edge. There are no margins, text, or other markings on the page.





# Wise Men Come to Worship

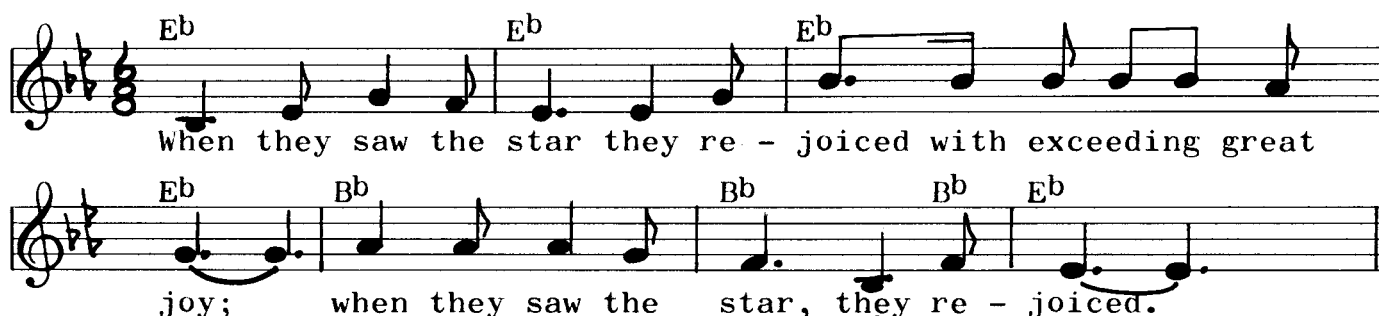
**TEXT** Matthew 2:1-12

**SUPPLEMENTAL SCRIPTURES** Exodus 13:21; Psalms 25:9; 48:14; Isaiah 30:21

**OBJECTIVE** The students will be able to relate the details of how God led the wise men to the Christ Child and His instructions concerning their return.

**MEMORY VERSE** When they saw the star, they rejoiced with exceeding great joy. — Matthew 2:10

## MEMORY VERSE SONG



## MEMORY VERSE IN ACTION

WHEN THEY SAW — hand over eyebrows  
 THE STAR — both hands up at side of face, all fingertips touching thumb, open and close hands quickly  
 THEY REJOICED — palms toward body, make circles away from body with a bubbling motion  
 WITH EXCEEDING GREAT JOY — clap hands

## MEMORY VERSE VISUALIZED

Cut apart the star with words to the memory verse printed in the descending rays (See pattern at the end of the lesson.) Begin by putting up the star and then adding the rays in the proper order as the students learn the verse.

## BIBLE LESSON OUTLINE

Introduction: Bring a beautifully wrapped gift to class. Explain to your class that today you are going to talk about the very first Christmas gifts.

1. Explain who the wise men were.
2. They saw the star, realized its importance and purposed to follow it.
3. They came to Jerusalem, sought there for the Child, and met with King Herod.
4. Their persistence was finally rewarded when the star led them to the Christ Child.
5. They worshipped the Child, and then returned by another way.

Climax: The persistence of the wise men was rewarded when they saw the newborn King they had been seeking.

Conclusion: God led and directed the wise men and He will also lead and guide us.

Response: The students will be able to explain how and why the wise men made their journey and what happened when they reached their goal.

## BACKGROUND INFORMATION

In 34 B.C., at the age of 25, Herod the Great was appointed Governor of Galilee because his father had as-

sisted Cæsar in Egypt. Palestine and, in fact, the whole Roman world was in much political turmoil at that time. Through many changes in leadership and various uprisings, Herod secured the favor of the Roman rulers and was eventually declared King of Judæa. However, he still needed to conquer his kingdom. With the help of the Romans and through much bloodshed, he eventually conquered all of Palestine and after laying siege to the city, made Jerusalem the place of his throne.

Herod was an Idumæan. These were a group of people in southern Palestine, the descendants of Esau, who had been conquered a century earlier by the Jews and forced to accept Judaism. The true Jews never really accepted them, calling them "half Jews."

Herod, however, did try to appease the Jewish people, who had become alienated by his cruelty and oppression, by rebuilding the Temple. He set about to make it as magnificent as it had been in the time of Solomon. This Herod is not to be confused with the four other Herods mentioned in Scripture who were his sons. When one reads the account in Matthew 2 of Herod's reaction to the visit of the wise men seeking another king, it is easy to see that the order to kill all the children two years and under, in Bethlehem and the surrounding villages, was in keeping with the record of his character.

How many wise men there were, their names, and their homeland are questions that can only be a matter of speculation. All that one can say for sure is that they were Gentiles from somewhere east of Israel (Matthew 2:1). They came because they had seen an unusual star and it had been revealed to them that it was somehow connected to the birth of a special King of the Jews.

Herod sought to kill this Child. The religious people of Jerusalem, although they knew the Scriptures and were stirred (Matthew 2:3), seemingly did nothing. However, those eastern astrologers acted upon the little light given to them and were the first Gentiles to worship the Christ.

## IN-CLASS ACTIVITIES

Gifts to represent the gifts from the wise men can be made from odd-shaped jars, boxes, etc.

For each child, cut two stars from tagboard. Cut slits as indicated. Let the child add glue and glitter to the stars, then put the two pieces of the star together (see Patterns). Hang from ceiling with a piece of yarn or string.

Star Mobile — Make one big star and three or four smaller ones (see Patterns). Put glitter on them or make them of foil. The wise men followed the star to

Jesus, and Jesus is our Star. He will take us to Heaven if we follow Him.

Each teacher can make a big star for his/her class (see Patterns), and the week before send each child one or two smaller ones and ask him/her to bring them back on Sunday. See which class has the most stars on Sunday, and hang an award banner at the entrance to the class.

Make a folder in the shape of a wrapped and tied gift (see Patterns). Cut a heart from red construction paper and place inside. The wise men gave gifts to Jesus. We can give Him our heart.

Bring a road map to class. Talk about a trip, tracing a route from one destination to another. Discuss how the wise men did not have a map to follow, but a star instead.

Let the class dress up some volunteers as wise men. Have some things prepared to make the costumes fancy, such as tinsel or foil stars.

## QUESTIONS

How did the wise men know Jesus had been born?  
What did Herod tell the wise men to do?  
Did the wise men do what Herod told them to do? Explain.  
How do you suppose that the wise men from the East, who would not be Jewish, would have learned about the expected birth of a King of the Jews?  
King Herod told the wise men that he, too, wanted to worship the newborn King. What were his true intentions?  
Where did the wise men find Mary, Joseph, and the Baby? How did they locate the place?  
How do those who are looking for Jesus today find Him?  
What "gifts" can we bring to Jesus?

## PRE-SCHOOL SUGGESTIONS

Take your children on a walk around the department, following one child who is carrying a large star on a tall stick. Have them end up at a special location where you have placed a manger and a baby doll.

Teach your children the Christmas version of "Twinkle, Twinkle, Little Star." The words are:  
"Twinkle, twinkle, little star  
Leading wise men from afar  
To the place where Jesus lay  
On that first glad Christmas day.  
Twinkle, twinkle, little star,  
Leading wise men from afar."

Show your little ones something representing the gifts

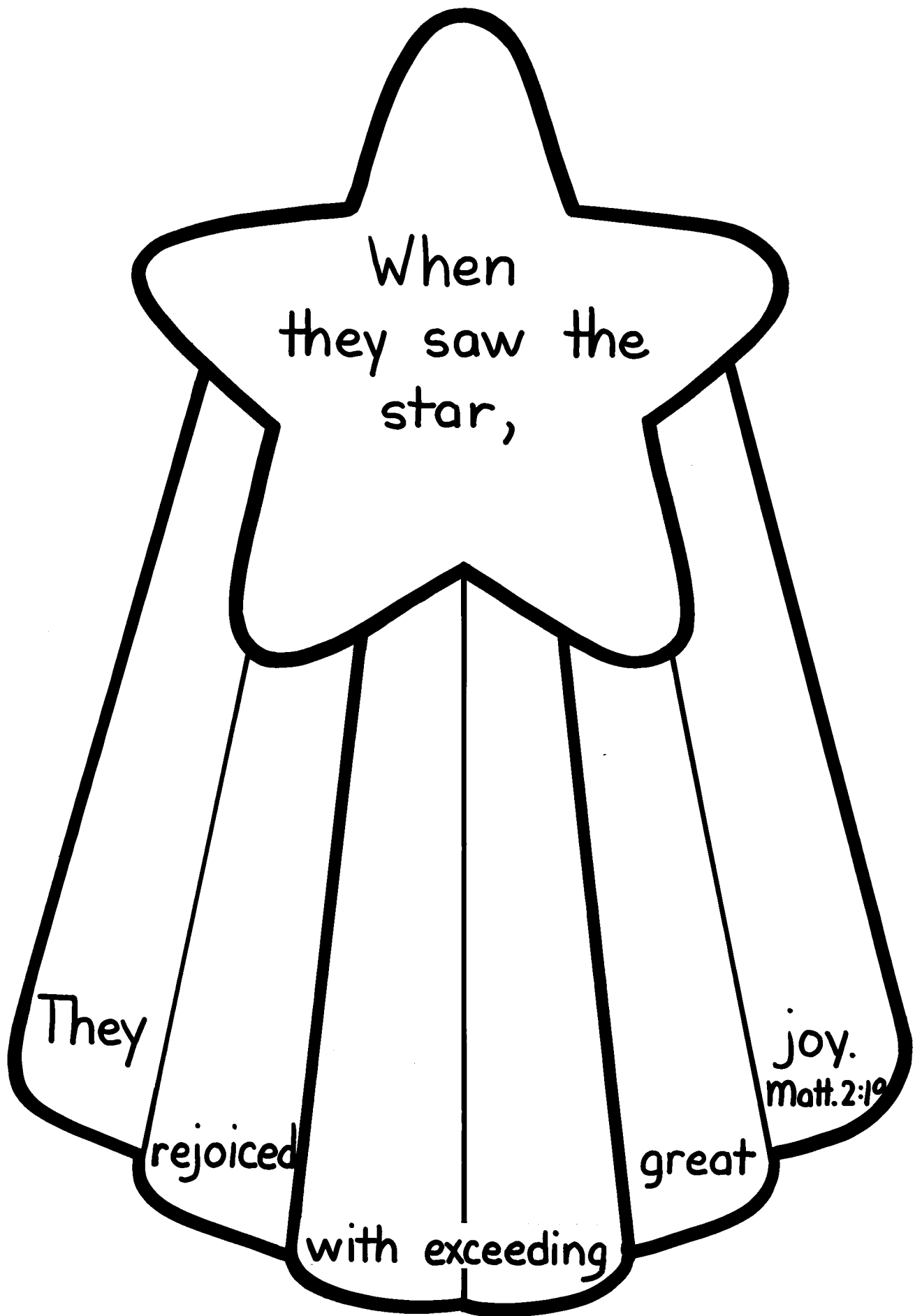
Make a shadow box using twinkle lights and one large light for the star that led the wise men.

Have several large stars cut from different colored paper. On the back of each, write a word representing some things young people of this day might “follow” — such as money, friends, movie stars, possessions, etc. Turn these over one at a time, discussing how following these things can keep us from following Jesus. End up by bringing out a bigger star, perhaps decorated with glitter or in some other way made special from the

**"Twinkle, Twinkle, Little Star, Leading Wise Men From Afar"**

"The Happiest Search" — Arch Book, Concordia  
 "Clem the Clumsy Camel" — Arch Book, Concordia  
 "Bethlehem's Brightest Star" — Arch Book, Concordia  
 "Strange New Star" — A Magic Picture Book, David C.  
 Cook Publishing Company  
 "The Mysterious Star" — J. Marxhausen, Concordia  
 "Andro, Star of Bethlehem" — A Happy Day Book,  
 Standard Publishing

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# God Protects His Child

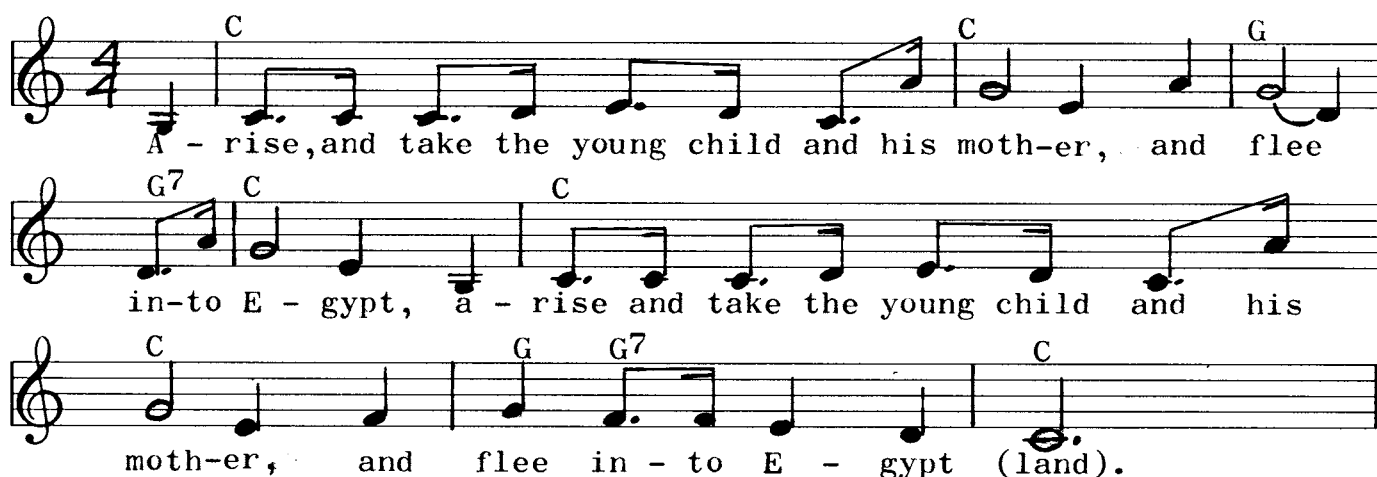
**TEXT** Matthew 2:13-23

**SUPPLEMENTAL SCRIPTURES** Jeremiah 31:15; Hosea 11:1; Psalm 34:7

**OBJECTIVE** The student will be able to recount how God protected His Child, and will further understand that God's providential care will surround the one who is His child in our day as well.

**MEMORY VERSE** Arise, and take the young child and his mother, and flee into Egypt. — Matthew 2:13

## MEMORY VERSE SONG



## MEMORY VERSE IN ACTION

**ARISE** — raise both hands in front of you

**AND TAKE THE YOUNG CHILD** — hold hand out in front of you below the waist (palms down)

**AND HIS MOTHER** — hold hand out in front of you above your head

**AND FLEE** — left arm, extended out in front of you (palm up) right index and middle finger “run” down arm

**INTO EGYPT** — clap hands

## MEMORY VERSE VISUALIZED

Cut apart the angel in a circle with the words of the memory verse written in sections around her. (See pattern at the end of the lesson.) Display the angel and sections of surrounding circle piece by piece as the students learn the verse.

## BIBLE LESSON OUTLINE

**Introduction:** Use a picture of an angel watching over

children in a dangerous place. Discuss how God watches over us just the way He cared for His own Son Jesus.

