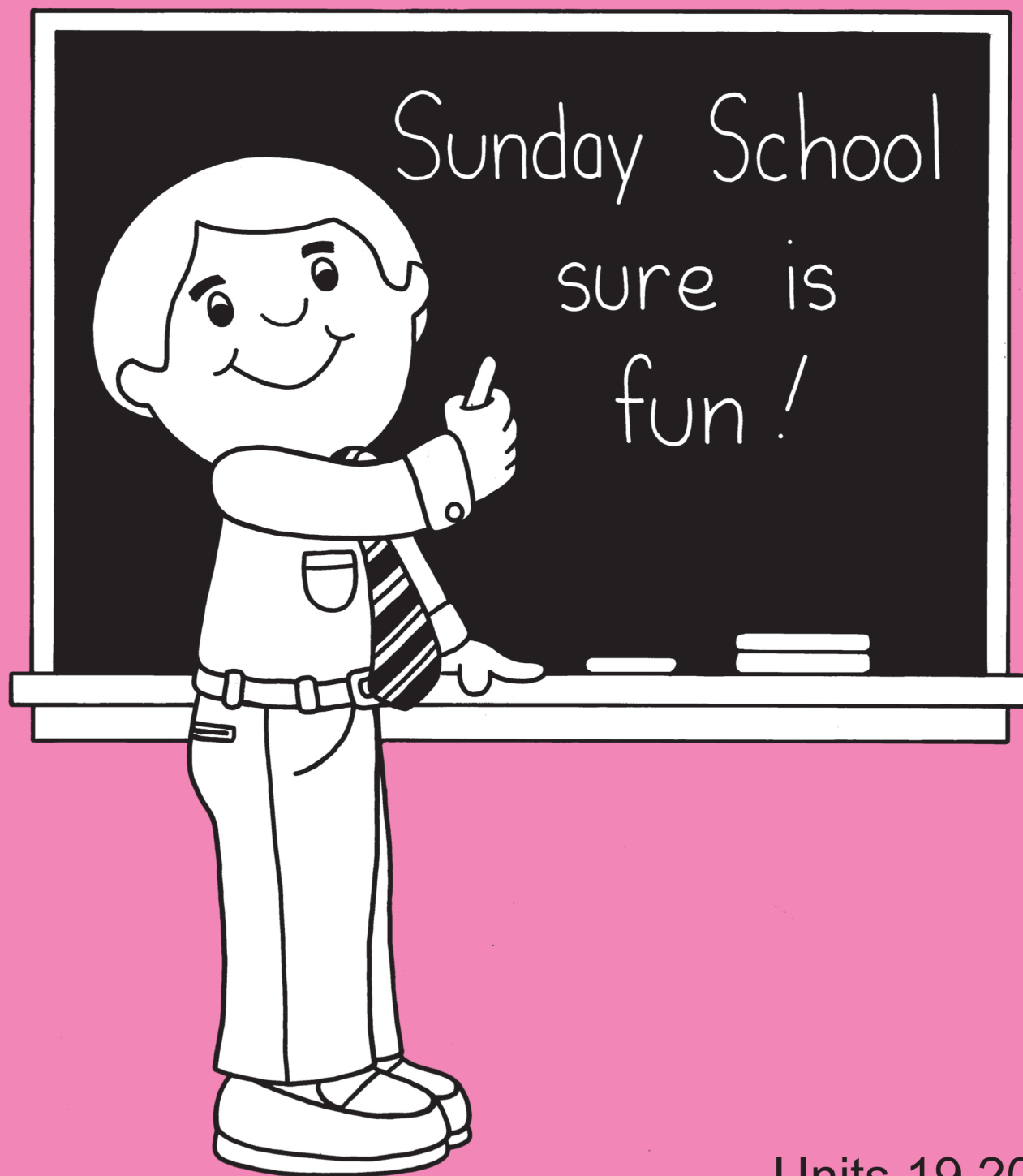


# PRIMARY PALS

## TEACHER'S GUIDE



Units 19,20,21

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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.*

# What About Eternity?

**Lesson 19a — There is a Heaven and a Hell**

**Lesson 19b — The Rich Man and Lazarus**

**Lesson 19c — The Sheep and the Goats**

**Lesson 19d — The Men Who Made Excuses**

## OVERVIEW

The purpose of this unit is to establish clearly in the students' minds that there are two places where eternity will be spent, and that every person will be in one place or the other. They will be taught that eternity is unending, that it will last forever.

The first lesson of the unit should stress the fact that Heaven and Hell are both literal places, not figurative or imaginary in any sense. The description of both places should be as vivid a portrayal as possible.

The second lesson uses the story of the rich man and Lazarus to illustrate the thought that once a person is in Heaven or Hell, there is no change possible. Your students should recognize the finality of this eternal destination.

Emphasis for the third Sunday will be the thought of choices. As you talk about the choices we make here

on earth, your students should be able to see how these choices are the determining factor in where eternity will be spent.

The concluding lesson brings out the fact that many will miss the joys of Heaven because they chose to make excuses. Your class should realize that God will accept the excuses given.

This is an important quarter because the issue of where we spend eternity is the most crucial one we will face in our entire lifetime on earth. Primary children are not too young to become aware of this. In fact, these early years are the prime time to approach this subject as their hearts are tender toward the Lord and His teachings. As you work with your children on this unit, be sure to make clear that the time to begin preparation for eternity is now.

## GAMES FOR REVIEW

On a board in front of your group have two ladders (one for boys — one for girls) with clouds, mansions, or just a printed word indicating Heaven. This could be a flannel board so a marker can be advanced up the ladder. Or draw the ladders on a blackboard and shade in the progress. Have questions prepared in advance to ask the students, alternating boys and girls. The team to reach "Heaven" first wins. (Be sure to prepare ample questions to reach the top of the ladders.)

Give each child a copy of the review maze (see Patterns), a pencil, and some crayons. Let them work in groups or singly to complete the maze.

Make a Bible Review Top (see Patterns) to reinforce the lessons studied in this unit. Cut out the top and fold all broken lines to the inside. Glue matching sections of

the top together, starting with flap A and side A. When the top is finished, push a pencil through the circle on the top and let the lead show through the point at the bottom. Have your students take turns spinning the top. When it stops, the pupil should try to tell something about the lesson facing him. The top is then passed to another player.

Make a list of review questions concerning this unit. Cut out a number of the letters Q and A (see Patterns). On the Q's write the questions. On the A's write the answers. Distribute both sets to your group. Call those with questions to the front. As the student reads his question aloud, the one who thinks he has the correct answer goes forward and stands in front of the one with the question. He then reads the answer. If he has a wrong answer, he sits down and the question is read again.

## CONTEST IDEAS

Have each child prepare a note (teacher may help) with the following information and place it into a balloon:

*My name is \_\_\_\_\_. I am a student of the Primary Department of the Apostolic Faith Sunday School. (Church Address) \_\_\_\_\_ (Church phone number) \_\_\_\_\_.*

*A prize will be given to the child whose balloon travels the most distance. I would like to share one of our memory verses with you. It is: "Lay up for yourselves treasures in heaven, where neither moth nor rust doth corrupt, and where thieves do not break through nor steal." — Matthew 6:20*

*Please contact (enter name of Sunday school department leader, pastor, teacher, etc.) at phone number \_\_\_\_\_, as soon as possible. There is no need to give your name unless you wish — just the area where the balloon is found.*

If possible, rent a helium tank, fill balloons and let the children release them from the parking lot. Or they could put their notes into a balloon at Sunday school and take them home for parents to help send up.

Give a prize to each child who is able to sing all memory verses of the month, while using the hand signs that go with each verse.

## BULLETIN BOARDS

In bright letters write HEAVEN across the top of the board. Underneath that divide the board into two parts. Title these parts, "What Must I Do to Get There?" and "What Will Be There?" Under the subtitles, pin appropriate pictures of what it is going to take to get to Heaven and what it will be like.

Make a big question mark that goes from the top of the board to the bottom and place it in the center of the board. In the center of one side so that it plainly stands out write the word HEAVEN. On the other side write the word HELL. Surround the words with pictures or diagrams of what both places will be like. Let the children decide for themselves where they want to go.

Using a background of light blue, enlarge the picture of

Heaven to fill about ¼ of the board (see Patterns). Use sequins, glitter, and fluorescent felt pens to highlight and give sparkle. The open Bible should be quite large and the letters of the desired color. The pathway could be gold or yellow ribbon, seam binding, rickrack or paper garland. Use cotton or angel hair for clouds. Make flames of yellow or orange paper, highlighted with red crayon, or cellophane if available.

## UNIT SONGS

"In My Father's House Are Many Mansions" from 1st quarter lessons

"We're Marching to Zion"

"ABC" song talks about an eternal home

"I Have Decided to Follow Jesus"

"Gospel Express"

"Heaven Is a Wonderful Place"

"Mansion Over the Hilltop"

## CHART IDEAS

Your chart will feature the picture of Heaven in the upper right corner and the words HEAVEN IS A HAPPY PLACE in the left half (see Patterns). Below that is a picture of Jesus and a child. Along the bottom, spaces are provided for the six symbols. Write in the following words: No night; No sickness; No crying; No owies; No hunger; No sadness. Allow your students to add symbols for different things: bringing friend, attendance, bringing Bible, etc.

The bulletin board idea with the Bible and path to Heaven could easily be adapted to a chart.

Prepare a mansion chart for each child (see Patterns). Each Sunday let them add different sections to their mansions: roof for attendance, window for memory work, door for bringing Bible, etc.

## SUPPORT MATERIAL

What Happens When We Die? — by Carolyn Nystrom, Gospel Publishing House

If I Should Die/If I Should Live — by J. Marxhausen, Concordia

## NOTES

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**TEXT** Revelation 21:10-27; 22:1-5; Mark 9:42-48

**OBJECTIVE** The students will be able to describe Heaven and Hell, and to summarize what determines in which place a person will spend eternity.

**MEMORY VERSE** Lay up for yourselves treasures in heaven. — Matthew 6:20

# There is a Heaven and a Hell

## MEMORY VERSE IN ACTION

**LAY UP** — Hold left hand out, palm up; with one sweeping motion move back of right fingertips from left heel of hand to left fingertips.

**FOR YOURSELVES** — Make hitch-hiker's thumb with right hand, touch abdomen as though to make a thumbprint.

**TREASURES** — Extend left cupped hand, palm down; bring right fingertips and thumb together and move right hand under left hand.

**IN HEAVEN** — Wave arm left to right, pointing up, looking up.

## MEMORY VERSE VISUALIZED

Cut apart the three "treasures" with portions of the Scripture verse written on them. (See pattern at the end of this lesson.) Display the pieces a section at a time, as the students learn the verse.

## BIBLE LESSON OUTLINE

**Introduction:** Open your class session by illustrating the choices we make every day. Display a number of objects relating to some of these. (See *Preschool Suggestions* for details.) Bring out that the most important choice we make is where we will spend eternity.

1. Give a description of the beauty of Heaven.
2. Tell who will be there.
3. Explain who will not be able to go to Heaven, and tell why.
4. Describe the place where those who don't go to Heaven will have to go.

**Climax:** Describe the descent of the New Jerusalem.

**Conclusion:** God is preparing an indescribably beautiful home for those who love Him, and we must be sure that we are ready to spend eternity there.

**Response:** The students should be able to tell a number of specific aspects of Heaven and Hell, and to relate what determines in which place a person will spend eternity.

## BACKGROUND INFORMATION

The term "heaven" is used in Scripture to refer to three

different things. It frequently refers to the sky or atmosphere as in Psalm 78:23-26 and Isaiah 55:10. It also refers to outer space or the place of the sun, moon, and stars, as in Genesis 1:1 and 1:15. However, Paul said that he was caught up into the "third heaven" referring to the eternal and perfect dwelling place of God and other heavenly beings (II Corinthians 12:2).

Jesus promised to return and take His followers to the place that He would prepare in His Father's house (John 14:1-4). The Holy City described in Revelation 21:10-27 and 22:1-5 combines the characteristics of the Garden of Eden, Jerusalem, and the Temple. Its most noteworthy characteristic, however, is that "the Lord God Almighty and the Lamb" (Revelation 21:22) will dwell eternally with those who have "washed their robes and made them white in the blood of the Lamb." (See Revelation 7:14-17.) Anyone who is impure is barred from entering that place (Revelation 21:27).

