

# PRIMARY PALS

## TEACHER'S GUIDE



Units 16,17,18

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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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*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 Love of God

**Lesson 16a — The Angel Talks to Mary and Joseph**

**Lesson 16b — The Angels and the Shepherds**

**Lesson 16c — The Birth of Jesus**

**Lesson 16d — The Wise Men Come**

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## OVERVIEW

The theme of our December unit is The Love of God. In Scripture, love is presented as the very nature of God — God not only loves, but He is love. God loves the world as a whole, but also every individual. What better illustration of God's love could there be than the fact that He sent His own Son to this earth?

Throughout the month we will study the Christmas story in step-by-step detail. Our first lesson tells how the angel appeared to Mary and Joseph and revealed to them the awe-inspiring news that a Child would be born who would be the Son of God. The next lesson focuses on the angelic messengers who brought the shepherds the joyous news that a Savior had been born in Bethlehem. On the Sunday before Christmas, the birth of Jesus will be taught. The

following Sunday will conclude the series with a lesson on the Wise Men who followed the Star to find the Christ Child.

Try to help your primary children to see this series of events as more than just a fragment of history. They need to feel the personal nature of God's Gift to them. They need to understand that it was because God loved them, individually, that He sent Jesus to this earth.

In many of our churches, this will be a busy month due to the preparation of special programs for the holiday season. The actual stories themselves may be somewhat familiar to your students, so particularly emphasize the theme of the unit, the love of God.

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## SPECIAL NOTE FOR THIS UNIT

Refer to Units 4 and 28 for additional ideas concerning the lessons in this unit. Although the specific lesson objectives may be different, the patterns provided and activities suggested will be applicable in many cases.

## GAMES FOR REVIEW

Make a large advent-type calendar, but don't number the windows. Use old Christmas cards and pictures to put behind the windows. Choose windows at random and open one at a time. Have the children tell what each picture is about and what lesson it goes with.

Use the picture cube to review the Christmas season events which are covered in this month's series of lessons (see Patterns). Cut, fold, and glue as indicated by tabs. Have your students take turns tossing the cube to one another. Each student should take a turn telling a part of the story surrounding one of the pictures.

Prepare a complete set of stars for each student (see Patterns). They should match up the two parts of each memory verse to make four stand-up stars. Have everyone say the verses together and tell to which lesson each verse belongs.

## CONTEST IDEAS

Start a candy cane wreath for each child (see Patterns). Purchase small, cellophane-wrapped candy canes for the children to add to their wreaths each Sunday. Some children may add as many as four or five a week, so be prepared with plenty! They may add candy canes for attendance, learning their memory verses, bringing their Bibles, good behavior, missionary efforts, etc.

Give each student a copy of the treasure chest representing gifts for Jesus (see Patterns). Each Sunday give a colored star to each child for attendance, bringing his Bible, knowing the memory verse, bringing a friend, etc. The stars should be added to the treasure chest.

For each student make a copy of the chart depicting the shepherds on the hillside with their sheep (see Patterns). Each week add a sticker for each accomplishment; for example, an angel for attendance, a sheep for good behavior, a star for bringing Bible.

## BULLETIN BOARDS

Have your students bring pictures of babies (from magazines, catalogs, photos, etc.) and let them have a part in

creating your board. (Be sure to label any pictures they will want returned to them.) Let them frame their pictures with colored paper and arrange them on the board. Place a larger picture of Baby Jesus in the center of the board. Be sure to frame it also. Title your board, **PRECIOUS GIFTS**. Use the subtitle, **The Best Gift Of All, Baby Jesus**.

Create a bulletin board featuring Christmas bells (see Patterns). Center the title, **COME ON, RING THOSE BELLS**, over a bright red background. Cut the bells from silver or gold metallic paper. Use blue or green construction paper for the ribbon and bow. Attach real evergreen branches where indicated, or make them from green paper.

Use a **JOY** bulletin board (see Patterns) to illustrate one of the most important words of the season, for the angelic announcement of Jesus' birth not only came to the shepherds, but to us as well. Use a light blue background. The letters of **JOY** can be cut from Christmas gift wrap. Cap each of the letters with white construction paper or cotton to give the idea of snow. Then hang a large ribbon bow from the letter **O**.

Over a dark blue background which represents the sky, put the title, **JOY TO THE WORLD** (see Patterns). On the left side of the board have a picture or drawing of children singing carols. Add silver stars and white snowflakes. On the right side place a Christmas tree cut from construction paper. Decorate the tree with tinsel garland and foil ornaments. Cotton may be used for snow on the ground. Add tinsel garland and lights around the border of the board.

Title your board, **COME AND WORSHIP** (see Patterns). To help illustrate the Bethlehem scene, place the city on the lower left-hand side of the board. Then put the Wise Men on the lower right-hand side. Place the stable in the center of the board, outside of the city. Above the stable have a star shining downward.

## **CHART IDEAS**

Help the children create a Christmas memory ornament of God's love. Make copies of the angel ornament (see Patterns) for each child. Let them cover it with clear contact paper and cut it out. Then help them learn the

poem. Tell them to keep it with their other ornaments at home and use it each year. This can bring to mind the real meaning of Christmas.

Make a copy of the Christmas ornaments (see Patterns) for each of your students. Let the children color the ornaments, cover them with clear contact paper, then cut them out. Punch a hole in each ornament where indicated and string some thread or yarn through the hole. When they are finished, the students may take them home to decorate their Christmas tree.

For each child make a copy of the circle chart which has four pictures representing each Sunday's lesson (see Patterns). Fasten the two parts together in the center with a paper fastener. Show the appropriate picture each week.

Put together a gift booklet for each student (see Patterns). For each booklet, cut out the five gift shapes and staple them together along the left edge. Each week have the children color the pre-drawn pages illustrating that week's lesson.

Make Nativity napkin rings for the children (see Patterns). Cut paper towel rolls into one-inch rings. Glue one of the characters onto each ring. These napkin rings may be given to the children as favors or you may use them at your Christmas party. Another idea would be to let the children color the pictures, glue them to the napkin rings, and give them as gifts.

## **UNIT SONGS**

"For God So Loved the World"

"Away In a Manger"

"Loving Means Giving"

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

"I'm His Little Lamb"

## **UNIT SUPPORT MATERIAL**

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

Jesus Is Born — Classroom color and activity book, 8 each of 6 pictures, Standard Publishing



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

**OBJECTIVE** The students will be able to recount how the angel announced the birth of God's own Son to Mary and Joseph.

**MEMORY VERSE** She shall bring forth a son, and thou shalt call his name JESUS. — Matthew 1:21

# The Angel Talks to Mary and Joseph

## MEMORY VERSE IN ACTION

**SHE SHALL BRING** — Extend both hands out, palms up, move toward body.

**FORTH A SON** — Point up.

**AND THOU SHALT CALL HIS NAME** — First two fingers of both hands should be tapping at right angles.

**JESUS** — With right middle finger, touch left palm. With left middle finger, touch right palm.

## MEMORY VERSE VISUALIZED

Our memory verse for this week is illustrated by five choir children reciting the verse together. (See pattern at the end of this lesson.) Cut apart the five sections on the heavy black lines. Reassemble the picture with your group as each portion of the verse is learned.

## BIBLE LESSON OUTLINE

**Introduction:** Make an angel puppet as described under In-Class Activities. Use this 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 and 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

Man's religion is a story of his search for God, how he might find enlightenment or appease some angry deity. The Christian religion, however, is a story of God's search for lost mankind. Because of an eternal love for His own creation, God was willing to make the supreme sacrifice of His only begotten Son that we, too, could become the children of God. "Herein is love, not that we loved God, but that he loved us, and sent His Son to be the propitiation for our sins" (1 John 4:10). What better time than at Christmas to reflect upon God's love when He gave to us His Son. Jesus "made himself of no reputation, and took upon him the form of a servant, and was made in the likeness of men" (Philippians 2:7). See also John 1:12-14; Romans 5:8; 1 John 3:1.

Angels are created, holy beings, sometimes described as "spirits" although often appearing in bodily form to man. Scripture doesn't say when they were created but assuredly before man was created, because some of them fell from their original state of purity and innocence and were cast out of Heaven.

The work of good angels is ordered by God and includes assisting, protecting, and guiding God's children. Hebrews 1:14 says, "Are they not all ministering spirits, sent forth to minister for them who shall be heirs of salvation?"

The Bible records many instances when angels were used as messengers for God, sometimes bringing warnings, sometimes words of comfort, or glad tidings such as to Joseph, Mary, and the shepherds.

## SPECIAL NOTE FOR THIS LESSON

Refer to Lessons 4a and 28a for additional ideas.

## IN-CLASS ACTIVITIES

For a touch of the dramatic, use a hidden tape recorder to

play the words the angel spoke to Mary and Joseph when you come to that part of the story.

Use an angel puppet to tell today's story (see Patterns). Trace the pattern onto a piece of white paper and color in the hair and details of dress using fabric crayons. Transfer the design to white fabric, following the instructions given on the crayon box. Cut around the figure allowing a half-inch seam allowance. Cut a second piece to be used as back of puppet. With right sides facing, sew the two pieces of the puppet together, leaving the bottom open. Trim and clip the seams. Turn the puppet right side out.

Give each child a copy of the picture of the angel talking to Mary (see Patterns). Have the children write, in simple words, or draw a picture of what the angel told Mary.

Let the children make Christmas-card angel bookmarks (see Patterns). Provide plenty of old Christmas cards. Let the children choose a card and cut around the angel outline of the pattern. Punch a hole, and thread a piece of yarn or ribbon through it. Have the children write the memory verse or attach pre-printed verse cards (which you may provide) to the back of their bookmarks.

## QUESTIONS

What is the greatest Gift ever given?

For what purpose did God send Jesus to earth? Was it a good plan? How does it affect you?

Why do you think God chose Mary to be the mother of His Son, Jesus? Was she different from the other women? What made her special?

Joseph was a humble man who trusted God. How do you think he felt about the Baby Jesus?

Why was Joseph told to name the Baby *Jesus*?

What are some of the other names for Jesus?

Will God ever ask you to do something for Him? Talk about things that God may ask a child to do.

Tell about something that has happened to you that shows God loves you.

How can we show God we are thankful for His Gift — Jesus?

## PRESCHOOL SUGGESTIONS

Children love to hear about angels and babies so this will be an exciting time. Use puppets or cutouts from Christmas cards to act out the story of the angel's visit to Mary and Joseph. Explain that this Baby was a promise from God and God always keeps His promises.

Take a batch of clay to class. Using an angel-shaped

cookie cutter, let your students cut out an angel shape. Make a small hole at the top so a ribbon can be strung through. Allow the angels to dry, and then attach the ribbon and send them home with the children the next Sunday. (Write the children's names on the angels they made.) Following is a simple recipe for play dough which will harden without baking.

### Clay for Play and Posterity

Mix: 1 cup cornstarch, 2 cups baking soda (1 lb.), and 1 1/4 cups cold water. Stir in a saucepan over medium heat for about four minutes until the mixture thickens to moist mashed potato consistency. Remove from heat, turn out onto a plate and cover with a damp cloth until cool. Knead as you would dough. Store in an airtight container or bag. For color add a few drops of food coloring to the water before it is mixed with the cornstarch and soda. Or, objects may be left to dry and then painted with water (tempera) colors or acrylics. Dip in shellac or brush with clear nail polish for a sealer.

For each child, prepare a set of the Mary and angel figures (see Patterns). Attach a small round tube to the back of each one so it will stand alone. (A portion of a paper towel tube works very well for this.)

## REVIEW IDEAS

Make a recording of the angel's talking first to Mary and then to Joseph. Also record their responses. For your review, use an overhead projector with yellow transparency which has an angel shape cut out of it (so it will be white). Project the image on a screen behind Mary as she and Joseph pantomime while they listen to the angel and respond.

Using Christmas program costumes, act out the angel's appearing to Mary.

On a chalkboard or large posterboard, write out a significant verse from the lesson in code form. For example, across the top write the question, "What did Mary reply to the angel?" Then write her response in code. Put the chart showing the code solution to one side. Call on volunteers from your group to write in one letter at a time, until the whole answer is written out.

## SUPPORT MATERIAL

Mary's Story — Arch book available with cassette, also available with filmstrip and cassette, Concordia

The Bible Story Set, Volume 7 — by Arthur S. Maxwell, Pacific Press Publishing Association

The A,B,C's of Christmas — by Jane Belk Moncure (for beginners), Standard Publishing

Primary Cutouts — a cut-out flannel set that can be used all year for small children, available at teachers' supply stores.

## MEMORY VERSE SONG

♩ = 90

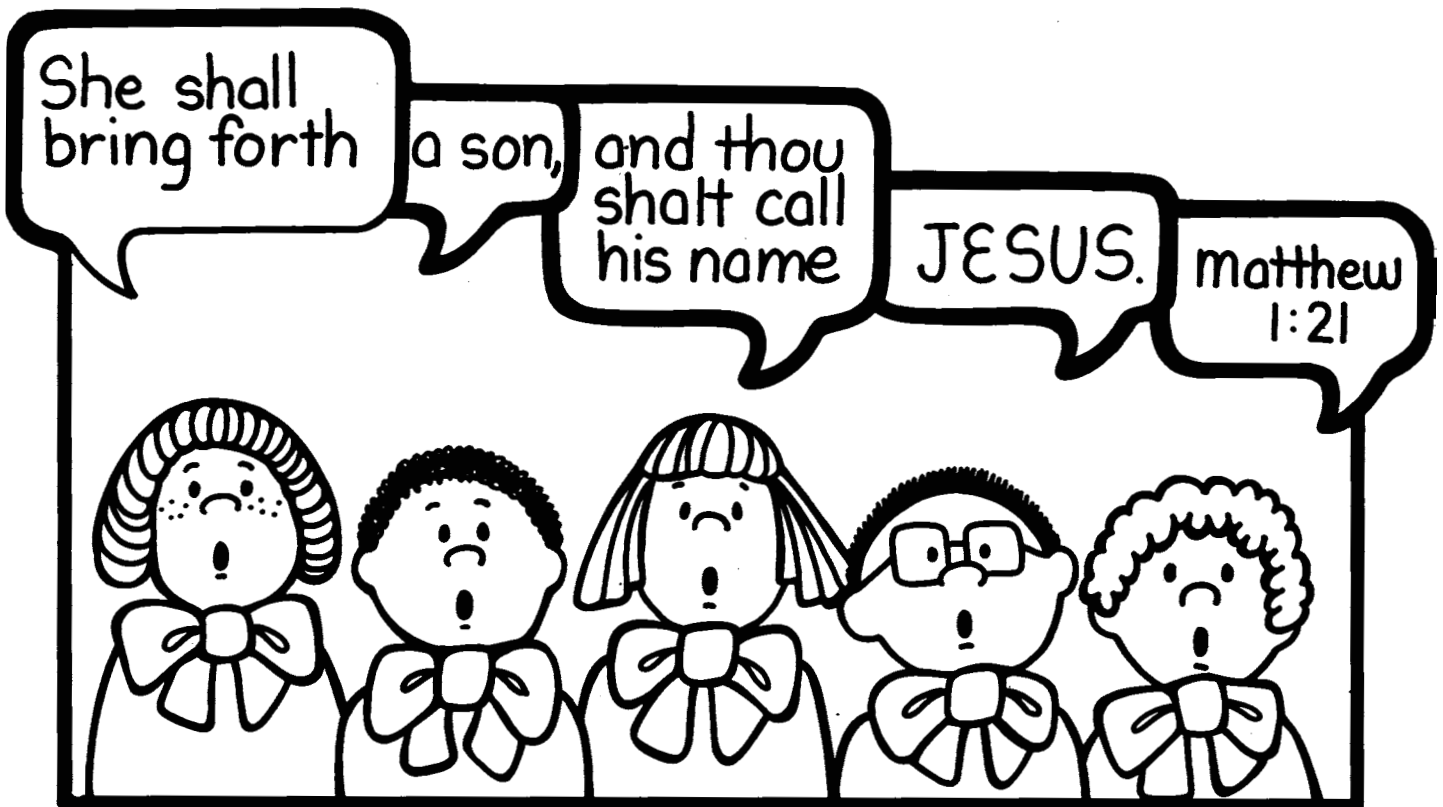
She shall bring forth a son, and thou shalt call his name JE - SUS. Thou shalt

call his name JE - SUS, thou shalt call his name JE - SUS. She shall bring forth a

son, and thou shalt call his name JE - SUS, Mat - thew one: verse twen - ty -

one.

## MEMORY VERSE VISUALIZED



**TEXT**

Luke 2:8-20

**OBJECTIVE**

The students will be able to relate how the angel announced Jesus' birth to the shepherds who received the news with joy.

**MEMORY VERSE**

Lo, the angel of the Lord came upon them, and the glory of the Lord shone round about them. — Luke 2:9

# The Angels and the Shepherds

**MEMORY VERSE IN ACTION**

**LO, THE ANGEL OF THE LORD** — Hold hands at shoulders, pointing out, flutter like wings.

**CAME UPON THEM** — Extend right hand out, palm up, move toward body.

**AND THE GLORY** — Hold left palm out, facing up. Have right finger tips touch left palm, raise right hand while wiggling fingers.

**OF THE LORD** — Point up.

**SHONE ROUND ABOUT THEM** — Open palms facing each other with finger tips pointing up. Spread hands apart to the sides while the fingers are wiggling.

**MEMORY VERSE VISUALIZED**

The visual representation of our memory verse for this week is the angel of the Lord announcing Jesus' birth to a shepherd. (See pattern at the end of this lesson.) Cut apart the five sections as indicated by the heavy black lines. Arrange the sections on your display board, one at a time, as your students learn the verse.

**BIBLE LESSON OUTLINE**

Introduction: Bring a printed birth announcement to class. Let your students look at it and talk about how this is the way we often let people know of a baby's birth. But God chose a very special way to announce the birth of His Son. Progression of events:

1. God chose a dramatic way to make the announcement to mankind — the appearance of the angels to shepherds watching their flocks on the Judean hills.
  2. Explain the angel's message.
  3. Explore the probable emotions of the shepherds.
- Climax: They left their sheep and hurried to Bethlehem.  
Conclusion: The shepherds believed, therefore they 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**

Shepherding may be considered by some to be a lowly occupation, but it is given considerable mention in the Bible. It is good to know something about those who are mentioned in the Bible as being shepherds. The first shepherd we have record of is Abel, the son of Adam. Joseph and his brethren were shepherds and later Joseph became a ruler in Egypt. King David was a shepherd in his youth. Amos, the prophet, was a shepherd. And Jesus Christ, Prophet, Priest, and King, is known as The Good Shepherd, saying Himself: "I am the good shepherd: the good shepherd giveth his life for the sheep" (John 10:11).

While the task may seem simple on the surface, to be a good shepherd involves many duties and responsibilities; and we see these exemplified in Christ's care for His sheep. The shepherd secures pasture and water for the flocks, shade from the summer sun and protection from vicious animals. The sheep depend on him. He is their security. The shepherd knows the number of sheep in his flock and will go to extreme lengths to locate a missing one; he knows each one by name. Various Scriptures describe good shepherds as being faithful, fearless, unselfish, considerate, and believing.

Angels had an important place in the life and ministry of Christ. They made their appearance to Mary, Joseph, and the shepherds in connection with His birth. After His temptation in the wilderness, angels ministered to Him; and an angel strengthened Him in the Garden. It was an angel who rolled away the stone from His tomb, and angels were at His ascension. And it will be with His angels, and the

great sound of the trumpet, that Christ will announce His return and the Rapture of the saints.

## **SPECIAL NOTE FOR THIS LESSON**

Refer to lessons 4c and 28c for additional ideas.

## **IN-CLASS ACTIVITIES**

Make a file-folder hillside scene showing the angels, shepherds, and the sheep (see Patterns). Using a file folder, paste the picture of the Bethlehem hillside and angels on the background. Connect the cloud with a paper fastener to cover the angels. On the foreground paste or tape the angel, shepherds, and sheep to the designated places. Attach a paper strip to the back of each standing figure and secure that strip to the background scene (see thumbnail sketch with pattern). As the file is opened it makes a pop-up scene of the hillside.