1. Herod sought to kill the Child.
2. An angel came to Joseph and told him to flee with Mary and Jesus to Egypt.
3. Joseph obeyed.
4. Jesus was spared when Herod ordered all male children under two years of age to be killed.
5. An angel came again and told Joseph when it was safe to return to Israel.

**Climax:** God overruled the orders of kings to preserve His Son.

**Conclusion:** God watches over the one who is His child in our day, just as He was watching over Baby Jesus.  
**Response:** The students will be able to relate why Joseph fled to Egypt and explain how God protected His Child. They will be able to name some things from which God protects us.

## BACKGROUND INFORMATION

The wise men naturally came first to Jerusalem which was the political and religious center of the nation. When the question was asked where Christ should be born, the scribes knew exactly what the Scriptures said, yet did nothing to honestly investigate all the astonishing events happening just five miles from Jerusalem. Their callous indifference is amazing. Yet just as amazing is the fact that Herod thought he could thwart the plan of God which had been revealed to the prophet hundreds of years earlier (Micah 5:2). This man's insane jealousy blinded him and so he set out to kill the Christ Child. However, in so doing he only succeeded in proving his own foolishness and fulfilling yet more prophecy (Matthew 2:15,18). Even though Herod hid his evil desires in pious words (Matthew 2:8), God knew exactly what Herod was thinking and revealed it unto Joseph in a dream (Matthew 2:13). God is well able to bring His plans to completion. Heaven and earth will pass away but His Word endures forever (Matthew 24:35).

## IN-CLASS ACTIVITIES

Make beds, Joseph, Mary, Baby Jesus, and donkey out of clay or papier mâché and use them as you tell the story.

Bring a map to class and on it mark all the places mentioned in this month's lessons.

Bring a number of items that people use to protect themselves and their property — for example, an umbrella, a lock, a hard hat, seat belt, boot, Mr. Yuk stickers, stop sign. Discuss these items one at a time. End with a picture of parents, and then a picture of Jesus, showing how they also protect us. This idea could also be adapted for use as a review.

Make your own puzzle from a picture of the flight into Egypt. Let the children help put it together as you talk about the lesson.

## QUESTIONS

Why were there weeping and mourning in and around Bethlehem?

Why wasn't Jesus slain?

Why did Mary and Joseph go to Egypt?

Where did they go when they left Egypt?

Why did Herod want the babies to be killed? Did he have just a few killed or many? How do you know?

To what occasion in Old Testament history can you liken this event? What comparisons between the two can you make?

Couldn't Joseph and Mary just have hidden their Baby and not had to travel so far? Explain.

What caused Joseph and Mary to return from Egypt? What made them feel it was safe and who gave them instructions?

How does God talk to people today and tell them what He wants them to do?

## PRE-SCHOOL SUGGESTIONS

Show pictures of guardian angels watching over children.

Use small dolls and a hand puppet for an angel to portray situations in which a child might need protection.

Show pictures of children engaged in various activities common to this age — playing, eating, sleeping, etc. Explain how Jesus is watching them while they do each of these.

Compare God's protection to an umbrella. The umbrella protects us from the rain just as God protects us from harm.

## REVIEW IDEAS

Prepare an overhead on God's protection. Use drawings of some of the items for protection mentioned under In-Class Activities. Include pictures depicting the text of the lesson, and perhaps a simplified map showing the approximate distance traveled. Conclude by showing pictures of the Bible, a Sunday school class, parents talking to child, and explain how all of these are a part of the protection God has for us.

From what does God protect us? Ask children for their ideas and sketch them on a chalkboard or make a list.

Set up an obstacle course in the front of your department. Have a blindfolded student volunteer and try to go through the course without touching anything. Bring out how we have to be alert to God's Voice in order to be protected. You may also wish to point out how you, as direction giver, must keep your eyes on the student all the time. In the same way, God keeps His eyes on us.

## COORDINATING SONGS

"Jesus Loves Me"

"Angels Watching Over Me"

"God Will Take Care of You"

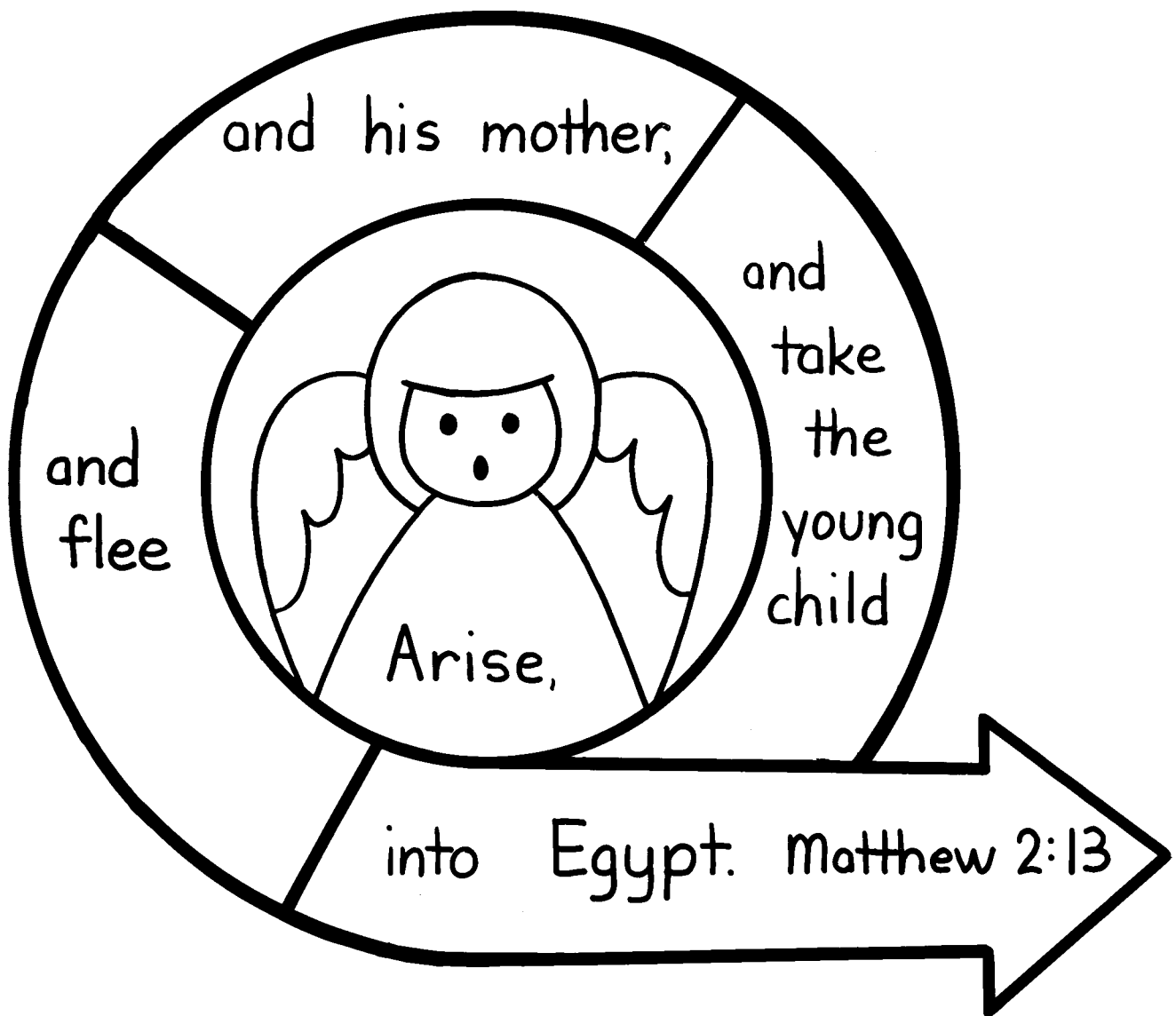
"His Eye is on the Sparrow"

## SUPPORT MATERIAL

"The Secret Journey" — Arch Book, Concordia



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# Jesus' Preparation for Ministry

**Lesson 5a — Jesus in the Temple**

**Lesson 5b — The Baptism of Jesus**

**Lesson 5c — The Temptation of Jesus**

**Lesson 5d — Jesus Chooses His Disciples**

## OVERVIEW

The second unit of this series is a chronological approach to the events of Jesus' life from His boyhood days to the start of His public ministry and the calling of His disciples.

The boyhood of Jesus should be approached from the standpoint that His deity did not render the process of learning unnecessary. Christ grew physically and advanced in knowledge and in the wisdom which enabled Him to make proper use of what He knew.

At His baptism, Jesus received divine confirmation of the mission opening out before Him and also the anointing of the Holy Spirit for the fulfillment of it.

Following His example of water baptism, Jesus provided for His followers an example of resisting tempta-

tion. Resisting the effort of Satan to cause Him to rely upon special consideration as the Son of God, He withstood the evil one by using the weapon available to every believer — the Holy Scriptures.

When equipped by baptism and seasoned by the ordeal of temptation, Jesus was ready for His life's work. No word of teaching and no work of power is attributed to Him prior to these events, but immediately afterward He began moving to undertake the work the Father had given Him to do.

The overall theme of these four lessons is that Jesus set an example by preparing Himself for the work that He was called to do. Just so, there is something each one of us must do in preparation for the call God has placed upon our lives.

## GAMES FOR REVIEW

Divide a large cardboard into three horizontal rows by attaching strips of paper to form pockets. Write questions on index cards assigning points for each, going from easy to difficult. Place a card in each pocket (see Patterns). Divide class into two teams. Each student should get a chance to pick a card, alternating teams. If one team can't answer, the other team gets a chance. Keep score. The team with the most points wins. Have a small prize with each card — candy, bookmark, balloon, etc. The students who answer the questions get the prizes.

## CONTEST IDEAS

Who can memorize the Apostles' names by the last Sunday of the month? Put their names on a special board on a paper fish (see Patterns).

Give the children a chance to prepare for ministry just

as Jesus did. Have them memorize some verses that are simple enough to learn, and that will hopefully have a lasting impact on their lives.

## BULLETIN BOARDS

(See Patterns for all of the following ideas.)

Arrange on your board a silhouette of a boy or girl praying, a Bible, dove, and two children talking together (witnessing). Above them put large cut-out words or stencil of FOLLOWING JESUS.

Use picture of an open Bible with large cut-out letters, LORD, TEACH US, above the Bible. These could be cut from construction paper of various colors to appear as stained glass or mosaic. This pattern could also be run off as an in-class activity.

Arrange two fishermen on a board with a net between. Make enough fish for each child to have one for each



# Jesus in the Temple

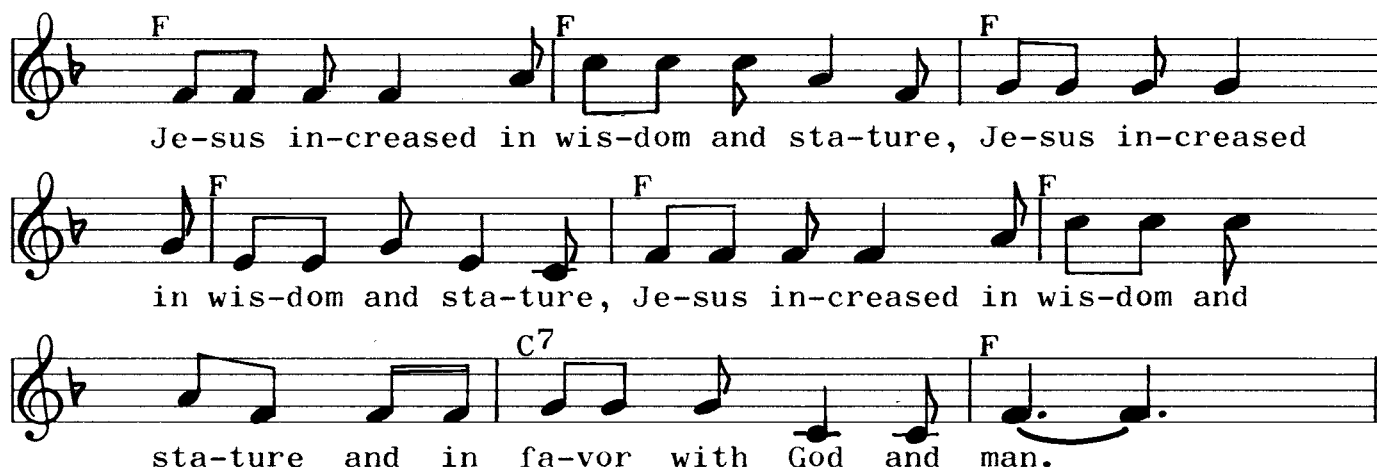
**TEXT** Luke 2:40-52

**SUPPLEMENTAL SCRIPTURES** Matthew 7:28,29; John 4:34; 9:4; Acts 10:38

**OBJECTIVE** The students will be able to use the account of Jesus' talking with the Temple elders as an example of how He was working for His heavenly Father as He grew physically and intellectually.

**MEMORY VERSE** Jesus increased in wisdom and stature, and in favour with God and man. — Luke 2:52

## MEMORY VERSE SONG



## MEMORY VERSE IN ACTION

**JESUS** — with right middle finger touch left palm, with left middle finger touch right palm

**INCREASED** — move hands up and away from each other, palms facing

**IN WISDOM** — point to temple

**AND STATURE** — hold hand in front of you to measure height

**AND IN FAVOUR** — clap hands

**WITH GOD** — point up

**AND MAN** — point to others

## MEMORY VERSE VISUALIZED

Make a scroll, either horizontally or vertically, with words of the verse written on it. (See pattern at end of lesson.) Unroll the scroll a portion at a time to help your students learn their verse.

## BIBLE LESSON OUTLINE

Introduction: Show a picture of Jesus as a baby, and

one of Him as an adult. Ask your students what took place between these two pictures. Answer: Jesus grew up!

1. Jesus grew strong in spirit, filled with wisdom, and the grace of God was upon Him. Discuss the meaning of each.

2. When twelve years of age, He went to Jerusalem for the Feast of the Passover.

3. When His parents were returning they missed Jesus.

4. They found Him in the Temple talking with the elders.

Climax: He told them He was doing His Father's business.

Conclusion: Just as Jesus was concerned about working for His heavenly Father, we, too, can work for Him even though we are young.

Response: Your students will be able to describe the event in the Temple. They will be able to relate several ways those of their age group can work for God.

## BACKGROUND INFORMATION

After their short stay in Egypt, Jesus' family moved to the obscure town of Nazareth. Jesus lived there until He was thirty years old and started His public ministry. Of the first thirty years of His life the Scriptures tell us very little. The only specific incident recorded is that of Luke 2:40-52.

At the age of twelve Jesus accompanied His parents to Jerusalem for the celebration of the Passover. The fact that Mary and Joseph were amazed that He had stayed behind and was then speaking with the greatest religious leaders of Israel (Luke 2:48) would indicate that this was the first time that Jesus had done anything like this. Jesus obviously recognized that God's claim on Him was greater than even Mary's or Joseph's (Luke 2:40). However, He willingly returned to Nazareth with His parents and was subject unto them (Luke 2:51), even though His exceptional abilities would seemingly develop more fully in the great religious capital under the guidance of these doctors and lawyers. God, however, had a different schooling in mind for His Son.