The term "hell" in Scripture is translated from three words: the Hebrew word "Sheol" and the Greek words "Hades" and "Gehenna." Sheol and Hades are synonymous and refer to "the place of the dead." Although it is sometimes translated "the grave" or "pit" it does not refer to a literal grave but to the abode of the spirits of those who have departed this life, an intermediate state between death and resurrection. It seems evident that "Hades" is divided into two compartments, one for the righteous, a place of bliss referred to as "Abraham's bosom" in other Jewish writings, and one for the wicked, a place of torment. (See Psalms 16:10 and 9:17.)

"Gehenna," the third word translated as Hell is derived from the name of a valley outside of Jerusalem where the apostate Jews practiced child sacrifice to the god Molech, and later during a reformation, King Josiah converted it into a place of defilement where dead bodies and refuse from the city were burned. The word was adopted by the Jews and also by Jesus to mean the place of eternal punishment for the wicked after the resurrection of the dead and is synonymous with the

"lake of fire." Revelation 20:14 reads "death and hell (Hades) were cast into the lake of fire."

The Biblical doctrine of Hell is not derived only from the Scriptures where this word is used but from many other references where Christ used terms like "unquenchable fire," "the blackness of darkness," "the furnace of fire," "where their worm dieth not and the fire is not quenched" and "the place prepared for the devil and his angels."

Whether we take these descriptions literally or not it is certain that the real terrors of Hell will surpass any we can imagine.

## IN-CLASS ACTIVITIES

Give each child a piece of paper with a simple outline of Heaven on it. Give them crayons, glue, glitter, or whatever you may have that would be suitable. Have them decorate Heaven as they think it will be. Cut out each picture and put them on the board. Tell the children the Bible says we can't imagine what Heaven is like.

To illustrate Heaven, bring to class small boxes of various sizes, covered with foil. Add construction-paper doors/windows. Decorate with glitter. Assemble in a city-like setting using gold paper for ground and streets. Use to describe Heaven.

Cut a city from paper and mount on a file folder (see Patterns). Opening the folder causes a 3-D city to appear. Color the city using lots of glitter or glitter pens to show the beauty of Heaven. Make a second folder to represent Hell.

## QUESTIONS

Tell what you think Heaven will look like.

Tell about the tree of life.

Who do you want to see in Heaven?

Talk about the most beautiful place you have ever seen on this earth. How did you feel when you first saw this place? How do you think you will feel when you see Heaven?

Do you think there will be churches in Heaven? Why?

Name some things that will not be in Heaven.

How can we "lay up" treasures in Heaven?

How do we get to Heaven?

People will not have to wear glasses in Heaven. Why?

Why is it important that you have your name written in "God's Book"?

What do you think you will like most about Heaven?

In the Bible who tells us what Hell is like? Mark 9:42-50

Tell what you think Hell will be like.

Why is there a Hell?

How can you make sure you don't go to Hell?

What can you do to help others so they won't go to Hell?

People can choose whether they want to go to Heaven or Hell. Explain.

Why should the devil be thrown into Hell?

If all people have to do to escape Hell is to give their lives to Jesus, why don't they? How can we help them?

## PRESCHOOL SUGGESTIONS

At the beginning of the unit bring a large picture, scene, or some representation of Heaven with a picture of Jesus in the center. Each week let the students add something they would like to see in Heaven. Maybe these can be found in stickers or cut from greeting cards: flowers, birds, trees, smiling faces, angels. At some point, at least by the end of the unit, cut up a class picture and put each of their faces on the picture. This could be something to do together in class and could also be displayed on the bulletin board.

Make a shadow box of Heaven and one of Hell, with hinged flaps which lift up to show what is in each place. The Heaven shadow box should be decorated with glitter and shiny foil, and the pictures could be of angels, crowns, pretty flowers, etc. The Hell shadow box could be made with orange construction paper to represent flames. Under the flaps should be sad faces, crying faces, and sin-spotted hearts.

Use two heart-shaped candy boxes, one beautifully decorated and one sprayed black. Put pictures of good behavior in the beautiful box. Put pictures of bad behavior in the other box.

To illustrate to your preschoolers the choices we make every day, show a number of objects. We choose to eat cookies or dirt. We choose to put sugar or pepper on our cereal. We choose to wear a sweater or a swimsuit. We decide which one to choose by which one we like, or which one makes the most sense. We also choose where we will spend eternity. Show a picture of Hell

(flames and sad faces) and Heaven (mansions and golden streets).

## REVIEW IDEAS

Place two chairs in front of your group. Have one chair represent earth and the other represent Heaven. Arrange chairs so there is a gap between the two. That gap is sin, it separates us from Heaven. No one may pass, on their own strength. Stretch a string from one chair to the other, explaining that some people think they can go to Heaven by only doing good things, but that will not hold a person up. Now place a cross between chairs so that it bridges the gap and explain to the students that Jesus died on the cross so that we are able to have our sins forgiven and go to Heaven.

Bring a large map (or atlas) of the Holy Land on which you have marked several places mentioned in the Bible — countries, areas, cities, rivers, etc., choosing those with which the children will be most familiar. Bring also some news headlines or news briefs regarding these same places. Bring out to the children the fact that they can read about the same places in the Bible that they hear about in the news. Then read off names of some of the places and ask such questions as "Have you ever been in Jerusalem? Have you been on the Sea of

Galilee? Have you crossed the River Jordan? Been in Bethlehem?" Then ask, "Well, if you haven't seen it does that mean it is not there?" Conclude with the fact that the Bible tells us about Heaven, and also Hell. Just as sure as the other places mentioned in the Bible are real, so are Heaven and Hell.

Put together a slide show illustrating what happens to earthly treasures. The slides could show a new house and an old house; a new car and a smashed, rusted car; money and an empty wallet, etc.

## COORDINATING SONGS

"Heaven Is a Wonderful Place"

"Gospel Express"

"Happy Day Express"

"1,2,3, the Devil's After Me"

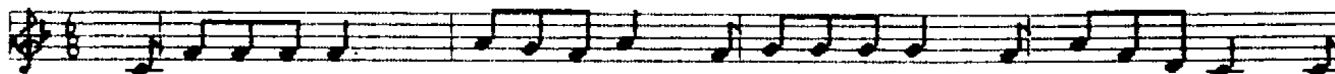
## SUPPORT MATERIAL

Heaven . . . How to Get There — Visualized story, Children's Evangelism Fellowship

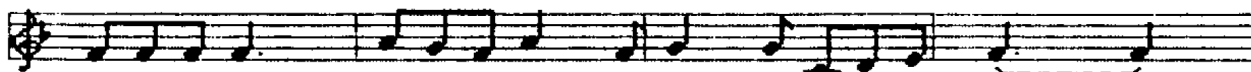
Where Is Heaven? — by Sandra Ziegler, Standard Publishing

Dear God, Where Do You Live? — by Anne Fitzgerald, Augsburg

## MEMORY VERSE SONG

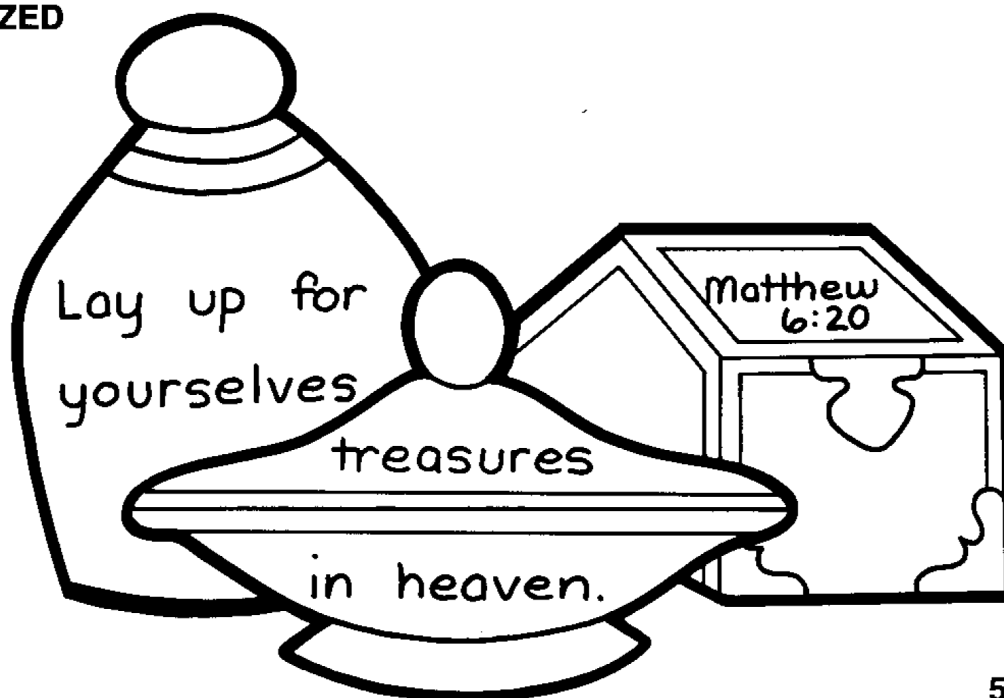


Lay up for yourselves treasures in Hea - ven, treasures in Hea - ven, treasures in Heav'n. Lay



up for yourselves treasures in Hea - ven. Mat - thew six, twen - ty.

## MEMORY VERSE VISUALIZED



**TEXT** Luke 16:19-31

**OBJECTIVE** The students will be able to explain that once a person is in Heaven or Hell, there is no changing places. They will recognize that eternity is forever.

**MEMORY VERSE** These shall go away into everlasting punishment: but the righteous into life eternal. — Matthew 25:46

# The Rich Man and Lazarus

## MEMORY VERSE IN ACTION

**THESE SHALL** — Point to an imaginary group of people on your right.

**GO AWAY INTO** — Point with both index fingers to the right, snapping your wrists as you point.

**EVERLASTING PUNISHMENT** — Extend both hands, palms up, and wiggle fingers as you move your hands in small circles (fire).

**BUT THE RIGHTEOUS INTO** — Extend left hand, palm up; place tips of right fingers on lips and move right hand down until back of right hand touches left palm.

**LIFE ETERNAL** — Wave arm left to right, point up, looking up.

## MEMORY VERSE VISUALIZED

Cut apart the two figures representing a sad person surrounded by flames and a happy person surrounded by clouds, along with the base piece giving the Scripture reference. (See pattern at the end of this lesson.) As your students learn each portion of the verse, put up the corresponding pieces one at a time.

## BIBLE LESSON OUTLINE

**Introduction:** Bring a full piggy bank to class. Pour out the change in front of your class. Talk a little about what you could buy with this much money. Then tell them that today's story is about a man who was very rich. But he found out that money wasn't all that important.

1. Describe the earthly circumstance of the rich man. Introduce Lazarus, and explain his contrasting situation.

2. Explain where each man went when he died.

3. Describe how the rich man could see Lazarus, but there was no way to get to him.

**Climax:** The rich man wanted to send word to his brothers, but even this was impossible.

**Conclusion:** The rich man did not go to Hell because he was rich, nor Lazarus to Heaven because he was poor. Lazarus made preparation for Heaven and the rich man did not.

**Response:** The students should be able to contrast the eventual destination of the two men, and to conclude that after we leave this world there is no longer any choice about where we will spend eternity.

## BACKGROUND INFORMATION

This is a story told by Jesus which clearly illustrates that our conduct on earth determines our future and the temporary pleasures or trials of this life will be completely overshadowed by our eternal state.

In Luke 16:22 it says that the rich man died and Lazarus died, but this is not the end of the story. Jesus, the One who holds the keys of death and Hell (Revelation 1:18), pulls back the veil for us and gives us a glimpse of life beyond death.

If this story is a parable it is the only one in which we are given the name of one of the characters. Neither Jesus nor Luke called it a parable. It should also be noted that Jesus used this story to confront the Pharisees who, as it says in Luke 16:14, "were covetous" just as the rich man in the story. And just as Abraham told the rich man in Hell that his brothers would not believe even if one rose from the dead, neither did the Jews believe when Christ rose from the dead.

## IN-CLASS ACTIVITIES

Bring to class several seeds: corn, mustard, or others such as from fruit (plums, peaches, apples). Tell the children what kinds of seeds they are and ask the class what will grow from each seed. Plant the seeds in soil, even if only in a paper cup. Ask them again what will grow and after they answer tell them, "Well, I don't like corn (or whatever seed you have) so I want peaches to come up instead." Ask them if that will work, and of course, they will tell you "No." After we plant seeds in our garden, it is too late to decide what we want to grow, that must be done when we get the seeds. Use that to explain that what we "plant" here on earth will decide where we will spend eternity. If we plant evil deeds we will reap evil and spend eternity with the

devil; if we plant Christian deeds we will spend eternity with God in Heaven.