Have your students help you make an angel choir for use in teaching the lesson. Give each child a copy of the angel, and have him cut out the components, following the outlines (see Patterns). Decorate as desired before assembling. Roll skirt into cone shape and fasten by gluing the flap. Glue the head and wings onto shaded area (A) after folding wings back. Next, glue arms directly over shaded area (B), completing the figure.

Use cut-out angel cookies to make a heavenly choir. Let each child hold one angel. Then enjoy the angels as your snack for the day, or send one home with each child.

Let the children make the Good News! Christmas cards (see Patterns). Cut around the heavy lines. Have the children color their cards and sign their names. Then fold on the dotted lines, making sure to fold number 1 first, number 2 second, etc. Glue or tape the top flap in place. Have each child write on the outside of his card the name of the person he will give it to.

Help the children make paper-plate lamb masks. Cut eye holes, about one inch apart, just above the center of the plate. Attach the ears, cut from black felt, to each side of the plate. Cover the plate with cotton balls. Add a black nose cut from felt. Attach a stick to the back of the mask so the child can easily hold it in front of his face.

## **QUESTIONS**

Have you ever seen a birth announcement? What did it say? What was its purpose? What was the purpose of Jesus' "birth announcement" by the angels?

Do you think the shepherds were surprised to hear that Jesus was born? Do you think they were looking for His coming? Why?

When the shepherds heard about Jesus' birth, what did they do?

The Bible says, "...the glory of the Lord shone round about them," (the shepherds). Tell how you think it looked to have the glory of the Lord shining all around them.

Why do you suppose God chose the countryside where the shepherds were, to tell of the good news of Jesus' birth instead of the busy city where most of the people were?

The shepherds spread the good news. How is that like a testimony?

When people hear about Jesus today, what do they do?

When did you first hear about Jesus? Do you pass the good news on to others?

## **PRESCHOOL SUGGESTIONS**

For each child make one finger puppet of a shepherd and one stand-up angel (see Patterns). Have shepherds listen as the angel tells them the good news. Then the shepherds can tell how excited they are over the news the angel brought them.

Paper-chain angels cut from gold foil make a bright, shiny display (see Patterns).

Give each child a copy of the lamb picture (see Patterns). The children may add fleece to their lambs by gluing cotton on them, or they may scribble curly fleece all over them.

Prepare a shepherd and a lamb for each child (see Patterns). Attach a small round tube to the back of each one so that they will stand alone. (A portion of a paper towel tube works very well for this.)

## **REVIEW IDEAS**

Give an overhead review and compare the shepherds' reaction to the Sunday school students' reaction when learning of Jesus' birth (see Patterns).

Use students or large pictures in tableau-style scenes. Make a cassette tape of Christmas music to go along with the story. Narrate between songs. Suggested scenes: shepherds and flocks in fields (one angel appears to them); a multitude of angels appear to them; shepherds go to Bethlehem to find Baby Jesus and worship Him. Corresponding songs: "While Shepherds Watched Their Flocks by Night" — one verse; "Angels We Have Heard on High"; "Drummer Boy."

Copy the angel finger play poem onto an overhead transparency or a large sheet of posterboard (see Patterns). Display it as you teach the children this little finger-play. Have the children hold up one of their hands with all five fingers extended. For the first line of the poem they should wiggle all five fingers. When they say, "The first one said..." they should wiggle just their thumb. When they say, "The second one said..." they should wiggle just their pointer finger, etc. When you again talk of the "five little



angels," they should wiggle all five fingers. And when they say, "Glory to God..." they should clap their hands.

## COORDINATING SONGS

"Angels We Have Heard on High"

"While Shepherds Watched Their Flocks by Night"

## SUPPORT MATERIAL

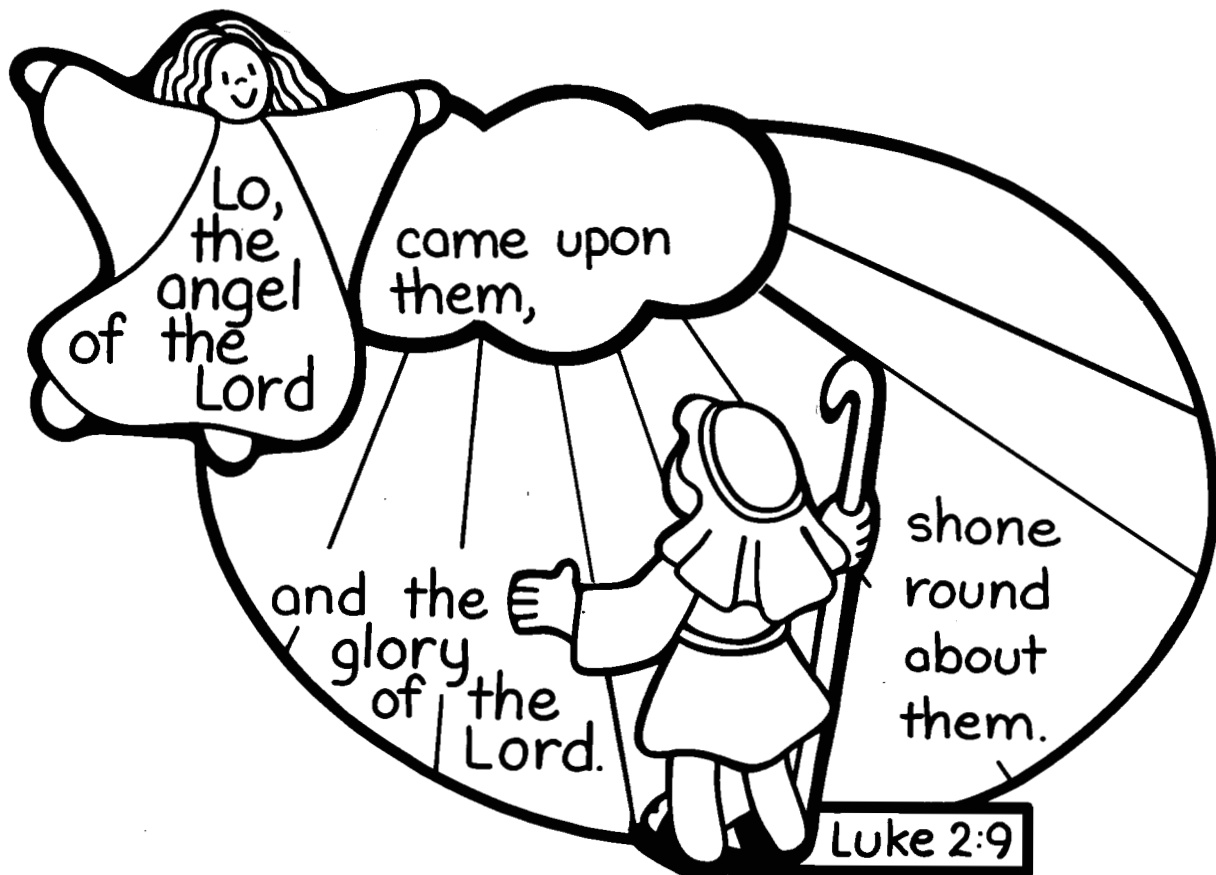
The Night the Angels Sang — Arch Book, Concordia  
The Little Shepherd and the First Christmas — Arch Book, Concordia

Little Benjamin and the First Christmas — Arch Book, Concordia

## MEMORY VERSE SONG



## MEMORY VERSE VISUALIZED



**TEXT**

Luke 2:1-7

**OBJECTIVE**

The students will realize that God loved us so much He sent His Son to earth. They will also be able to recount the events surrounding His birth.

**MEMORY VERSE**

For God so loved the world, that he gave his only begotten Son, that whosoever believeth in him should not perish, but have everlasting life. — John 3:16

# The Birth of Jesus

**MEMORY VERSE IN ACTION**

FOR GOD — Point up.

SO LOVED — Cross fists over heart.

THE WORLD — Hold arms in circle over head.

THAT HE GAVE — Palms toward self, touching chest, move hands away from body, opening hands out in front.

HIS ONLY BEGOTTEN SON — With right middle finger, touch left palm. With left middle finger, touch right palm.

THAT WHOSOEVER — Point to others.

BELIEVETH IN HIM — Make fists, one on top of the other.

SHOULD NOT — Shake head No.

PERISH — Left palm up, right palm down. Change over to left palm down, right palm up.

BUT HAVE EVERLASTING LIFE — Hands in front, palms up. Throw hands up and out like you're excited and rejoicing.

**MEMORY VERSE VISUALIZED**

A silhouette of Bethlehem in a heart and a boy praying is the visual representation of this week's memory verse. (See pattern at the end of this lesson.) Cut apart the six pieces on the heavy black lines. Put the arrangement back together, one section at a time, as your students learn the verse.

**BIBLE LESSON OUTLINE**

Introduction: Give each child the first piece of the miniature felt scene described under In-Class Activities (the dark blue rectangular background). Tell them that today they are going to build on that piece of felt a little scene that tells the greatest story in the world.

Progression of events:

1. Review how the angel announced Jesus' birth to Mary and Joseph.
2. Briefly describe Mary and Joseph's journey to Bethlehem. Place their figures on the dark blue piece of felt.
3. Detail the surroundings. Add the manger and lamb to the scene.

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**

Why was Jesus born in Bethlehem when Mary and Joseph lived in Nazareth? Historians would say that Caesar Augustus, the Roman Emperor, ordered a census to be taken and all people under his rule, to pay a tax. Joseph and Mary were obedient to that command. It was necessary for the people to return to their ancestral home, and Bethlehem was where Mary and Joseph's ancestor, King David, had lived as a boy. But there was more to their being in Bethlehem at that time than just to pay a tax. The prophet Micah, centuries before, spoke of Bethlehem, "...out of thee shall he come forth unto me that is to be ruler in Israel." God spoke it and it came to pass.

Why is Christmas celebrated on December 25? Early tradition fixed December 25 as being the time of Jesus' birth, the calendar suggesting the year 0. However, through the years, research into the census that was taken shows the time to be closer to 4 or 5 B.C. No one is really sure. Sometime during the 4th century A.D., the Western Church settled on December 25 and the Eastern Church on January 6. The important factor is that throughout the world people celebrate the birth of Jesus Christ and we call it Christmas.

"On a cold winter's night...." How cold? That night when Jesus was born was no doubt a cold night, both outside and in the stable as well. Winter in Palestine, the coldest temperature being about 19° F, is the cold, rainy season, often accompanied by hail, thunder, and lightning. On the Bethlehem hillside where the shepherds watched their flocks that night it probably wasn't down to freezing temperatures, but a lonely, dark hillside could be miser-

able. The cold was probably uppermost in the thoughts of the shepherds until that glorious moment when the glory of the Lord brightened the night and they heard the glad news, "A Savior is born."

## SPECIAL NOTE FOR THIS LESSON

Refer to Lessons 4b and 28b for additional ideas.

## IN-CLASS ACTIVITIES

For each child, make a miniature nativity scene cut from felt (see Patterns). The pieces will include a dark blue felt rectangle for a background, a tan stable, Mary (cut from pale blue), Joseph (cut from brown), the manger (cut from gold or yellow), Baby Jesus and one lamb (cut from white). If you wish, make a larger set with which to present the story in class, allowing the children to assemble their smaller scenes as you go through the story.

Make a simple manger and stable from construction paper (see Patterns). Use as props for teaching the lesson.

Choose a favorite book about the Christmas story. Record the story onto a cassette tape and use this as a background while you act out the story, using dolls. A very appropriate story book is, "The Baby God Promised," by Arch books.

Help your students make Christmas cards in class to take home and give to a person of their choice (see Patterns). Copy the pattern onto heavy white paper and trim around the heavy lines. Let the children color the holly leaves and berries. Then fold on dotted lines so the beginning of the verse is on the front of the folded card.

Make donkey masks out of brown grocery bags (see Patterns). You can either make just one to use as you tell the story or let each child make a mask to keep for himself. As the pattern shows, cut eye holes about one inch apart, and then trim the sack around the bottom to form the shape of a donkey's head. Attach the ears to each side of the sack and the nostrils near the center bottom. Use black or dark brown yarn to form the mane.

Prepare a concentration game to use in reviewing the Christmas story (see Patterns). On tagboard or other heavy paper, make two copies of each picture. Mix them and lay them face down on your table or floor. Let each child take a turn trying to find matching pictures by remembering where they were in each of the previous turns. If the pictures match correctly he should tell what part of the story that picture represents and then he may choose again. If the pictures do not match, it is the next child's turn to try. NOTE: This would make a fun gift for each of the children in your class.

## QUESTIONS

Was it part of God's plan that Jesus would be born in Bethlehem? How do we know?

How do you suppose the innkeeper felt when he found out a baby had been born in his stable? Do you think he knew who the Baby was?

How was Jesus different from other babies? How was He the same?

How do you think Mary and Joseph felt when Jesus was born?

What type of clothes did Mary have to put on Jesus?

How would you feel about having been born in a stable?

How can we make room for Jesus?

What does *humble* mean?

Why do you suppose God sent Jesus to earth as a baby? Why not as an angel or a grown-up man?

Do you think Jesus knows how little children feel? Why?

## PRESCHOOL SUGGESTIONS

Give each child a Baby Jesus and a manger made from felt (see Patterns). Let them put the Baby in and out of the manger as you tell the story. This would also make a nice Christmas remembrance to put in your Christmas card for each child.

Give each child a copy of the picture of Mary holding the Baby Jesus (see Patterns). Let the children paste straw on the manger. As an alternative, they may glue on strips of gold-colored felt, or use crayons to color some straw.

Make a "gift" card for each child (see Patterns). Copy the pattern onto the bottom half of a piece of construction paper (dotted lines in the center of paper). Then fold the paper on the dotted lines. Cut around the double thickness to make a card that opens. Provide stickers with the Christmas nativity theme. Let the children put these inside their cards as you talk about God's greatest Gift — Jesus.

## REVIEW IDEAS

Give a review on "Gifts From God." Have several different-sized gift-wrapped boxes. (You might like to wrap them in such a way that you will need only to lift off the lids.) Inside each box have an article representing a gift God has given us; such as, an animal puppet (animals), a poinsettia (plants), a mobile of stars (night sky), sun glasses (day sky), jar of sand or dirt (earth). The list is endless. Finally, spotlight the remaining gift — God's greatest Gift — Jesus.

Have a large manger scene behind you as you review the story. Make masks (see Patterns) to represent the six animals in the following poem. Cut out the holes for the eyes and attach a Popsicle stick to the back of each mask. Begin your review with these remarks and questions: "I wonder what it was like on that first Christmas! Wouldn't it have been wonderful to have been at the manger when

Jesus was born? I wonder what it was like for the animals in the stable? Let's pretend to visit the manger." Hold up the appropriate mask as you read, slowly, each section of the poem. After reading each stanza, attach that mask to the manger. End by reemphasizing God's great love to us through Jesus.

#### POEM:

The donkey walked softly, uphill and down,  
Took Mary and Joseph to Bethlehem town.  
The cow gave her manger, with hay soft and deep,  
To make a nice bed for the Baby to sleep.  
The mouse, who liked mostly to hide in the hay,  
Came quietly out to see where Jesus lay.  
The cat with its fur so soft, cuddly, and warm,  
Was impressed by the sweetness of Jesus, God's Son.  
The lamb with the shepherds heard angels above.  
He came to see Jesus — God's great Gift of love.  
The dove cooed from rafters that first Christmas morn.  
He wanted to tell the world, "Jesus is born!"

## COORDINATING SONGS

"What Child Is This?"  
"Away in a Manger"  
"Silent Night"

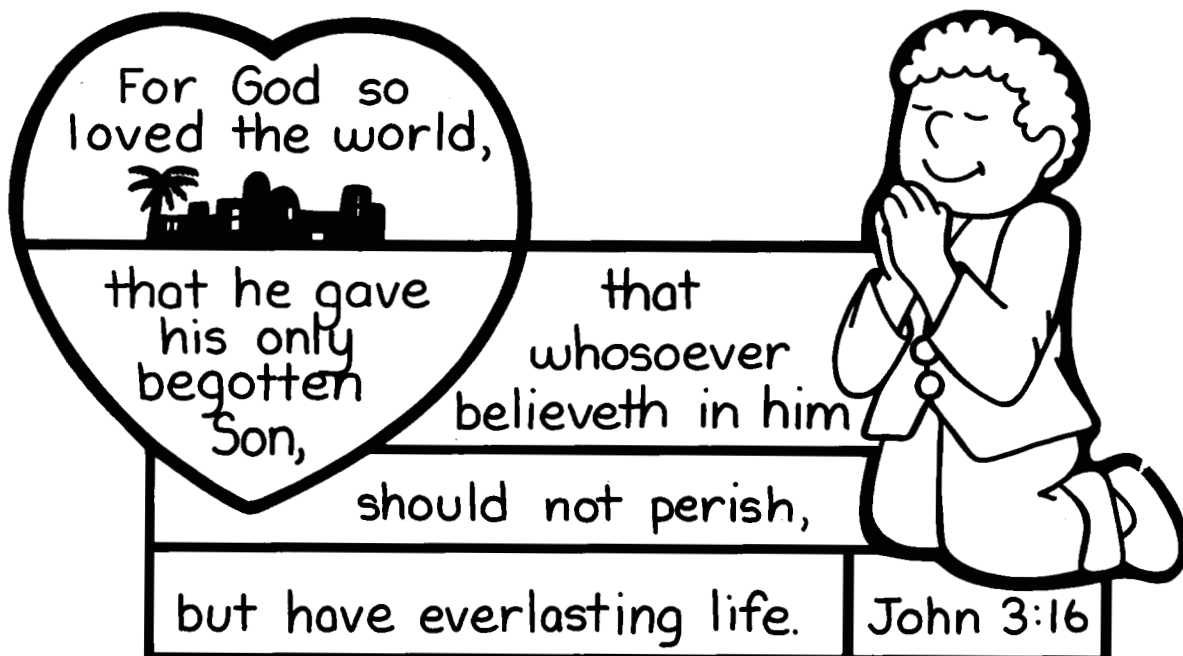
## SUPPORT MATERIAL

The Very Best Book of All — Happy Day Book by Fran Flourney, Standard Publishing  
The Very Special Night — Happy Day Book, Standard Publishing  
The Gift of Christmas — Jane Belk Moncure book, Standard Publishing  
Jesus Loves Us — Coloring book, 8 each of 6 pictures, Warner Press  
Frances Hook's "Bible Pictures" — Includes "Birth of Jesus," Standard Publishing

## MEMORY VERSE SONG



## MEMORY VERSE VISUALIZED



<b>TEXT</b>	Matthew 2:1-12
<b>OBJECTIVE</b>	The students will be able to recount how the special star sent from God led the Wise Men to the Christ Child.
<b>MEMORY VERSE</b>	Lo, the star, which they saw in the east, went before them. — Matthew 2:9

# The Wise Men Come

## MEMORY VERSE IN ACTION

**LO, THE STAR** — Hold both hands up at sides of face. With finger tips touching thumbs, open and close hands quickly, to represent blinking stars.

**WHICH THEY SAW IN THE EAST** — Point to eyes, then move hand away and point toward the east.

**WENT** — With index fingers moving forward, rotate around each other (palms toward self).

**BEFORE THEM** — Point in front and away from self.

## MEMORY VERSE VISUALIZED

Three Wise Men following the star is the visual display of our memory verse this week. (See pattern at the end of this lesson.) Cut apart the four pieces as indicated by the heavy black lines. Arrange them in order, a piece at a time, as your students recite each section of the verse.

## BIBLE LESSON OUTLINE

Introduction: Spread out a large, dark blue cloth on your table. Sprinkle it with small, gummed stars or other types of small stars that can be purchased at a craft store. Tell your class this represents the sky on the night Jesus was born. Then hold up a large star cut from yellow construction paper and decorated with glitter. That night a special star appeared!

Progression of events:

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 King, and met with King Herod.
4. Their persistence was finally rewarded when the star led them to the Christ Child.
5. They worshiped the Child, and then returned by another way.

Climax: The persistence of the Wise Men was rewarded when they saw the young Child, Jesus.

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

The Wise Men from the East, are believed to have been from an area where astrology was practiced and where the Israelite's Messianic expectations were known.