The Child, Jesus, was unique. The Scriptures teach that "foolishness is bound in the heart of a child" (Proverbs 22:15), but of Christ it states He was "filled with wisdom" (Luke 2:40). The Scriptures teach that men were "shapen in iniquity" (Psalm 51:5), but Christ was conceived of the Holy Spirit and born without sin. The Scriptures also teach that we are "by nature the children of wrath" (Ephesians 2:3) but of Christ they state the "grace of God was upon him" (Luke 2:40).

## IN-CLASS ACTIVITIES

Bring to class a small suitcase and some things a small boy would take on a trip. Have the class help you pack. Talk about how excited Jesus was about going, and when He got there He forgot everything, including His parents, to do His Father's work.

Bring popsicle sticks or round sticks, and long strips of paper to make scrolls. Attach each end of paper to a round stick using staples, glue or tape. Roll up. Introduce activity by showing children your Bible. Tell them that when Jesus was in the Temple, He read from the Bible, only it didn't look at all like our Bible here. Show them the scroll. Have the memory verse printed inside. Unroll it. As a variation of this idea, give children paper to make their own scrolls. Let them experiment how to roll each side toward the middle. Help them write their memory verse inside the scroll, or if you have a large class, write it on each scroll before class. Beneath the memory verse have children draw a picture of Jesus as a boy.

Bring to class two colors of construction paper, paper

fasteners, and scissors. Cut out a circle from one color of construction paper. Cut out another circle from a coordinating color, cutting out  $\frac{1}{3}$  of circle. Draw lines to divide circle into thirds (or fourths if you want more pictures). Fasten cut circle on top of full circle. Have child draw in each  $\frac{1}{3}$  segment of full circle a picture of Jesus as a tot, a boy, and a man. While the child turns the top semicircle, have him tell you what happened when Jesus was at each age.

Or, let the child draw a simple illustration of each lesson; i.e., Jesus and the elders, Jesus and Satan, etc., one in each segment. (This circle would be divided into fourths.) At the end of unit, have child tell what happened in each lesson.

As an alternative to drawing, have stickers of Jesus growing up and have child place them in correct segments.

Relate the question and answer period at the Temple to their own classroom situation. Compare it to an oral quiz. Show some school books — they help us learn. Jesus learned the things of God so He could talk with the Temple elders.

Bring a series of photos of a young person growing into adulthood. Beginning with the youngest picture, tell ways this person grew spiritually to coincide with the pictures. For example: Jon was this size when he started Sunday school; he was this size when he first sang a solo in Sunday school; he started taking piano lessons at this age, etc. Compare our experience in spiritual growth and working for the Lord with Jesus' growth and work for His heavenly Father.

Make a chart showing what Jesus did, and compare it to what we do. For example: Jesus went to the Temple and we go to church. Jesus talked to the elders and we talk to our ministry and Sunday school teachers. Jesus wanted to work for His heavenly Father and we want to work for God.

Give each child a comic-strip style of drawings representing the lesson. Have them fill in the speech balloons (see Patterns).

## QUESTIONS

Why were the men in the Temple astonished?

What did Jesus tell Mary and Joseph He was doing in the Temple?

Describe what you suppose to be Jesus' actions and behavior as He grew up that would indicate He was living to please God.

What characteristics will be found in a child today who is trying to please Jesus?

Why was it that the parents of Jesus could travel an entire day without missing Him?

Do you think it is possible today that people get sepa-

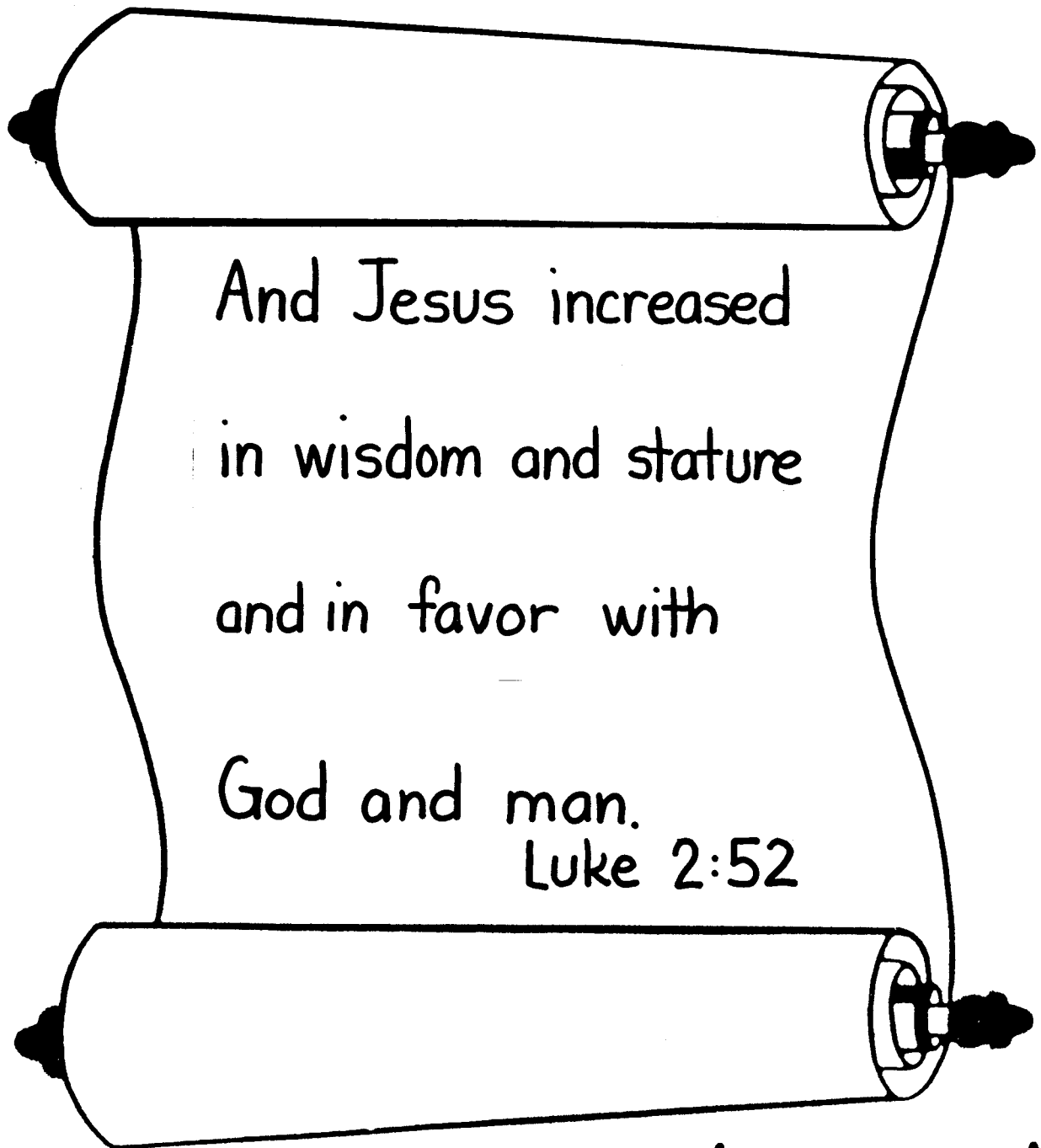


## PRE-SCHOOL SUGGESTIONS

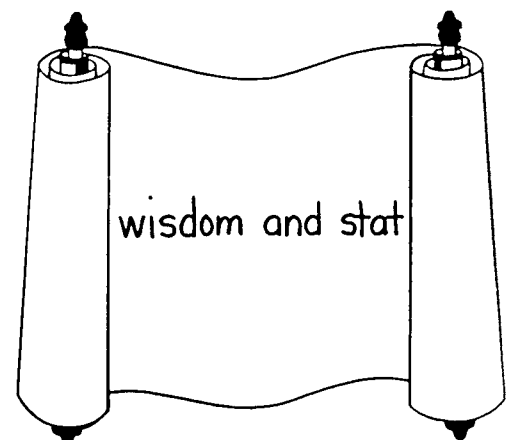
Do a finger puppet activity, or use small dolls, to present situations of children's acting in a way that would not make Jesus happy, and then in a way that would make Him happy. Ask the little ones to decide which is which.

## NOTES

**"Jesus Loves Us" — Coloring book, 8 each of 6 pictures. Warner Press**



And Jesus increased  
in wisdom and stature  
and in favor with  
God and man.  
Luke 2:52



wisdom and stat

# The Baptism of Jesus

**TEXT** Matthew 3:13-17

**SUPPLEMENTAL SCRIPTURES** Mark 1:9-11; Luke 3:15-17,21,22; John 1:29-34

**OBJECTIVE** The students will be able to describe the water baptism of Jesus by John the Baptist, and will recognize that this was done as an example for us.

**MEMORY VERSE** Behold the Lamb of God, which taketh away the sin of the world. — John 1:29

## MEMORY VERSE SONG



## MEMORY VERSE IN ACTION

**BEHOLD** — hands cupped around mouth

**THE LAMB OF GOD** — right middle finger to left palm, left middle finger to right palm

**WHICH TAKETH AWAY** — left palm up, pass right palm over left palm like brushing off dirt

**THE SIN OF THE WORLD** — make fists with index fingers pointing to each other and then to self

## MEMORY VERSE VISUALIZED

Cut apart into sections the picture of a lamb with the words of the memory verse written on the various pieces. (See pattern at end of lesson.) Display the verse a portion at a time, putting together the puzzle as the students learn the verse.

## BIBLE LESSON OUTLINE

**Introduction:** Open your class time by asking your students to name some things they have learned by exam-

ple; for instance, to tie a shoe, fold a paper airplane, etc. You may even wish to teach them some sample things by showing them how to do it!

1. Jesus taught us about water baptism through example.

2. John the Baptist was baptizing men unto repentance.

3. Jesus came to be baptized by him.

4. John felt unworthy but did baptize Jesus by immersion.

**Climax:** God the Father and the Holy Spirit gave their approval to Jesus' baptism.

**Conclusion:** Jesus' water baptism was blessed by God. We, too, should be baptized when we have been saved.

**Response:** Your students will be able to tell how Jesus was baptized and how we are baptized today.

## BACKGROUND INFORMATION

When Jesus was thirty years old (Luke 3:23) it was

time for Him to begin the work God had sent Him to do. According to Jewish law one could not begin his public ministry before the age of thirty (Numbers 4:3). Six months prior to this His cousin, John, began his own ministry. John was a rugged individual who lived a simple life and preached a simple message. The message was, "Repent" (Matthew 3:2). Large crowds went out to hear him, and after accepting his message, were baptized in water. The pious Jews, however, had a difficult time accepting his message. Believing they were God's chosen people, children of Abraham and keepers of the Covenant of Moses, they felt no need of repentance (Matthew 3:9). God, however, was about to move in a fresh new way and unless they were willing to turn from their trust in the old religious practices and accept God's plan they would be in danger of judgment (Matthew 3:1,10,12). John's message was not the culmination of this fresh move of God, but only a preparation for it. He was very aware of this and declared, "I indeed baptize you with water unto repentance: but he that cometh after me is mightier than I, whose shoes I am not worthy to bear: he shall baptize you with the Holy Ghost, and with fire" (Matthew 3:11).

Then Jesus came to John and asked to be baptized. Why would He want to be baptized by John? He certainly did not need to repent. John knew this (Matthew 3:14). There was a spiritual awakening taking place throughout Israel because of John's preaching. He had been telling the people to prepare their hearts for the coming of their Messiah. By being baptized, Jesus demonstrated by action, and not by words only, His full agreement with John's message. He was, in fact, saying, "All that John has said is true. His message is from God."

At this time Jesus received the special anointing of the Holy Spirit without measure (John 3:34) and the blessed word of His Father that His thirty years in Nazareth had pleased Him. Now He could go forth in confidence and accomplish all of His Father's will.

## IN-CLASS ACTIVITIES

Bring a pan or bowl of water and a doll that can get wet and show the children exactly how water baptism is performed. Emphasize that it is more than just sprinkling the top of the head.

How do we hear about special events? Bring a newspaper, portable radio or picture of one, a letter, etc. These are some items which bring us news of things happening in our world. Jesus' ministry was announced all over the country through one man, John the Baptist. He told about Jesus who could take away the sins of the world.

Write out on three separate pieces of paper the words,

"In the Name of the Father," "the Son" and "the Holy Ghost." Explain how each of these was present at the baptism of Jesus, and why those words are used when we are baptized.

Have someone give a personal testimony, focusing first on his salvation and then on his experience of water baptism — where and when it took place and how it felt. This idea could also be used as a review.

## QUESTIONS

Why do you suppose Jesus came to John to be baptized of him?

If Jesus wanted this, why do you suppose John objected?

Why would Jesus need water baptism?

What is the meaning of the doctrine of the Trinity?

How does our lesson today illustrate this teaching?

What did Jesus begin to do after He was baptized?

What significance is there in the Holy Spirit, in the form of a dove, coming upon Jesus at this time?

How do people receive the Holy Spirit today and why is this needful?

## PRE-SCHOOL SUGGESTIONS

Bring small dolls and a tray of water to demonstrate water baptism.

Take your children on a "field trip" to the church baptistry and explain what occurs during a baptismal service.

Prepare a "hands on" paper activity for your children showing the baptism of Jesus by John (see Patterns). By folding the paper, the figure of Jesus can be covered with "water." Draw the dove on the reverse side of the paper so that when the top is folded down the dove will appear over Jesus. This will show the children how Jesus was baptized.

Emphasize to the small children that baptism is not "washing." We must have a clean heart before baptism takes place. Show a sin-spotted heart and tell them that this kind of heart needs to be cleaned before it is ready for baptism. Then show a clean heart.