Have two paper dolls and paste a heart on the back of each, on one a clean heart and on the other a dirty heart. Use the dolls to act out events, showing helpful and sinful actions by the dolls. The class decides where each will spend eternity. If file folders were made, one indicating Heaven and one Hell, the children can place the dolls in the appropriate places.

Start off by giving examples of some things we cannot change. Once we have a birthday we cannot go back to the age we were before we had the birthday. (To better illustrate this, have a cake with candles on it.) Once you eat a cookie you can't "un-eat" it. Once you spend a dollar it is gone. Once your choice of where to spend eternity becomes final, you will not be able to change it after you get there.

Take to class a doll dressed in scraps of velvet or brocade to represent the rich man. Use sparkling pins and a coin purse full of change to illustrate his wealth. Show a picture of an elaborate house. Have another doll with rags tied around it to represent Lazarus. Put on some small pieces of adhesive tape painted red with a marker to represent sores. Show a dry crust of bread to represent his food. An empty tin cup could illustrate his begging. These will all help to illustrate your lesson.

Before class time, draw a large circle on a piece of posterboard. Connect the lines carefully so it is not discernible where you began. Ask the students if they can point out the beginning and end of the circle. Compare this to an unending eternity.

Draw something with a ball point or marking pen on a piece of paper. Make the following application: Once ink from a pen is on the paper, it cannot be returned to the pen. It is permanently out of the pen. Once we go into eternity, we cannot go back to get saved. Our choice made while we are on earth, is forever.

## QUESTIONS

What happened to Lazarus? The rich man?

Who told this story (parable)?

How long will Lazarus be in Heaven?

How long will the rich man be in Hell?

Where do you want to spend eternity?

When Lazarus died and went to Heaven, how do you think he felt about the problems of his life on this earth?

When the rich man found himself in Hell, how do you think he felt about his grand life on this earth?

The rich man must have had plenty of time to make money. What didn't he take time for?

How does Jesus want us to treat poor or sick people?

Would you rather have been friends with Lazarus or the rich man when they were on this earth? Why?

List some reasons why the rich man's brothers would not have believed in Jesus even if Lazarus had risen from the dead to warn them.

Do all people now believe in Jesus? What will happen to those who do? What will happen to those who do not?

## PRESCHOOL SUGGESTIONS

Bring a toy airplane or rocket ship to class. Talk a little bit about how far and how fast they can go. But, did one ever go to Heaven? Noooo! (Pass the toy around so each youngster can hold it for a bit.) Then in telling the lesson story, explain that Heaven and Hell are very far apart. Once Lazarus was in Heaven (or the rich man in Hell) there was no going back to earth; and what we do in this life dictates where we will go. It is important that we love Jesus and do what He wants us to do in order to go to Heaven.

Show the children the picture of the rich man and Lazarus (see Patterns). Ask them which man is ready for Heaven. Let them open the "heart door" of each one to see that it's what is inside that counts. Have a drawing of money in the rich man's heart and Jesus in Lazarus' heart.

## REVIEW IDEAS

To portray the rich man, dress one of your students in wise-man robes from your Christmas costumes. Seat him on a throne or lounge and have servants come in, pretending to offer him food, etc. Hold up signs behind him to show what he is thinking of: money, himself, rich new robes, fine foods, etc. Then show another scene, this time with a student in ragged robes holding out a cup. (Can you stage a dog coming in?) Hold up signs behind him to show what he is thinking of: Jesus, Heaven, etc. Announce that the rich man died. Have him walk away from all the fine things, take off his robe, and lie down. Put cardboard flames around him. Have Lazarus lie down, and put something representative of Heaven around him (mansions, soft music, etc.).

Use two-sided stick puppets to dramatize the story of the rich man and Lazarus (see Patterns). The figures will be: the rich man/heart with self inside, Lazarus/

heart with Jesus inside, sacks or piles of money/outstretched hand with one or two coins on it, lavish display of food/dry bread crust, flames in Hell/ mansions in Heaven.

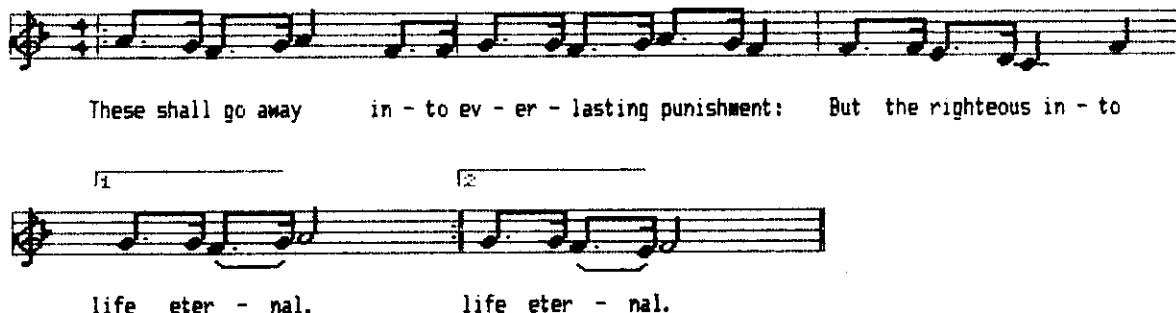
Begin your review by talking about opposites. Ask students if their teacher at school ever asks them to come up with opposite words. Do some examples. You might wish to show some pictures of things that are opposite. Today's lesson talks about two men who were oppo-

sites. Have them help you mention a number of ways in which Lazarus and the rich man were different (home, food, clothes, friends, activities, etc.). Then point out that the greatest contrast of all came after they died — a contrast between where each of them is spending eternity.

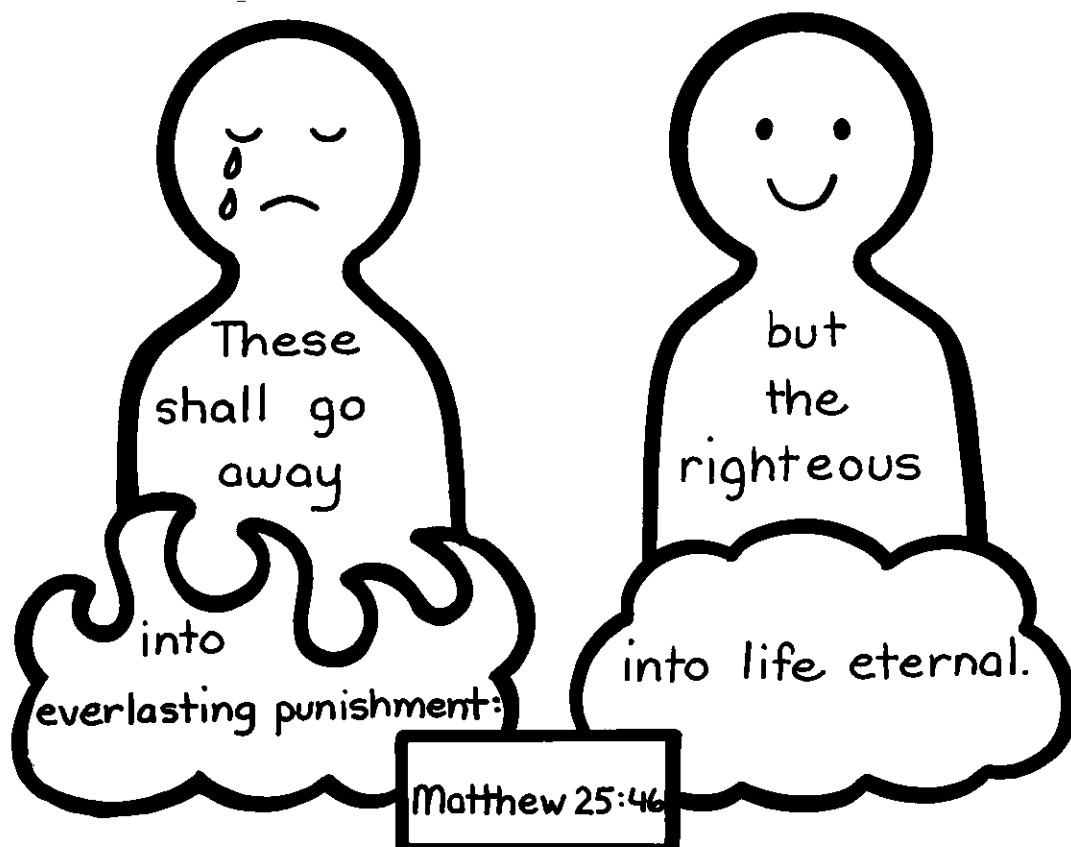
## COORDINATING SONGS

"The Countdown Song"

## MEMORY VERSE SONG



## MEMORY VERSE VISUALIZED





**TEXT** Matthew 25:31-46

**OBJECTIVE** The students will be able to explain that we choose where we will spend eternity by what we choose to do here on earth.

**MEMORY VERSE** Choose you this day whom ye will serve. — Joshua 24:15

# The Sheep and the Goats

## MEMORY VERSE IN ACTION

**CHOOSE** — Extend left hand and make “V” with first two fingers with palm side of “V” facing you; with the right thumb and index fingertips (the rest of the fingers curled in a fist) reach toward the left hand and pick an imaginary berry of one of the two fingers describing the “V” (concept is choosing between two objects).

**YOU** — Point to an imaginary person.

**THIS DAY** — Extend both hands, palms up, with a 45 degree angle between forearm and bicep; briskly move arms down to a 90 degree angle.

**WHOM YE** — Point to an imaginary person.

**WILL SERVE** — Palms up, move hands alternately to and from body (concept: offering a tray of food to others).

## MEMORY VERSE VISUALIZED

Cut apart the figure looking at two arrows pointing opposite directions. (See pattern at the end of this lesson.) Put up the pieces one piece at a time as the students learn the verse.

## BIBLE LESSON OUTLINE

**Introduction:** Bring two packed suitcases to class. Open them together with your students. In one have articles related to a summer vacation at the beach: sunglasses, swimsuit, towel, thongs, sun lotion, etc. In the other, have articles appropriate for a vacation in the mountains: mittens, scarves, sweaters, ski boots, etc. Discuss the fact that we can guess where a person is going by the preparation he has made. Explain that we choose where we will spend eternity by what preparation we choose to make here on earth.

1. Describe the coming of Jesus to sit on His throne of Glory.
2. Explain the division of the righteous and unrighteous.
3. The righteous will receive their rewards.
4. The wicked will receive punishment.

**Climax:** The righteous inherit the Kingdom prepared for them from the foundation of the world.

**Conclusion:** It is of vital importance to be numbered among the “sheep” on that day.

**Response:** The students will be able to explain what determines whether we will be numbered with the sheep or the goats, and must realize there will be no chance to move from among the goats to the sheep.

## BACKGROUND INFORMATION

This parable clearly illustrates the importance of serving God in this present world in order to inherit the Kingdom of God.

Just as a shepherd must separate the wild goats which roam the hills from his own flock, so Jesus will separate His true followers from those who belong to the world. In Scripture, the “right hand” denotes a place of blessing and honor (Romans 8:34). Thus the sheep are placed at Christ’s right hand.

In the account of the rich man and Lazarus and in this parable, no great sins of those who are condemned are mentioned but they are condemned for not doing what they should.

In Matthew 25:46 the same Greek adjective is used for “everlasting” and “eternal.” Thus to diminish the eternity of Hell is also to diminish the eternity of Heaven.

## IN-CLASS ACTIVITIES

Bring to class any label, as from a can or box of food. Explain that we can tell what is in the box or can by the label. We do not have to open it to find out what is in it. Ask the children if they know that every Christian also has a “label.” The label is the way one lives. If Jesus is in their heart, they love others and do things that let other people know that they are Christians. All people need to do is read the label, their lives. Certainly if their temper flares up and they get mad at the least little thing, they are not labeling themselves as a Christian.

In discussing the importance of choices and how they affect one’s life or destiny, together with the students make up a list of Bible characters and their choices and the effects of these choices. For example: Adam and Eve — put out of the Garden; Noah obeyed God and

built an ark — was safe (the rest of the population refused to give heed and drowned); Daniel obeyed God — was delivered from the lions' den; David loved and followed God and slew Goliath who defied the God of Israel and lost his life. Bring out that God doesn't send anyone to Hell but one's actions indicate where he/she is headed — everyone makes a choice.

Bring to class pictures of items you might want on a vacation in Hawaii and items needed for a skiing vacation. These can be clipped from old magazines or catalogs. Let students take turns choosing an item and write the name of each choice on a blackboard under the proper heading — HAWAII — SKIING. When the items have all been chosen, ask the students if they can think of more to add to the list. What things might they do in preparation to enjoy the vacation more? (Learn to swim — or ski. Exercise and be in good shape physically so they can engage in the activity with less stress. Save money for lessons, etc.) Bring out that long before they actually leave on vacation, family and friends will know by their preparations where they are planning to go and what type of a vacation they expect to enjoy. Not only what they do but what they talk about will indicate their plans.