The Wise Men brought three types of gifts to Jesus — gold, frankincense, and myrrh. Gold was a gift of royalty. As far back as the patriarchs, gold and silver have been standards of money. Of all the standards of wealth, gold is perhaps the supreme gift fit for any king.

While gold adorned the crowns and palaces of kings, frankincense was mingled with the offerings of priests. It was the gift of worship. The Song of Solomon mentions it as a perfume of love, from a king for his bride. Frankincense is acquired from the resin of the Boswellia tree. In the summer the bark is peeled back and the tree is cut with a knife. From this wound the gum exudes as a white substance which turns amber color.

Myrrh was a gift of suffering. It was myrrh which was mixed with vinegar and offered to the suffering Savior on the cross to ease His pain. It was also myrrh that Nicodemus brought to anoint the body of Jesus after He had died. Myrrh is extracted from a small tree that is almost like a thorny bush. Usually, like frankincense, it comes from a cut made in the tree. Also, like frankincense, myrrh gives out a fragrant aroma when crushed.

## SPECIAL NOTE FOR THIS LESSON

Refer to Lessons 4d and 28d for additional ideas.

## IN-CLASS ACTIVITIES

Cut simple shapes of Christmas-related things (see Patterns) from old Christmas cards. Let the children string yarn through the shapes and make a colorful mobile.



Gift-wrap a box, wrapping the lid separately so it can be easily removed. Decorate your box with foil, glitter, "jewels" from discarded brooches, sequins, or anything else that you feel might make it look as if something of value is inside. Attach a tag which says, "To Jesus, from Teacher \_\_\_\_\_'s class." As you talk about the gifts the Wise Men brought to Jesus, move into a discussion of what kinds of gifts we can give to Jesus. Give each child a piece of paper on which he may write or draw what he would like to give to Jesus. At the end of your class time, collect all the papers and put them into the box. Explain that although they can't give these gifts directly to Jesus, He sees what they put into the box and He accepts their gifts.

If you want to elaborate on the gifts brought by the Wise Men, here are a few ideas. The gold, of course, can be represented by "gold" stars, a gold watch, etc. The frankincense and myrrh were fragrances. You may not be able to find those scents, so explain to the children that they were wonderfully fragrant gifts. Then use one or more of these examples (which can also be given as gifts): a small sachet pouch or box filled with aromatic potpourri, a small bar of soap wrapped in pretty fabric and tied with a thin ribbon, a little "calling card" with the child's name on the right side and a Scratch-N-Sniff sticker on the left side, a Christmas wish written on a pretty paper with scented marking pens.

Make star headbands for each of the children (see Patterns). Cut construction paper or tagboard into 24" by 2" strips. Arrange the stars on the strips as shown with the larger star in the center. Give a headband to each child and talk about how the Wise Men followed the special star.

Prepare a Wise-Men puzzle for each child (see Patterns). Copy the picture onto blue construction paper and cover it with clear contact paper. Cut the finished picture into approximately six pieces. Put each puzzle into a Ziploc bag. Let the children put these together in class and then take them home to share with their families.

## QUESTIONS

Who were the Wise Men who followed the star, and where did they come from? Why were these men called *wise*?

How would the Wise Men know about the King of the Jews and that it was a young child they were seeking and not a grown man?

Why did the Wise Men go to Jerusalem when Christ was born in Bethlehem?

Why did the Wise Men talk to King Herod? What did King Herod want the Wise Men to do?

What gifts did the Wise Men bring?

After the Wise Men had seen Jesus what did they do? Why?

King Herod also sought Jesus. Why couldn't he find Him?

Do you think it is wise to seek Jesus? What type of people seek Jesus today?

Christmas is a special holiday. What does the word *Christmas* mean? Do all the people who celebrate Christmas love and believe in Jesus?

What gifts can we give to Jesus?

## PRESCHOOL SUGGESTIONS

Give each child a copy of the camel without legs (see Patterns). Let the children attach snap-on clothespins for legs. Have them pretend that these camels are the ones that carried the Wise Men as they followed the star.

Make a small coloring book for each child (see Patterns). Copy the pattern onto sheets of typing or copy-machine paper. Fold on the dotted lines so the title page is on the front. Provide crayons and let the children color the pictures as you tell the story.

Give each child a copy of the gift-star picture (see Patterns). Copy and cut the stars from yellow construction paper. Provide crayons so the children may color the picture. Impress upon the children that the special star shone just for Jesus on those nights so many years ago. It was God who made that star lead the Wise Men to Jesus.

## REVIEW IDEAS

Talk about the gifts the Wise Men brought to show their love for Jesus. Then have the children do any of the following to show their love for Jesus: sing a song, say the memory verse, say the Lord's Prayer, show a heart that represents what we can give to Jesus, give a glass of water in Jesus' name, etc.

The wise men journeyed a long distance in search of the young Child. Ask your class to imagine some of the adventures the Wise Men must have had and what they thought they would see when they found Jesus. Have a group story about what might have happened on the long journey. Use a star-shaped beanbag (see Patterns) and a bell or timer to signal each person's turn. You start the story. When the timer rings, pass the star beanbag to the next person and let him continue the story as you reset the timer. Each person takes his turn from where the last person left off. When the star beanbag comes again to you, finish the story with a reemphasis of God's love.

Use children from your class to pantomime the actions of the Wise Men as they followed the star. Hang a large star from the ceiling. Have a few people walk by and wonder aloud about the star, or say it is pretty, but not really show much interest in it. Then the Wise Men see it and they know immediately what the star is for because they have been waiting and waiting for this event. Have them

prepare for the journey by wrapping the gifts they will take to the new King. Then they travel across the desert, enter the City of Jerusalem, talk to King Herod, again follow the star, and end their journey by finding the Christ Child.

## SUPPORT MATERIAL

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  
 Secret of the Star — Arch Book, Concordia

## COORDINATING SONGS

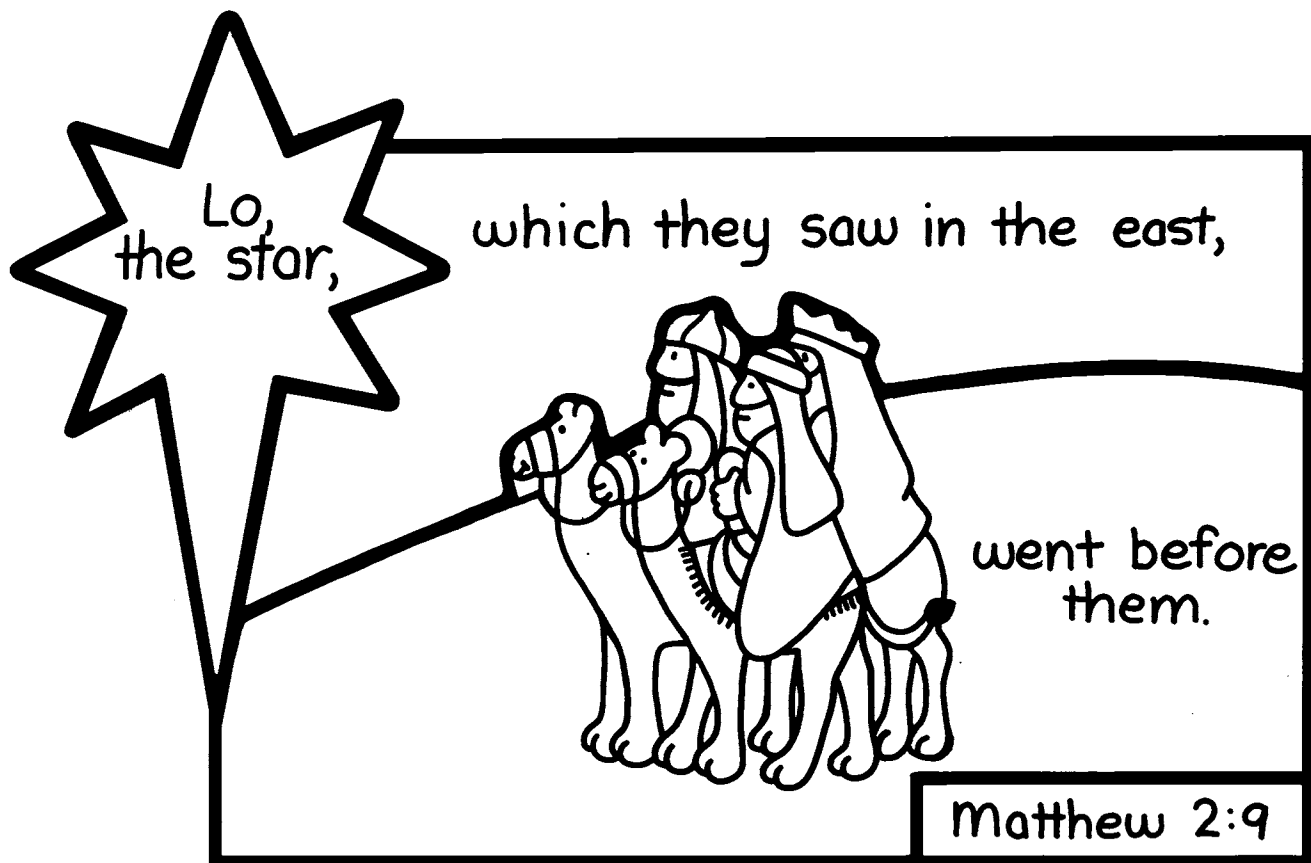
"We Three Kings"

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

## MEMORY VERSE SONG



## MEMORY VERSE VISUALIZED



# God Tells Us How to Live

**Lesson 17a — How to Honor God**

**Lesson 17b — Be Careful Little Tongue**

**Lesson 17c — Is It Yours?**

**Lesson 17d — Honor Those Who Have the Rule Over You**

## OVERVIEW

The focus of our study for this unit is the Ten Commandments. Your students need to begin by learning that God told Moses how the people of Israel should live, and Moses recorded these instructions in the first five books of the Old Testament. These laws teach us a great deal about the Old Testament society; but they also help us understand how we should live. God still expects His people to honor Him in their dealings with one another. The laws of the Old Testament teach us to obey God and respect the rights of our neighbors. Jesus and the Apostles reinforced these doctrines in the New Testament, and they form the foundation of modern Christian ethics.

Teachers will find it interesting to note that the principles that stood behind the laws recorded in the Bible are in

marked contrast to those behind other Near East laws. The laws of God are based upon the revealed character and purpose of God himself, rather than being the political whim of a human king or the mere traditions of a state. The Bible's laws point toward a goal — God's redemption of mankind.

You will notice that we have grouped selected commandments into four lessons at the learning level of the primary student. The four topics to be addressed are: honoring God, being careful what we say, being happy with what we have, and learning to respect and obey our parents and others in authority. These are important instructions for the children to understand, and it is vital that they understand these are teachings of the Bible and must not be regarded lightly.

## GAMES FOR REVIEW

Purchase a number of white ping-pong balls. On each one write a word describing the way God wants us to live; for example, we must be honest, truthful, obedient, prayerful, and kind, and we must not steal, covet, lie, or speak evil of others. Mix up the balls in a see-through bowl. For your review have the children take turns choosing a ball and reading the words to everyone. They must then explain or give an example of the same. They may then choose a treat from a basket in which you have placed small prizes such as pieces of candy, stickers, or small toys.

Cut from construction paper two sets of "blocks," numbered from one to ten (see Patterns). Divide your students into two teams and ask them questions about the Ten Commandments. For each correct answer given, add a block to form a pyramid for the answering team (put it together as shown in pattern). The first team to get their pyramid completed with the number one on top is the winner.

Make the theme for your review, "How to Bee-have." Prepare as many little honeybee markers as you will need (see Patterns). On a large sheet of posterboard make a

list of words illustrating what God wants us to be (or not be).

Sample list:

kind	disobedient	loving
selfish	ugly	a thief
good	polite	lazy
obedient	honest	respectful
unkind	angry	rude
humble	cheerful	gracious
patient	covetous	helpful

Run a strip of double-stick tape down the left side of each column of words so the bees can be attached. Let students take turns placing a bee in front of the good words. As a competition game, prepare two identical lists and divide the group into two teams. Put the bees in a dish and let the students, in relay fashion, choose a bee, place it in front of a word, and then let the next person do the same until all have had an opportunity. The team that finishes first (and correctly) wins the game.

Quote Luke 11:28 to your class: "Blessed are they that hear the word of God, and keep it." Tell the children that this promise was given by Jesus himself. Help them play a game where the object is to receive a blessing (see Patterns). Have different colors of buttons that the chil-

dren can use as playing markers. All players begin in the middle space. The first player spins the direction spinner and moves his button one space in the direction shown on the spinner. Have the children take turns spinning and moving until, at last, one player arrives at the edge of the board and is "blessed."

## CONTEST IDEAS

Give memory verse keys as rewards for good actions on each Sunday (see Patterns). Purchase a small chain for each child, or use yarn to represent a key chain. Copy the key patterns onto heavy paper (use a different color for each Sunday or a different color for each action). Cut out the keys and punch a hole where indicated. Each Sunday give out the appropriate keys for such things as attendance, bringing Bible, knowing memory verse, and doing missionary work.

Prepare a Ten-Commandments file folder for each child (see Patterns). On the tab of the folder write the title, GOD TELLS US HOW TO LIVE. Copy the picture of Moses and also the four tables of stone with the memory verses. Open the file folder and put the picture of Moses on the right-hand side. Place the four tables of stone on the left-hand side. Be careful to glue only around the edges so that you will have four pockets in which the children can place the strips of paper they earn for different actions during the month. Cut these strips (1" x 3") from different colors of paper. Each color will represent an action: red — attendance, blue — Bible, yellow — memory verse, green — missionary, etc.

## BULLETIN BOARDS

Title your board BE A BUSY BEE AND LEARN THE TEN COMMANDMENTS (see Patterns). Make a blue sky background and green grass. Put ten large flowers, in your choice of colors, across the grass. In the center of each flower, write one of the Commandments. Put a bee in the sky hovering over the flowers.

Place a large red heart in the top center of your board (see Patterns). Cut a hinged flap in the heart and place a picture of Jesus underneath. On the lower center part of your board place the words, THE RIGHT WAY TO LIVE. Make large arrows coming from the heart to point to each corner of the board. In these corners place four pictures: one of a child praying, one showing two children talking, one of a child looking at something another child is holding, and one of a child and a parent. Under each picture put in small type the appropriate words: I will honor God, I will be careful what I say, I will not covet or steal, I will obey.

Prepare a rainbow of commandments for your board (see Patterns). Write the title, GOD TELLS US HOW TO LIVE, on a tree in the outdoor scene which includes grass and

a river or lake and children. Across a blue sky put a rainbow of ten colors or shades. On each strip write one of the Commandments.

## CHART IDEAS

For each of your students make a copy of "Understanding God's Commandments" (see Patterns). Each Sunday read through the Commandments you are studying at that time. Have the students compare the Bible version and its meaning. When the students feel they really understand a Commandment let them use a highlight pen to mark that Commandment.

Make a lesson wheel for each child (see Patterns). Attach the top section to the illustrated circle with a paper fastener. By the end of this unit each student should be able to turn his lesson wheel to any of the four illustrations and tell you which of God's Commandments it represents.

Accordion-fold a sheet of paper. Write the Commandments in succession on separate folds. Place a dove at each of the top corners (see Patterns). This can be unfolded as the class learns each of the Commandments. If you make one for each student in the class, they may be taken home after all are learned.

Make small cone people, one to represent each child in your class (see Patterns). On the front of each, paste a photo of one of your students for the face. Also prepare a couple of extra figures using faces cut from catalogs or photos of people not familiar to your students. Use this set of dolls throughout the unit to represent present-day examples of behavior. Be sure to use your students as the positive characters in each situation, and the unfamiliar figures as the negative characters.

## UNIT SONGS

"Open My Eyes That I May See"

"Take My Life and Let It Be"

"Be Careful, Little Tongue, What You Say"

"My Hands Belong to You"

"Oh, Be Thankful for the Good Things That You've Got"

"Mansion Over the Hilltop"

"On Monday I Am Happy, On Tuesday Full of Joy"

## UNIT SUPPORT MATERIAL

Jesus and the Ten Commandments — Pict-o-graph, Standard Publishing

The Ten Commandments: Learning About God's Law — by Gloria Truit, Concordia

The Ten Commandments — Giant Coloring Strip Poster (eight 17" x 21" panels), Concordia

Andy Churchmouse Classroom Pictures to Color — Christian Concepts, Gospel Publishing

<b>TEXT</b>	Exodus 20:1-11
<b>OBJECTIVE</b>	The students will understand that God wants to be first in their lives.
<b>MEMORY VERSE</b>	Give unto the LORD the glory due unto his name. — Psalm 29:2

# How to Honor God

## MEMORY VERSE IN ACTION

**GIVE** — Thumbs touching finger tips, palms toward self touching chest. Move hands away from body, opening palms out flat, facing up.

**UNTO THE LORD** — Point up.

**THE GLORY DUE** — Hold left palm out, facing up. Have right finger tips touch left palm, raise right hand while wiggling fingers.

**UNTO HIS** — Point up.

**NAME** — First two fingers of both hands should be tapping at right angles.

## MEMORY VERSE VISUALIZED

Our memory verse for this week is illustrated by three children encircled by a ribbon and music notes. (See pattern at the end of this lesson.) Cut apart the four sections on the heavy black lines. Reassemble the picture with your group as each portion of the verse is learned.

## BIBLE LESSON OUTLINE

Introduction: Bring some rules for a game, instructions for assembling something, and a motor vehicle driver's manual to class. Discuss with your students what part rules and instructions play in our lives and why they are helpful and important.

Progression of events:

1. God knew the Children of Israel needed rules and instructions so they would understand what God expected of them.
2. God gave Moses the Ten Commandments and he was to convey these to the people.
3. God's first Commandment told them that He wanted to be the one and only God they would serve.
4. We must honor God and put Him first in our lives also. Discuss specific ways this can be done.

Climax: The people could show God that they loved and honored Him by obeying His Commandments.

Conclusion: It is just as important today that we put God first in our lives as it was for the Children of Israel.

Response: Your students will be able to explain the first Commandment and relate specific ways we can put God first in our lives today.

## BACKGROUND INFORMATION

Shortly after the Children of Israel escaped from Egypt, God called Moses up to Mount Sinai and gave him the Ten Commandments. Initially, the purpose of the Law was to set the nation of Israel apart from the pagan nations around them. God said, "If ye will obey my voice indeed, and keep my covenant, then ye shall be a peculiar treasure unto me above all people" (Exodus 19:5). Ultimately, however, the Law was given to display the sinfulness of man (Romans 3:19,20). Man, in his own strength, can never keep the Law. Under the New Covenant a man is no longer set apart by keeping the Law, but by faith in Jesus Christ. A Christian follows the Spirit of God, but it is obvious that the Spirit of God would not lead a person to disregard the holy principles of the Law of God. (See Romans 6.) As Paul said, "The law is holy, and the commandment holy, and just, and good" (Romans 7:12).

When asked which was the greatest commandment, Jesus replied, "Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind" (Matthew 22:37). The Lord demands our total commitment. We must honor him with our thoughts, words, actions, and time.

## IN-CLASS ACTIVITIES

Show the children things such as a trophy, money, houses, and clothing. Explain how these can be idols if they become more important to them than God.

Use a heart-shaped candy box to represent a person's heart. Inside the box put pictures mounted on paper hearts cut to fit the shape of the box. Each picture should depict some way a child can honor God; for example, singing, praying, helping, sharing, obeying, loving.

Cut out several 1" x 8" strips of paper (one for each name you use). On each strip write one of the names by which God is known. Try to use the descriptive names such as: Almighty, Savior, Truth, Judge. You can find a complete list in a Thompson Chain-Reference Bible. Put these strips together to make a paper chain. During class, help the children recite the memory verse and explain why we



should honor God and why even His name is so special. Let the children take turns detaching the links from the paper chain. Have each child read aloud the names he chooses. Talk about the meaning of each of the names.

God gave Moses Ten Commandments. We have printed most of them on the Mixed-Up Commands sheet along with several other “rules” (see Patterns). Give each child a copy of this pattern and ask them to cross out the rules that were not given to Moses. They should circle the four commands that tell how we can honor God and show that we love Him.

## QUESTIONS

Why does God want first place in our lives?