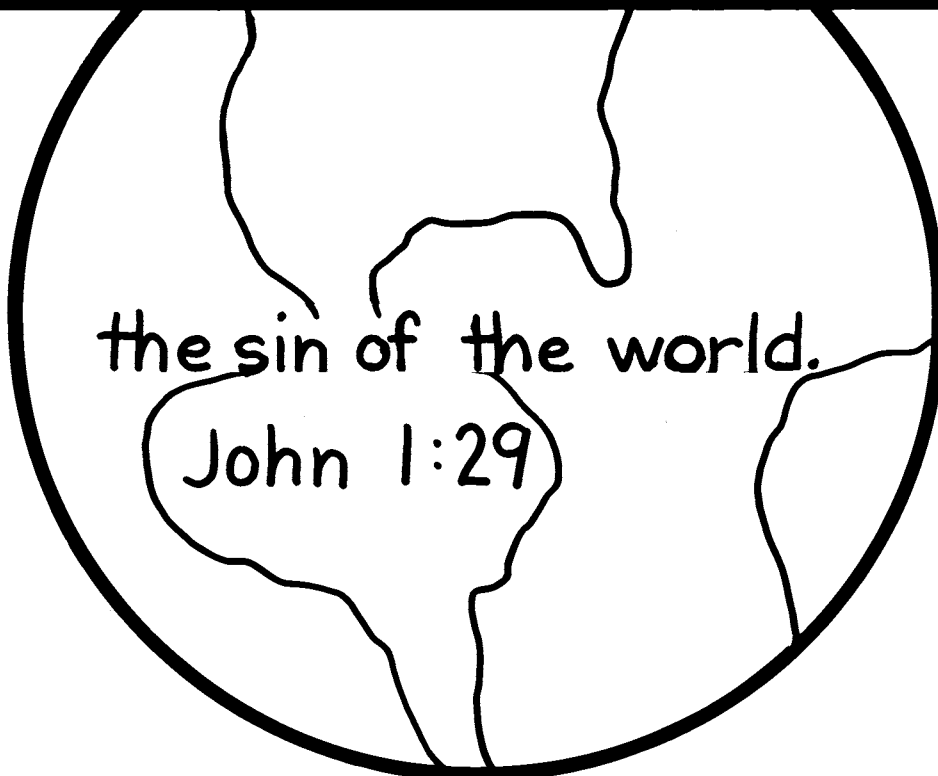
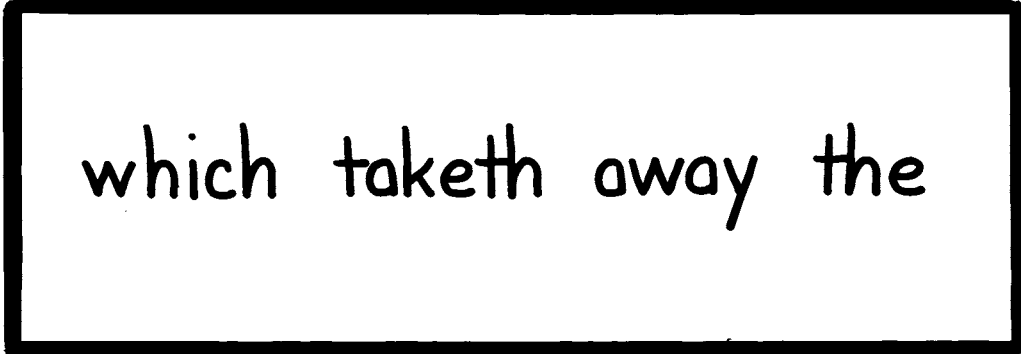
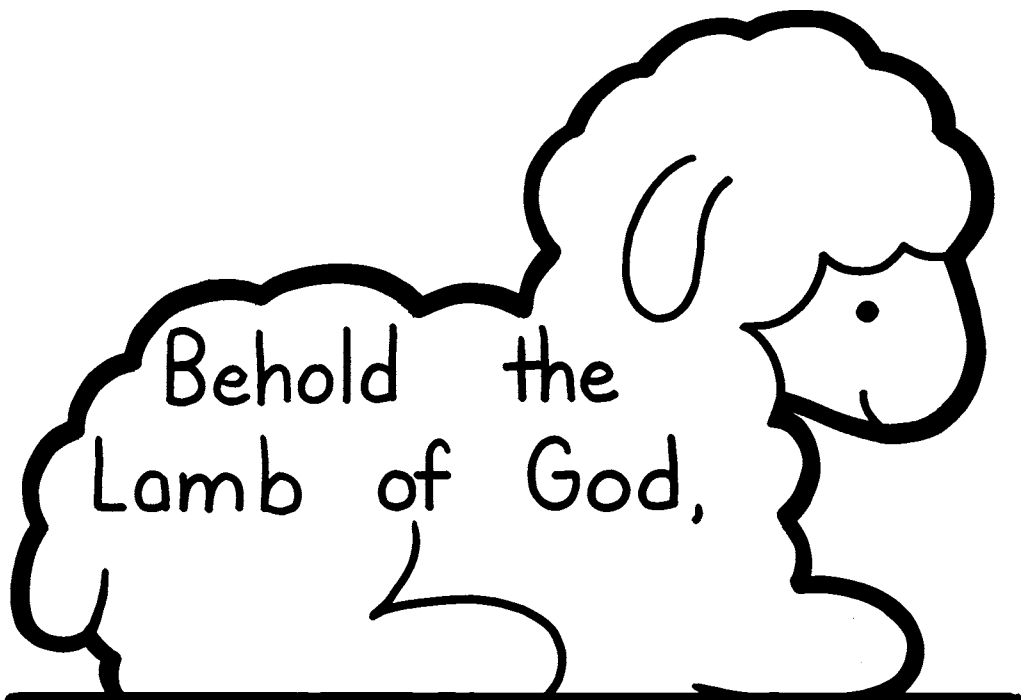
## REVIEW IDEAS

Take two apples. Inject one of them with food coloring. (Syringes are available at drug stores.) Before class get both of them muddy on the outside. Bring to class a washcloth and water. Tell a little story about the apples — how they both look the same, etc. After washing them, cut them both open. Bring out the fact that it takes more than just washing our bodies or even being baptized to make the inside clean. This is a good way to tie in the memory verse.

## NOTES

## SUPPORT MATERIAL

**“Early Life of Jesus” — Pict-o-graph, Standard Publishing**



# The Temptation of Jesus

**TEXT** Matthew 4:1-11

**SUPPLEMENTAL SCRIPTURES** Psalm 119:11; Mark 1:12,13; Luke 4:1-15; II Corinthians 10:4; Hebrews 4:12

**OBJECTIVE** The students will be able to describe the temptation of Jesus by Satan, and explain how He was victorious through the Word.

**MEMORY VERSE** For it is written, Thou shalt worship the Lord thy God, and him only shalt thou serve. — Matthew 4:10

## MEMORY VERSE SONG

For it is writ-ten, thou shalt worship the Lord thy God,  
the Lord thy God, and Him on-ly shalt thou serve, and Him on-ly  
shalt thou serve. Mat-thew four, ten; Mat-thew four, ten.

## MEMORY VERSE IN ACTION

FOR IT IS WRITTEN — left palm up, right hand motions of writing with pencil on left palm  
THOU SHALT WORSHIP — praying hands  
THE LORD THY GOD — right middle finger to left palm, left middle finger to right palm  
AND HIM ONLY — point up  
SHALT THOU SERVE — palms up, move hands alternately to and from body.  
MATTHEW 4 — hold up four fingers  
10 — hold up ten fingers

## MEMORY VERSE VISUALIZED

Cut apart into sections the plaque and adjoining sections displaying the memory verse. (See pattern at end of lesson.) Put the puzzle together a piece at a time as the students learn the verse.

## BIBLE LESSON OUTLINE

Introduction: Give each student in your class a paper

shield as described under In-Class Activities.

1. Jesus set an example for us in how to resist the devil.
2. Jesus fasted and prayed for forty days.
3. The devil tempted Him three times, and each time Jesus resisted by using the Word of God.
4. The devil departed from Him.

Climax: Jesus was tempted just as we are, but He withstood temptation.

Conclusion: We can follow His example and resist temptation by using the Word of God.

Response: The students will be able to use the example of Jesus to tell how to overcome temptation. They will be able to list some temptations common to our day and suggest Scriptures to combat these.

## BACKGROUND INFORMATION

Even though Jesus had felt the anointing of the Spirit and heard His Father's confirmation that He was indeed the beloved and pleasing Son of God (Matthew

3:16,17), His preparation for ministry was not yet complete. Immediately after His baptism, Jesus was led by the Spirit into the lonely desert to be tempted by Satan.

Was Jesus really the Son of God? Did He have the power to do the work of God? Was He able to be the perfect Sacrifice as God had ordained? These are the points at which Satan directed his attack. Jesus did not face these temptations without much suffering, yet He overcame. As Hebrews 2:18 and 4:15 state, "For in that he himself hath suffered being tempted, he is able to succour them that are tempted," and "For we have not an high priest which cannot be touched with the feeling of our infirmities; but was in all points tempted like as we are, yet without sin." Satan, in fact, was tempting Jesus to assume His place as King of kings and bypass all the suffering that lay ahead of Him if He was also to be mankind's Redeemer. Adam yielded to Satan, causing the sentence of death to be passed on all, but Jesus Christ overcame Satan and gives the hope of eternal life to those who believe (I Corinthians 15:22).

Jesus had been born in Bethlehem, lived in Nazareth for thirty years and suffered temptation out in the desert. He had experienced all that men experience and was indeed a man. From a child He had proven Himself to be different (Luke 2:49). He had been anointed with the Spirit and heard His Father speak from Heaven. He had now proved Himself to be the sinless Son of God.

## IN-CLASS ACTIVITIES

For each child, cut out a circle from yellow construction paper. Paint a smiling face on it. Mount it in the center of a white piece of paper. Across the top of the display print "Overcome Satan Through God's Words" in large letters (see Patterns). Let your students glue on speech balloons of a contrasting color with a word on each — Faith, Truth, Forgiveness, Love, Praise.

Make a Bible out of black and white construction paper for each student. On each page, let students write a Scripture. Select Scriptures that would apply to resisting temptation, and talk about the verse and how it can be used as they copy it into their "Bibles." Be sure to include the memory verse.

Use a tape recording to simulate the voice of temptation. Have it make suggestions that are wrong. In between each suggestion turn off the tape and discuss with your class the best way to resist that temptation.

Show the class a caricature sketch of the devil (see Patterns). Talk about how people often picture him as red, with horns, a pitchfork, a tail and cloven hoofs. Explain that in reality, the devil comes in many disguises.

Have a candy bar or a sticker on the table where stu-

dents can see it. Arrange ahead of time for one student to pretend to steal it while you are busy with roll taking or other class activities. Use this action as a springboard for talking about temptation.

Have your students participate in thinking up a good definition for the words *temptation* and *sin*. Write the words and the definitions on a chalkboard or poster board.

Focus on the words, "Get thee behind me, Satan." Teach the children how this phrase can be used as a weapon to defeat Satan. Have the children write the words on a shield labeled "God's Word" (see Patterns).

## QUESTIONS

Did Jesus ever even consider worshipping Satan?

What did Jesus use to rebuke Satan?

What will help us live victoriously?

How does the devil tempt us?

What can we do about it?

What does the word *resist* mean?

What are some of the temptations we might face?

How can we resist these temptations?

Why is it important to resist temptations?

How is Jesus' example of resisting the devil a method we can use too?

What are some Scripture verses you know that might help you in resisting the devil?

## PRE-SCHOOL SUGGESTIONS

For small children, your emphasis will likely be the thought of obedience, which is easier for the small child to understand than temptation.

Give each child heart faces glued to a popsicle stick. One side should be a happy face, one side a sad face. Act out several mini-skits with dolls or finger puppets, depicting good or bad behavior. Let the children hold up the happy side when the behavior is good and would make Jesus happy, and the sad side when it is not.

Use dolls or puppets to present several situations which would be examples of temptation on a beginner's level. Examples: taking a cookie, not minding, not sharing, etc. Be sure to also present some positive situations where the character does right.

## REVIEW IDEAS

Show the children by the use of puppets or a doll what a conscience is. Have God talking to the doll about something he should do but then have the devil talking on the other side trying to persuade him not to listen to God. Liken the lesson to Jesus' temptation. Use ideas



wrong and will help us do right when we are tempted to do wrong.

## COORDINATING SONGS

## SUPPORT MATERIAL

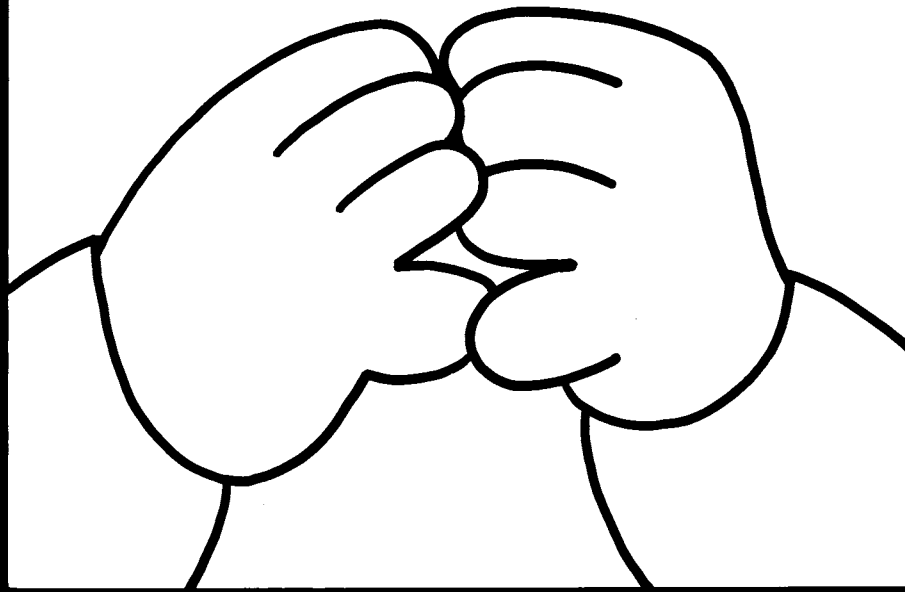
**“Early Life of Jesus” — Pict-o-graph, Standard Publishing**

## NOTES

This image shows a full page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page, typical of notebook paper or a template for writing. There are no margins, text, or other markings on the page.

For it is written,

Thou shalt worship  
the Lord thy God,



and Him only shalt thou serve.  
Matthew 4:10

# Jesus Chooses His Disciples

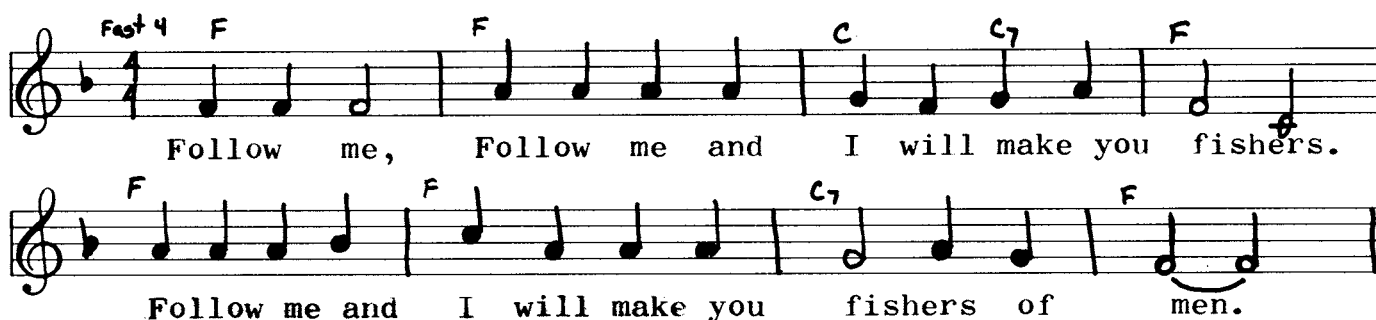
**TEXT** Matthew 4:18-22; John 1:35-51

**SUPPLEMENTAL SCRIPTURES** Matthew 10:1-8;16:24; Mark 10:28; Luke 14:33; 18:29,30; John 8:31

**OBJECTIVE** The students will be able to describe Jesus' choosing of followers and disciples at the beginning of His ministry.