Use two hearts, either with pockets or a double heart stitched together, having a zipper or Velcro opening. In one heart put pictures or words which represent good behavior. In the other heart, put pictures or words which represent bad behavior. Use these to illustrate that what we choose to do here on earth will determine where we will spend eternity.

On one side of a chalkboard or a piece of posterboard, write the words SHEEP and GOATS. Compose a list of words which indicate Christian or non-Christian behavior. Have your class discuss the meaning of each word and place it in the proper category.

## QUESTIONS

What does a sheep represent in today's lesson?

What does a goat represent?

What should we do if we know someone is hungry?

Explain how doing things for others is the same as doing things for Jesus.

What reward does Jesus have for those who take care of others?

What punishment does God have for those who are selfish and only take care of themselves?

How can we best let Jesus know that we love Him?

## PRESCHOOL SUGGESTIONS

Give each child a sheep finger-puppet and a goat finger-puppet (see Patterns). Explain that God compared the people who did good to sheep and the people who did bad to goats. Have them hold up the proper animal when you describe various types of behavior.

Give children objects or pictures representing choices — let them select which they like best. Some examples: red or green, dog or cat, ocean or mountains, rose or daffodil. Then talk about the most important choice: whether they want to have a sin-spotted heart or clean heart. Discuss how we get a clean heart. Tie this to the memory verse.

Copy the illustration of the open Bible (see Patterns). On one side of the Bible glue the picture of flames. On the other side glue the sketch of heavenly mansions. Allow your little ones to stick happy- and sad-face stickers on the appropriate pages. Sad-face stickers can be easily made by drawing faces on precut round stickers.

Give each child a picture of a flock of sheep and goats (see Patterns). Tell them that the shepherd wants only the sheep to be in his flock. Have them put an X through the goats.

## REVIEW IDEAS

Show a number of choices of which only one can be chosen. For instance: Would you like to listen to this record or that one? Will you go through this door or that door? Shall I pour water or milk into your glass? Explain that we cannot serve two masters. We must make a choice between God or the devil.

Make a series of two-sided pictures or stick puppets illustrating choices of behavior: stealing/telling the truth; disobeying/obeying; being selfish/sharing; being kind/being mean (see Patterns). Talk about how the choices we make will decide where we spend eternity. Final stick puppet should be flames in Hell on one side/mansions in Heaven on the reverse.

Retell Willie Struhar's testimony, focusing on the part where she dreams she is at the Judgment. (See Tract No. 32, "A Little Child Shall Lead Them.")

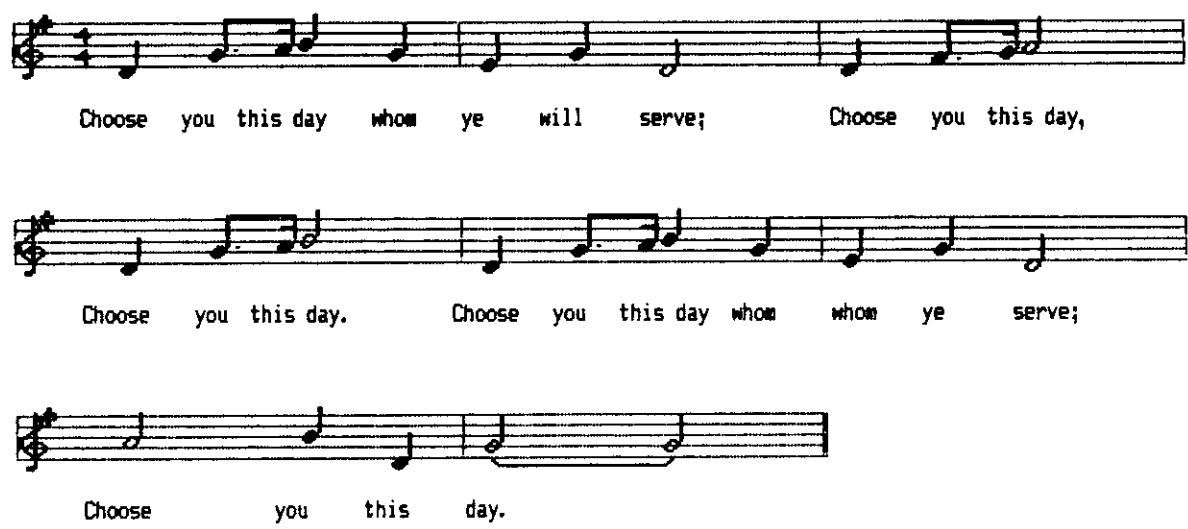
## COORDINATING SONGS

"I Have Decided"

"Behold, Behold"

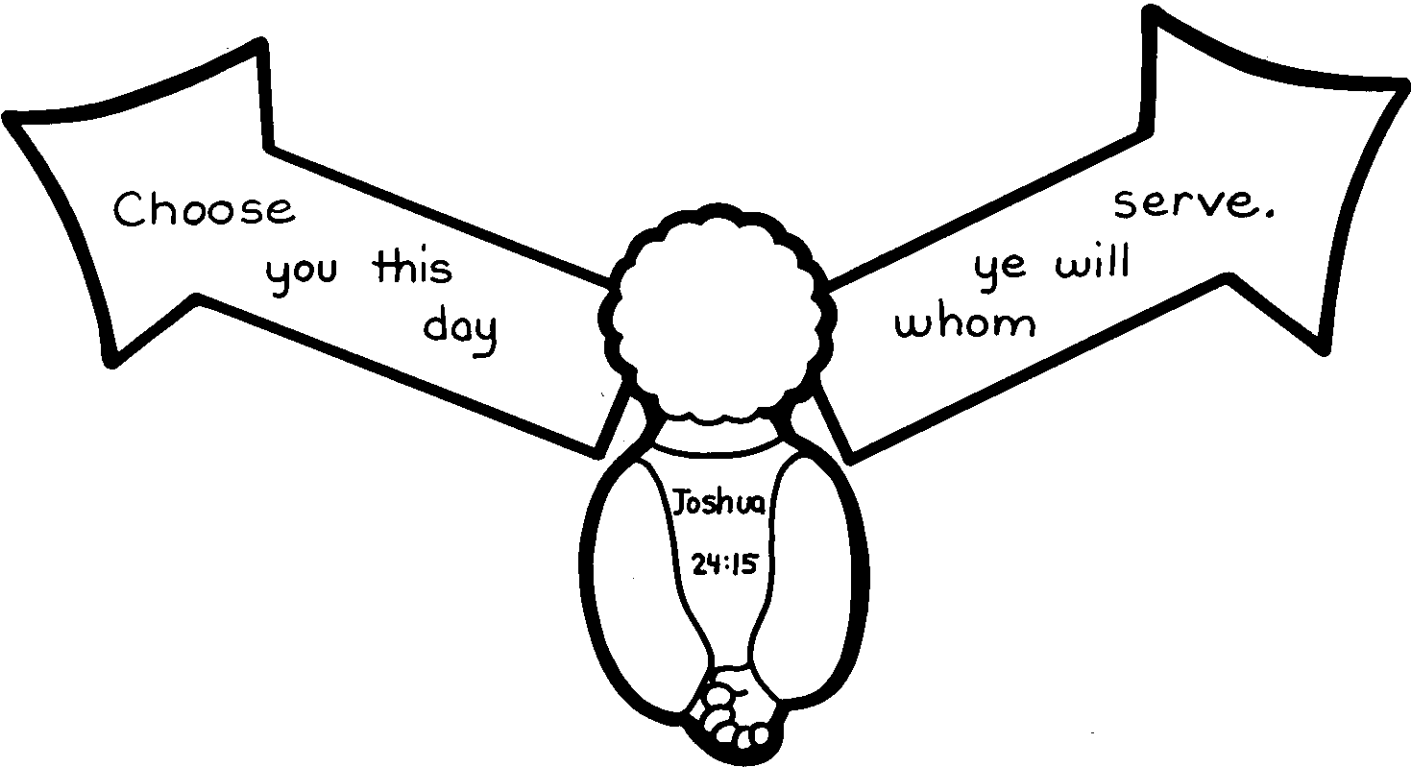
"One Door and Only One"

MEMORY VERSE SONG



Choose you this day whom ye will serve; Choose you this day,  
Choose you this day. Choose you this day whom whom ye serve;  
Choose you this day.

MEMORY VERSE VISUALIZED



**TEXT** Luke 14:15-24

**OBJECTIVE** The students will be able to relate that everyone is called by God, but that any excuse we give will keep us from Heaven.

**MEMORY VERSE** Come; for all things are now ready. — Luke 14:17

# The Men Who Made Excuses

## MEMORY VERSE IN ACTION

COME — Beckoning motion, using both arms.

FOR ALL THINGS — With right hand flat, palm down, make large circle horizontal and clockwise.

ARE NOW READY — Cross middle and index fingers on both hands and move hands, palms down, from left to right.

## MEMORY VERSE VISUALIZED

The visual illustration for this week's verse is the figure of Jesus standing beside a table. (See pattern at the end of this lesson.) Arrange the pieces on your display board a section at a time as your students learn the verse.

## BIBLE LESSON OUTLINE

Introduction: Open your class time by putting out a number of supplies pertaining to having a party. Show your students the nice invitations you have selected, discuss the menu you have planned, the treats you will provide for your guests, the entertainment you have planned. Emphasize how excited you are about the party and how much you hope everyone will be able to come. Then ask them how they think you would feel if **everyone** you invited refused to come.

1. A certain man prepared a feast and sent out invitations.
2. One by one, those who were invited offered excuses, and said they wouldn't be able to come.
3. Others were invited to take their places.
4. Those who received the original invitation were not able to come to the supper.

Climax: This parable is a comparison to the invitation God has sent out to invite people to the good things He is preparing in Heaven. Compare the excuses offered to the excuses people give today for not serving the Lord.

Conclusion: When the Gospel call is heard, we must be sure to respond and not make any excuses, for the excuses will be accepted and we will miss Heaven.

Response: The students will be able to name some of the excuses offered for not serving God, and will be able to explain why it is important to answer God's call.

## BACKGROUND INFORMATION

As with many of Christ's parables this one, too, was directed toward the Pharisees. (See Luke 14:1.) The Pharisees were trusting in their religion, heritage, and self-righteousness to save them, but by this parable Jesus was trying to show them the only hope of salvation was to accept God's invitation. And what was the invitation? "Believe on the Lord Jesus Christ, and thou shalt be saved" (Acts 16:31).

The excuses given by the men in the parable showed a lack of desire. The first was more interested in his possessions, the second more interested in his business and the third more interested in his human relationships. While none of these interests may be sinful in themselves, your students need to see that nothing should assume such importance in our lives that we use it as an excuse for neglecting to accept the Lord's invitation.

## IN-CLASS ACTIVITIES

Ask your students to pretend with you that you are planning a big party. Tell them you have some invitations to a birthday party where they can play games, eat pizza, cake and ice cream. Hand out invitations to some but not all of the children. After encouraging their enthusiasm, ask them if they will come. Some will say they can't because they didn't get an invitation. You can elaborate on this. You ran out or didn't want everyone to come, etc. Go on to explain about the call of God, how He calls (or invites) us to come to Him. He doesn't just call some but calls all. At the end, hand out an invitation from God to each of the children.

Have some invitations to events, but make excuses why you could not go to them. Make the excuses really silly and unreasonable. Ask the children if they feel that the excuses are plausible. If they are silly enough the class will tell you "no." Tell how everyone is invited to Heaven but some people are making excuses not to go; they feel other things are more important than going to Heaven.

Bring a church invitation to class. Cut people figures

from a magazine or catalog, back with heavy paper and glue stands on each. Pretend these are the people who receive invitations. Invent excuses for each, and cut other pictures from catalogs to go with the excuses; for example, a tent for one who planned to go camping, sports equipment for one who was going to a game, washing machine for one who had to do housework. Compare to the excuses given in the Bible.

Toss a ball to your students. When they catch it, they must tell one excuse people might make for not getting ready for Jesus' coming.

## QUESTIONS

Why is it important to come to Sunday school every Sunday?

Name some things that might happen to keep you away from Sunday school.

If you are having a busy day, is it okay to skip reading and praying? Why?

What excuses do people make today that keep them from coming to church?

What special supper (dinner) is Jesus Himself preparing?

For whom is He preparing this dinner?

How do you get an invitation to attend this dinner?