What are some of the things that could come before God in our lives?

Can a person be “free” and still have to follow rules?

God has all kinds of promises for those who keep His Commandments. Name some of these promises.

What does it mean to take the Lord’s name in vain?

How can we show God respect?

How do you think He wants us to act in His House?

How is Sunday different from the other six days?

Why doesn’t God want us to work on His day? What example did He give us?

What promise does God give to those who honor their mother and father?

Tell some ways we can show our mother and father that we honor them.

## PRESCHOOL SUGGESTIONS

Ask your little ones, “How do you think God feels when you honor Him?” As each one answers the same question, use a can of pressurized cheese spread to make a smiling face on a round cracker to represent God’s happy feeling. The children can then eat the crackers for their snack.

Put tiny dolls in a church setting. (Use a piece of cardboard folded in the center so it will stand up. Make “stained-glass” windows from scraps of construction paper and tape on each side to give the effect of a church.) Use the dolls to illustrate behavior in church which would honor God — singing the songs nicely, folding hands and closing eyes at prayer time, not pushing on the benches, treating Bibles and song books carefully, etc.

For each student prepare a set of the Honor God finger puppets (see Patterns). Explain to them that the symbols stand for five ways we can honor God. Let the children put them on their fingers. As you explain what each one

means, have the children show which finger puppet you are talking about.

The children will enjoy doing this familiar finger play: 1. Here is the church (hands clasped together with fingers inside) 2. And here is the steeple (index fingers of both hands extended) 3. Open the door (pull thumbs apart to expose fingers) 4. And see all the people (wiggle fingers). As you wiggle the fingers to symbolize people, talk about what each of the people can do in church to honor God.

## REVIEW IDEAS

The following stories show how we put God first in our daily lives. After telling each story, ask the children if God was put first.

1. Just as Jane got home from school her mother was ready to leave. “I’m glad you’re home, Jane. I have to go to the store now,” her mother said. “Please clean your room before you go out to play.” As soon as her mom left, Jane put on her play clothes. “I know the Bible says to obey your parents, but I can play first and then clean my room. Mom won’t be back for a while, so she’ll never know,” Jane said to herself.

2. Tommy and Ben were riding bikes together. As they turned a corner, Ben’s wheel caught Tommy’s and they both came crashing down. Ben got up and said a bad word. Tommy thought about what the Bible says about cursing. He wanted to put God first. Even though he hurt, he didn’t say bad things.

3. Jon heard his mother calling him. It was time to read and pray together. But he was having a great time playing in his tree fort, so he pretended not to hear her. Reading and praying is okay, he thought, but God can wait until I’m finished playing.

4. Tracy heard her sister say that the Sunday school bus had pulled up outside. She was right in the middle of reading a story. It was a brand new comic book that she bought yesterday. This was the first chance she had to read it, so she didn’t want to stop. But Tracy remembered what she had learned from the Bible. We are supposed to honor God every day, but especially on His day. “Wait for me, Sis,” she yelled, as she grabbed her lesson sheet on the way out. She felt good in her heart. She knew she was honoring God.

Enlarge and cut out the outline of the boy (see Patterns). Then cut out appropriate-sized hands, feet, eyes, ears, mouth, and heart. Place the boy on the board and the ten parts into a box. Play a game similar to “Pin the Tail on the Donkey.” Choose ten students and let each of them take a part from the box. Write the student’s initials on his part. Let each student tell what he can do with that part to honor God. In turn, blindfold and spin each one around. Place a pin in the part he is holding and let him pin his part in the place on the board where he thinks it should be. The one who puts his part closest to the correct place may be given a small prize. (If felt is used for the body and parts, the pins would not be needed.)

## COORDINATING SONGS

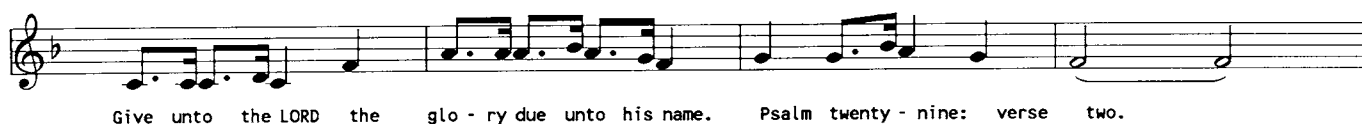
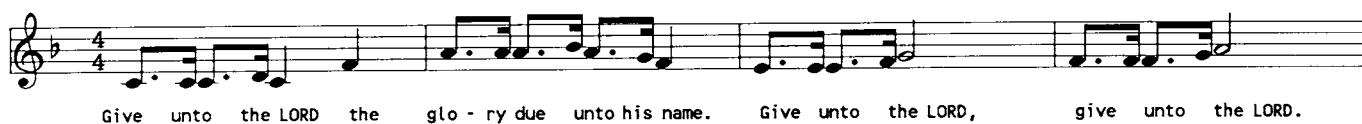
"He's Everything to Me"  
"Mine, Mine, Mine" — Salvation Songs  
"He's My Reason for Living"  
"Walking With Jesus"  
"All Your Heart" — Salvation Songs  
"Christ for Me"  
"I'll Be a Sunbeam"

"I Need Jesus"

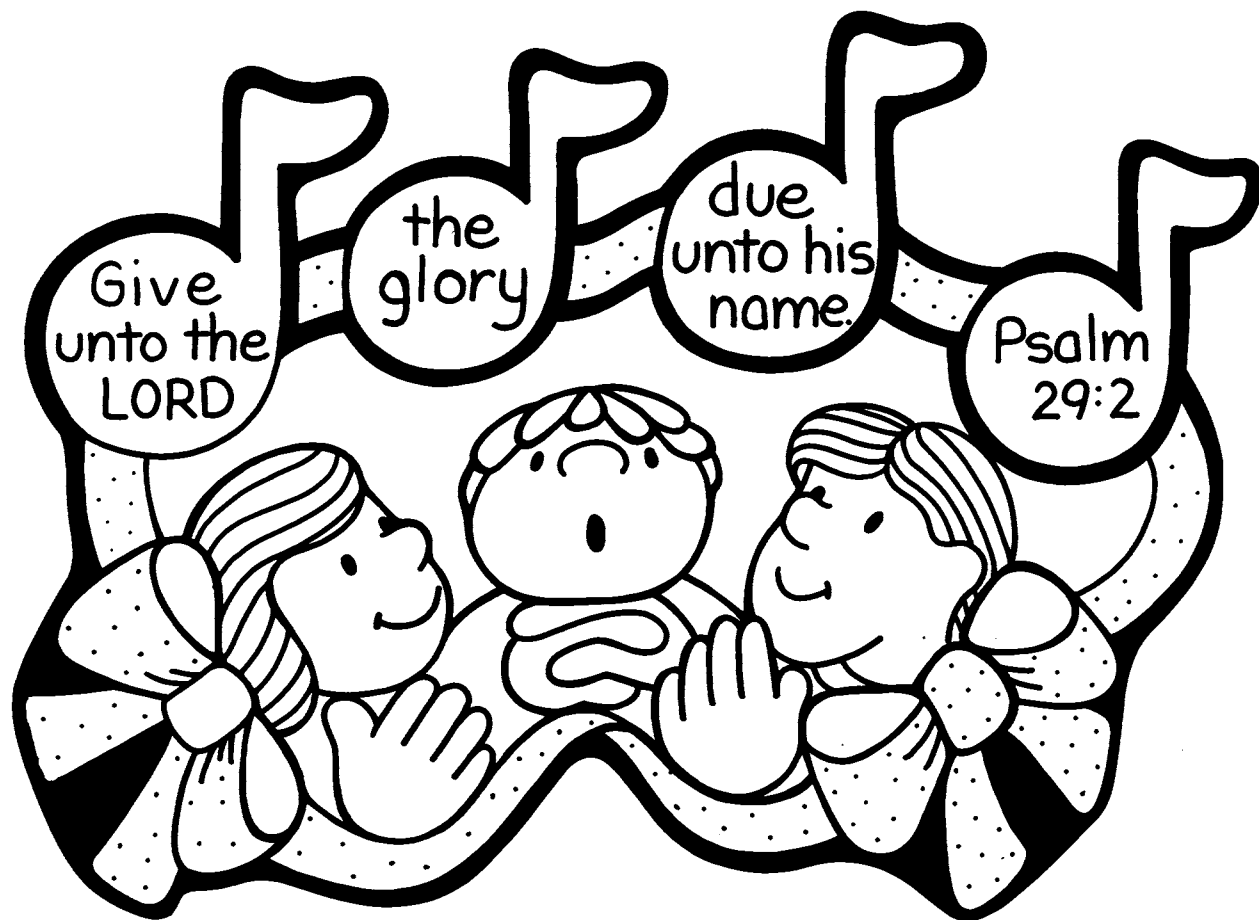
## SUPPORT MATERIAL

We Go to God's House — Happy Day Card Game,  
Standard Publishing  
Tell Me About God — Happy Day Book, Standard Pub-  
lishing  
God and Me — by F. Heide, Concordia

## MEMORY VERSE SONG



## MEMORY VERSE VISUALIZED



<b>TEXT</b>	Exodus 20:7,16; Psalm 34:1-6; James 4:11
<b>OBJECTIVE</b>	The students will understand that God wants us to honor and glorify Him with the words we speak and to be careful of what we say about others.
<b>MEMORY VERSE</b>	Speak not evil one of another. — James 4:11

# Be Careful Little Tongue

## MEMORY VERSE IN ACTION

**SPEAK** — Right index finger, pointing to the left, is held before the mouth and rolled forward in a circular movement.

**NOT** — Shake head No.

**EVIL** — With hands in front of face, palms out, forcefully brush an imaginary object to the right. Look as though you hate the object.

**ONE OF ANOTHER** — Point to others.

## MEMORY VERSE VISUALIZED

Three boys reciting the memory verse is the visual display of this week. (See pattern at the end of this lesson.) Cut the picture apart on the heavy black lines. Display the three pieces, one at a time, as your students study the verse together.

## BIBLE LESSON OUTLINE

**Introduction:** Make a big pile of dots with a paper punch as explained in In-Class Activities. Explain to your class that these dots represent words. Blow on them to show the effect of saying something hastily. It is difficult to retrieve them all!

**Progression of events:**

1. God gave the Children of Israel two specific Commandments concerning their tongue.
2. The first was that they should not take the name of God in vain. That means we should not swear or use God's name in slang expressions or foolish talking.
3. Another Commandment told them that they should not bear false witness. We must be careful to always speak the truth.

**Climax:** God's rules concerning the tongue were very important in that day, and are just as important today.

**Conclusion:** Our words can honor God's name, encourage others, witness for Christ, etc. But they can also dishonor God and bring ruin to ourselves and others. It is imperative that we be careful what we say.

**Response:** Your students will be able to explain the two Commandments regarding our speech, and to give examples of ways the tongue can be used for good or evil.

## BACKGROUND INFORMATION

Jesus said, "By thy words thou shalt be justified, and by thy words thou shalt be condemned" (Matthew 12:37). The way we use our mouths is of supreme importance. Our words can be a powerful force for good. With our words we can honor God's name, give praise to Him, encourage others; or with our words we can dishonor God and bring ruin to ourselves and others. The Bible is full of references to our words and how we use our tongues (mouths, lips). Especially enlightening on this subject is the Book of Proverbs. For examples see Proverbs 4:24; 6:17,19; 10:11,18-20,31,32; 11:9,13; 12:6,13,17,18,22,25; 13:3; 14:3,5,23,25; 15:1,2,4,7,23,26,28.

As James said, "If any man offend not in word, the same is a perfect man" (James 3:2). And David prayed, "Set a watch, O LORD, before my mouth; keep the door of my lips" (Psalm 141:3).

The Lord taught His disciples to pray, "Our Father which art in heaven, Hallowed be thy name." The name of God is not to be needlessly or irreverently used but held as supremely sacred. As the third Commandment states, the one who dishonors the name of the Lord will not be held guiltless.

God also requires His children to be impeccably honest. God is a God of light (1 John 1:5) and truth, and as His children we are to display His character. The Lord hates a lying tongue and a false witness. Proverbs 6:17,19

## IN-CLASS ACTIVITIES

Explain to your class that Proverbs 16:24 tells us that, "Pleasant words are as an honeycomb, sweet to the soul, and health to the bones." Make a set of the Sweet Words bees and honeycomb for each child (see Patterns). Cut out the bees and have the children place each bee in its matching cell on the honeycomb. Each time they hear or say one of those words or phrases they should have that bee "fly" to a flower. When that word is used again the bee should fly back to its cell on the honeycomb. It will be fun to see how often the words are really used. Tell the children that whenever they see a bee they can pretend

that it is carrying kind words. Remind them that if we are kind in all we say, God will be pleased. And we will help others to feel good too.

Show the children the parrot finger-puppet (see Patterns). Tell them that parrots are famous for repeating what people say. Then use the boy and girl finger-puppets to represent an older child and a younger child. Demonstrate how the words an older child says are often repeated (or parroted) by younger children. Explain that younger children think that since an older one says something, it must be true or all right to say. So everyone, even the teachers and parents, must be very careful to give honor and glory to God in everything they say.

God doesn't like lying, even little "white lies." The following demonstrations show how even a little falsehood can be bad:

—One-half teaspoon of salt ruins a glass of Kool-Aid.

—A little onion on a chocolate-chip cookie ruins it.

—Black pepper sprinkled on a soda cracker spread with peanut butter ruins it also.

Just so, a little of the wrong thing can ruin a good thing. A little lie puts sin in one's heart and ruins it.

Make a big pile of dots with a paper punch. Explain to your class that the dots represent words. Blow on them to show the effect of saying something hastily. It is very hard to pick up all the dots and put them back into a pile! It is also difficult to make right unkind or hasty words, so we should be careful what we say.

Explain to your students that one of the best ways to honor God with our words is in prayer. Then we can ask Him to help us each day to say and do only what is good and what will please Him. Give each student a cutout of praying hands (see Patterns), then together in class, write a short prayer for God's help and blessing.

## QUESTIONS

Who has control over our tongues?

Why do you suppose some people take God's name in vain while others praise His name? Why the difference?

Sometimes it is best to be quiet. Talk about times when we should not talk.

What does it mean to gossip? Does it hurt anyone? How do you feel when you hear gossip? How do you feel when you gossip? How do you feel when someone gossips about you?

How does what we say show what we have in our heart?

How can words hurt? Can something you say hurt as badly as if you hit someone? How?

Does it hurt anyone if you tell a little lie? How can a lie hurt someone if they never find out you've told it?

How do you feel when someone has lied about you?

When a person gets saved, what should he do about any lies he may have told?

Who sees and hears everything we do and say? What will He do with the lies we tell if we don't ask forgiveness?

## PRESCHOOL SUGGESTIONS

Make a set of finger puppets to help you present some mini-dialogues illustrating proper and improper use of the tongue (see Patterns). Make up some situations for finger puppets Sassy Sally and Sweet Susie, and Lying Larry and Truthful Tom. (Be sure to use other names if you have a Sally or Larry in your group.)

Make happy and sad face puppets on Popsicle sticks, with a happy face on one side and a sad face on the other side (see Patterns). Give one to each child. Tell your class that you are going to say some things and they should listen carefully. If the words you say make them feel happy, they should hold up the side with the happy face. If the words make them feel sad, they should hold up the side with the sad face.

Make a copy of the face with one slit cut out for the mouth and another for words (see Patterns). Fasten the strip that has the mouth and words to the back of the face so they show through the slits when turned. Use this as a teaching tool to illustrate our feelings when we say bad things and when we say good things.

Do the work sheet regarding telling the truth, giving each student a copy (see Patterns). Ask your class, **What do you think the boy is asking his mother?** ("May I have a cookie?") Have each child color the plate of cookies. **How many cookies did the mother tell her son he could have?** (One.) Have each child hold up one finger. **How many cookies did the boy take?** (Two.) Have each child hold up two fingers. **Mother asked, "How many cookies did you take?" What answer is the truth?** (Two.) **The boy said, "Two." Mother was happy her son told the truth.** Repeat Bible Words aloud with the children. Have each child turn his paper over. **Will you tell the truth to your family and friends? Draw people you will tell the truth to this week.** Have each child draw people.

## REVIEW IDEAS

Create a review to be shown with an overhead projector. Choose several characters from throughout the Primary Pals Patterns. Prepare a dialogue as you show pictures of children in some situations that could lead to saying the wrong thing. Then show a child speaking in a way that honors God and others. For example, a picture of two friends together. One friend is picking a fight. The other child gives a soft answer that stops the fight. Another

example would be when someone is talking bad or gossiping about another friend. Instead of contributing to the gossip, the other child says something nice about the person.

On a chalkboard or flip chart make up a conversation that two youngsters are having about someone. Omit all the adjectives and maybe some verbs. List possible choices to fill in the blanks — good and bad.

## COORDINATING SONGS

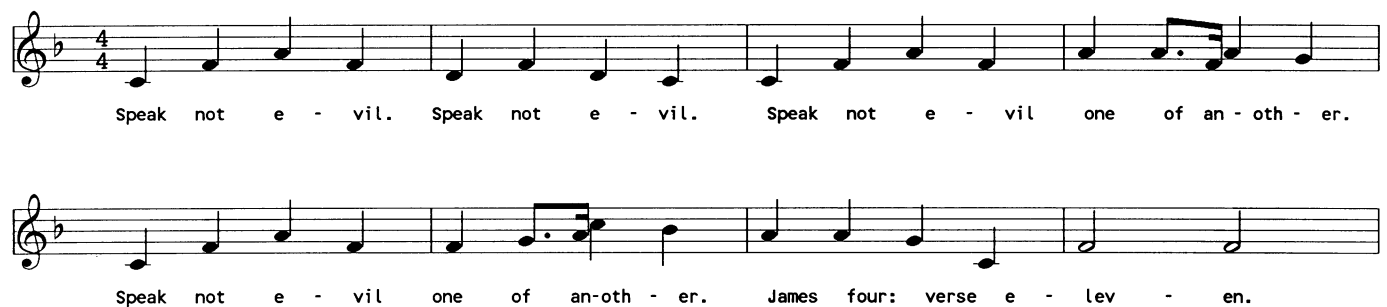
"Oh, Be Careful"  
"Two Little Hands"  
"My Tongue" — Lillenas

"Alleluia"  
"Set a Watch" (401 Choruses)  
"Be Careful What You Do" — Singspiration  
"Praise Him, Praise Him"

## SUPPORT MATERIAL

Doing Right Makes Me Happy — Happy Day Book, Standard Publishing  
Jimmy and the White Lie — by Bartholomew, Concordia  
Bad Mouth Christopher — by Bartholomew, Concordia  
The Last Lie — by D. J. Windom, Concordia  
Let's Talk About Lying — by Joy Wilt Berry, Grolier Enterprises, Inc.

## MEMORY VERSE SONG



## MEMORY VERSE VISUALIZED





<b>TEXT</b>	Exodus 20:15,17; I Timothy 6:6-8
<b>OBJECTIVE</b>	The students will understand that God wants us to be happy with what we have. No coveting, no stealing!
<b>MEMORY VERSE</b>	Be content with such things as ye have. — Hebrews 13:5

# Is It Yours?

## MEMORY VERSE IN ACTION

**BE CONTENT** — Clap hands.

**WITH SUCH THINGS** — With right hand flat, palm down, make large circle horizontal and clockwise.

**AS YE** — Point to others.

**HAVE** — Move palms toward chest and then touch chest with finger tips.

## MEMORY VERSE VISUALIZED

This week's memory verse is illustrated by several happy faces. (See pattern at the end of this lesson.) Cut apart the four sections as indicated by the heavy black lines. Put the arrangement back together, one section at a time, as your students learn the verse.

## BIBLE LESSON OUTLINE

Introduction: Adapt the Preschool Suggestion using two matchbox cars for your opener. Describe three possible responses of a child who is looking at the cars: to steal them, to envy the owner, or just to be happy to have a chance to play with them.

Progression of events:

1. God gave the Children of Israel two instructions concerning the property of others. The first was that they should not steal.
2. The other Commandment was an instruction against coveting. We should not be envious or wish to have something that belongs to another.
3. God wants us to be content with what we have, in our day also. This is an attitude of the heart, rather than the prohibition of a certain action.