**MEMORY VERSE** Follow me, and I will make you fishers of men.  
— Matthew 4:19

## MEMORY VERSE SONG



## MEMORY VERSE IN ACTION

FOLLOW — right hand out, palm up, bring toward body  
ME — right middle finger to left palm, left middle finger to right palm  
AND I WILL MAKE YOU — point up  
FISHERS — both hands together casting a fishing pole  
OF MEN — point to others

## MEMORY VERSE VISUALIZED

Cut apart into sections the tropical fish with the memory verse on it. (See pattern at end of lesson.) Put the fish together a portion at a time to help your students learn the verse.

## BIBLE LESSON OUTLINE

Introduction: Open your class by showing some articles indicative of different professions; for example, hammer, stethoscope, typewriter.

1. When Jesus was on earth He called His helpers from many different walks of life.

2. He called Simon (Peter) and Andrew from their nets.

3. When Philip was called, he brought his friend Nathanael.

4. Jesus' helpers were the ones who listened to His teachings and obeyed them.

Climax: Jesus needed helpers while He was on earth, and He still calls helpers today.

Conclusion: We want to answer God's call to us and be usable in His service.

Response: Your students will be able to list some qualities that Jesus looks for in His followers.

## BACKGROUND INFORMATION

For three years Jesus carried on His earthly ministry. He preached to multitudes, healed many and did mighty works, but Jesus blessed these twelve men with something even greater. With these twelve men Jesus shared His life. They talked with Him, walked with Him and ate with Him. Because of that they were able to

carry on the work of God with power and zeal. I John 1:1-3

Who were these men? Several were fishermen (Matthew 4:18,21). One was a despised tax collector (Matthew 9:9). Another was a member of an intensely nationalistic political party called the Zealots (Luke 6:15). And another, Judas, probably a businessman (John 13:29). They were a cross section of ordinary men. They were not from the schools of higher learning, not from the aristocracy, not wealthy, just ordinary men on whose hearts Christ could write His message. Acts 4:13

In the Gospels these men are usually called disciples, because as long as Jesus was with them they were still learners; after that, they are invariably referred to as the Apostles. The reading in Matthew would give the impression that Christ's call to these men was His first contact with them. However, in reading John 1:35-51, it is apparent that some of them had been disciples of John the Baptist and had had contact with Jesus previous to their call. These men were willing to forsake all to follow Jesus (Matthew 19:27), and because of that the Gospel has been preserved for us.

## IN-CLASS ACTIVITIES

Give each student a small doll, finger puppet, etc., or a card with the name of a disciple on it. As the lesson is told each "disciple" will be called. Have each disciple talk about how he feels about leaving his nets, family, etc., to follow Jesus.

Illustrate the occupations of the disciples.

Let each child draw a picture of a way he could be a helper (or follower) of Jesus.

Make a class collage — "Who Does Jesus Call?" Let them cut out pictures from magazines representing different occupations, nationalities, ages, etc. Paste them on a large sheet of poster board or construction paper. Then let each child write his name on one of various colored pieces of construction paper and include these names in the collage also.

Talk about how teams are chosen for games at school. Jesus doesn't do it that way — He chooses anyone who is willing to follow Him and do His work.

## QUESTIONS

What are some things a friend should be?  
Do you think Jesus would like to find those things in His friends or disciples?  
What were two of Jesus' disciples doing at the seashore?

What things did Jesus teach the men?  
How many helpers did Jesus ask?  
Why did Jesus need helpers?  
What does Jesus want His helpers to do today?  
Why do we need to learn about Jesus?  
From what does Jesus save us?

## PRE-SCHOOL SUGGESTIONS

Ask each child what he wants to be when he grows up. Use this as a theme to show the students how Jesus calls them to be followers of Him. Bring pictures showing a mommy, daddy, nurse, fireman, etc., to illustrate that one can be God's helper no matter what his job.

As a variation of this thought, find or make hats appropriate to a number of different professions. Let the child select which hat he wants to wear during the class session as you talk about being a helper for Jesus.

Use a telephone. When it rings, we don't know who is calling unless we answer it, and we don't know what the person wants until we talk to him. God calls us too. We must answer His call if we want to know what He has to say to us.

## REVIEW IDEAS

Gather a number of objects to carry across the room. Say, "Oh, there are **too** many for only one person to carry. I need help." Let several of the children volunteer to help. Emphasize how Jesus needs lots of helpers to carry this Good News to everyone.

Bring a telephone. Pretend to call different friends, asking for help. Repeat their excuses for not coming to help. For example, "Oh, you mean you're too busy? Okay, thanks anyway!" Emphasize how Jesus calls us to be helpers and we should do what He says, not make excuses.

What was Jesus' prerequisite for His disciples? Ask your students to come up with ideas of what Jesus was looking for in the men He chose to work with Him. List their suggestions, and then make a like list of what Jesus is looking for in those He chooses to be His helpers today.

Have some students dressed as a fisherman, rich man, doctor, etc. What did they have in common? Their backgrounds, appearances and manners were certainly different. Have each one produce a heart saying, "I am willing." Then have another group come out dressed as a painter, janitor, secretary, etc. Have them show the same kind of heart.

Tell the story using an overhead. Introduce the men Jesus called — one at a time. Let the concluding scene

be the figure of Jesus with all the faces of the men He called around Him. Write in names of children in your group.

## COORDINATING SONGS

## “Fishers of Men”

## SUPPORT MATERIAL

**"Jesus Chooses His Disciples" — Filmstrip and cassette, Nazarene Publishing House**

**"Early Life of Jesus" — Pict-o-graph, Standard Publishing**

**"Jesus and His Apostles" — Happy Day card game, teaches the twelve names of the Apostles, Standard Publishing**

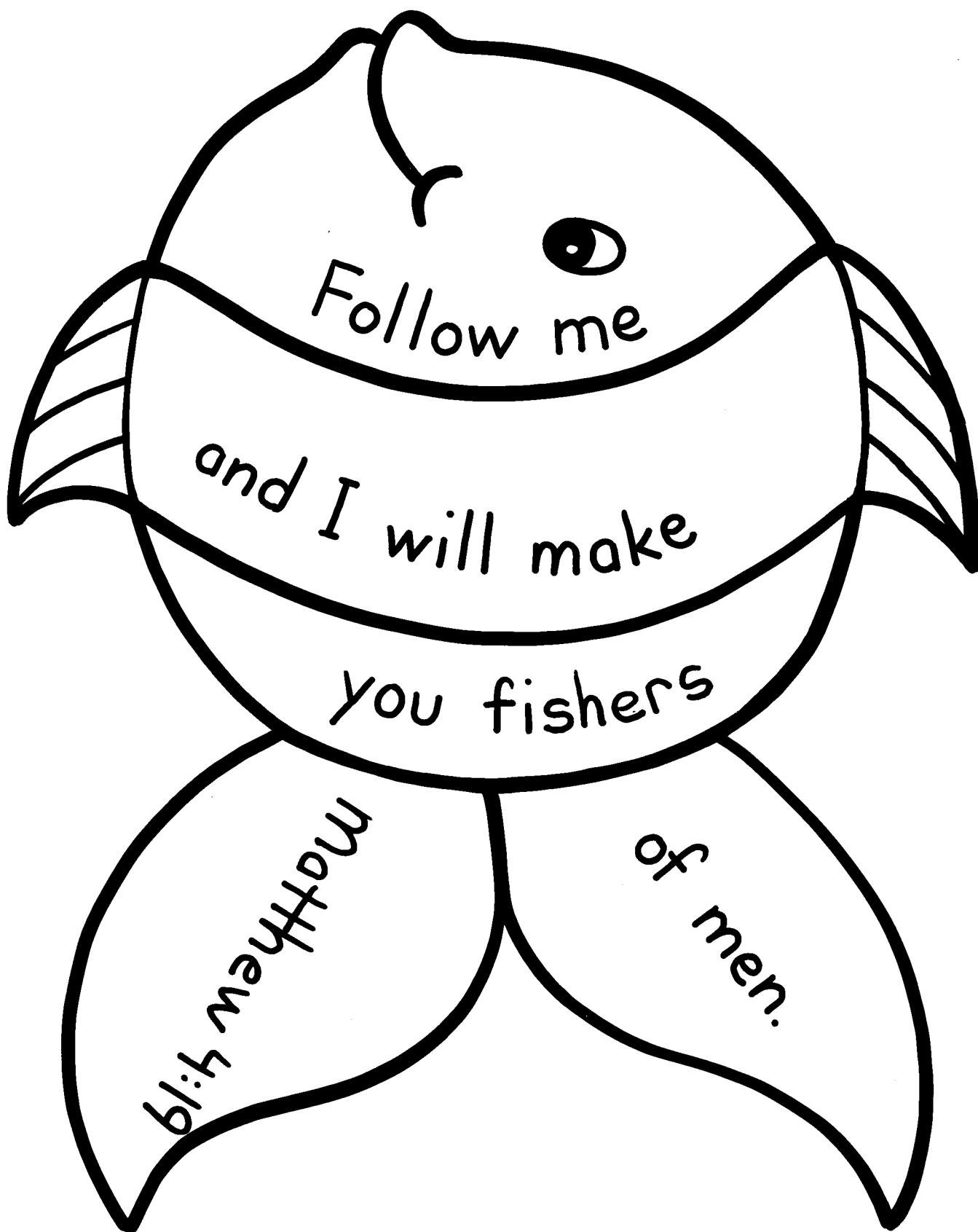
"Jesus' Helpers" — Classroom dot-to-dot book, Standard Publishing

"The Twelve Fishermen" — Filmstrip and cassette,  
Concordia

**“Jesus’ Twelve Disciples” — Arch Book, Concordia**

## NOTES

This image shows a single 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.



# Teachings of Jesus

**Lesson 6a — The Good Shepherd**

**Lesson 6b — Sower and the Seed**

**Lesson 6c — The Good Samaritan**

**Lesson 6d — The Ten Virgins**

## OVERVIEW

In this unit we will consider four of the parables given by Jesus during His ministry on earth. While Christ did not invent the parable, it is significant that He is the only One who used them in the New Testament. It was one of the main ways He used in speaking to the masses, for He found it an effective method of revealing truth to the spiritual and ready mind while at the same time concealing it from others. Matthew 13:10

These lessons will be taught during the Valentine season, making it appropriate to weave the stories around a heart theme. Possibly classroom bulletin boards and

departmental displays could also tie the theme of the lessons into the framework of the holiday.

The first lesson provides an opportunity for the teacher to bring out that we need Jesus in our hearts before we can be His sheep. The second lesson stresses the importance of having the Word of God deep in our hearts to continue to grow as a strong Christian. The third lesson emphasizes the need for love in our heart if we are to show others that we are a Christian. The last lesson shows us the vital necessity of keeping our hearts ready for the coming of Jesus.

## GAMES FOR REVIEW

Cut nine large pink and red hearts from construction paper and arrange as for Tic-Tac-Toe game. On the back of each heart draw or have a picture of an item that should trigger an idea from the lessons.

Examples:

Christ the Good Shepherd

1. picture of sheep 2. picture of children crossing rickety bridge and an angel watching over them

The Sower

1. picture of plant 2. package of seeds 3. a Bible

Good Samaritan

1. helping hands 2. child having fun playing

Ten Virgins

1. oil lamp 2. sky with clouds 3. watch or clock

There can be many adaptations to this game. Student or team member chooses a heart. If he can name the lesson, idea, or memory verse he gets an "X" or "O." As in Tic-Tac-Toe, try to get three in a row.

## CONTEST IDEAS

Love and Heart Quiz (see Support Material)

Set a goal of how many new children can be brought in

during the month (10, 20?). Make a board with chosen number of sheep, moving a sheep into corral (enclosure, barnyard, etc.) for each one brought. If all sheep get moved, the whole department gets a treat. The missionaries would get whatever they would normally receive as well.

Place on your bulletin board a large red heart with a clear pocket over the lower half (or higher if needed). Have enough smaller white hearts, each with a child's name on it so it can be placed in the pocket (name showing) for each time a student memorizes a Bible verse, memory verse, books of the Bible, learns the story, etc. The child with the most hearts in the pocket wins the contest.

## BULLETIN BOARDS

Place a large heart containing a picture of Jesus in the center of your board. Place a smaller heart in each corner with a ribbon extending toward the large heart. They should have an appropriate picture for each lesson. Print at the top center, "Jesus Wants Me To . . ." Under the appropriate pictures print "Be His Sheep," "Love My Neighbor," "Hide His Word in My Heart," and

"Be Ready When He Comes." The smaller hearts could be double thickness with a door in the outer thickness so that a child could open that week's heart at the right time (like an Advent calendar). One could add the lettering under the smaller heart week by week also.

Place a crossword puzzle on the board. Fill in the answers to create interest or leave blank and have students help fill in during the weeks of this unit (see Patterns).

Across Clues:

4. Jesus is the Good \_\_\_\_\_.
5. Who must be in our heart?
6. What must we read to become stronger Christians?
7. Where must we hide God's Word?

Down Clues:

1. How many virgins stayed ready for Heaven?
2. How do we show love?
3. Whom does the Bible tell us to love?

Make a valentine (see Patterns). Trace pattern on red construction paper. Follow folding directions in numerical order. Heart should pop up when card is opened. Put a picture or sticker on front of card in space marked for it. Print underneath, "To \_\_\_\_\_" (my Parents, Grandma, Sister, Brother, etc.). On inside print, "LOVE ONE ANOTHER." Make a decorative border around the heart.

## CHART IDEAS

Garden of Love. Make four heart-shaped flowers of construction paper or calico cloth (see Patterns). Under each flower print appropriate "love" statements.

Make Heart Books, each page being a heart cut from construction paper. Have children draw what they think would be in a Christian's heart. Bind with yarn. Examples: smiling faces, praying, attending church, sharing, helping, reading the Bible.

Cut hearts from white construction paper and cut out center of each. Glue to red construction paper. Print in the center of the chart — JESUS TEACHES ME (see Patterns). Each Sunday the child adds a sticker to the center of each heart — sheep, Bible, heart "Love" sticker, cross, crown, Jesus' face, or praying hands. A piece of white yarn or rickrack may be added as a bor-

der and hanger at the top. Then the child can hang his chart in his room at home on a nail or doorknob.

Make a wheel chart of two wheels with a brad in the center to keep them together and 1/4 section or notch removed from top wheel. Label outside wheel, "Teachings of Jesus." On the bottom wheel, draw a picture of each lesson for the child to color (see Patterns).

Make a little book with the title, "Teachings of Jesus" on the outer cover. Have one page for each lesson. For lesson 6A glue cotton on the sheep. For lesson 6B glue on seeds. For lesson 6C put a Band-Aid on the man's sore leg. For lesson 6D draw a flame on the lamp with orange or yellow felt tip pen (see Patterns.)

Make a puzzle with Jesus in the center (see Patterns). Puzzle pieces around the outside should be pictures of each of the four lessons in our unit. These would be added each Sunday.

Reproduce the large 4-section heart with illustrations for each lesson (see Patterns) for each of your students. On each Sunday help them mount the puzzle piece for that week onto a background on which you have traced the outline of the complete heart.