Does Jesus invite everyone to enjoy His blessings and salvation?

What happens to Christians who get too busy to pray?

## PRESCHOOL SUGGESTIONS

Use hand puppets to illustrate situations in a family where someone made an excuse instead of doing what they were supposed to do. Explain that at home we may be given another chance, or sometimes we have heard, "You have to have a better excuse than that!" But in today's lesson, none of those who made excuses were given another opportunity. (The puppets could illustrate the lesson story too.) God invites us all to Heaven; He wants us all to be with Him someday. But if we put off praying, saying, "I was too busy"; "I had something else I wanted to do"; "I didn't know when Jesus was coming"; whatever — Jesus will invite some-

one else instead, and we will miss out on all the good things that Jesus has prepared for us in Heaven.

Make a happy-face beanbag. Toss it to your little ones. When they catch it, have them say, "I want to go to Heaven," or "I love Jesus." If they are old enough, at their turn let them tell one reason why they want to go to Heaven.

Make a copy of the table setting (see Patterns) for each child. Have them draw what the men who made excuses might have missed since they didn't go to the dinner.

## REVIEW IDEAS

Use the students in your class to help you dramatize a person's inviting others to Sunday school and the various excuses given. Utilize props and costume details to go with each excuse. Some examples: a boy with baseball cap and mitt would rather go to play ball; a girl wheeling on a bicycle would rather go for a bike ride; a girl with a big pair of glasses and a book would rather read a new book; two kids with a game would rather play; a child looking through a TV guide would rather watch a favorite program. These things should **not** be used as excuses for not going to Sunday school or church.

Dramatize preparations for a party: Hang streamers, put a cloth and decorated plates on a table, wrap gifts, set up games, inflate balloons, etc. As you are doing this, talk about the party you are planning and who has been invited. Have a phone ring. Someone calls giving an excuse. Repeat this several times, acting sadder and sadder as the excuses are given. Conclude by comparing this scene with how Jesus feels when people give excuses.

Make an overhead review showing present-day excuses for not serving the Lord: party (no time), family (they don't want to go to church), games (other things I'd rather do), money (I really can't afford it), etc. Make an orange flame overlay, and as each of the above excuses is given, put the orange flames over it and ask whether it will look like a good excuse in eternity.

## COORDINATING SONGS

"Wise Man and the Foolish Man"

"Climb Up Sunshine Mountain"

"Gospel Bus"

## MEMORY VERSE SONG

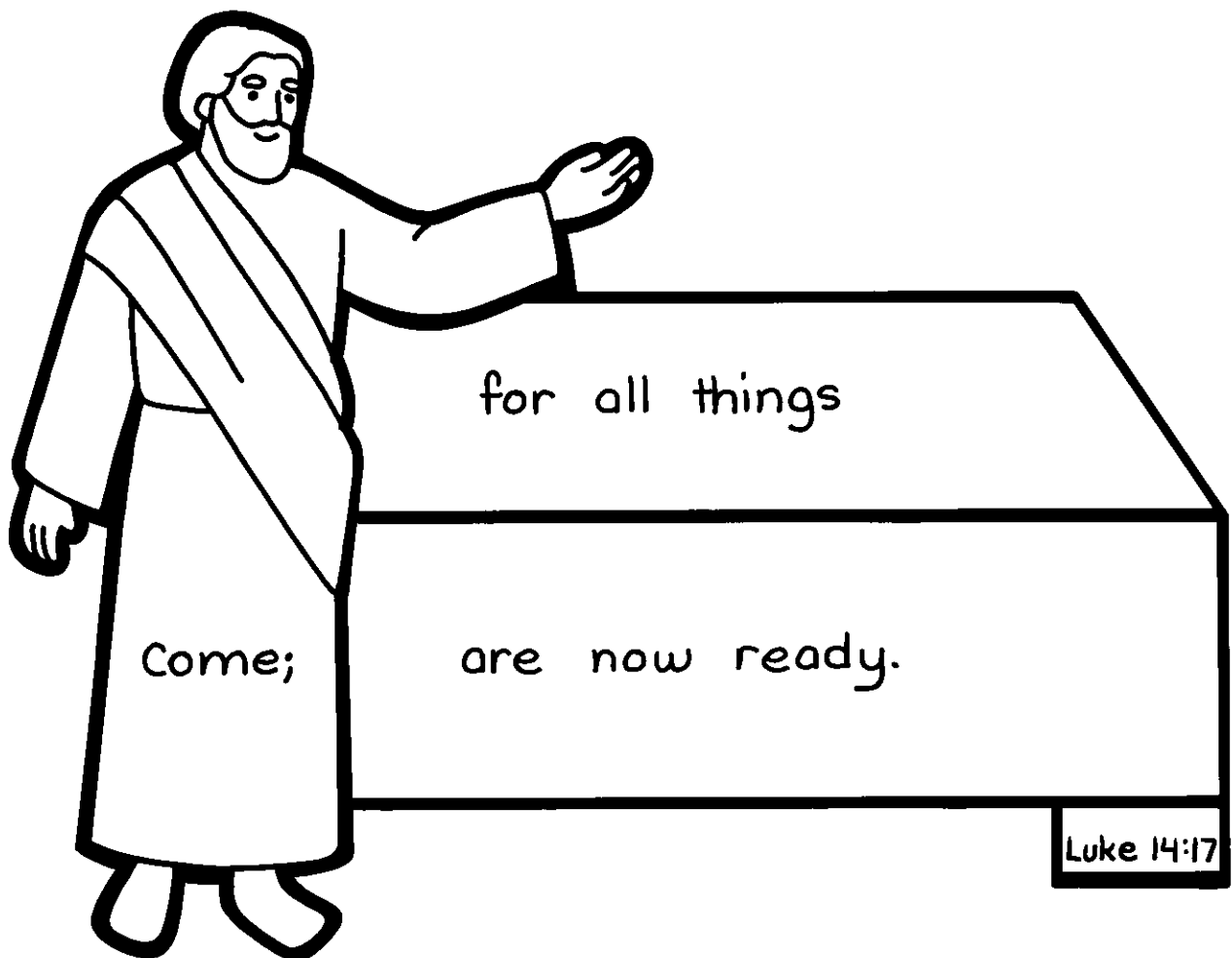


Come for all things now are ready, Come for all things now are ready, Come for all things now are ready.



Luke fourteen seventeen.

## MEMORY VERSE VISUALIZED





# We Worship the King

**Lesson 20a — Praise Our King!**

**Lesson 20b — Remembering Our King Who Suffered**

**Lesson 20c — Rejoicing in Our Resurrected King**

**Lesson 20d — Serving Our King**

## OVERVIEW

The overall aim of this series of lessons is to present to the students the importance of worshipping God. To develop this concept, various ways we can worship are brought out lesson by lesson. Since this unit will be taught during the month of Easter, the ways we can worship are woven around the Easter and Resurrection theme.

We start the lesson with the story of Christ's triumphal entry into Jerusalem. Though this lesson is traditionally studied on the Sunday before Easter, we have moved it up one week in order to give us a Sunday to study the crucifixion. The emphasis for this week is ways we can worship God with our words.

The study of the suffering Christ went through at the time of His crucifixion is the springboard for discussing ways we can worship Christ by remembering what He went through for us. The poignant drama of this event is one which makes a strong impression on little minds

and hearts, and they need to learn to remember it with a feeling of gratitude and praise to Jesus.

The joyous spirit of Easter lends itself beautifully to a lesson on how we can worship God by singing songs and praising the Lord in music. Many Sunday schools will be featuring special Easter presentations at this time, and these can be woven into teaching the objective of the lesson.

In our final lesson of the unit, the students will learn of Christ's instructions to Simon Peter concerning spreading the message of the Gospel. Help your class see that service to God is another way we can worship Him.

As you develop these four lessons with your class, look for ways you can allow the students to experience each of these different ways of worshipping God. Large group sessions should also center around the worship service theme.

## SPECIAL NOTE FOR THIS UNIT

Refer to Unit 7 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.

## CONTEST IDEAS

Give each child a sheet of paper divided into four sections, with one of the four memory verses for this month printed at the bottom of each section. Each Sunday of the month have the children recite that Sunday's memory verse and draw a picture of the lesson (i.e., palm leaf, donkey, cross, tomb, praying hands, lamb, etc.) above the printed memory verse. At the end of the month ask the children to recite from memory each of the month's memory verses. Give each child a prize.

Cut flowers and palm branches from construction paper (see Patterns). Give a supply to each teacher. Cover a large bulletin board or wall space and title it WE WORSHIP THE KING. Have the children think of ways they can praise and worship God. When they think of an idea, they tell it to the teacher who writes the idea on a flower or branch. On the reverse side, the teacher writes the class name (or teacher's name or grade designation). The branch or flower should be posted on the board with the class side out. Each idea can be posted only one time per class. For instance, if several children suggest singing, only one flower should be put up. At the end of the month, the class with the most flowers or branches wins, and their ideas are read aloud to the whole group.

## BULLETIN BOARDS

Divide the bulletin board into four main sections, prefer-

ably using real palm branches for dividers. Make a silhouette cutout for each lesson (see Patterns), placing the cutouts on the board in each of the four sections. Use the bulletin board as a memory aid when asking children to recite previous memory verses for the month.

A bulletin board display and unit project could be combined, serving for the entire unit. The board should be divided into scenes for each lesson or make one large scene, letting your students draw in appropriate figures each week. Or if you prefer, ideas for figures and scenes can be made up ahead, using an opaque. These could be colored in class for an in-class activity, or have them colored and allow the students to help put them on the board.

Make a bulletin board using the cross as the focal illustration (see Patterns). Use a tan background, and make the cross from brown paper. Use a fine-point marker to draw the grains on the wood. Add the words **IT IS FINISHED** on the cross.

Use the word **EASTER** in large block letters in the center of your board (see Patterns). Make your background pale blue, and use celery green for the lettering, white for the lily, and dark green for the leaves. Have your children draw their version of the story and display their work around the edges of the center design.

To emphasize the fact that new life finds its source in the person of Jesus Christ, use the words **I AM THE RESURRECTION AND THE LIFE** as the theme for your board (see Patterns). From construction paper make the background bright yellow, the daisy white, the rock gray, and the blades of grass green. If you wish, add a flowered border around the edges of your board.

## UNIT PROJECTS

Make craft dough crosses (for key chain or note holders). Mix  $\frac{1}{4}$  cup white glue,  $\frac{1}{4}$  cup flour, and  $\frac{1}{4}$  cup cornstarch. Knead the mixture until it is smooth and easy to work with. Trace a cross pattern onto a piece of heavy paper and cut it out. (Making several will make the project faster.) Roll the dough out flat until it is about  $\frac{1}{8}$ " thick. Lay the cross patterns on the dough and carefully cut around them with a table knife. Let them dry overnight. For key chains, poke a hole near the top of the crosses before they dry. Paint them with

a mixture of white glue and food coloring. Make designs or write names on them. For note holders, put magnets on the back. You could also glue magnets to clothespins.

Reproduce the miniature Easter booklet pages (see Patterns). Each Sunday give your students the pages which coincide with that Sunday's lesson. Let them color the pages with felt pens. On the last Sunday, assemble the book. Thread the pages together with heavy thread, as indicated by holes on the left side of the pictures. Make covers from colored felt, folded to form a front and back cover. Attach covers by applying a layer of glue to the left margin of the top and bottom page. Press cover against booklet and use clamps or clothespins to hold the edge until dry.

## CHART IDEAS

Make enough Easter bookmarks for each child (see Patterns). Cut flowers from different colors of construction paper and attach to the end of a strip of light cardboard. Print or write **JESUS LIVES** on the strip.

Make a scepter for each child from a paper towel tube. Cover each tube with shiny paper, foil, or gift wrap. Decorate with glitter and sequins, etc. Cap the scepters with removable cones made of paper. Each Sunday, let your students draw a picture representing that week's story, roll it up, and place it in the tube. You might wish to display the scepters on a bulletin board.

Make a crown for each child (see Patterns). Trace the crown onto colored construction paper. The children could add decorations with felt tip pen and add varied seals to the crown. Cut a strip of construction paper  $1\frac{1}{2}$ " wide to fit the head of each child and paste or staple to front section of the crown.

## SUPPORT MATERIAL

The Bible Tells Us About God's Son — Sticker and Coloring book, Standard Publishing

Crucifixion and Resurrection — Pict-o-graph, Standard Publishing. Contains material for Palm Sunday, Crucifixion and Resurrection.

The Joy of Easter — Bible mural, Concordia

The Life of Jesus — by Ruth Odor, Standard Publishing. Includes feeding the 5000, Resurrection and six other stories.