Climax: These two rules concerning how we live are still binding today.

Conclusion: When we have our hearts set on putting God and His commandments first, then we will be content with what He has already given us.

Response: Your students will be able to outline the two types of behavior with regard to the property of others as studied in today's lesson. They will be able to give verbal definitions or examples illustrating the words *steal* and *covet*.

## BACKGROUND INFORMATION

The Lord commands us to "be content with such things as ye have" (Hebrews 13:5). The tenth Commandment says, "Thou shalt not covet" which focuses on the attitude of our heart in contrast to the other Commandments which are prohibitions of specific actions. Clearly, only God could make and enforce this Law, because only He knows the heart.

When Paul reflected on this Commandment, he realized that he, too, had been a law breaker. Outwardly, he had kept the whole Law, but as he said, "I had not known lust, except the law had said, Thou shalt not covet" (Romans 7:7).

In fact, Jesus brought the whole Law into the realm of the heart and spirit when He said, "Whosoever is angry with his brother without a cause shall be in danger of the judgment" (Matthew 5:22 and I John 3:15), and "Whosoever looketh on a woman to lust after her hath committed adultery with her already in his heart" (Matthew 5:28).

When we have our heart set on things of God and we are fully obeying the first Commandment then we will have little desire for the possessions of others.

## IN-CLASS ACTIVITIES

Use flashcards or pictures of a house and school with windows that open to show an item inside.

### House

Bedroom — clothes

Living room — toy

Kitchen — cookie

### School

Class — pencil

Restroom — comb

Playground — bubble-gum cards — barrettes

Each room has something in it that could be stolen. Ask the children how they should react to things that belong to someone else. Be happy and content with what you have.

Bring a number of items to class that have a name printed on them; for example, a lunch sack, pencil, mug, shirt. Hold up the item and ask: "Whose is this?" Would they

wear the shirt even though someone else's name is on it? They will say no, because everyone would know it wasn't theirs. If we take something that doesn't belong to us, **God** knows, even if there is no name on it.

Make a set of puzzle squares for each child in your class (see Patterns). Copy the puzzles onto heavy paper, cover them with contact paper, and cut them into squares. Store each puzzle in a plastic Ziploc bag. The puzzle contains six words which describe how you should feel about what you have, and six words which tell how you should not feel about what other people have. The words are split across the center so the children will have to wait until after the puzzle is together to find out what the words are. Have the children match up the squares in the correct order. Talk about the differences that these make in a person's life.

Give each student a copy of the Don't Steal-Don't Covet puzzle (see Patterns). Have them start at any letter and trace its path to a box. Write that letter in the box. They should do this with each letter, and when they are finished they will discover how God wants them to be.

## QUESTIONS

What does it mean to covet?

Why does God want us to be satisfied with what we have?

What happens when we steal?

Others watch how we live. How do you think they feel when they see us doing wrong?

Have you ever taken something that did not belong to you? How did you feel when it was quiet and you were trying to fall asleep at night?

What is the difference between borrowing and stealing?

How do you feel when someone has a lot of nice things that you do not have? How do you feel when someone has a lot less than you have?

Is it all right to steal little things like dimes or cookies?

After we get saved what do we need to do about the things we have stolen? About the things we have coveted?

What does *restitution* mean?

Compare *covetousness* with *thankfulness*.

## PRESCHOOL SUGGESTIONS

Have your students compare the two pictures — one showing children playing alone and one showing children sharing (see Patterns). Draw sad faces on the first picture, and smiles on the second. Tell little stories to illustrate why the children in the pictures are sad or happy — "Sally said, 'No, you can't play with these blocks,'" etc.

Bring two matchbox cars to class, one old and scratched, and the other new and shiny. Tell your class a make-

believe story about a little boy who brought the scratched car to Day Care. While he was there, he saw the shiny car on the shelf and he wanted it very badly. Describe how he yielded to temptation and took the car, but how bad he felt afterwards. Be sure you end the story by having him go back to the Day Care teacher to confess what he did and return the shiny car.

Make a matching game using colors to help your students understand the Commandments of not stealing or coveting the belongings of others. Use the figures of children and the toys (see Patterns). Color the clothes of one child blue, another red, a third yellow, and the fourth green. Make a complete set of toys for each, coloring the sets with the same colors. Let the students match the child with the toys which belong to that figure, using the colors as a guide. Reinforce the theme of the lesson as they do the matching, saying phrases such as, "That's right, Sally doesn't take the blue ball. The yellow ball is hers," or "Tommy doesn't want Susie's red truck. He has a blue truck."

## REVIEW IDEAS

On a large chalkboard, draw two simple stick figures, one smiling and one frowning. Name them Gloomy Glen and Cheerful Chuck. Make a list of different situations and ask the children how they would respond if they were one of the above characters. For example, they each received a new bicycle for Christmas. Gloomy says, "It's not as nice as Chuck's new bike." Cheerful says, "Wow, now I can ride my own bike to school. Thank you!" A thankful heart is more content. Remembering the good things God has given us makes us content. Encourage the children to be this way. When we don't have our eyes on Jesus we are likely to be unhappy and want what somebody else has. God says no. It's not ours. Give different examples to illustrate this point using your two characters.

For your review prepare a question and answer game similar to the Hot Potato game, except use a beanbag rather than a potato. You might wish to use the questions given for this lesson and add to them. Or, you may prepare a completely new set of questions. Seat everyone in a circle and start passing around the beanbag. When you say, Stop! the person holding the beanbag must answer a question.

## COORDINATING SONGS

"Jesus Is the Giver"

"Oh, Be Careful"

"I'm Glad I'm a Christian" — Christian Attitudes

"Saved Every Day of the Week" — Christian Attitudes

## SUPPORT MATERIAL

Mine and Yours — Ready-Set-Grow! Series by Joy Wilt Berry, Gospel Publishing House

Honesty — by Jane Belk Moncure, Standard Publishing  
 Why Do I Do Things Wrong? — by Carolyn Nystrom,  
 Children's Bible Basic Book, Gospel Publishing House  
 Let's Talk About Stealing — by Joy Wilt Berry, Grolier  
 Enterprises, Inc.

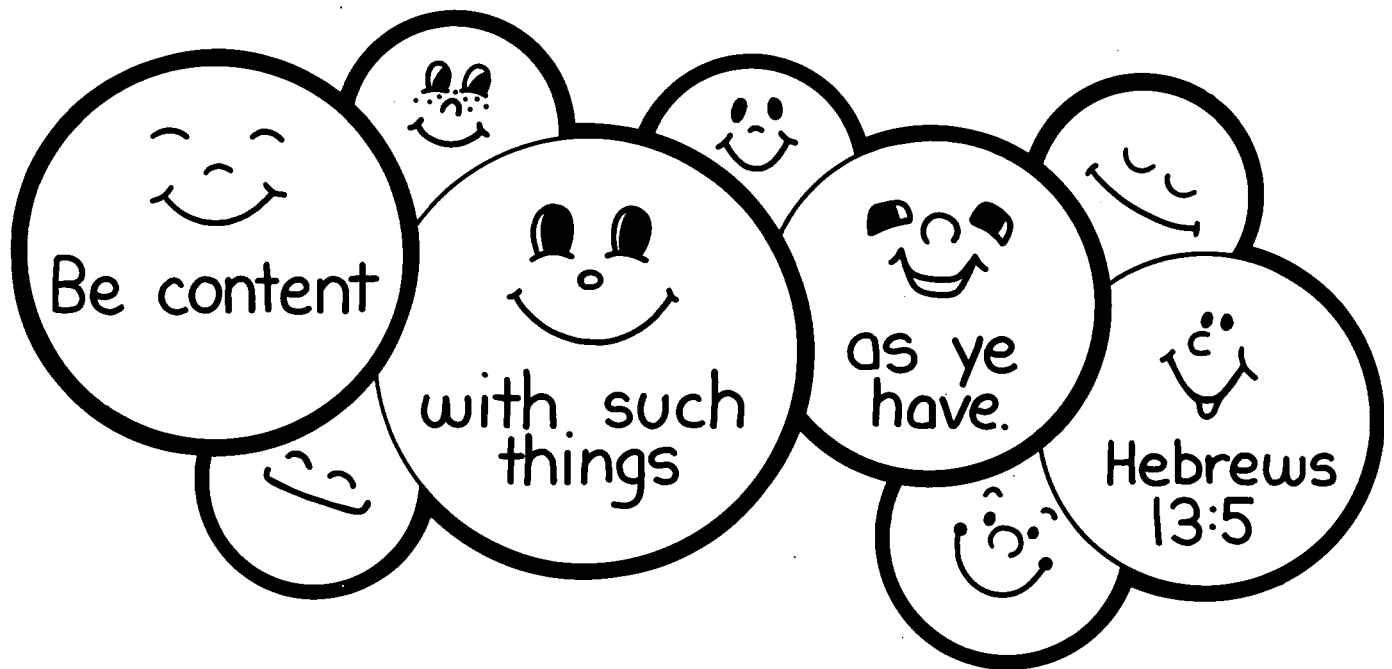
## MEMORY VERSE SONG



Be content with such things as ye have. Be con - tent. Be con - tent.

Be content with such things as ye have. He - brews thir - teen: five.

## MEMORY VERSE VISUALIZED



**TEXT** Exodus 20:12; Ephesians 6:1-3; Titus 3:1; Hebrews 13:17

**OBJECTIVE** The students will understand that God wants them to respect and obey their parents and other adults in authority.

**MEMORY VERSE** Honour thy father and thy mother. — Exodus 20:12

# Honor Those Who Have the Rule Over You

## MEMORY VERSE IN ACTION

**HONOUR** — Both hands at sides of face, palms forward. Hands make bowing motion.

**THY FATHER** — Hold open right hand up at forehead with thumb touching forehead. Close fingers down.

**AND THY MOTHER** — Hold open right hand up at chin with thumb touching chin. Close fingers down.

## MEMORY VERSE VISUALIZED

Our memory verse for this week is illustrated by a father and a mother. (See pattern at the end of this lesson.) Cut apart the three sections on the heavy black lines. Re-assemble the arrangement with your group as each portion of the verse is learned.

## BIBLE LESSON OUTLINE

**Introduction:** As an opener, use the poster described in In-Class Activities and provided under Patterns. Talk about how God has ordained this structure of authority.

**Progression of events:**

1. God gave the Children of Israel a Commandment specifically directed to children.
2. Children were to honor their father and mother. One of the ways this can be done is through obedience.
3. This instruction is also taught in the New Testament.
4. Present some present-day illustrations of obedience and disobedience.

**Climax:** God promises good things to those who heed this instruction.

**Conclusion:** Honor and obedience to those in authority are just as important today as they were in the time of the Children of Israel.

**Response:** Your students should be able to explain the meanings of the words *obedience* and *disobedience*, and give specific examples of each type of behavior. They will be further able to relate which type of behavior is commanded by God.

## BACKGROUND INFORMATION

God commands children to honor their parents. The word *honor* means more than just obedience, but also “to highly esteem and to give a place of superiority.” Jesus was our example when “he went down with them, and came to Nazareth, and was subject unto them” (Luke 2:51).

Disregard for this Commandment is growing and, in fact, was predicted by Paul when he said, “In the last days perilous times shall come. For men shall be lovers of their own selves, covetous ... disobedient to parents” (II Timothy 3:1,2). Obedience to this Commandment brings a divine blessing and disobedience a divine curse. (See Ephesians 6:1-3 and Deuteronomy 27:16.)

## IN-CLASS ACTIVITIES

Make a set of chain people for each child (see Patterns). Fold on line 1 so the figures are inside. Then fold on lines 2 and 3 toward the outside edge so there is a figure showing on each end. Cut through all layers, following the outline of the top figure. On the back of each figure have the children write a name of someone they should honor and obey.

Provide materials for your class so they can design a Thank You card for someone who God teaches they should obey — a parent or care-giver, a teacher, minister, or other older person. On the inside, help them print the words:

“I promise to listen to what you say,  
And do my best to always obey.”

Make a large poster of the diagram showing the relationship between children and God, parents, or those in authority (see Patterns). As you look at the poster, talk about how obeying rules can help children be happy, and can help them please God.

Have the students match phrases or pictures of ways to obey figures of authority. Examples:

<u>TEACHER</u>	<u>PARENT</u>	<u>POLICE</u>
do homework	clean room	stop signs
clean chalkboard	do dishes	bike-path rule
don't talk	answer phone	no trespassing
draw pictures	baby-sit	no skating (thin ice)
run errand	dust	

Give each child a copy of the Honor worksheet (see Patterns). Have the children circle the words that tell how they can show honor to a person. Cross out the words that don't show honor. Talk about the importance of showing honor to our parents and other adults.

## QUESTIONS

God is our heavenly Father. Compare obeying God with obeying your earthly father. How is it the same? How is it different?

What is God's promise to you if you obey your parents?

How do you think Jesus felt toward Mary and Joseph when He was just a child?

The Bible tells us to honor and obey our parents. What other people should we honor and obey?

If your parents are not Christians are you expected to honor and obey them? Why or why not?

If a child does not obey his parents, will he obey his schoolteacher? Why or why not?

List some reasons why it is important to obey people who have rule over us. How could you show someone that you honor or respect him?

What would happen if nobody obeyed the laws or rules of the government?

Talk about your attitude when you are obeying. What does God think about feelings of anger or unfairness? Explain how obeying is more than just an action.

Do you remember a time when you disobeyed? How did you feel? How would things have been different if you had obeyed?

## PRESCHOOL SUGGESTIONS

Draw a town on a chalkboard or use paper buildings in a sandbox. Have one road and include two or three houses, a school, store, baby-sitter's house, police station, fire station, etc. Have a doll (or just draw footsteps) visit each place and talk to the person the child should obey. Give examples.

Take a number of objects to class to illustrate ways preschoolers can obey. Make a poster that says, "I'm happy when I obey" (see Patterns). Take a bar of soap and a washcloth to show washing face and hands when

told to do so. Take a dress or shirt to show getting dressed. Take a toy car to show sitting quietly in the car. Take a doll bed to show getting up when called. Take a toothbrush to show brushing teeth. After each item is mentioned and discussed, hold up the poster showing how we feel when we do obey.

Make a simple apron (the type that just ties around your waist) and sew on as many small pockets as you have students. Into each pocket put a round, smiley face on which you have written the name of a student (a different name in each pocket). Put on the apron in class and tell the children that the pockets contain the names of people who obey. Let the children choose a pocket. Take the smiley face out and read the name on it. Tell of a time when that person obeyed. (Examples: Turned around when told to. Sat down when told to. Picked up something when told to.) Emphasize obedience in a positive way. Tell the children that God sees even the little things we do for others.

Make an Obey O'Bear for each child (see Patterns). Copy the bear onto posterboard. Each bear will need to have a 27" to 36" shoelace. Punch out the holes around the bear's tummy. Tell the children that each time they think of a person they should obey, they can put the lace through one of the holes in Obey O'Bear's tummy, starting at the neck. There are only ten holes so they should have a pretty easy time. Tie a bow at the neck when done.

## REVIEW IDEAS

Display a large picture of a family (see Patterns) on a board. Completely cover the picture with 12 cards that are numbered from 1 to 10, plus a smiley face and a small picture of parents. (Scramble the numbers and pictures before pinning on board.) Have the children pick a number, and tell you which Commandment it is. Under the parents' picture card have the question, "What is the promise that was given with the Fifth Commandment?" The smiley face picture would be "free" — the student may choose another card. Each time a child answers a question he may remove the card and try to guess what the large picture underneath is.

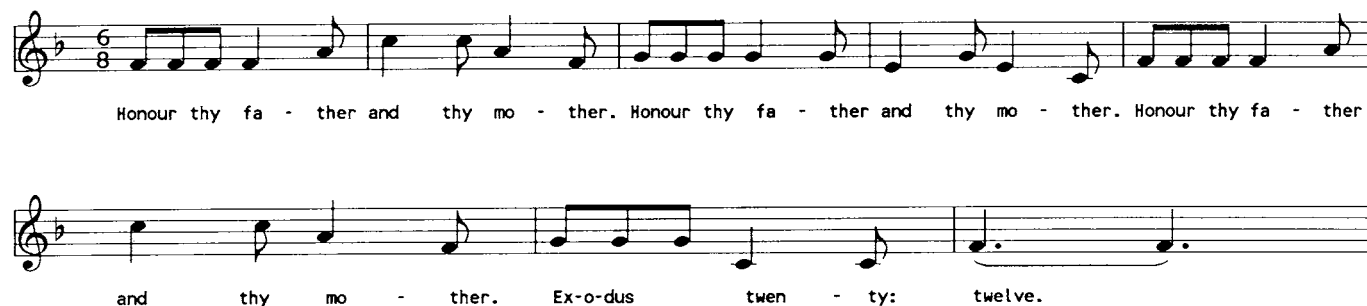
*Respect, regard, honor, and esteem* all mean about the same thing; that is, "to obey and love." However, we can obey without loving, but we want to obey **and** love. God wants this also. To emphasize obedience with love, use Gloomy Glen and Cheerful Chuck from our last lesson. Pretend they are asked to clean their rooms. Gloomy said, "I'll get a whipping if I don't." Cheerful says, "Mom sure will be happy when she sees my room so clean." Make a list of different situations and ask the children how they would respond if they were Gloomy (just obedience) or if they were Cheerful (obedience with love). Accept the answers the children give, but emphasize that love cares about how the other person feels. Gloomy thinks about himself, but Cheerful thinks about others.

Adapt the game "Simon Says" for your review. For young children, use the phrase "God says." Include as many church-related actions as possible; such as, fold hands in prayer, point to Heaven, touch a friend, smile. For older children, make the game a little more complex by telling them to do the same types of actions whenever you mention someone that God wants us to obey; for example, mother says, father says, teacher says, minister says.

## COORDINATING SONGS

"My Family" — Lillenas

## MEMORY VERSE SONG



## MEMORY VERSE VISUALIZED



"Children, Obey Your Parents" — Lillenas  
"The Old-Time Religion"

## SUPPORT MATERIAL

Obedience — by Jane Belk Moncure, Gospel Publishing House

My Church — Classroom coloring book, 8 each of 6 pictures, Standard Publishing

Going to Church — Dot-to-dot Coloring Book, Standard Publishing

# The Plan of Salvation

**Lesson 18a — All Have Sinned**

**Lesson 18b — The Blood of Jesus**

**Lesson 18c — A Clean Heart**

**Lesson 18d — Telling Others About Jesus**

**Lesson 18e — Our Heavenly Home**

## OVERVIEW

This unit of material will again use the Wordless Book theme to help the primary students understand the plan of salvation. The knowledge that all of us have sinned and need to be forgiven before we are ready for Heaven is undoubtedly one of the most important things we can teach the children. They are just beginning to reach the age where they grasp this thought, so the explanation needs to be done very gently, but thoroughly. Sometimes understanding this brings a simple desire to have their heart made clean, and even these little ones can have a real experience of salvation.

Teachers will find it helpful to review the materials and patterns presented for Unit 1, which also used this theme.

The lessons have been rearranged, placing the lesson on Heaven at the end of the unit rather than at the beginning. However, the ideas presented for each lesson can still be utilized.

The “Wordless Book Visualized” is a good basic teaching tool for this unit. It is available from CEF outlets or your local Bible bookstore.

The memory verses for this unit sum up the theme for each Sunday. They should be reinforced in some manner — either through use of the Memory Verse Visualized, the hand motions, or the songs.

## GAMES FOR REVIEW

Use a plastic photo cube in which you have inserted squares of construction paper in the five Wordless Book colors. Review the meaning of each color by having each student take a turn shutting his eyes, taking the cube from a container or sack, and placing it on the table. He must then open his eyes and tell what the color on the top of the cube represents. Points could be given for each correct answer.

Make a game board and five-color spinner wheel (see Patterns). Use a paper clip as a spinner. Color both the game board and the wheel with the colors of the Wordless Book. (Keep colors in correct order: black, red, white, green, gold, black, red, white, etc.) To play a review game called “From Earth to Heaven,” give each student a marker (buttons work well for these) and let them take turns spinning the spinner. If a student can tell what the color his spinner stops on represents, he may move ahead on the game board to the next square of that color. If he cannot tell, he must move backward to the closest square of that color. The first one to make it to “Heaven” wins.