## SUPPORT MATERIAL

"Love and Heart Quiz" — Page 58, 110 Helps for Teachers, by Carolyn Lehman, Standard Publishing  
"Parables of Jesus" — Pict-o-graph, Standard Publishing

"The Lord Is My Shepherd" — Illustrated Song, Nazarene Publishing

"Harry's Heart Song" — Visualized story, portrays the concept of Christ's dwelling in our hearts. Nine large illustrations with a corresponding story, Gospel Publishing House

"Getting to Know Jesus" — by Angela Carl and June Lang, Children's church programs. Activities, crafts and games, emphasis on Bible memorization, correlated music, Standard Publishing

"Object Talks on the Parables of Jesus" — Standard Publishing

"Jesus Our Savior" — Bible Pictures for Children, Set 2, 16 full color pictures include: birth, childhood, parables, and disciples, G/L Publications

"Parables of Christ" — Flannelgraph by Helen S. Kratavie, Child Evangelism Fellowship Press



# The Good Shepherd

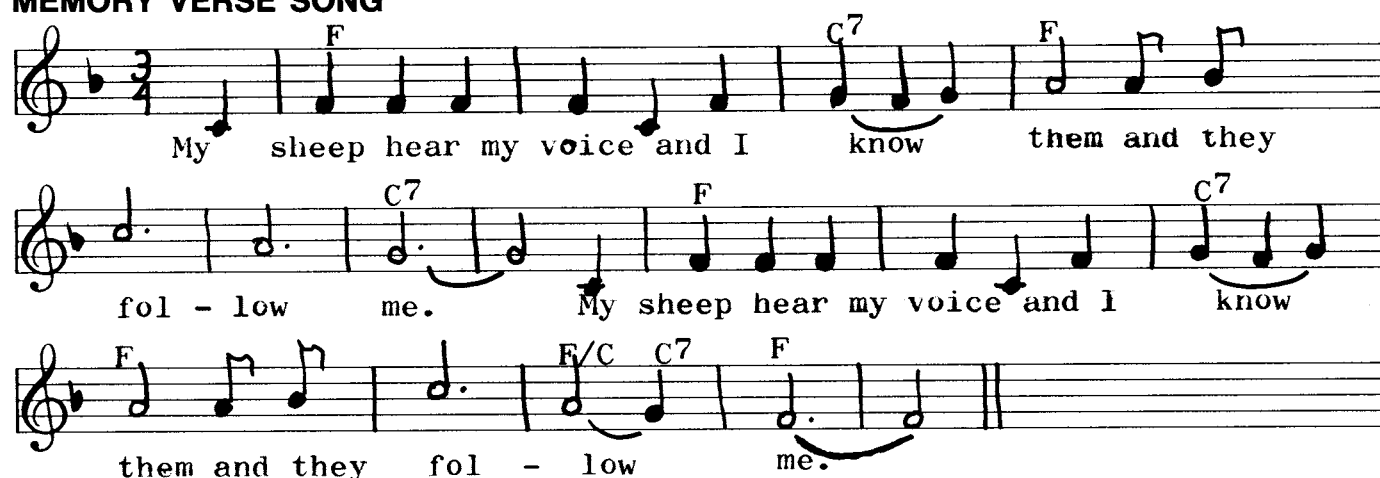
**TEXT** John 10:11-15; Psalm 23

**SUPPLEMENTAL SCRIPTURES** Isaiah 40:11; Ezekiel 34:12; Matthew 18:12; Hebrews 13:20

**OBJECTIVE** The students will be able to rehearse Jesus' characteristics as a Good Shepherd and will understand that He is the One who will take care of us.

**MEMORY VERSE** My sheep hear my voice, and I know them, and they follow me. — John 10:27

## MEMORY VERSE SONG



## MEMORY VERSE IN ACTION

**MY SHEEP** — make scissors with right hand first two fingers, clip wool off left arm

**HEAR** — hand behind ear

**MY VOICE** — hands cupped around mouth

**AND I** — point up

**KNOW** — point to temple

**THEM** — point to others

**AND THEY FOLLOW** — right hand out, palm up, move toward body (beckoning)

**ME** — right middle finger to left palm, left middle finger to right palm

2. He knows all His sheep by name.
3. He cares for them and tends to their needs.
4. He seeks for the lost sheep.

**Climax:** The Good Shepherd is **willing to even give His life for His sheep.**

**Conclusion:** Jesus cares so much for us that He gave His life for us. He cares for us just as the shepherd cares for his sheep.

**Response:** Your students will be able to tell you several ways Jesus is like a good shepherd.

## BACKGROUND INFORMATION

In John, chapter 9, the man born blind and then healed was abused by the Pharisees because it had been Jesus who healed him. The parable of the Good Shepherd that follows was primarily addressed to these Pharisees who, in a sense, were trying to pluck this man from Christ's hand (John 10:28). They had harassed him and his parents, hurled insults upon him and tried to get him to reject Jesus, but the healed man had heard the Voice of the Good Shepherd, become one of His sheep and nothing would stop him from following.

## MEMORY VERSE VISUALIZED

Cut apart the staff with the memory verse printed on it. (See pattern at the end of the lesson.) Put the staff together as the students learn the verse.

## BIBLE LESSON OUTLINE

**Introduction:** Open your class time by showing a picture of Jesus as the Good Shepherd.

1. Jesus tells us that He is the Good Shepherd.

The symbol of a shepherd is a familiar one in Scripture. It is a reference to the Lord who leads His people like sheep, or to one who has the responsibility of leading God's people (Psalm 23:1; Isaiah 40:11; John 10:11; Hebrews 13:20). In Jeremiah 23, Ezekiel 34 and Zechariah 11 the Lord denounces the leaders of the people for being unworthy shepherds who care only for themselves, and promised to send a true Shepherd who would care for the flock of God. These promises were fulfilled in Jesus who was willing to lay down His life for the sheep.

## IN-CLASS ACTIVITIES

Print words or phrases of the memory verse on separate pieces of paper. Then hide them under chairs, etc., and have the students find them. Compare to the Good Shepherd's searching for us, the lost sheep.

Make sheep from spools (see Patterns), to use in telling the lesson, or as a hands-on activity with your class. Gather medium-sized spools which have held sewing thread. Cut two body shapes from cardboard and let children color them appropriately. Then paste them to the ends of a spool, making sure both pairs of feet rest squarely on the table. Trace animal head from colored construction paper, cut out, and paste onto animal. You may add a tail if you desire. Your pupils may want to experiment with their own designs for the heads.

Make a stand-up figure of the Good Shepherd (see Patterns). To the back of the figure paste a stand (a strip of folded paper) that allows it to stand as well as be moved around as it is held from the rear. The Shepherd is best if mounted on lightweight cardboard for stability.

Use a picture appropriate to the lesson. Cut it across in strips and mix them up. Let the children glue the pieces on construction paper to make the picture as it should be (see Patterns).

Make a sheep and sheepfold (see Patterns) from heavy construction paper. Color rocks and grass, etc. Cut out the sheepfold and around the door. Fold on dotted lines and glue as directed. Cut out stand-up sheep. Use to tell the story of the Lost Sheep. You may put cotton on sheep, set sheepfold in a sand pan. Each child could make his own.

Give each child a paper sheep (see Patterns). Let each child name his sheep. Place a picture of a shepherd on the board. When you call the sheep's name let the child pin it on the board. Point out that the shepherd knows his sheep by name and forgets none of them. Put a picture of Jesus on the board and tell how Jesus knows

His own sheep by name and they know His voice and follow Him.

Make each child a white heart out of construction paper. Explain that only those who let Jesus come into their hearts can be His sheep. They could write, "I love Jesus," or the memory verse on their hearts.

Trace shepherd's staff (see Memory Verse Visualized) onto poster board. On it print the memory verse. Let children cut out and take home as a reminder of the verse. Same idea could be used with a stand-up lamb (see Patterns). Used as a chart, cut staff (or sheep) from brown construction paper and glue onto sheet of blue or green. Add Jesus sticker. Each week child adds a lamb sticker. For stand-up lamb, trace pattern onto white construction paper and cut out. Add features with black marker, color grass green. Glue bits of cotton to lamb. Fold stand and paste behind lamb.

Make a paper bag mask and cover with cotton balls or cotton batting, for each child to wear.

Bring some pictures of puppies and kittens. Ask the children to help you list some of the things that must be done to keep the puppy or kitten happy and comfortable. Relate the care of a shepherd for his sheep to the care the child gives to a pet.

Give each child a sheet of paper with a boy or girl drawn in the center. Ask them to write around the center figure some of the things God can protect the child from and things He provides for us as our Good Shepherd.

Pack a Blessing Basket with items representing the things God provides for us as a Good Shepherd. Include in the basket: Bible, picture of church, article of clothing, a picture or small cardboard house, food, a jar of water, a picture of a family or an adult and child representing love, etc.

## QUESTIONS

Who is the Good Shepherd?  
Are all people Jesus' sheep?  
How does one become one of Jesus' sheep?  
Do we follow because we have to, or because we love Him?  
How do we let Him know we love Him?  
How do we get His love into our hearts?  
Will Jesus lead us to bad or good places?  
Name some ways Jesus is a Good Shepherd to you.

## PRE-SCHOOL SUGGESTIONS

Children may cut out lamb (see Patterns) and glue it to paper of a contrasting color. Children glue cotton balls on lamb for wool. The following poem may be on a

Jesus is the Shepherd  
Do you know who I am?  
It's such a lovely secret . . .  
I'm His little lamb!

**Bring stuffed toy lambs for your children to hold.**

## REVIEW IDEAS

Although we cannot see Jesus with our natural eyes, He is always near to help us each day in everything we do. If we are having trouble in school we can whisper a prayer and He'll help us remember or understand; if we have trouble with friends, we can ask Jesus to help us to love them more.

**Blindfold one teacher (Teacher A). Teacher B must give Teacher A explicit step-by-step instructions to walk**

Use the overhead projector to present the story of the Good Shepherd. Cut out the figure of the Shepherd from a transparency and move the figure into each scene.

## COORDINATING SONGS

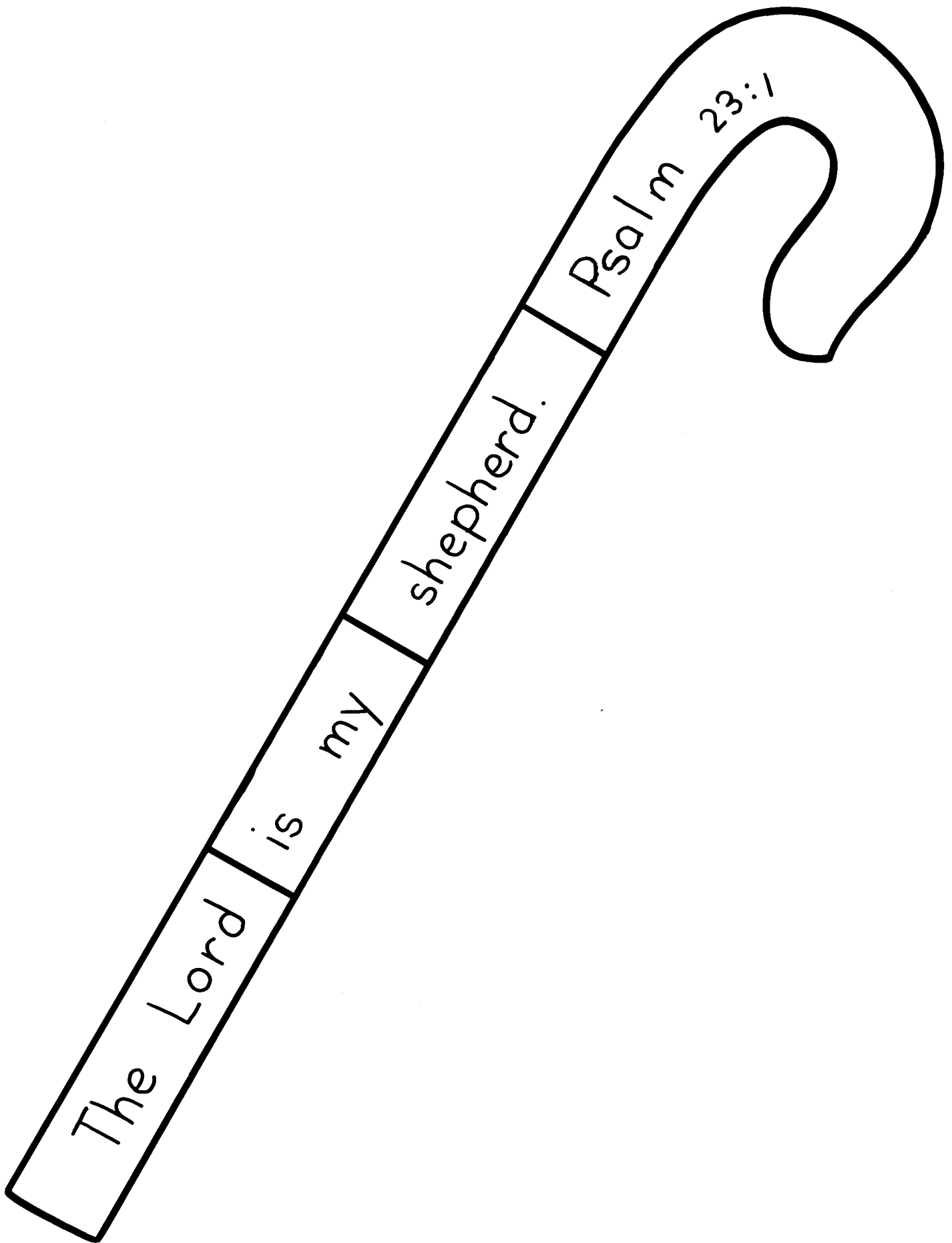
"The Lord Is My Shepherd, I'll Walk With Him Always"  
 "Gentle Shepherd"  
 "Shepherd of Love"  
 "Into My Heart"  
 "Bring Them In"  
 "Follow On"  
 "One Door and Only One"  
 "His Sheep Am I"  
 "Psalm 23" (Round)  
 "My Lord Knows the Way Through the Wilderness"

## SUPPORT MATERIAL

"The Little Lost Lamb" — Ruth Odor book, Standard Publishing  
 "Jesus Loves Us" — Coloring book, 8 each of 6 pictures, Warner Press  
 "The Lost Sheep" — Palm Tree Bible Series book, Concordia  
 "Parables of Jesus" — Pict-o-graph, Standard Publishing  
 "Snowflake — Little Lost Lamb"  
 Books on the 23rd Psalm

## NOTES

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# Sower and the Seed

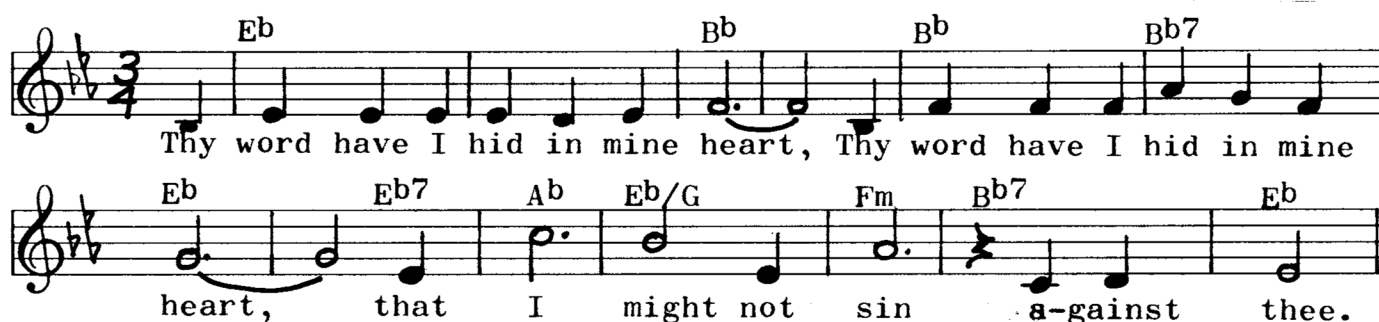
**TEXT** Luke 8:4-15

**SUPPLEMENTAL SCRIPTURES** Matthew 13:23; Acts 2:41; I Thessalonians 2:13; I Peter 2:2; II Peter 1:5,6

**OBJECTIVE** The students will be able to liken the four types of ground to the spiritual receptivity of those who hear the Word of God.