**TEXT** Luke 19:29-40

**OBJECTIVE** The students will be able to describe how the people praised and honored Jesus as He rode into Jerusalem. They will relate this to how we can praise Him with our words.

**MEMORY VERSE** Blessed is he that cometh in the name of the Lord; Hosanna in the highest. — Matthew 21:9

# Praise Our King!

## MEMORY VERSE IN ACTION

**BLESSED** — Fists closed, thumbs at mouth, move hands down and away from body, opening fingers.

**IS HE** — Point up.

**THAT COMETH** — Beckoning motion, using both arms.

**IN THE NAME** — First two fingers on both hands, tapping at right angles.

**OF THE LORD** — Point up.

**HOSANNA** — Left palm up; right fingertips touch left palm, raise right hand, wiggling fingers.

**IN THE HIGHEST** — Bend fingers on both hands at knuckles into right angles; move hands up.

## MEMORY VERSE VISUALIZED

Use the figure waving two palm branches as your illustration of this week's verse. Cut apart the sections as indicated by the heavy black lines. (See pattern at the end of this lesson.) Put the pieces up one at a time as your students learn the verse.

## BIBLE LESSON OUTLINE

**Introduction:** Open your class session by giving each of your students a list of words including some praise words and some others. Supply them with smiley-face stickers, and let them apply a sticker beside each word that is a praise word. Tell them that today your Bible story is about a time when people praised Jesus with words, and that you are going to learn how we can praise Jesus with words too.

1. Jesus was planning to go to Jerusalem, so He sent two of His disciples to obtain a colt for Him to ride on. This was a fulfillment of Scripture.

2. As He entered the city, the multitudes rejoiced and praised Him, waving palm branches and laying their clothes in the way.

3. The Pharisees objected to this.

**Climax:** Jesus said if they held their peace the stones would cry out. This shows the importance of praising Him, and helps us understand that we, too, must praise Him with our words.

**Conclusion:** Jesus had reached a high point of popularity with the multitudes because of His mighty works, and they wanted to proclaim Him king.

**Response:** The students will be able to relate the events surrounding Jesus' entry into Jerusalem. They will further be able to list a number of ways we can praise Jesus with our words.

## BACKGROUND INFORMATION

The incident of the triumphal entry occurred a week before the Passover feast when as many as two million people would come to Jerusalem. Many Jews had already gathered in Jerusalem to purify themselves before that feast and many were asking, "Will Jesus come to the feast" (John 11:55-57)? because the leaders had commanded that anyone who saw Jesus should report to them that they might arrest Him. Jesus knew that the time of His death was near and had set His face toward Jerusalem (Luke 9:51).

Jesus had recently healed blind Bartimaeus and raised Lazarus from the dead, and His fame was at an all-time high. Even His disciples probably were hoping He would lay aside His humility and set up His Kingdom. Whereas the horse was for war, the ass was ridden to portray peace. Jesus chose to ride the colt of an ass to declare His intentions of peace and to fulfill the prophecy of Zechariah 9:9. The crowd seemed to recognize this and in fulfillment of another prophecy took up the refrain of Psalm 118:26, "Hosanna to the Son of David! Blessed is he that cometh in the name of the Lord." The word *Hosanna* originally meant "save now" so not only were they praising Him but asking for Him to save them from Roman oppression. Jesus was unmistakably presenting Himself to the nation as their promised Messiah but a few short days later they chose to reject Him when He failed to meet their expectations of an earthly king.

## SPECIAL NOTE FOR THIS LESSON

Refer to Lesson 7b for additional ideas.

## IN-CLASS ACTIVITIES

Draw, color and cut out a flower finger puppet for each student (see Patterns). Tell them how we can praise God with our words by thanking Him for the flowers and His creation.

Make a list of "praise words" with your class. Have a large grid prepared and have your students help you arrange the words in an acrostic.

Give each child a copy of the picture of Christ entering Jerusalem on a donkey (see Patterns). Explain that this is going to be a "Pass-Along Picture." Have them put their names on the paper they start with, and then for one minute begin adding details to the picture such as children waving palm branches, etc. After one minute have them pass their picture to the child on their left. Repeat this at least four times before handing back to the original artist.

## QUESTIONS

How can we praise Jesus at school or with our friends?

If you could talk to Jesus face to face what would you tell Him? (Then bring out that every time we pray to Jesus, we talk to Him just as though He were right there with us.)

Tell of ways we can praise Jesus.

Why do people say "amen" in church when others are testifying or preaching?

What kind of throne did Jesus have on this earth?

What kind of throne can we give Jesus?

If we act silly when we are singing Sunday school songs is it praise? Why or why not?

Praise comes from way down deep in our hearts. Explain.

How do you feel when you are praising Jesus?

Is it important to praise Jesus? Why?

## PRESCHOOL SUGGESTIONS

Prepare a movable donkey (see Patterns) for each child to put together. Copy onto heavy paper. Let children attach the head and tail with brads. Talk about the special donkey that Jesus used when He rode into Jerusalem.

Prepare in advance palm fronds (see Patterns). Make

them from green construction paper and cut on the lines. Let the children wave them to welcome Jesus while the lesson story is told. On the front you might want to write the words PRAISE OUR KING! or the memory verse.

Help your class sing a praise song to Jesus and tape record it. They will enjoy hearing it played back.

Using the mitt pattern (see Patterns) make a fabric mitt for each child. For each mitt, cut two pieces of fabric on the heavy line. The dotted line is the stitching line. When the stitching is complete, notch as indicated and turn mitt inside out. Press. Using felt pens or fabric markers, draw the palm branch on one side. On the other side write the words I LOVE JESUS. Put the mitts on your children and let them wave their hands as you talk about how the little children praised Jesus.

Give each child a copy of the child figure with a brad attaching the arm (see Patterns). Let each child make his figure wave a palm branch.

## REVIEW IDEAS

Use a "Simon Says" game to show the difference between praise words with actions and everyday speech. Examples:

### Simon says to God:

Hosanna  
I love You, Jesus  
Praise Him  
Memory Verse  
Scripture  
Yes, Jesus

### Simon does not say:

Book  
No  
Table  
Chair  
Sack  
Lunch

### Simon's actions to God: Simon does not:

Clap  
Kneel  
Fold hands for prayer  
Sit quietly  
Stand

Shove  
Stand on chair  
Wiggle ears  
Wave to teacher  
Whisper to neighbor

Ask each child to sing a "praise song" for the rest of the group.

Teach your group a new praise song. It would be especially fun if you could do this with a tape or record. You might wish to put the words on an overhead transparency or songsheets to pass out so everyone will have the words.

Compose an acrostic from the words "Praise the Lord." Write the words down the center of a chalkboard, and have your group suggest words to fill in around them which describe ways we can praise the Lord.

## COORDINATING SONGS

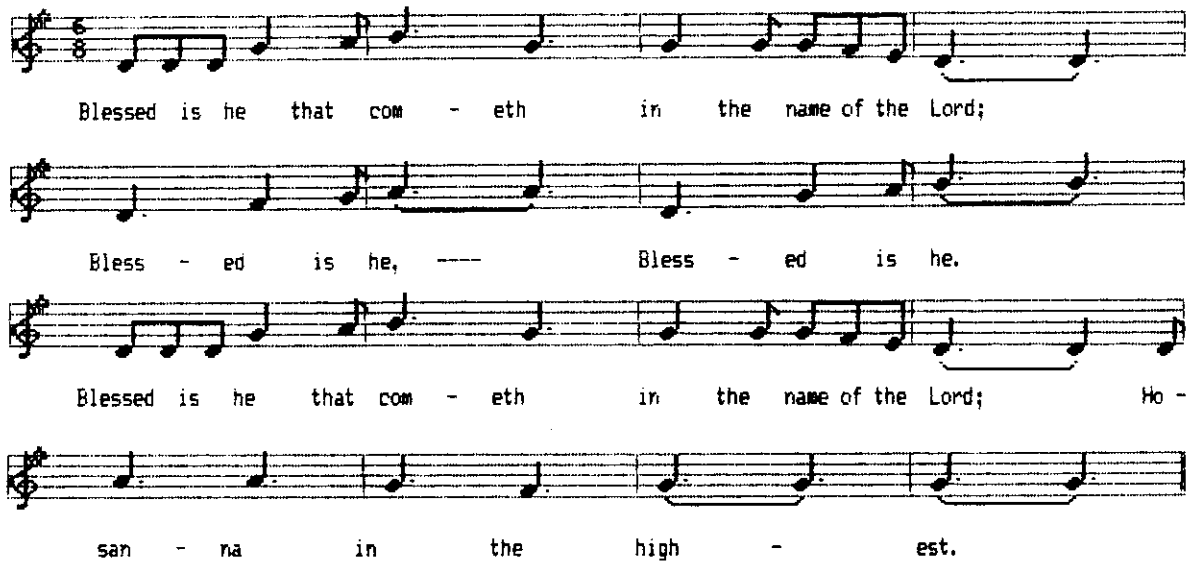
"Praise Him, All Ye Little Children"  
"Praise God From Whom All Blessings Flow"  
"He Is Lord"  
"God Is So Good"  
"God Is So Wonderful"  
"Heavenly Father, We Appreciate You"  
"I Love My Jesus"

"Praise Him, Praise Him"  
"I Will Sing of the Mercies of the Lord"  
"Father, I Adore You" (Round)  
"The Butterfly Song"  
"Lord Be Gloried" — Kids Praise

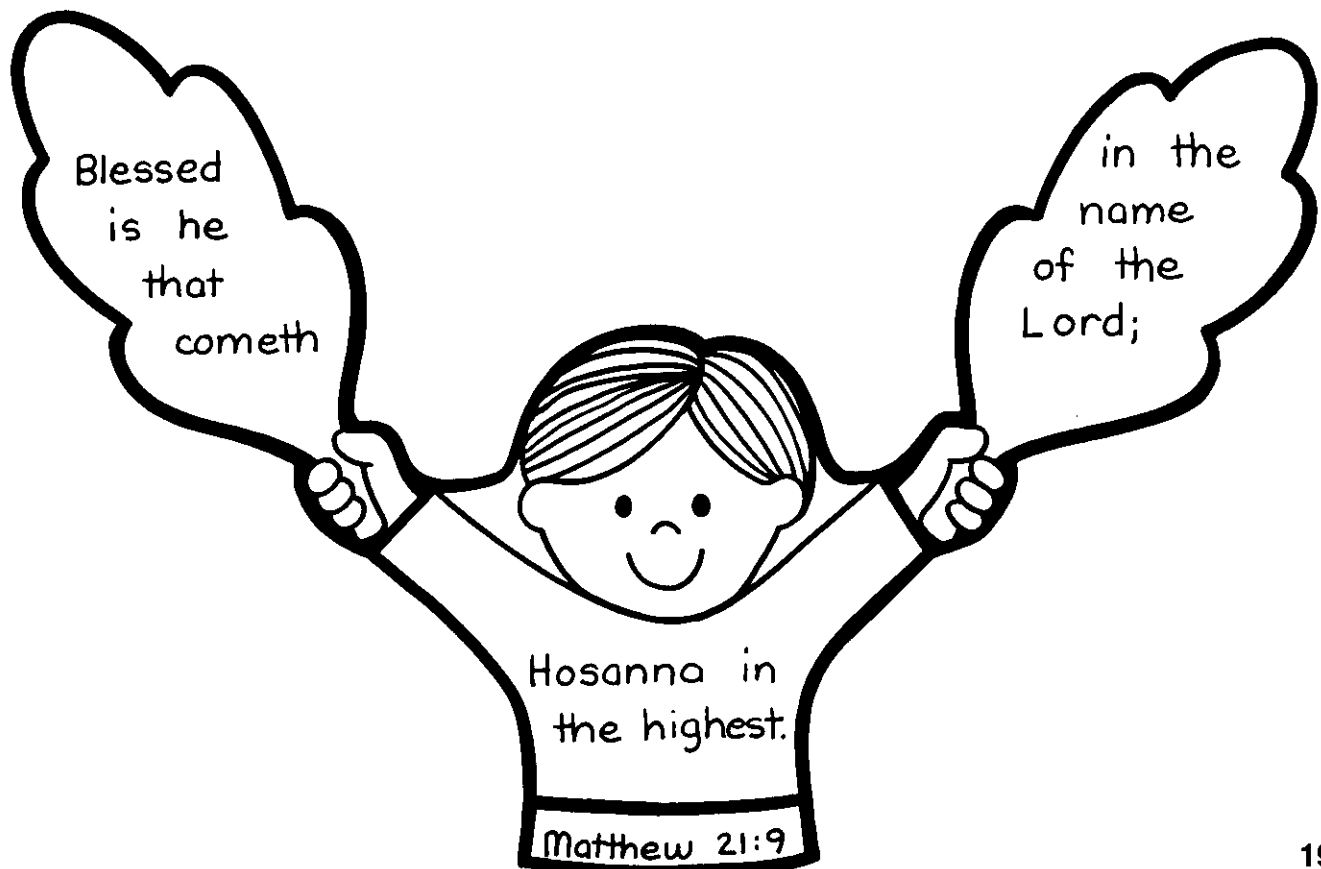
## SUPPORT MATERIAL

Rejoice! — Coloring book, Standard Publishing

## MEMORY VERSE SONG



## MEMORY VERSE VISUALIZED



**TEXT** Luke 22:39-44; 23:33-38

**OBJECTIVE** The students will be able to describe how Jesus suffered for us, and will learn to worship the King by remembering His suffering.