Play the Plan of Salvation memory game with your students (see Patterns). Make two copies of each of the game cards, including two each of the five Wordless Book colors (a total of 30 cards). You may wish to mount the sets on lightweight cardboard in order to make them more durable. To play the game, turn the cards over so the students can’t see what the pictures or colors are and pin them to a large bulletin board. The students are allowed to turn over two cards at a time at their turn, attempting to make matching pairs. If they do not succeed, both cards are again turned over in the same spot and the next person takes a turn. If a pair is made, the student keeps that set and also gets another chance. If a student makes a pair from a color card, he must tell what that color stands for in the Wordless Book before he can keep the cards. When all the cards have been claimed, the student holding the most cards wins. (You may wish to make more than one set of the cards to make the game more challenging, or if your class is large.)

Divide your group into five teams. Send them to different sections of the room. Put the Wordless Book color page on the back of one child from each team. That child must guess the team color. Clues are given by teammates, but



they cannot use the words sin, blood, clean, grow, or Heaven.

## CONTEST IDEAS

Stand a bare tree branch in a bucket of sand or make one from paper and attach it to a bulletin board. Cut a quantity of red hearts from construction paper. Tie a loop of thread through a hole in each heart so they can be hung on the tree branch. For each Sunday he attends, the student is allowed to write his name on a heart and hang it on the branch. Hearts should also be awarded for other things: bringing a friend, bringing their Bible, etc. For variation, award bright pink or white hearts for these other things. Or you may wish to use a different color of heart for each Sunday of the unit.

Cover a bulletin board with butcher paper, drawing on it a simple lake scene with a shoreline in the foreground (see Patterns). Each student makes a simple boat with a mast from red or green construction paper and prints his or her name on the boat with a felt tip pen. Cut a white sail for each boat. Attach all the boats along the shoreline. Then each time a child brings a friend, write the friend's name on the sail and move the boat out to sea. If the child brings another friend, he may "launch" another boat, but the only ones tied along the shore should be boats with the names of children who have not brought a visitor.

Cut strips of paper about 6" long by 1" wide from the Wordless Book colors. Let each student start making a paper chain from these strips. They should get one strip of each color when they can tell what that color means. Then they can add a loop for attendance, bringing friends, answering questions in class, doing their take-home paper, etc. Drape the chains around your classroom, or tack them on a board aiming at a large drawing of a trophy or the words THE WINNER. The first ones to make a chain long enough to touch the goal wins a prize.

## BULLETIN BOARDS

Title your board CREATE IN ME A CLEAN HEART (see Patterns). Cut two large hearts out of construction paper, one red and one white. Cut a door through the red heart and glue or staple it on top of the white. Put a large picture of Jesus inside the door. Place it in the center of your bulletin board. On one side of the heart put a picture of the Bible; on the other side, two children talking to each other; and above, a picture of Heaven. Use Wordless Book colors.

Title your board, JESUS IS THE ONE WHO CAN FREE US FROM SIN! (see Patterns). From construction paper in the Wordless Book colors, cut out a large key and also a large heart with a lock on it. On the key write the name JESUS. Mount them under the title on your board.

On your bulletin board, display five hearts cut from the Wordless Book colors. In the center of each heart put an appropriate symbol to illustrate the lesson for that color. Idea: Use the symbols from the Primary Pals handouts.

## CHART IDEAS

Give each child a copy of the Wordless Book heart (see Patterns). Cut the hearts from yellow paper and cut four strips from red, white, green, and black paper. Cut the slits on the hearts so the children will be able to weave in the four colors of paper strips. The four colors of paper should be cut into 5 1/2" x 7/8" strips.

Have a block (wood, paper, or whatever) for each child. For each lesson cover one side of the block with the color pertaining to that lesson. Example: Lesson 18a, black felt or construction paper, to cover one side of the block. (Since a block has six sides, you could begin with the child's name on an additional white side or a color not in the Wordless Book.

Placemats are a fun and easy way to remind children of Jesus. Prior to class time, make a stencil of children kneeling before the Cross, cutting away the shaded areas (see Patterns). Have your students place the stencil on a piece of white paper. They may outline each area and then remove the stencil and color in the outlined spots. Mount the finished picture on a piece of construction paper which is slightly larger, to form a border. To make the placemat more durable, cover the entire project with clear adhesive paper. (This is generally available where adhesive shelf paper is sold, and is an excellent product for making your pictures and Sunday school projects long lasting.)

Help each of your students make a banner depicting the main points of the Wordless Book colors. Provide each child with a large pale blue or cream colored piece of paper cut in the shape of a banner (see Patterns). On the first Sunday, help them cut out and attach a black heart in the position suggested by the illustration, and write in the appropriate words. On each succeeding Sunday, they will attach the next symbol and write in the words. On the last Sunday punch holes as indicated (you may wish to strengthen the holes by applying gummed reinforcements) and thread through a length of yarn by which to hang the banner.

Cut out five hearts (see Patterns), one of each color: red, green, white, black, yellow. Fold each heart in half lengthwise. Glue half of white to half of red heart and the other half of white to half of green; the other half of red to half of black, etc. This will give it a 3-D wheel effect.

## UNIT SUPPORT MATERIAL

The Wordless Book Visualized — Christian Evangelism Fellowship

**TEXT** Romans 5:12; Genesis 3:1-6; Psalm 38:18

**OBJECTIVE** The students will be able to explain that all have sinned. They will be able to tell what repentance is and why it is necessary.

**MEMORY VERSE** For all have sinned, and come short of the glory of God.  
— Romans 3:23

# All Have Sinned

## MEMORY VERSE IN ACTION

**FOR ALL** — Move open right hand from left to right.

**HAVE SINNED** — Make fists with index fingers pointing to each other and then to self.

**AND COME SHORT** — Shake head No.

**OF THE GLORY** — Hold left palm out, facing up. Have right finger tips touch left palm; raise right hand while wiggling fingers.

**OF GOD** — Point up.

## MEMORY VERSE VISUALIZED

The visual representation of our memory verse for this week features four children on a puzzle. (See pattern at the end of this lesson.) Cut along the heavy black lines to separate the four pieces of the puzzle. Reassemble the puzzle with your group, a piece at a time, as they learn the verse.

## BIBLE LESSON OUTLINE

**Introduction:** Show your class some pictures of people taken from catalogs or magazines. On the chest of each figure cut a small hinged door which opens to reveal a sin-spotted heart.

**Progression of events:**

1. God's creation, man, was without sin in the beginning.
2. The serpent tempted Eve to sin. She yielded, and gave of the fruit to Adam also.
3. Because of their disobedience, sin came into the world.
4. Identify behavior which is sin: lying, stealing, cheating, disobeying, etc.
5. Talk about what repentance is.

**Climax:** Since that time, every person has been born with sin in his heart. Use the black page of the Wordless Book.

**Conclusion:** The sins which we commit reflect the darkness of sin with which everyone is born.

**Response:** Each student should be able to tell why we are born with sin in our hearts, to identify some sins which are committed, and explain the meaning of repentance.

## BACKGROUND INFORMATION

The original sin is very simply recorded in the third chapter of Genesis, and its implications for mankind are expounded in Romans 5:12-21. Man was created with a holy, godly nature in fellowship with God. He lived in an environment which was "very good," and yet when he was tempted by Satan, he deliberately chose the path of self-corruption and enmity against God.

The fact that every person has a sinful heart until that sin has been forgiven is a difficult one for the young child to grasp. You may even find rejection of the fact that a baby has sin in his heart. You will need to explain that God knows the baby is too young to understand about sin, but when he becomes older and learns about right and wrong, he will need to ask God to take the sin away.

You will wish to spend some class time being sure your students really understand the meaning of the word *sin*. As adults, we recognize that sin is a violation of divine law. But to young children, sin can be defined simply as "doing something which you know is wrong." To older children, it might help to explain that there are really two kinds of sin. The first kind is the sin nature we are born with — since Adam sinned, all people born thereafter have the sin nature in their hearts. The second kind of sin is the wrong things we do even when we know they are wrong.

Although succeeding lessons deal with God's plan or remedy for sin, it will be necessary to bring out the fact that there is a way the sinful heart can be cleansed. If a child misses a Sunday, or is just visiting for this one week, it is very important that he is not left with a feeling of hopelessness about his sinful nature or condition.

## SPECIAL NOTE FOR THIS LESSON

Refer to Lesson 1b for additional ideas.

## IN-CLASS ACTIVITIES

Prior to class time, cut out a number of catalog or

magazine pictures of people, old and young of different races. Do not use figures that are well known; i.e., movie stars, singers, leaders. On the chest of each figure, cut a small hinged door. Underneath the opening, paste a piece of paper on which you have drawn a heart with sin spots. During class, show figures to the students. Allow the children to open the hinged doors, pointing out that each person has a heart with sin in it until he repents and is forgiven.

Make a large pocket-heart of black construction paper by taping or stapling two hearts together and leaving an opening at the top. Inside the pocket, put pictures of different kinds of wrong behavior: a child saying mean words, stealing, cheating, not sharing, etc. As an alternative, if you do not have pictures on hand, put in slips of paper with the words on them. Have each child pull out one slip, then have him illustrate on another piece of paper the word he drew out. When everyone has finished his drawing, let each student show the other students his illustration and explain what behavior is taking place.

Puzzle squares are a fun way to make your students aware of certain words and ideas in the lesson. Prepare a set of puzzle squares for each child in your class (see Patterns). Copy the puzzles onto heavy paper, cover them with contact paper, and cut them into squares. Store each puzzle in a plastic Ziploc bag. On this puzzle is the memory verse (when read in one direction) and also six sets of words that are opposites. Have the children match up the squares in the correct order. Talk about what a wonderful difference Jesus makes in a person's life.

Make a copy of the memory verse work sheet for each child (see Patterns). Have them circle the right word in each space so they will complete the memory verse correctly. When they have finished their work sheets, go through the verse together. Stop at each of the chosen words and talk about what it means.

## QUESTIONS

Can snakes talk? Who really was the serpent that talked to Eve?

Satan talked to Eve when she was alone, instead of when she and Adam were together. Why do you think he did this?

Satan told Eve that eating the fruit was not wrong. Do we usually know when a thing is right or wrong? How?

Why was it wrong for Eve to eat the fruit since it was good for food?

Satan tried to make Eve think that God was selfish and that He did not want to share. Why do you think God or parents tell children not to do certain things?

Eve ate the fruit because it looked good and she wanted to try it for herself. Do your friends ever do something that

they have been told is wrong, just because they want to find out for themselves what it is like?

Why did Eve want Adam to try the fruit also? Do friends ever try talking you into doing something that is wrong? Why?

How do you think Adam and Eve expected to feel after they had eaten the fruit?

How do you feel in your heart when you have disobeyed or done something else that is naughty?

Who knows when we sin?

Who has sinned? How do we know?

## PRESCHOOL SUGGESTIONS

Have several paper cups and the same number of little dolls or Fisher Price people. Cover each figure with a cup. As you lift each cover, explain that no matter who you are you can't hide from Jesus — grandpas, grandmas, moms, dads, teachers, children, etc. He loves everyone and wants them to have clean, white hearts.

For each child, make a face which can be turned upside-down — frowns from one direction and smiles from the other.

Say or sing the Wordless Book chorus, with children turning the pages of their own books.

Give each child a copy of the Before and After Sin coloring picture (see Patterns). Let the children color their pictures as you talk about how happy Adam and Eve were before they disobeyed God. Explain to the children that nobody is really happy if he has sin in his heart.

## REVIEW IDEAS

This is a good lesson for utilizing an overhead. Make a series of people (trace color book characters onto transparencies). Make overlays or draw in something on each one illustrating some type of sinful behavior. Some suggestions: add a cookie (disobeying Mom), add a sassy mouth (saying bad words), add a small toy (stealing), add a bandaid on hands or face (fighting). Bring out that every person has sinned. As you make this point, draw a sin-spotted heart on each character. Be sure to conclude this lesson by looking ahead to next week's and saying that Jesus made a way for us to have our sins taken away. You might wish to use a coloring book picture of Jesus, in conclusion.

On an overhead transparency make a copy of the WHY IS THERE SIN? story (see Patterns). Tell the students to read the words in the oval at the bottom of the page. Then, as you read the story, ask them to help you choose the correct words to write on the blank lines. When the story is complete read it through again with special emphasis on the last half. We want the children to realize that God really

does love them, and that is why He sent His very own Son, Jesus, to be their Savior.

For this demonstration you will need two fairly soft apples. Before the review use a hypodermic needle to inject one of the apples with some food coloring. Talk to the children about how good some people seem to be. Then show the children that both apples look good on the outside, but cut them open and see that one apple has "sin spots." God can see the heart even though we may try to make others think we are good.

## SUPPORT MATERIAL

Garden of Eden — (2' x 3' Bible Mural, 8 pictures that fit together to form a poster), Concordia  
 A Garden and a Promise — Arch Book, Concordia  
 The Crucifixion and Resurrection — Panorama, Standard Publishing  
 Crucifixion and Resurrection — Pict-o-graph, Standard Publishing  
 My Bible Story Card — Series II

## MEMORY VERSE SONG



For all have sinned, and come short of the glory of God.

For all have sinned, and come short of the glory of



God.

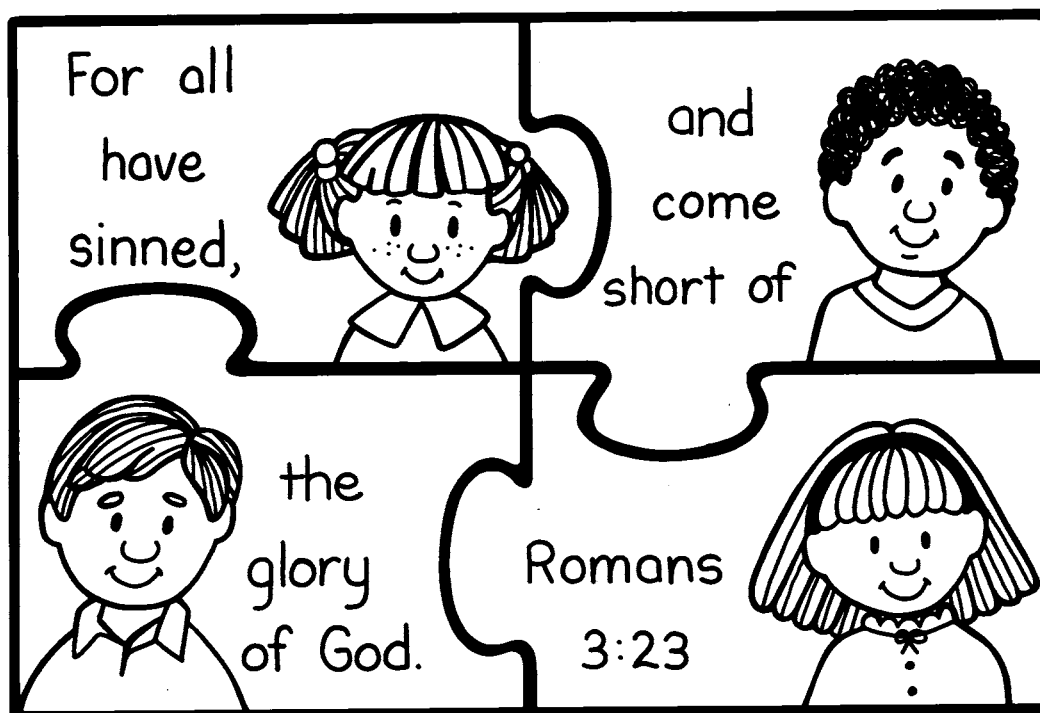
For all have sinned and come short of the glory of God.

Ro - mans three: twenty-



three.

## MEMORY VERSE VISUALIZED



**TEXT** John 19:16-18,31-34; Romans 5:8,9

**OBJECTIVE** The students will be able to describe how and why Jesus shed His Blood on Calvary. They will be able to explain that it is through Christ's Blood that we are saved.

**MEMORY VERSE** The blood of Jesus Christ his Son cleanseth us from all sin. — I John 1:7

# The Blood of Jesus

## MEMORY VERSE IN ACTION

**THE BLOOD OF** — With your hand cupped, draw a cross in front of you.

**JESUS CHRIST** — With right middle finger, touch left palm. With left middle finger, touch right palm.

**HIS SON** — Point up.

**CLEANSETH US** — Hold left palm facing up. Pass right palm over left palm as though brushing off dirt.

**FROM ALL SIN** — Make fists with index fingers pointing to each other and then to self.

## MEMORY VERSE VISUALIZED

A cross is the focal point in the visual display of the memory verse for this week. (See pattern at the end of this lesson.) Cut apart the four pieces on the heavy black lines and place them on your board in the correct sequence as your students recite the verse.

## BIBLE LESSON OUTLINE

Introduction: Prepare the In-Class Activity using a transparent overlay as the opener for your lesson. Do not wipe the marks from the heart until later in your presentation. Progression of events:

1. All have sinned.
2. Good works, going to church, paying tithes, etc., will not save us.
3. Jesus died so that His Blood could wash away our sins. (Wipe off the marks in sinful heart with a damp red cloth.) He had not sinned, and because of this He could die for our sins.

Climax: Only the Blood will cover sin. Use the red page of the Wordless Book.

Conclusion: Forgiveness comes through the cleansing power of Jesus' Blood.

Response: The students will be able to explain how and why Jesus' Blood was shed.

## BACKGROUND INFORMATION

In Christian theology, atonement is the central doctrine of

our faith and includes all that our Lord accomplished for us on the Cross. However, the primary child may find it difficult to understand the figurative aspect of this lesson. How could the Blood of Jesus wash sin spots from the heart? As adults, we understand that the remedy for sin, according to the Bible, is based upon the representative principle, in which we have hope through Christ's substitutionary atonement. But the child may have difficulty understanding why Christ died for us and how that act could have anything to do with our sins being forgiven.

Try to keep your language very simple in teaching this lesson. You will need to begin by explaining that God's Law says the wages (or result) of sin is death. Because we were born with sin in our hearts, and because when we were older we chose to do wrong things, we should die. But Jesus came into this world, and — unlike every other person born into this world — He had no sin of His own that He should be punished by death. Because of His great love for mankind, He was willing to pay the penalty. He agreed to die in the place of man. When He died and shed His Blood on the cross of Calvary, He died in our place. Though it is true that "without shedding of blood is no remission" (Hebrews 9:22), God accepted the Blood of Christ instead of ours.

But there is one condition. That sacrifice needs to be **accepted**. You may want to lead into next week's lesson by pointing out that a person could say, "No, I don't want to accept Christ's dying for me. I reject His offer to take my death penalty and pay it Himself." Christ's offer to them would then be to no avail.

## SPECIAL NOTE FOR THIS LESSON

Refer to Lesson 1c for additional ideas.

## IN-CLASS ACTIVITIES

Draw a heart on a piece of white paper. On top of it, tape a sheet of overhead transparency or clear plastic overlay. Talk to the class about the different things that are sin, and as you do, mark on the plastic with a black felt pen so that

when you're finished you have a black heart. As you explain that only the Blood of Jesus Christ can wash away our sin, wipe the black off with a damp red cloth, leaving the heart clean and white.

Cut a cross out of cardboard. Have the class write on paper strips some sins for which they think Jesus died. Let the children nail them on the cross with tacks. Then tape a picture of Jesus over the sins. Jesus died for all these and more, and Jesus was the only One who could die for us because He was without sin.

Take a bottle of turpentine to class. Have a splotch of black paint on one hand. Show your class the paint and tell them that it represents sin. Remind them that last Sunday they learned that all have sinned. Tell them that some people try to cover up their sins. (Close hand tightly.) But that does not make the sin spots go away. (Open hand.) Others may try to get rid of their sins themselves. (Wash hand with a damp washcloth.) They may accept Christ, get baptized, or join a church. But the Bible tells us there is only one way to remove the stain of sin — that is by the application of the Blood of Jesus. (Wash hand with turpentine.) Jesus' Blood is available to cleanse our sins, but we must allow it to be applied to our hearts.