**MEMORY VERSE** Thy word have I hid in mine heart, that I might not sin against thee. — Psalm 119:11

## MEMORY VERSE SONG



## MEMORY VERSE IN ACTION

**THY WORD** — hands in front like a book  
**HAVE I HID IN MINE** — bring hands up toward body, touch chest  
**HEART** — with index fingers draw a heart shape over own heart  
**THAT I MIGHT NOT** — point to self, shake head “no”  
**SIN** — make fists with index fingers pointing to each other and then to self, shake your head no  
**AGAINST THEE** — point up

## MEMORY VERSE VISUALIZED

Make a large heart and print the memory verse on it. Then cut it in irregular shapes and sizes and hide the pieces. Have the class find the pieces and then put the heart together as they learn the verse. Discuss hiding God's Word in our hearts and how to do so; i.e., reading the Bible, being in Sunday school, etc.

## BIBLE LESSON OUTLINE

Introduction: Begin your class session by showing your

students a handful of seed. Ask them what needs to be done to this seed to make it grow. They will respond that it must be planted.

1. Jesus told a story about seeds and planting.
2. The seeds fell by the wayside, on stony ground, among thorns, and on good ground.
3. The results were dependent upon the type of ground.
4. Jesus compared the types of ground to those who hear the Word of God.

Climax: Those who hear the Word of God and keep it are like the good ground.

Conclusion: If we want to be fruit-bearing Christians, we must be hearers and doers of God's Word.

Response: Your students will be able to parallel the types of ground to the receptivity of those who hear God's Word.

## BACKGROUND INFORMATION

Prior to the time this parable was spoken by Jesus, He had used word pictures but this was His first complete parable. In fact, from this point in Christ's ministry until

its end He often spoke to the multitudes in parables. Mark 4:33,34

The crowds of common people had been gathering around Jesus in increasing numbers, and the Pharisees' opposition was now growing more intense. It seems as though the Lord's intent in using this method of teaching was that only the true seekers would be blessed with understanding the truth (Mark 4:10-12). Those who had already responded to the teachings of Jesus would be able to understand the parables, but those who had rejected His truth would lose even the capacity to hear. Mark 4:25

The parable of the sower and the seed needs little explanation because Jesus clearly interpreted it for us. As one commentator said, "The parable needs application, not explanation." Jesus said if you can't understand this parable you will not be able to understand any of them (Mark 4:13). Unless your heart is good ground (Mark 4:20) the parables, or for that matter, any of the teachings of Christ, are meaningless. I Corinthians 2:14

## IN-CLASS ACTIVITIES

Soak beans and start growing them in damp paper towel ahead of time. Help the children plant them in cups containing the various types of soil mentioned in the lesson. Have the children guess which one they think will grow.

Several days or a couple of weeks before class, place a sponge in a shallow dish or tray (a meat tray is good), and add water to the tray. Over part of the sponge, place some foil, plastic wrap, a piece of wood, a flat rock or something to be between the sponge and the grass seed that you sprinkle over the sponge. Place in a sunny window to grow. During class discussion of the sower and the seed show the growing seed to the students and show what happens when seed falls on rocky soil or wayside.

Why do we plant seeds? Can we expect to get a large crop if we don't plant any seeds? People are like that too. We must plant a lot of seeds in our heart — such as Bible verses and songs about Jesus.

Buy four small valentine boxes, glue a piece of black paper across the top or the bottom of the first. Put some small rocks in the second; some thorns or weeds in the third; and some good soil in the fourth. Take a package of seed and print THE WORD across it. Now, open each heart one at a time and plant some of the seed. What happens in each heart?

Make a large stylized flower (see Patterns) from colored construction paper and glue to a background.

Across the top of the background print WE LEARN AS WE . . . on each petal print how we learn — listen to the lesson, read the Bible, pray, sing, listen to our ministers. These could be prepared ahead of class time, then let the children add the petal statements and glue them to the background. This idea could also be enlarged and adapted for use on a bulletin board.

## QUESTIONS

What are some of the thorns that might get into our hearts and choke out God's Word?

How can we grow stronger in the Lord and increase the fruit Jesus is looking for in our lives?

Our lesson today says that Jesus spoke to the people by a parable. What is a parable?

Can that same principle be used today in teaching? Explain.

What is the difference between a parable and some other account or story Jesus told?

Jesus described the different types of soil the seed fell upon. Explain how it might be that a person's heart could be like more than one type of soil.

If we can change and become more receptive, how do we maintain that "good ground" in our heart?

## PRE-SCHOOL SUGGESTIONS

Talk to your little ones about how they act when they come to God's House. Some children sit and listen quietly. They learn their memory verse. They watch the teacher. They sing the songs. Others are not listening, but are wiggling or fussing with the one sitting next to them. Which ones makes Jesus happy?

Put on some big ears made from construction paper to illustrate how we should listen in Sunday school (see Patterns).

Cut out a series of hearts in graduated sizes. Show how we grow in knowing about Jesus by listening and obeying.

Bring a heart balloon to class. (These are available in gift and card shops around Valentine's Day.) Draw a happy face on the balloon. Illustrate Christian growth by blowing it up bigger and bigger as you talk about things that make us grow for Jesus.

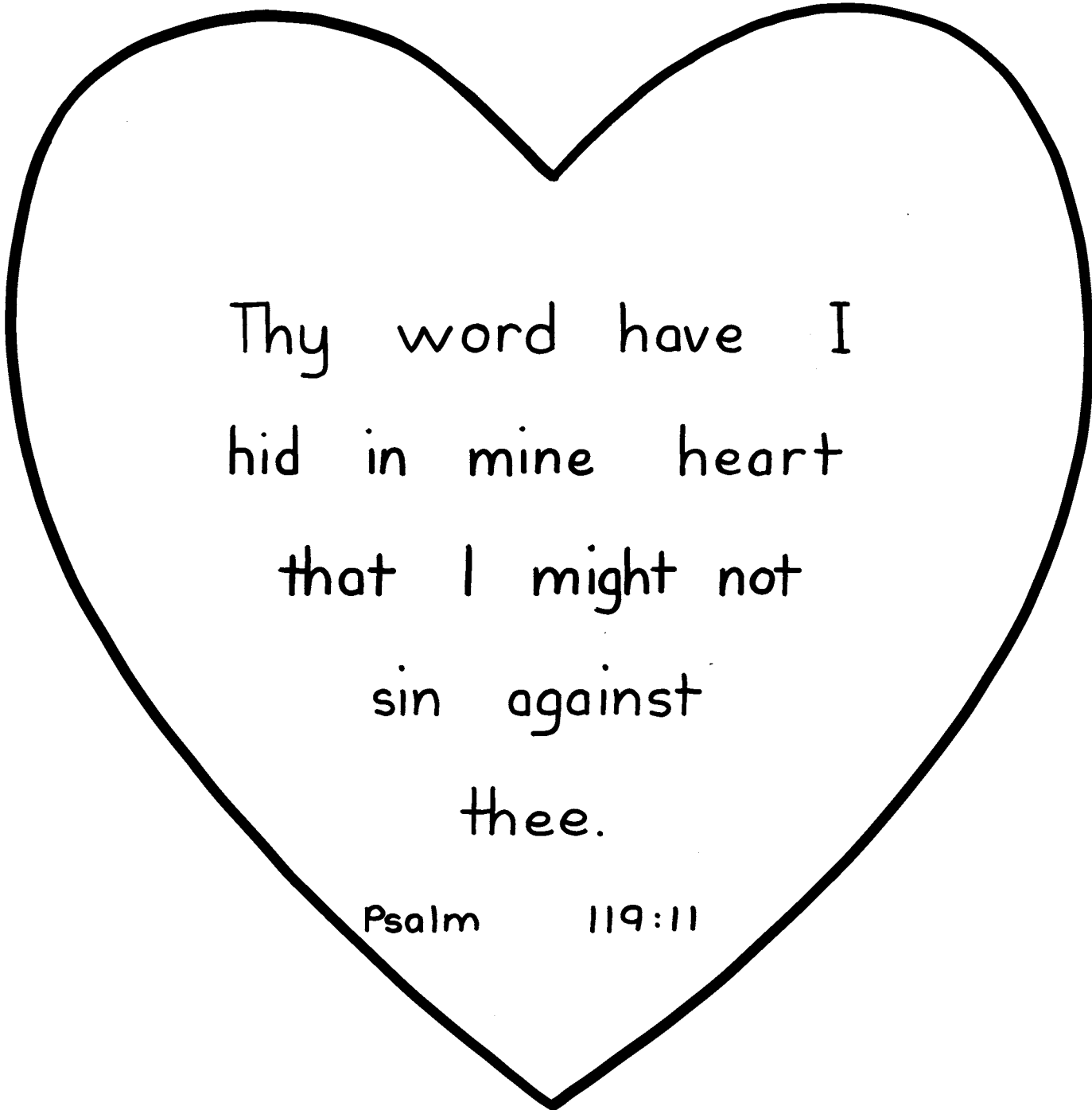
Give each child an opportunity to use the bird (see Patterns) to scoop up seeds from a sheet of brown paper (soil).

## REVIEW IDEAS

Have several deflated balloons.

"Your life without Jesus is empty, and not very pretty, just like this balloon. When you are saved, or ask Jesus





Thy word have I  
hid in mine heart  
that I might not  
sin against  
thee.

Psalm 119:11



# The Good Samaritan

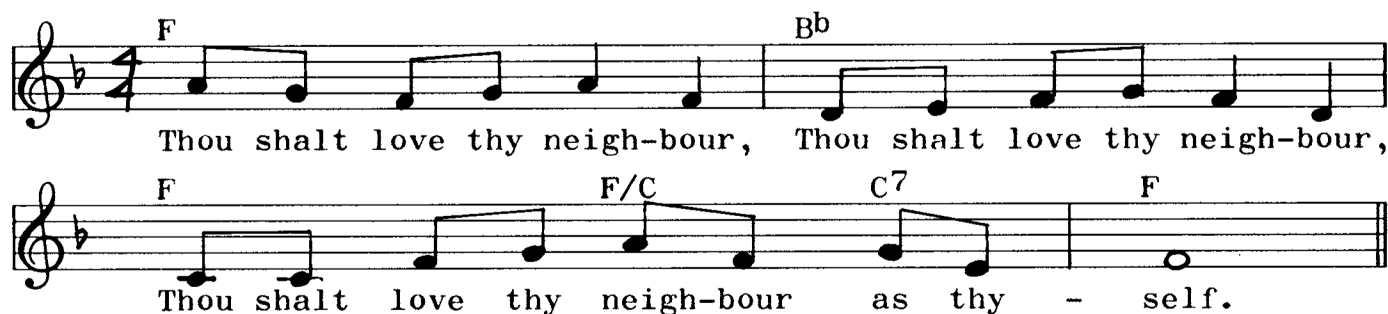
**TEXT** Luke 10:25-37

**SUPPLEMENTAL SCRIPTURES** Leviticus 25:35; Matthew 25:35; John 13:35; Romans 13:10; 15:1,2; I Thessalonians 3:12; I John 4:20

**OBJECTIVE** The students will be able to relate the story of the Good Samaritan and explain how he was a good example of showing love and helpfulness to his neighbor.

**MEMORY VERSE** Thou shalt love thy neighbour as thyself. — Matthew 22:39

## MEMORY VERSE SONG



## MEMORY VERSE IN ACTION

THOU SHALT LOVE — cross fists over heart  
 THY NEIGHBOUR — point to others  
 AS THYSELF — point to self

## MEMORY VERSE VISUALIZED

Cut apart the figure of a child surrounded by hearts and smiling faces. (See pattern at the end of the lesson.) Assemble the puzzle a portion at a time as the students learn the verse.

## BIBLE LESSON OUTLINE

Introduction: Show a picture of a child doing a kind deed. Lead into the fact that Jesus told a story about a man who showed great kindness.

1. A certain man, while traveling, was injured and robbed.
2. A priest and a Levite passed by but ignored his need for help.

3. A Samaritan, who was of a nationality generally despised by the injured man's countrymen, came by and gave aid.

Climax: Jesus indicated that the injured man's neighbor was the one who offered assistance.

Conclusion: We have a responsibility to show kindness to others. Focus on memory verse.

Response: The students will be able to list the things the Good Samaritan did, thus proving he was a good neighbor. They will also be able to mention a number of ways we can show kindness to others.

## BACKGROUND INFORMATION

In the seventh century before Christ, the king of Assyria conquered the Northern Kingdom of Israel and carried away captive the inhabitants of its capital city, Samaria (II Kings 17:6). In place of the Israelites who were dispossessed, the Assyrians brought in foreigners to live in the land. These foreigners mixed their religion with that of the former Israelites (II Kings 17:33). These

people became known as Samaritans. Down through the centuries the Jews looked down on the Samaritans as compromisers and impure. A Samaritan could not be a witness in a Jewish court, they were publicly cursed in the synagogues and considered ineligible for eternal life.

When Jesus gave the parable of the Good Samaritan in answer to the questions posed by this doctor of the Jewish law, it must have come as a great surprise. In a sense, He was saying, "A despised Samaritan who does the will of God is better than a Pharisee who only discusses theology." A man who would please God must be full of more than religion. He must be full of God's love which manifests itself in practical ways. James 2:15-18

## IN-CLASS ACTIVITIES

Have children outline their hands on paper and then list ways they, too, can be Good Samaritans with their hands. Add the memory verse as a caption and let them take the paper home.

Reproduce Glad/Sad Sam (see Patterns). Use Sad Sam to show how the traveler felt when the robbers hurt him and took his money. He was also sad when the priest and the Levite wouldn't help him. Use Glad Sam to show how he felt when the Good Samaritan stopped and helped him.

Make a large heart with lettered sections cut from various colors of construction paper (see Patterns). Glue scraps of flannelgraph paper to the back of each piece. As the lesson is taught, put up each piece of the heart. It also can be used as a puzzle, letting the children take turns putting it together.

Take several hearts and cut each into a puzzle of a broken heart. Place each puzzle in a separate envelope. Let each child put together one of these puzzles. God loves us so much He not only takes care of our physical hurts, but He knows when our hearts need mending.