**MEMORY VERSE** Surely he hath borne our griefs, and carried our sorrows. — Isaiah 53:4

# Remembering Our King Who Suffered

## MEMORY VERSE IN ACTION

**SURELY** — Touch lips with right index finger; move hand away from body.

**HE** — Point up.

**HATH BORNE** — Extend hands, palms up, to the left of body; carry imaginary object to left of body.

**OUR GRIEFS** — Hold palms in front of face; move palms and head down with sad facial expression.

**AND CARRIED** — Extend hands, palms up, to the left of body; carry imaginary object to left of body.

**OUR SORROWS** — Hold palms in front of face; move palms and head down with sad facial expression.

## MEMORY VERSE VISUALIZED

The figure kneeling before the Cross is a representation of the suffering Christ went through for us — the subject of this week's verse. Cut apart the three sections on the heavy black lines. (See pattern at the end of this lesson.) Display the pieces in order as your students learn the verse.

## BIBLE LESSON OUTLINE

Introduction: For your class opener, bring a photo album to class and follow the suggestions given under In-Class Activities.

1. Describe Christ's agony in the Garden as He prayed.
2. Bring out His willingness to do His Father's will, even though it meant great suffering.
3. Briefly summarize the cruel treatment Jesus received. (See Mark 15.)
4. As He was crucified, the religious leaders mocked and scorned Him.

Climax: Christ was rejected by those who gathered at the cross — the Romans, the Jews, the one thief. Even His friends apparently didn't do or say anything in His defense.

Conclusion: Christ willingly suffered the pain and death of the cross that we might have eternal life, and

we should remember what He went through for us.

Response: The students will be able to describe the suffering Jesus went through, and will realize that in remembering this we can worship Him.

## BACKGROUND INFORMATION

Undoubtedly, Jesus' physical and emotional suffering was excruciating. He was arrested like a common criminal and forsaken by those who were closest to Him. He was unjustly tried and ridiculed by the leaders of the nation to whom He had been sent. He was led before Pilate, a pagan ruler, and falsely accused by His own people. He was stripped and beaten by cruel, war-hardened soldiers. He suffered the Roman flogging which many others had not lived through. Then He was crucified. This was a form of torture designed by the Romans to greatly lengthen the death process in order to incite fear into all who saw so that they might not rebel against Roman authority. All this (see Psalm 22), however, is only briefly mentioned in the Scriptures. After all, many thousands of others also suffered the same fate at the hands of the Romans. The emphasis of the Scriptures is not on Jesus' physical suffering but on the fact that our sins were placed upon Him and that He suffered death in our stead. "Worthy is the Lamb that was slain to receive power, and riches, and wisdom, and strength, and honour, and glory, and blessing" (Revelation 5:12).

The Christian is commanded to remember Christ's "death till he come" (1 Corinthians 11:26), by partaking in communion.

## SPECIAL NOTE FOR THIS LESSON

Refer to Lesson 7d for additional ideas.

## IN-CLASS ACTIVITIES

Give each child a small blue felt rectangle, about 2" x 3". As you go through the story of the crucifixion,



give each child the small felt pieces representing the hill of Calvary, and the three crosses (see Patterns). Let them build the scene with you as you tell the story.

Bring some sharp thorns and some large nails to help the children visualize the suffering Jesus went through for them.

Give each student in your class one or two chenille wires (pipe cleaners). Have them make some object representing a part of this week's lesson. When they have completed their objects, go around the class and have each student tell what he made and how it fits into the lesson.

Bring a photo album to class. Bring out that usually pictures record happy events that we want to remember. Look through and point out some examples. Jesus' death was a sad time, but we want to remember it because it reminds us of how much He loves us. Our Bible text gives us a word picture to help us remember what He went through for us. Pick out several Scriptures and read them aloud while your students close their eyes and try to picture the scene in their minds.

Use a chalkboard and simple line drawings (stick figures) to illustrate the story (see Patterns).

Find a picture of the crucifixion scene which is fairly detailed. (Easter Ideals magazines are a good resource for this type of picture.) Let the students study the picture for a minute or two. Then put the picture away, give each student pencil and paper, and have them write down as many things as they can remember from the picture. Give a small prize to the student recalling the most items.

Make a mobile of the Easter story (see Patterns).

Let each child make an Easter card to give to someone, telling that Jesus died for all (see Patterns).

## QUESTIONS

How do you think Jesus felt when He knew it was time for Him to die on the cross?

When Jesus prayed, an angel came and strengthened Him. Children also have angels in Heaven who will help them when they cry for help. Explain.

Jesus was willing to suffer and die for our sins. How can we repay Him? How can we show Him how thankful we are?

How can our testimony give praise to Jesus for dying on the cross?

Did the people still feel the same about Jesus as they did when He rode on the donkey in Jerusalem? Why?

Did the words, "Jesus the King of the Jews," which Pilate wrote on His cross have the same meaning as when the people called Jesus their king in Jerusalem? Why? What had happened to change their feelings?

What did Jesus want His disciples to do while He was praying alone?

## PRESCHOOL SUGGESTIONS

Prepare in advance and bring to class little decorated angels (see Patterns) made from posterboard for each student, to remind them that even as Jesus was comforted in the Garden by an angel, so is there an angel, though unseen, to help them in every time of trouble.

Let your children construct a scene depicting this Sunday's lesson. Precut a hill, and three crosses from construction paper. Using a blue sheet of construction paper as a background, let the children glue on the green hill and the brown crosses. To finish the project, let them put on stickers of flowers around the base of the crosses. Write the words JESUS DIED FOR \_\_\_\_\_ on the top of their paper. Let the children write their name on the line.

Cut out a paper chain of crosses. (Cut as many or few as needed.) Ask the children to name some people for whom Christ died: Mommy, Daddy, Grandma, neighbor, etc. Write each name on a different cross. Let the children color them and take them home.

## REVIEW IDEAS

Bring 12 colored plastic eggs in an egg carton. In each one, have a symbol of the Easter story. Open the eggs one at a time (being sure you have them in the correct order) and discuss what part of the lesson the symbol stands for. Following are the items to include: 1) Bread — the Lord's Supper; 2) Coin — the money paid Judas; 3) Piece of string — the rope which bound Jesus; 4) Piece of purple cloth — the robe they put on Jesus; 5) Thorn — the crown of thorns; 6) Small cross made from paper or wood; 7) Nails — the nails in Jesus' hands and feet; 8) Sign — Jesus of Nazareth, King of the Jews; 9) Small sponge — vinegar given to Jesus; 10) Spear — cut from paper, or spear made from match stick; 11) Rock — to represent tomb; 12) Empty egg — to represent the empty tomb. This review idea could also be used as a review on Easter Sunday, but most of the objects have to do with this Sunday's lesson.

Make a large crossword puzzle grid on a chalkboard. Write the clues to the crossword on slips of paper. (Give verses where the answers can be found when needed.) Have volunteers come to the front and read

the clue. If they know the answer, let them fill it in on the chalkboard grid. If they are not sure of the answer, someone from the audience can respond. Be sure to have a Bible available so they can look up the answers if necessary.

Do a Word-Picture review. Select 8-10 important words from the story that can be illustrated with a simple picture. (See Patterns for some ideas.) Mount each picture and word on a sheet of construction paper. Attach a square of sandpaper on the back. Use a large flannel board to display words as they are introduced. Have volunteers come forward, pick up a word-picture, and tell what part this object had in today's story. Some words to use: thorn, nail, spear, sponge, cross, whip, tomb, hill, sign (Jesus, King of the Jews), robe, soldier.

"Were You There?"

"For God So Loved the World"

"Oh, What He's Done for Me"

"Have You Heard the News?" — Salvation Songs

"Wordless Book Song"

"They Crucified My Lord" — Salvation Songs

"The Old Rugged Cross"

"Oh, How I Love Jesus"

## SUPPORT MATERIAL

The Crucifixion and Resurrection — Panorama, Standard Publishing

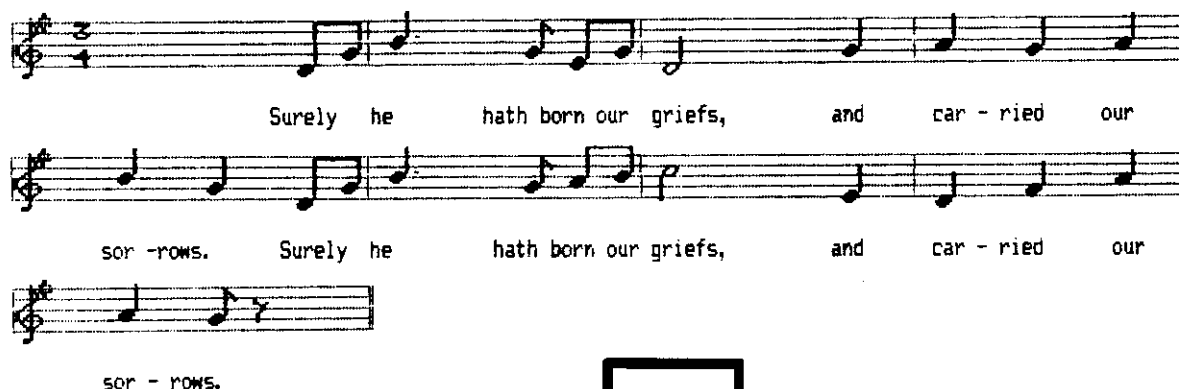
Crucifixion and Resurrection — Pict-o-graph, Standard Publishing

The Road to Skull Hill — Tape No. 148, Series 10, Your Story Hour, Inc.

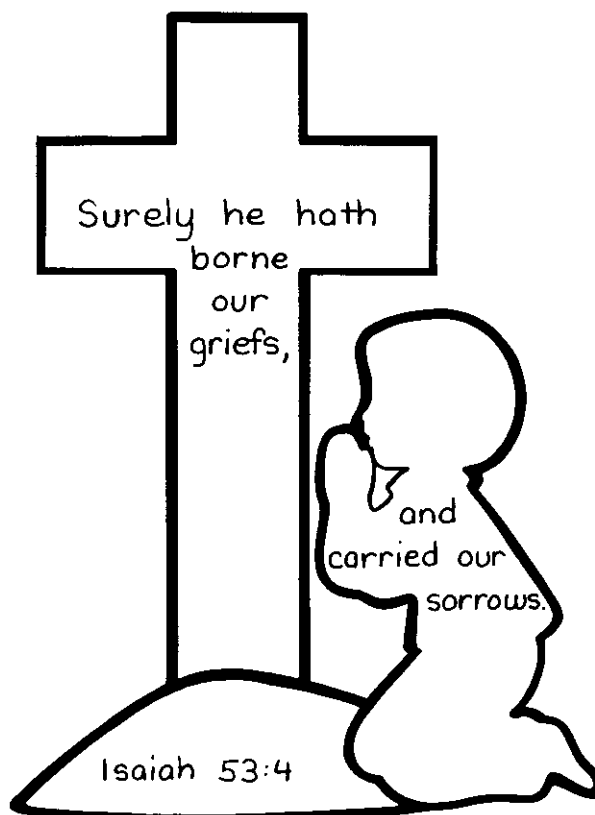
## COORDINATING SONGS

"Jesus Loves Me"

## MEMORY VERSE SONG



## MEMORY VERSE VISUALIZED



**TEXT** Matthew 28:1-8

**OBJECTIVE** The students will be able to describe Christ's resurrection, and will be able to explain how we worship by singing songs and praising the Lord.

**MEMORY VERSE** He is not here: for he is risen, as he said. — Matthew 28:6

# Rejoicing in Our Resurrected King

## MEMORY VERSE IN ACTION

HE — Point up.