For each child make a visual depiction of the memory verse (see Patterns). Impress upon your students the true significance of Jesus' shedding His blood on the cross. He died so that all can be saved from sin. Cut out and follow the six steps for folding each cross so it becomes one square. Then have each child unfold his cross in the reverse order as you say the verse together. Talk about what each section of the verse means.

## QUESTIONS

Why did Jesus have to shed His Blood and die so that we can be forgiven of our sins?

For how many sins did Jesus die?

How do you think Jesus could have died for you when you weren't even born yet?

What day is set aside to especially remember the death of Jesus on the Cross?

How do you think you would have felt if you had been there when Jesus died?

What is the penalty for sin?

How can you get sin out of your heart?

What is the meaning of the word *repentance*?

What sins do we keep after we are saved? Why?

If something is dead, it is no more. Explain how, when we ask God to forgive our sins, they are "dead" — gone forever.

How can we ever repay Jesus for all that He's done for us?

## PRESCHOOL SUGGESTIONS

Use two hearts of the same size cut from felt, one from white and one from red. Draw sins spots on the white heart. Glue strips of Velcro on each heart (on the front of the white and back of the red), so the two hearts will stick together. Let each child have a turn covering the white heart with the red. (They love putting Velcro together and pulling it apart!)

Using red construction paper, prepare a red crayon for each child (see Patterns). Cut out the crayon and fold along the dotted line. Cut out the two ovals and glue them to the inside of the crayon. Show the children a real red crayon and then give each of them their copy of the pretend crayon. Talk about the color red: how pretty it is, how God made the color, etc. Name some things that are red. Then have them open their red crayon and tell them that red can remind them of one more thing, a very important thing — Jesus died for us. Point to the cross on which Jesus died. Point to Jesus who is now alive and in Heaven. Red is a very good color!

Give each child a JESUS DIED FOR ME answer wheel (see Patterns). Cut out the bottom circle and the top piece. On the top piece, cut along the heavy lines to the right of the boy and then fold that flap on the dotted lines. Attach the two parts together in the center. Show the children the sad heart in the left space and then let them lift up the right section to reveal the cross. Tell them that Jesus died so that everyone who had sin in his heart could pray and be happy. Then turn the wheel so the sad child is in the left space. Let the children look under the right section to see Jesus. Tell them that Jesus loves all the children of the world and wants them to love Him. He is their very best Friend.

## REVIEW IDEAS

Fill the inside of a large flashlight (minus batteries) with slips of paper that say "Lying," "Stealing," etc. Scraps and other "garbage" could also be in the flashlight along with the "bad" things. Open the flashlight and pull out the slips and discuss these bad things. Put batteries, which represent Jesus, into the flashlight. Have plain paper wrapped around the batteries that have good things written on them — "Sharing," "Love," etc. This is what makes the flashlight work.

Have your review feature the bloodline of Christ in song. Sing one verse of "Father Abraham." He had the promise of a family, one member of which would save the world from the sin Adam and Eve started.

Sing one verse of "Hark, the Herald Angels Sing." God and sinner reconciled (become friends again). Jesus was the answer to God's promise to Abraham.

Sing "The Old Rugged Cross." After Jesus grew up, He died on the cross for our sins.

Sing "There is Power in the Blood." It still works today to save sinners.

Enlarge the picture of Jesus on the cross, and also make a black heart large enough to completely cover the picture (see Patterns). Cut the heart into several pieces, and attach a different question about the lesson on the back of each piece. Cover the picture of Jesus with the pieces of the heart (in the right order) so the questions do not show. Let each child take a turn choosing a piece of the heart. If the child can answer the question correctly, that piece of the puzzle can be set aside. If the answer is incorrect, the piece of the puzzle should be put back over the picture. Continue the questions until the picture is uncovered, and then explain to the children that Jesus is the answer for cleansing all sin. He is the Savior that God promised to the world.

## COORDINATING SONGS

"Jesus Is Knocking" — CEF

"L-O-V-E" — CEF

"There Is Victory for Me" — CEF

## SUPPORT MATERIAL

A Garden and a Promise — Arch Book, Concordia

The Crucifixion and Resurrection — Panorama, Standard Publishing

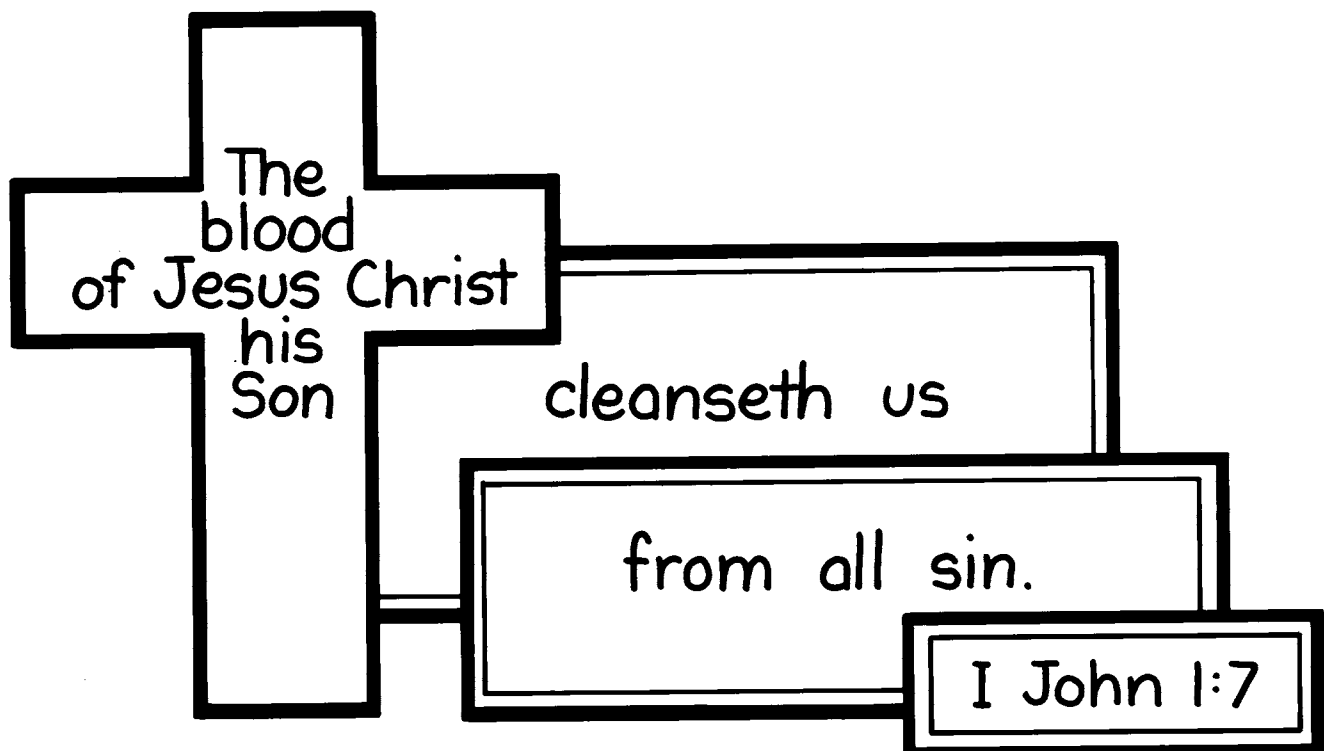
Crucifixion and Resurrection — Pict-o-graph, Standard Publishing

My Bible Story Card — Series II

## MEMORY VERSE SONG



## MEMORY VERSE VISUALIZED





**TEXT** John 3:1-7,16,17

**OBJECTIVE** The students will realize that they must have Jesus living in their clean hearts in order to make Heaven their home. They will be able to explain how one can be born again.

**MEMORY VERSE** Create in me a clean heart, O God. — Psalm 51:10

# A Clean Heart

## MEMORY VERSE IN ACTION

**CREATE** — Strike fists together, one on top of the other.  
**IN ME** — Point to self.

**A CLEAN** — Hold left palm facing up. Pass right palm over left palm as though brushing off dirt.

**HEART** — With index fingers draw a heart shape over your own heart.

**O GOD** — Point up.

## MEMORY VERSE VISUALIZED

This week's memory verse is illustrated with two children holding a heart. (See pattern at the end of this lesson.) Cut the four pieces apart on the heavy black lines and display them as your students learn their verse.

## BIBLE LESSON OUTLINE

**Introduction:** Bring two glasses to class, one smudged and dirty, and one clean. Ask your students which one they would like to put away in the dish cupboard. What needs to be done to the dirty glass to make it ready to go into the cupboard? Compare these with a clean and a sin-spotted heart. The sin-spotted heart needs to be cleansed before it is ready to go to Heaven.

**Progression of events:**

1. Nicodemus came to Jesus saying that Jesus was a teacher come from God.
2. Jesus told him he must be born again.
3. Nicodemus questioned how this could be possible.
4. Jesus explained the difference between being born of the flesh and of the Spirit.

**Climax:** When we are born again our hearts are washed clean. Use the white page of the Wordless Book. Talk about the good feeling (clean feeling) we have when we have asked Jesus to take away our sins.

**Conclusion:** We must have the sin taken out of our hearts in order to be ready for Heaven.

**Response:** Your students will be able to explain what it means to be born again and how this new birth occurs.

## BACKGROUND INFORMATION

"Who shall ascend into the hill of the LORD? or who shall stand in his holy place? He that hath clean hands, and a pure heart" (Psalm 24:3,4). In order to enter Heaven it is imperative that our hearts are purified by Jesus' Blood (I John 1:7). Without experiencing the cleansing of His Blood the heart of man is "desperately wicked" (Jeremiah 17:9; Romans 3:9-18), but through the provision of the sacrifice of His Son on the cross, He can wash "us from our sins in his own blood" (Revelation 1:5).

## SPECIAL NOTE FOR THIS LESSON

Refer to Lesson 1d for additional ideas.

## IN-CLASS ACTIVITIES

Bring a suitcase filled with some things you would take on a trip. Talk to the class about the trip you are taking, the places you are going, what you will see, etc. Show them the things in your suitcase, stating that you will need them. We are all going on a trip, hopefully to Heaven. We all have sinned (show picture of Adam, Eve, and the serpent). What are some sins? (Show black heart with sins written on it.) We all need to prepare: We come to Sunday school and learn how Jesus died for our sins. (Show Bible, lesson paper, and picture of Jesus on the cross.) We learn that we can pray and ask Jesus to forgive us. (Show picture of someone who is praying.) We ask Jesus to come into our hearts and He takes out all the sin. (Show white heart with picture of Jesus.)

Use a red magnet to pick up black steel pins from a heart-shaped sheet of white paper.

Use the same catalog and magazine people that you used for the activity described in lesson 18a. This week, carefully peel off the old backing behind the hinged door and replace it with a paper on which you have drawn a clean heart. Talk about how every person can experience a change which takes away the sin-spotted heart and puts in a clean heart.

Put some water in a clear glass. Add a tiny bit of food coloring (not black — use green or blue). Then add some strong bleach which makes the water clear again. (Be sure to hold jar in front of a white background so students will see the contrast. Practice this at home before you try it for your students!)

For each child, cut out two five-inch hearts, one black and one white, from construction paper. On the black hearts, use a white pencil and write the words, “Born into this world.” On the white hearts, write the words, “Born again!” Glue each black heart back-to-back with a white heart. Let the children use these as visual reminders that being born again is just as important as being born into this world.

Make a copy of the Letter From Nicodemus for each child in your class (see Patterns). Tell them to fill in the missing words in the letter using the words in the box at the bottom of the page. Talk about what Nicodemus learned when he visited Jesus that night.

Review the memory verse with your class. Give each student a copy of the verse hearts (see Patterns). Have them circle the right word in each heart so they will correctly finish the memory verse. Go through the verse together and talk about what each of the correctly chosen words means.

## QUESTIONS

What did Nicodemus hope to learn from Jesus?

What does being born again mean?

Describe how sweet and precious a newborn baby is. Talk about when a person is born again, how fresh and new he feels with all his sins forgiven.

Why is it necessary to be born again?

What should we say when we pray to Jesus and ask to be born again?

Do we need to be sorry for any sin in our lives? Why?

Can just a little bit of sin be in a clean heart? Why or why not?

How did Nicodemus know he needed to be born again? How do we know that we need to be born again?

A person with a clean heart is a special person. Tell how that person acts. (Bring out the positives from the Ten Commandments.)

Tell some ways we can keep our hearts clean.

Will there be any sin in Heaven? Why or why not?

## PRESCHOOL SUGGESTIONS

Make two heart-shaped books out of white paper. One cover is pure white with pictures inside showing children doing good things like sharing, obeying, etc. The second

book has smudges on it and has pictures inside showing children doing things that cause smudges — lying, fighting, etc. As an alternative, instead of books you could use heart-shaped boxes and put the pictures inside.

Prepare some paper hearts; crumpled, torn, etc. Try to repair them with band-aids, string, Scotch tape, or whatever. Show that you can't mend a broken, sinful heart, but God can. That is why He sent Jesus to this world.

Make a heart from white paper, then one from cellophane the same size to fit over the white one. Talk about different sins and put black spots on the cellophane with a felt pen. Then the child repents and God forgives and forgets the sins. Wad up the cellophane and toss over shoulder to illustrate that God forgets. The white heart remains.

Make a Happy Heart book for each child (see Patterns). Cut out the two pages. Lay the sad-face page on top of the happy-face page. Staple them together along the left margin. Talk to the children about how sad you would feel if Jesus was not in your heart. People are always happier if they love Jesus and have a clean, white heart.

## REVIEW IDEAS

Hit the Bull's Eye by going to the Cross of Calvary. Divide the class or department into two teams. Prepare 15 to 25 questions. Using cardboard, make a target with six rings. Color each circle a different color using the colors of the Wordless Book. In the center make Jesus' cross. Make two flags from triangles of paper (using two colors not used in Wordless Book) and glue each around a straight pin (see Patterns). Ask one team a question. If answered correctly move their pin with their flag color onto the outer circle. If they miss, they don't move and the other team gets a chance. The first team to reach the Cross wins.

This lesson lends itself well to an overhead presentation. Begin with a heart with several “sin spots” drawn on it. (Be sure you use a non-permanent pen for the sin spots — the heart should be drawn with permanent ink.) Explain that everyone is born with sin in his heart, and everyone does naughty things. Show simple line-drawings illustrating sins which a primary child would identify with; for instance, disobeying, lying, being unkind. After each naughty behavior, put the heart back on the overhead and add another sin spot. Talk about how sad sin makes you feel. Show a sad face and draw in some tears as you talk about repentance. Then use a damp cloth to wipe the sin spots out of the heart. End by showing a happy face to represent how good a clean heart feels.

Use a hot-air popcorn popper and pop some corn to illustrate what a complete change takes place when a person is born again. Show the children the kernels. They are hard and certainly wouldn't be much fun to eat. But when they are popped, they are white and soft and good to eat. They don't look anything like the kernel of hard corn. God makes a complete change in us too, when we

are born again — old things pass away and all things become new.

On a large sheet of posterboard, copy the What Does It Mean...? review quiz (see Patterns). Read each of the questions and have the children help you find the answers. Stop after each answer and talk about it to make sure the children really understand. You can even give them their own copies, after the review, to take home so

they can talk about it with their families. Note: This would also do well as an overhead review.

## COORDINATING SONGS

"In My Heart to Stay" — Salvation Songs No. 4

"I Have Decided to Follow Jesus" — Salvation Songs No. 4

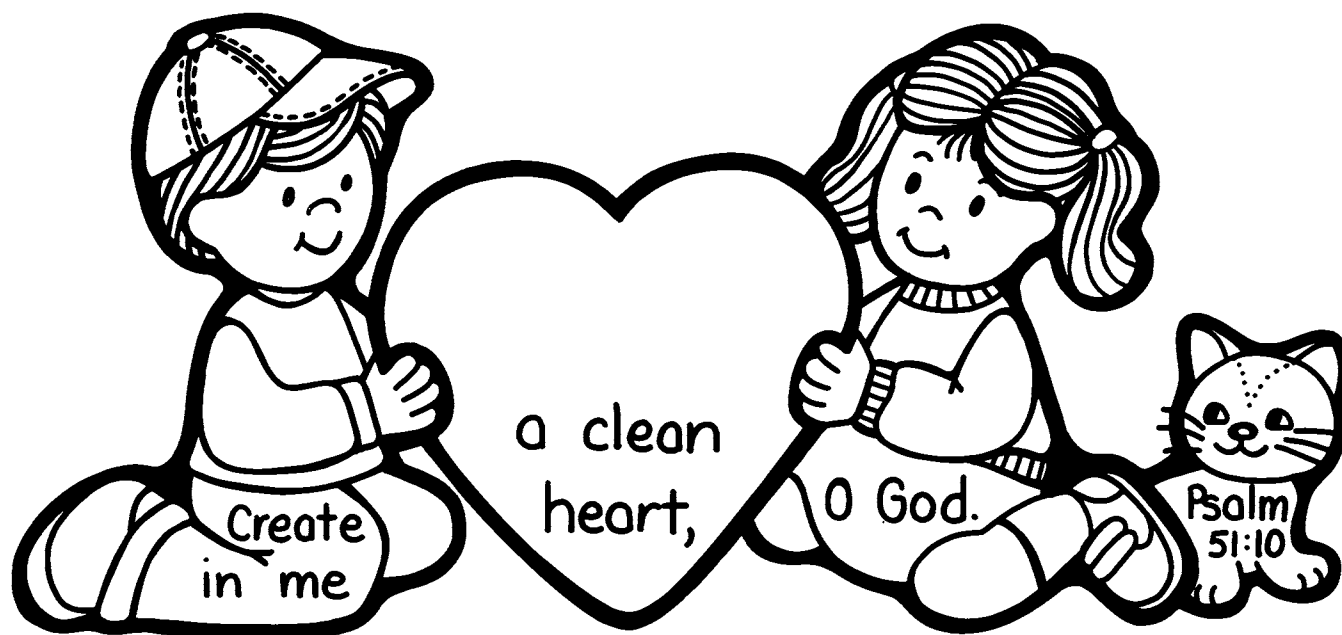
"Into My Heart" — Salvation Songs No. 1

"Is My Name Written There?" — Salvation Songs No. 3

## MEMORY VERSE SONG



## MEMORY VERSE VISUALIZED



<b>TEXT</b>	II Timothy 2:1-4; 3:14,15
<b>OBJECTIVE</b>	The students will be able to explain that telling others about Jesus is part of their growing in Christ.
<b>MEMORY VERSE</b>	Grow in grace, and in the knowledge of our Lord and Saviour Jesus Christ — II Peter 3:18

# Telling Others About Jesus

## MEMORY VERSE IN ACTION

**GROW IN GRACE** — Arms extended, palms down, hold hands low and gradually raise them.

**AND IN THE KNOWLEDGE** — Tap finger tips on temple.

**OF OUR LORD AND SAVIOUR** — Point up.

**JESUS CHRIST** — With right middle finger, touch left palm. With left middle finger, touch right palm.

## MEMORY VERSE VISUALIZED

Our memory verse this week is illustrated by a ruler being viewed by two children. (See pattern at the end of this lesson.) Cut apart the five sections on the heavy black lines and reassemble them, one piece at a time, as your group recites each portion of the verse.

## BIBLE LESSON OUTLINE

Introduction: Adapt the In-Class Activity using dominoes as your opener. Explain to your group that if we tell people we come in contact with about Jesus, we will not only grow spiritually, but we are helping to spread God's Word to all the world.

Progression of events:

1. When we tell others about Jesus, that helps us grow spiritually. This is vital.
2. New life begins when we are born again.
3. That new life must be nurtured to grow. Use the green page of the Wordless Book.
4. Timothy is an example of one who grew.
5. Studying God's Word and praying are other things that help us grow spiritually.

Climax: We should learn by the account of Timothy that it is possible to grow spiritually.

Conclusion: Spiritual growth is necessary if we are to be "healthy" Christians.

Response: Your students will review the steps to salvation as suggested by the Wordless Book, concluding by naming specific ways we can help our spiritual growth.