Bring two apples, one smaller or not as good as the other one. Say, "My friend needs an apple. Which one should I give him? Jesus would want me to give him the best apple for the Bible tells us so in Matthew 22:39. My heart feels really good and my apple tastes really good, too, because I pleased Jesus by helping my friend with the best I had."

Let the children make a sticker heart (see Patterns) to give to someone.

Set up several activities to do that require two people for each. Write these activities on slips of paper and

number each paper. Write the same numbers on the backs of smiling faces you have cut from construction paper. (Have half as many jobs and smiling faces as you have students.) Make each smiling face into a mini puzzle by cutting into two pieces that will fit together. Put all the puzzle pieces into a jar and let students draw one and find its partner. The number written on the back of their smiling face will tell them which activity they are to do together. Use this to discuss helpfulness.

Make a series of flash cards — stick figures are fine — to tell the story (see Patterns).

Use small dolls, a paper road, some large rocks, a money bag, Band-Aids, etc., to portray the story as you tell it to your class.

## QUESTIONS

Who is our neighbor?

How can you show love to a neighbor?

Do you think the lawyer that came to Jesus was sincere in his search for eternal life? Why or why not?

Last Sunday we studied a parable. Tell whether or not the account of the Good Samaritan is a parable.

What do you understand to be the meaning of *compassion*?

Do you suppose the lawyer talking with Jesus was a compassionate man? Why or why not?

In what ways can people ignore the needs of others today and be guilty of the same disregard that the priest and Levite were?

What instruction did Jesus give the lawyer? How did He expect this man would be able to do what He said?

Name some ways you can be a good helper.

## PRE-SCHOOL SUGGESTIONS

Bring a doll to represent the injured man. Let the children rub cream on him (ointment) and put on Band-Aids to make him feel better. Do not go into much detail about how the man was hurt. Especially for the little children, it is best to begin the story just by saying, "Once there was a man who got hurt. He had a bad 'owie.' Did you ever have a bad 'owie'?" or something of this nature.

Be careful of any dramatizations of this story. No matter how it is presented, it seems the man's getting hurt is too vivid for the little ones to accept comfortably. Focus on the nice man that came to help the hurt man. Tell how we can help our friends when they fall, or how we can open doors for the elderly, move things out of the way, and generally be kind to others.

Bring pictures of children doing kind deeds and book related to kindness.

Bring a first-aid kit. Put a Band-Aid on each child. (The

## REVIEW IDEAS

Make cards with pictures (or words) of the following: grocer, teacher, policeman, pastor, aunt, car mechanic, gas attendant, librarian, classmate, horse, dog, airplane, tree, butterfly, pickle, hamburger, shoe. For each picture (card) ask child if it is a neighbor (true or false). If it is a neighbor ask child how we can help that person. Examples: librarian — we should be quiet in the library and take good care of the books; a pastor — we should sit quietly in church and listen to the sermon, also pray for the pastor.

**Present a skit with a parallel plot set in today's terms.**

## NOTES

Write the words, "Good Samaritan" down the center of a chalkboard or a large piece of poster board. Have your group help you make an acrostic by writing in words around the letters which tell ways in which we can be helpers to others.

## COORDINATING SONGS

## “The Old Time Religion”

**“J-O-Y”**

**“I Am a C-H-R-I-S-T-I-A-N”**

## “Lord, Lay Some Soul Upon My Heart”

## “Jesus Loves the Little Children”

## “Make My Life To Be Like a Melody”

## SUPPORT MATERIAL

**"The Good Samaritan" — Palm Tree Bible Series book,  
Concordia**

**"The Good Samaritan" — Arch Book, Concordia**

**"Parables of Jesus" — Pict-o-graph, Standard Publishing**

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface. There is no handwriting or other markings on the paper.



# The Ten Virgins

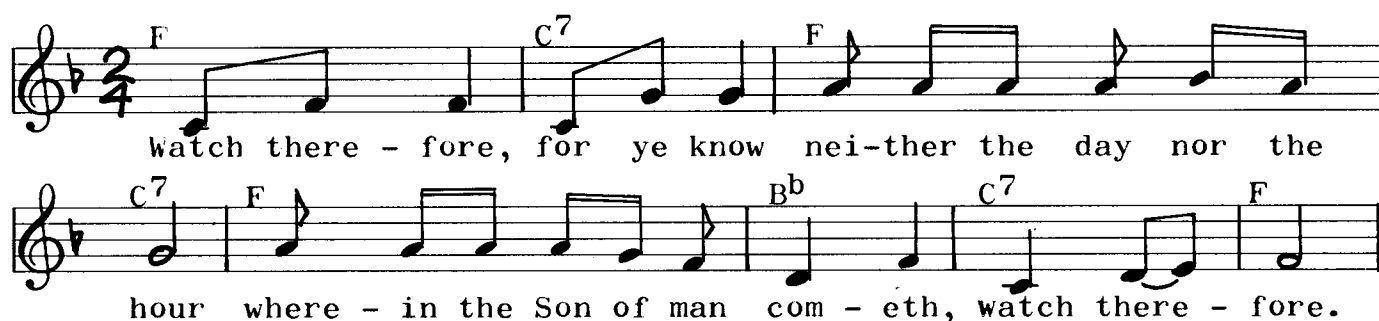
**TEXT** Matthew 25:1-13

**SUPPLEMENTAL SCRIPTURES** Matthew 24:44; 25:13; Mark 13:32-37; Colossians 4:2; Revelation 3:11

**OBJECTIVE** The students will be able to explain the necessity of staying ready for Heaven, and will be able to tell how this can be done.

**MEMORY VERSE** Watch therefore, for ye know neither the day nor the hour wherein the Son of man cometh. — Matthew 25:13

## MEMORY VERSE SONG



## MEMORY VERSE IN ACTION

**WATCH THEREFORE** — index fingers to eyes, then point out

**FOR YE KNOW** — point to temple

**NEITHER THE DAY NOR THE HOUR** — right index finger pointing up, left hand on right elbow, drop right arm down on left arm

**WHEREIN THE SON OF MAN** — right middle finger to left palm, left middle finger to right palm

**COMETH** — right hand out, palm up, move toward body (beckoning)

## MEMORY VERSE VISUALIZED

Cut apart the lamp with the memory verse written in and around it. (See pattern at the end of the lesson.) Assemble the puzzle a piece at a time as the students learn the verse.

## BIBLE LESSON OUTLINE

**Introduction:** Bring an oil lamp and illustrate what hap-

pens when there is no fuel. (You may wish to use two lamps if available.)

1. Jesus told a parable using lamps burning or not burning as an example.

2. In the story, 10 virgins had lamps.

3. Five neglected to take oil with their lamps, and when the bridegroom came their lamps had gone out.

4. When they went to buy oil, the bridegroom came. Those who were ready went into the marriage.

**Climax:** The ones who neglected to keep oil were not able to go to the marriage.

**Conclusion:** We must stay ready for Heaven. Making a start is not enough but we must continue to follow the Lord.

**Response:** The students will be able to relate ways we can stay close to the Lord and continue following Him.

## BACKGROUND INFORMATION

Marriage and wedding customs were often used as illustrations of spiritual truths in the New Testament. When a wedding was going to take place the bride-

groom and his friends would leave his father's house, often late at night, and go to the house of the bride's father to claim the bride. The bridegroom would then lead the wedding party back to his father's house. On the way, however, a group of young women, friends of the bride and bridegroom would join in the procession. Festivities were then entered into at the house of the bridegroom's father, these often lasting for several days. The ceremony was complete when the bridegroom led the bride into the bridal chamber.

The message of the parable in Matthew 25:1-13 seems clear. The procession led by the bridegroom could pass at any time. Knowing that, those who were genuinely concerned made ample preparation. Those who had their thoughts on other things failed to prepare, and thus offended the bridegroom by their indifference. Jesus gave this parable following a prediction of His return (Matthew 24:36-42) to judge the wicked and reward the righteous. Just as the wise virgins prepared for the appearance of the bridegroom while the foolish were occupied with other thoughts, those who make their relationship with God a priority will be prepared when Jesus returns, and those who are distracted will be left here.

## IN-CLASS ACTIVITIES

Using the drawing provided under PATTERNS, have one lamp drawn for each child. As you talk about how we must keep oil in our vessels, let them paste oil and a flame on the drawing.

Bring some half-done jobs to illustrate that obeying part way or only doing part of what God tells us to do is not enough. Some suggestions: a dish washed on one side, a piece of wood sanded on one side, a nail pounded partly through.

Illustrate the lamps on a chalkboard. Use colored chalk to fill five lamps. Leave the other lamps empty.

Give each child a project — for example, a picture to color. Tell them you are setting a timer, but they don't know how much time they will have. How much can they color before the timer goes off? Liken this to the fact that we do not know when the Lord will come but we know that it will happen.

Pack a backpack or a suitcase, discussing what you need to be ready for a trip and comparing it to what we need in our lives to be ready for the Lord's return.

## QUESTIONS

How can we have a light (lamp) in our heart?  
How do we keep it burning?  
What must we do to get ready for Heaven?

Does your heart get ready all by itself? What do you do?

Does your heart stay ready all by itself? What must you do?

If your heart gets naughty things in it, how do you get rid of them?

Does Jesus hear us when we say we are sorry? How do we know?

## PRE-SCHOOL SUGGESTIONS

Bring two hearts with sin-spot stickers. Both hearts pray and the sin stickers are removed. One keeps on praying and doing kind things, etc., and the heart stays clean. The other forgets to do right, stops listening to Jesus, and soon is doing naughty things again. Sin spots go back into that heart and it is no longer ready.

Show your children two tiny oil lamps, one empty and one full. Relate oil to doing the things that make Jesus happy. If oil lamps are not available, use drawing of lamps (see Patterns).

Focus of this lesson for Beginners should be "Things I can do to make Jesus happy."

## REVIEW IDEAS

Illustrate the fact that we have to clean our room or do the dishes regularly or the place becomes a mess. If we want Jesus to live in our heart, we must continue to read the Bible and pray to keep our hearts clean (show a dustmop or dirty dish). We must keep eating the right foods for our bodies to grow big and strong. We must read the Bible and pray each day to keep our hearts strong.

Have several cut-outs of people, all with magnets on them (see Patterns). On the good people have such names as "Suzy Share," "Katie Kindness," "Henry Helper," and on the bad people such names as "Charlie Cheat," "Sassy Sammy," "Tommy Thief." (Be careful not to use names of students in your group on the negative names.) Have a figure representing Jesus (possibly just a white poster board cut-out or maybe even a doll, with a magnet attached), and pass Him over the people, picking up the good people. On the bad people, put a piece of tape or something over the magnet so it won't pick them up and then explain how they all had a magnet but the bad people let something come between them and Jesus so they weren't ready to go. (Practice this first.)

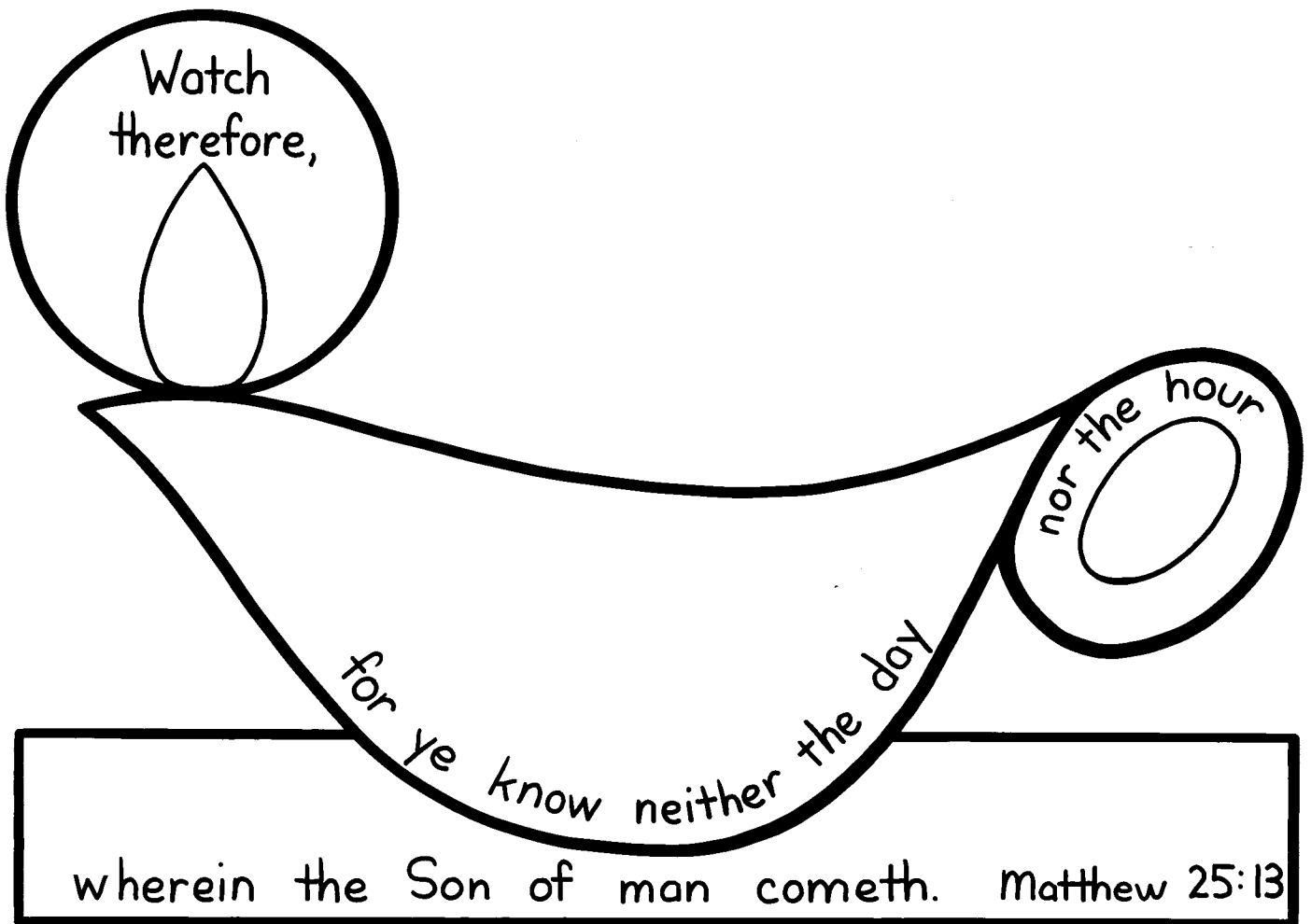
Present a present-day skit bringing out the importance of being ready. Have two children that are to be picked up for a church camping trip. One fools around (reads magazine, sets hair, or whatever) instead of packing. Mom mentions several times that the driver of the van

“Oh, Be Careful”  
 “Stand Fast Therefore in the Liberty” — 401 Choruses  
 “Behold, Behold!”

## SUPPORT MATERIAL

**“Listen to Jesus/Parables” — Dot-to-dot book, Standard Publishing**

## This image shows a full page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page, typical of notebook or legal stationery. There are no margins, text, or other markings present.





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Teacher's Name \_\_\_\_\_

A Bible study resource guide for  
*Primary Pals* teachers

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