## BACKGROUND INFORMATION

The Lord's last words to His followers were, "Go ye

therefore, and teach all nations" (Matthew 28:19). The Lord wants all people to know how to be saved, for He is "not willing that any should perish, but that all should come to repentance" (II Peter 3:9). Because of their position of great privilege, the Jews began to get the mistaken idea that salvation began and ended with the Hebrew race. They had forgotten that the promise God had given to Abraham had stated that they would be a blessing to all people (Genesis 12:3). Under the New Covenant not just physical Jews but any who have the same faith as Abraham are heirs to that promise (Galatians 3:26-29). Because of this, we, as spiritual descendants of Abraham, have the great privilege and responsibility to be a "blessing to all people" by sharing the good news that they, too, can become the children of God through faith in Jesus Christ. This is the most important task of the church in general and the believer individually.

## SPECIAL NOTE FOR THIS LESSON

Refer to Lesson 1e for additional ideas.

## IN-CLASS ACTIVITIES

Bring some dominoes to class. Line them up so that as each one falls, it will cause the next one in line to fall. When we tell one person how to get saved, he will share the good news with the next one (have dominoes fall). In this way we not only grow spiritually but we are helping to spread God's Word throughout all the earth.

Make a number of telephone and receiver sets from different colors of construction paper (see Patterns). Have enough sets so each child in your class will receive one piece. For example, if there are eight children in your class — make four sets. (If you have an odd number of children in your class, you be a partner to one of them.) Have each child draw one piece from a sack or box, and find his partner who holds the other piece in the same color. Explain that this week their assignment is to call their telephone partner and discuss how to invite a friend to church, or lead a friend to Christ. Have each student write his name and phone number on his telephone part and exchange it with his partner.

Help each of your students make an "invitation puzzle" to give or send to a friend. If your church has an invitation dodger, use this. If not, sketch your church or fill in the Special Invitation puzzle (see Patterns) and have the children sign this. Be sure to include your church name, address, and service schedule. Have one copy for each student. Copy or mount the invitations on heavy paper or light cardboard. Help each student draw light curving lines over the invitation, marking it into puzzle pieces. Then cut apart, place the pieces in an envelope, and mail to a friend. (To speed up the process, have the invitations mounted prior to class time.)

Fill a large pan or bowl with green-colored water. Drop in pebbles and watch the ripples spread wider and wider. This typifies a Christian's witnessing going from one person to another, and on and on.

## QUESTIONS

What is a witness?

Do we have to go to a foreign country to tell others about Jesus? Why or why not?

When we witness to someone about what Jesus has done for us, we are actually introducing them to Jesus. How do you feel when you do this? How do you think Jesus feels when you do this?

If Christians did not witness to people about Jesus, how would people find out about Him?

Why do we need to witness to others? (Be sure the students know that others need Jesus too, and that witnessing helps us to grow.)

Do all people you witness to want to know more about Jesus? Why or why not?

How does telling others about what God has done for us help us to grow spiritually?

Talk about how you or your family learned about Jesus.

How old do you have to be to tell others about Jesus?

Tell of a time when you told someone about Jesus or gave an invitation to Sunday school.

What is a testimony? Does everyone have a testimony? Why or why not?

Talk about the church magazine and tracts and how they include printed testimonies that witness to people all over the world.

## PRESCHOOL SUGGESTIONS

Make a paper doll chain to illustrate telling others about Jesus or Sunday school.

Give each child a piece of paper on which you have traced or copied a little hand, the size of an infant's (see

Patterns). Explain that this is probably the size their hand was when they were born. Then have them place their hand over the top of the little hand and trace around it. Compare the difference in size, and point out how their hand has grown. Jesus wants us to grow as Christians too, as well as physically.

Have several candles. Light one candle and continue to light the other candles with the lighted candle. Have the children sing, "This Little Light of Mine."

For each child prepare a yellow construction-paper bus (see Patterns). Put happy face stickers in all the windows except one. Leave that one empty. Show the children how they can add another happy face if they tell a friend about Jesus and invite him to Sunday school.

Make a Witnessing paper chain for each child. Precut plenty of paper strips. Start with each child's name on a strip of paper which you have taped together to make a ring. Ask that child for the name of someone they would like to tell about Jesus, then write that name on a strip and add it to the first ring. Do this with each name the child gives to you until he has a good length of chain, to show he wants to tell someone of Jesus. This should be done for each child. You may prefer to make just one long paper chain to hang up in your class rather than have each child take his home with him.

## REVIEW IDEAS

Fill a very tall, clear jar or vase about half full with colored water. Pour some into another vase to indicate witnessing, but add more to it by Jesus' giving us blessings. Repeat until the jar is full.

Do a puppet skit. Have one puppet really down at the mouth, grumpy, and sad. Have another puppet, Mr. Christian, come along telling the Gospel story to the sad puppet, ending with an invitation for him to come to Sunday school and having him accept the invitation.

Prepare a Learning to Witness overhead review (see Patterns). Help the children by giving them ideas on how to tell others about Jesus. Write these after each number on the sheet. (Hint: Prepare them beforehand and attach them to the transparency as overlays.) Use ideas; such as, Jesus is God's Son, Jesus came to earth as a little Baby, Jesus loves us, Jesus died for our sins, Jesus will forgive you if you ask Him to. Impress upon them the importance of witnessing and how this will help them to grow for Jesus.

## COORDINATING SONGS

"Bring Them In" — Salvation Songs No. 1

"This Little Light of Mine" — Salvation Songs No. 2

"Stop and Let Me Tell You" — CEF

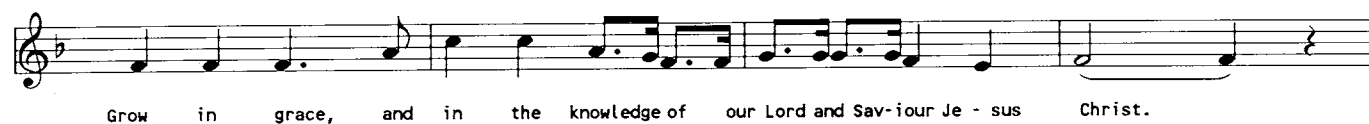
"Sunday School Sure Is Fun"

## SUPPORT MATERIAL

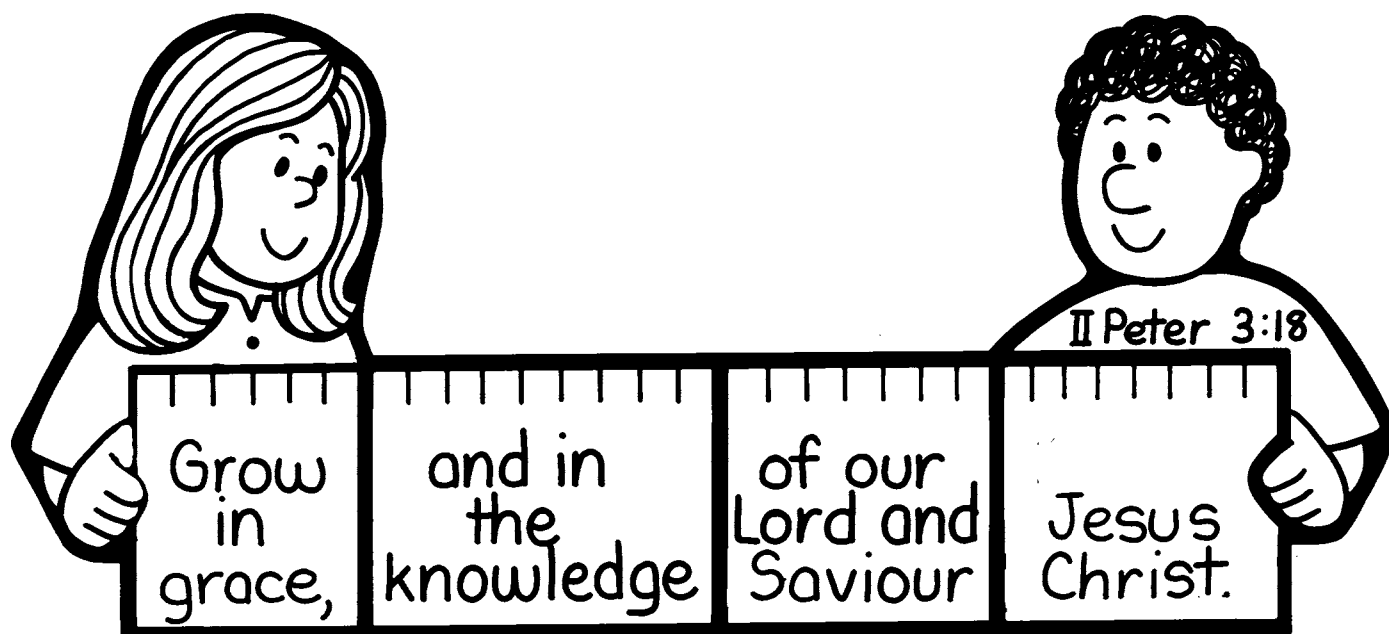
Bible Children — Classroom Story and Activity Book,  
Standard Publishing

Bible Pictures — by Frances Hook, Standard Publishing

## MEMORY VERSE SONG



## MEMORY VERSE VISUALIZED



<b>TEXT</b>	John 14:2, 3; Revelation 21:10-12, 18-23
<b>OBJECTIVE</b>	The students will realize that Jesus is in Heaven now waiting to come back and receive us unto Himself. They will be able to give some details of what Heaven is like.
<b>MEMORY VERSE</b>	In my Father's house are many mansions: if it were not so, I would have told you. I go to prepare a place for you. — John 14:2

# Our Heavenly Home

## MEMORY VERSE IN ACTION

IN MY FATHER'S HOUSE — Point up.  
 ARE MANY MANSIONS — Make pointed roof shapes, while tapping finger tips of both hands together.  
 IF IT WERE NOT SO — Shake head No.  
 I WOULD HAVE TOLD YOU — Touch fingers to mouth, move arm down and away from face until palm faces up.  
 I GO TO PREPARE A PLACE FOR YOU — Strike fists together, one on top of the other.

## MEMORY VERSE VISUALIZED

A display of Heaven in a cluster of clouds is the visual representation of this week's memory verse. (See pattern at the end of this lesson.) Cut the five pieces apart on the heavy black lines. Put the arrangement back together, one section at a time, as your students learn the verse.

## BIBLE LESSON OUTLINE

Introduction: Open your class session by showing your group a poster depicting Heaven. Have hinged windows which open to show glimpses of things in Heaven. Discuss the beauty of Heaven and how we all want to go there. (Do not open the windows yet.)

Progression of events:

1. Jesus went to Heaven to prepare a place for us.
2. Give a description of Heaven, using the gold page of the Wordless Book. Allow students to open windows of the poster as you discuss the various things which will be found in Heaven.
3. Tell who is in Heaven.
4. Tell who is not in Heaven.
5. Describe how long Heaven will last.

Climax: If we love Jesus we will spend all eternity in that beautiful place called Heaven. (Show gold page here.)

Conclusion: Heaven is a wonderful place; we don't want to miss it.

Response: Have each student describe some of the characteristics of Heaven.

## BACKGROUND INFORMATION

The hope of Christ's return should cause the Christian to examine his life, but it should not become a point of argument in regard to the interpretation of specific prophecies. II Peter 3:11 states, "Seeing then that all these things shall be dissolved, what manner of persons ought ye to be in all holy conversation and godliness."

Following Christ's discourse on the end of the age, He gave several parables, all of which have the same basic message: "Watch therefore, for ye know neither the day nor the hour wherein the Son of man cometh" (Matthew 25:13). The word *watch* connotes "preparedness and diligence about one's spiritual condition." Being prepared is essential because at the coming of Christ the ungodly will be judged. The righteous will be rewarded with an eternal home in Heaven with Christ. Matthew 13:41-43

When Christians are perplexed or suffer they are to comfort each other with the hope of Christ's soon return when He will set right all the wrongs and evils of this world. I Thessalonians 4:18

## SPECIAL NOTE FOR THIS LESSON

Refer to Lesson 1a for additional ideas.

When dealing with the subject of Heaven, be prepared to answer a child's questions concerning death: How do I get to Heaven? Will I have to die? How can I know that if I die I will wake up in Heaven? Where is Heaven? Is Heaven far away? Can I leave Heaven if I want to? Will I meet Jesus when I get there?

## IN-CLASS ACTIVITIES

Have the class pretend they are getting their home ready for a special loved one from out of town. Bring some things to illustrate it. What are some things they would do to prepare for the visit? Possibly put fresh sheets and blankets on their bed (laundry soap). Wash dirty dishes (dish soap). Dust and vacuum (dust cloth). Make cookies

and pick flowers (cookies and flowers). Jesus is preparing a home for us, but we have to have our sins washed away by the Blood of Jesus in order to be prepared for that home. Review Wordless Book colors with heart shapes cut out of construction paper or posterboard.

Bring a wedding invitation to class and talk about the wedding, where it will be, who will be there. Bring some clothes and let the class help you decide what to wear. Jesus holds out an invitation to those who will come and be His Bride. We need to wear proper wedding clothes, which means we need to have a heart that is washed in Jesus' Blood and to live a life above sin. Jesus has prepared a place for us and all we need to do is get ready to go there. Review the Wordless Book.

Make a "Book of Life" from foil with paper pages or draw the outline of a book on chalkboard. Put the children's names in the Book.

Use the symbols of Heaven: Streets of gold — yellow cellophane; pearly gates — pearlized nail polish brushed on cardboard gates; best food — cookies; a picture of Jesus with arms stretched wide.

Give each child a copy of the dot-to-dot Heaven scene (see Patterns). As they complete their picture of the mansions in Heaven talk to them about what Heaven will be like. Jesus is preparing a special place for each of us. When do they think Jesus will be ready for us? Are they excited?

Have the children pretend they are in a race for Heaven — a race where everyone can be a winner. Give each of them a copy of the Heavenly Goal questionnaire (see Patterns). Help them to circle the right answers to the questions. These should help them see why they need to start the race and how they can finish.

## QUESTIONS

What do you think Heaven will be like?

What do you expect to find in Heaven?

Who are some people you think will be in Heaven?

Where is Jesus right now? What is He doing?

What do you have to do to be ready for Heaven?

How can we help people get ready for Heaven?

How do we know that Jesus will come again?

How many of Jesus' promises are true?

Who will go up to meet Jesus when He comes?

Why will we be happy when Jesus comes again?

How do you suppose the disciples, who loved Jesus, felt when He died? Why is it so hard for us when someone we love dies?

Talk about how the disciples got to see Jesus again when He arose and how we will get to see our loved ones again when we get to Heaven.

## PRESCHOOL SUGGESTIONS

Write a letter from Jesus, using the Rebus method (see Patterns), telling all the things that Jesus is preparing for us in Heaven — the tree of life, golden streets, living water, mansions, etc. Read the letter to the children. They could probably "help" you with a few words.

Let each of your children complete their Heaven picture by drawing clouds (see Patterns). Copy this pattern onto blue paper and let the children scribble on clouds around Heaven.

Give each child a Heaven lacing card (see Patterns). Copy this onto heavy white paper and punch out the holes where indicated. Let the children color in Heaven and then give each of them a length of white yarn and let them lace through the holes in the clouds around Heaven.

## REVIEW IDEAS

Draw a large circle on cardboard. Divide it into five pie shapes (See pattern in Unit 18, Games for Review). Color or put construction paper into the five wedges, using the colors of the Wordless Book. Use a paper clip as a spinner. Put five clear containers on a shelf and inside each put five to ten questions written on slips of paper in the colors of the Wordless Book. A child comes up and spins the spinner. If the spinner stops on red, for example, he would take a question from the container with red slips in it. If he answers correctly he receives a small prize such as a balloon or pencil in the corresponding color. Then another child gets a turn, and so on until all questions are answered.

Have some air-filled and some helium-filled opaque balloons. On the helium ones draw a happy face, and a sad face on the air-filled ones. Attach strings to each one and tie to a base. When the base is removed or the balloons are cut loose the happy ones go up and the sad ones go nowhere. Ad lib the story about clean hearts and sin-filled hearts.

Tell a story about some friends or relatives coming for a visit (by plane, bus, or train). We are so excited to see them we can hardly wait to show them our house, room, toys, and sights around town. Compare this to Jesus in Heaven and how He wants us to go there so He can show us what He has made for us.

Use the Heavenly Goal questionnaire from the In-Class Activities and prepare an overhead review for the children. Circle the answers they choose.



## COORDINATING SONGS

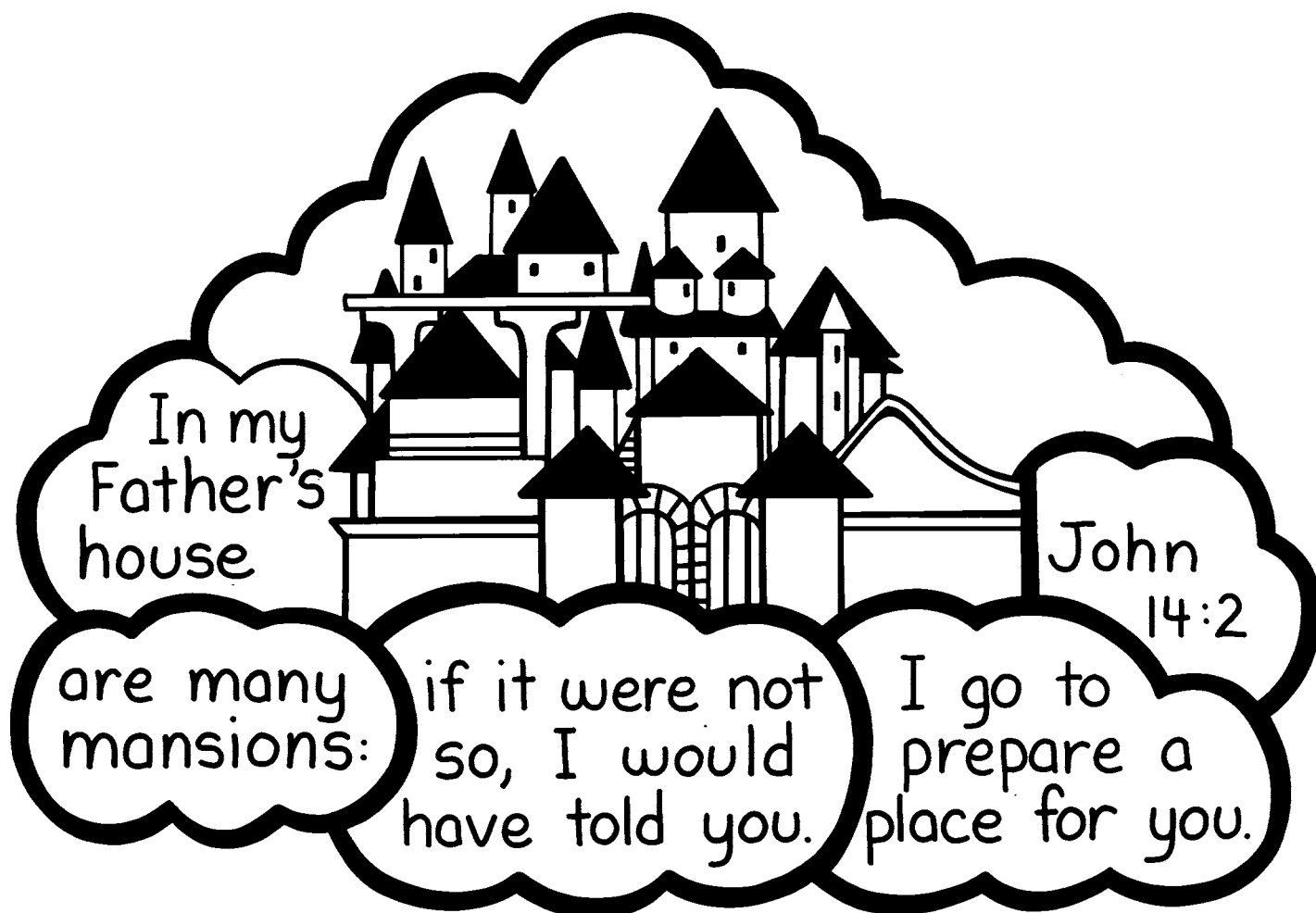
"Heaven Is a Happy Place" — Salvation Songs No. 4

"The Happy Day Express" — Salvation Songs No. 1

## MEMORY VERSE SONG



## MEMORY VERSE VISUALIZED



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

A Bible study resource guide for  
*Primary Pals* teachers

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