IS NOT HERE — While shaking head "no," extend hands, palms up; make small horizontal circles: right hand clockwise and left hand counterclockwise.

FOR HE — Point up.

IS RISEN — Right index and middle fingers standing in left palm; move right hand up.

AS HE SAID — Place right index finger horizontally in front of lips and rotate finger in front of lips.

## MEMORY VERSE VISUALIZED

Use the empty tomb, with the angel and the stone to one side, as your visualization of this week's memory verse. (See pattern at the end of this lesson.) Cut the pieces apart and display them one at a time as your students learn the verse.

## BIBLE STORY OUTLINE

**Introduction:** Use the Easter basket filled with Easter symbols as your opener for this Sunday, following the suggestions given under In-Class Activities.

1. Describe the sorrow in the hearts of the women who came to the tomb, and explain what their intention was.

2. There was an earthquake, and an angel rolled the stone from the door of the tomb.

3. The angel told the women that he knew they came to seek Jesus, who was crucified.

**Climax:** The angel showed the women the empty tomb, and gave them the tremendous news — that Jesus was risen from the dead.

**Conclusion:** The message of the angel and the empty tomb confirmed what the Lord had told them — that He would rise again the third day.

**Response:** The students will be able to describe the events which took place that first Easter morning, and will be able to explain why we should praise the Lord for this wonderful occurrence.

## BACKGROUND INFORMATION

The doctrine of the Resurrection of Jesus is the cornerstone of the Christian faith. It is the doctrine that separates our religion from all others.

One of the major evidences of the Resurrection is the radical change in the lives of the disciples. The fact of the Resurrection became a reality in the hearts of these weak and vacillating disciples. In later years, threats, persecution and even death could not dissuade them from proclaiming the Good News. Because Jesus, their Master, had died and risen again, they, too, had the hope of eternal life and they could praise God in every situation because the fear of death was gone.

Even today, when anyone truly grasps the absolute fact of the resurrection of Jesus there is cause for praise and thanksgiving. "O death, where is thy sting? O grave, where is thy victory? . . . But thanks be to God, which giveth us the victory through our Lord Jesus Christ" (I Corinthians 15:55,57).

## IN-CLASS ACTIVITIES

Cut out church and two small pictures (see Patterns). Cut the windows on the solid lines and fold open on dotted lines. Paste the small pictures behind the windows. Mount on blue construction paper. On the blue paper below the church print the words, WE WORSHIP JESUS BY SINGING SONGS AND PRAISING THE LORD. Let the children color the church.

Let the children color the cross with children singing (see Patterns) while explaining that one way they can praise God is by singing. It is a good way to show their love.

During the preceding week cut out appropriate pictures from old Easter cards (or other greeting cards), or magazines and take to class, together with white cardboard or heavy craft paper suitable for your project.

Help the children make bookmarks or greeting cards to take home. Have appropriate verse or message already printed on the bookmark or card so that the children only decorate in class.

Beginning with verse 5 of our text, through verse 7, copy the words, in large print, leaving a little extra space after (or between) each phrase. This can be done on heavy paper and then cut in pieces, separating each phrase of these verses. In class let the students assemble the phrases. This is the Easter message in brief. More of the lesson could be added, depending on the size of the class and time allowed for the activity. Also, the class could be divided to make a game or a contest.

Using the same small blue felt rectangle you used for the crucifixion scene, make a new scene portraying the Resurrection (see Patterns). Use the pieces representing the tomb, the stone, the angel, and Mary to tell how Jesus rose from the dead. If you wish, the whole scene can be rolled up and placed into a plastic egg to give to your students.

Bring an Easter basket filled with typical Easter symbols, and talk about each one. Include an Easter lily, a cross, eggs (new life symbolizes the Resurrection), a stuffed bunny (the One who made all the animals loved and died for us), little chicks (tuck a slip of paper under their wings saying, "Jesus Arose" or "He Is Risen"), candy (reminds us of all the fun and good things Jesus gives us for our enjoyment), doll dress (represents new Easter clothes because we want to look our very best as we celebrate this special day).

Make five finger puppets (see Patterns) for each child. Have them put them on their fingers in the correct order; the tomb on the little finger, angel on the next finger, music note on the middle finger, sun on the index finger, and smiley face on the thumb. Have them close their hand. As they recite this poem with their teacher they will raise one finger for each line of the poem until all the puppets are raised high.

Poem: Jesus arose on Easter Day.  
An angel rolled the stone away.  
We'll worship in song;  
Sing praise all day long.  
Jesus is King — He lives — Hooray!

## QUESTIONS

What is your favorite praise song?

Why were the men afraid when they saw the angel?

Why did the women believe the angel but the keepers did not?

Do all people today believe that Jesus arose from the dead? Why or why not?

Do all people today believe that Jesus is coming again? Why or why not?

How do you think the devil felt when Jesus arose from the dead?

Explain "arose from the dead."

Will Jesus always keep His promises? Then, why are people afraid that He will not?

What does Jesus' arising from the dead mean to you?

How can we let Jesus know how glad we are that He arose from the dead?

## PRESCHOOL SUGGESTIONS

Bring little packets or tiny baskets or bottles containing various spices. Let the children smell them. Also bring long strips of white flannel to show how the body of Jesus was wrapped.

Let each of your children make a cross bookmark commemorating Jesus' resurrection. Give them a cross cut from construction paper. Let them apply a sticker of Jesus in the center of the cross, and perhaps a flower sticker at the base.

Give each child a plastic egg with an Easter treat inside, an Easter sticker, and a little scroll with the words, "I'm so glad that Jesus lives!"

Give each child a basket or sack. They may decorate the sack. Let them hunt for colored plastic eggs into which you have put things pertaining to Easter; for example, candy, happy faces, notes that say, "I Love You," "Jesus Is Alive!" "Jesus Loves You," "Jesus Lives in Heaven," "He Has Risen."

Make a sun visor for each student (see Patterns). Cover the visor with clear adhesive paper. Fold up on the straight dotted line. Then fold down on the curved dotted line. On each will be printed the words THE SON IS RISEN. Explain to the children that "THE SON" is Jesus and that He "IS RISEN" from the dead and lives in Heaven today.

## REVIEW IDEAS

Check into the rental of a slide or movie production showing the story of Christ's death and resurrection.

Have two or three students dress as soldiers. Have your group pretend these were the guards at the tomb on the morning Jesus arose. Interview them.

Use the book, "Story of Easter for Children" as the basis for an overhead.

## COORDINATING SONGS

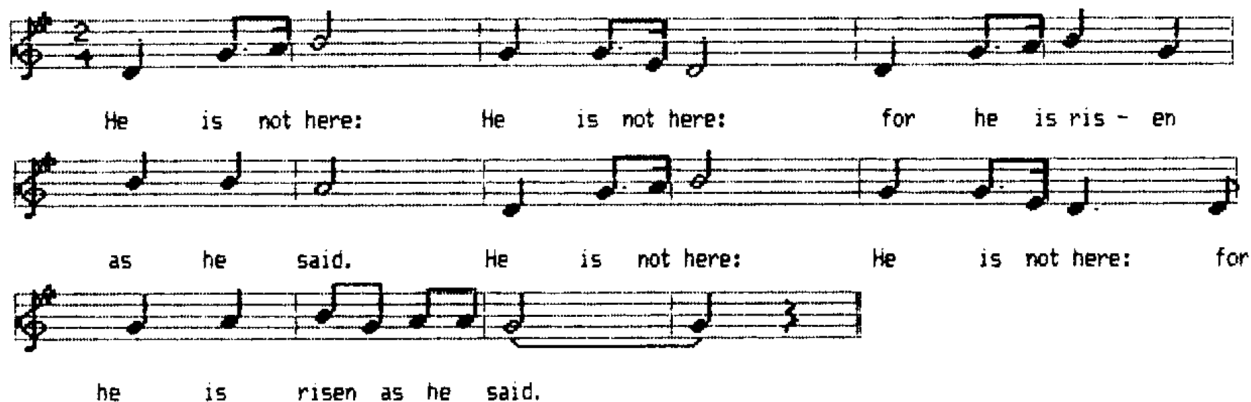
"He Lives"  
"Rejoice in the Lord Alway"  
"Ho-Ho-Ho-Hosanna"  
"Clap Your Hands"  
"Come and Praise the Lord Our King"  
"I Will Sing Unto the Lord"  
"It's Bubbling"

"When Your Cup Runneth Over With Joy"  
"The Joy of the Lord"  
"Oh, Say, But I'm Glad"  
"J-O-Y"  
"I'm Excited"

## SUPPORT MATERIAL

The Happiest Day — by Ruth Shannon Odor, Standard Publishing  
A Promise Kept — Tape No. 148, Series 10, Your Story Hour, Inc.

## MEMORY VERSE SONG



## MEMORY VERSE VISUALIZED



**TEXT** John 21:1-19

**OBJECTIVE** The students will be able to relate Christ's instructions to Simon Peter, and will understand that one of the ways we can worship Jesus our King is through service to Him.

**MEMORY VERSE** Yea, Lord; thou knowest that I love thee. He saith unto him, Feed my sheep. — John 21:16

# Serving Our King

## MEMORY VERSE IN ACTION

**YEA LORD** — While shaking head “yes,” point up.

**THOU KNOWEST** — Tap fingertips on temple.

**THAT I** — Point to self.

**LOVE** — Cross fists over heart.

**THEE** — Point up.

**HE SAITH UNTO HIM** — With right middle finger touch left palm, with left middle finger touch right palm (Jesus).

**FEED** — Thumbs touching fingertips, extend hand as though feeding an animal.

**MY SHEEP** — Extend left arm; with right hand, palm up, extend only index and middle finger to make “scissors,” and act as though you’re clipping wool from left forearm.

## MEMORY VERSE VISUALIZED

Cut apart the heart, rays, and people sections of the visualization of this week’s verse as indicated by the heavy black lines. (See patterns at the end of this lesson.) Display the sections one at a time as your students learn each part of the verse.

## BIBLE STORY OUTLINE

**Introduction:** Bring a complete table setting to class, as described under In-Class Activities. Explain how each piece of the place setting has its own particular use, and all the uses are a little different. Jesus has a use for each one of us too.

1. Simon Peter and some of the other disciples went fishing, but caught nothing through the whole night.
2. At morning, Jesus stood on the shore and called to them, telling them to cast their nets on the other side. When they obeyed, the net was filled with fishes.
3. Peter recognized the Lord’s voice, and swam to shore. The other disciples landed the boat.
4. Jesus gave them food to eat, and then asked Peter three times if he loved Him more than these. Peter responded in the affirmative each time.

**Climax:** Jesus’ command to Peter was that he should “Feed my sheep.”

**Conclusion:** Jesus’ words to Peter indicated the importance of serving God by telling others the message of the Gospel.

**Response:** Your students should be able to relate Jesus’ command to Peter to our responsibility to work for Him in our day.

## BACKGROUND INFORMATION

When studying this event at the Sea of Galilee, it is probably best understood when one knows more precisely the actual words spoken by Christ and Peter. When Peter said, “I go a fishing,” he most likely was not abandoning Christ and returning to his old occupation, but simply going fishing to supply himself and his friends with needed food. This seems even more likely when one views the enthusiasm with which Peter greeted Christ when he realized who He was (John 21:7). The Lord then begins to question Peter about his love. When Jesus inquired, “Peter, do you love Me more than these?” He could have meant “Do you love Me more than these fish and this occupation?” or “Do you love Me more than you love these other men?” or “Do you love Me more than these other men love Me?” The latter is the most likely in view of the fact that Peter had boastfully stated he would never forsake the Lord (Luke 22:33). Jesus, in the first two instances uses the word *agape* for love, which has the meaning of “full and complete devotion and respect with all your will.” Peter responds with the word *phileo* which has the meaning of “the close love of a friend with the emotions.”

The conversation probably went something like this: “Peter, do you love Me with your full devotion more than these others do?” “Yes, Lord, You know that I love You as my close Friend.” “Feed My lambs . . . Peter, do you love Me with your full devotion?” “Yes, Lord, I love You as my dear Friend.” “Feed My sheep . . . Peter, do you really love Me as a dear Friend?” Jesus was calling Peter to more than friendship. He was calling him to a life of service that required not just emotion but the will. At this third inquiry Peter was grieved. Jesus had now used the same word for love as Peter had and seemed



to be questioning him even at this level of love. Perhaps, too, this threefold question reminded Peter of his threefold denial of Christ a few days earlier. However, these words of Jesus penetrated Peter's heart and he became a faithful Apostle and shepherd of God's flock (1 Peter 5:2-4). Peter truly did learn to love Christ with his complete devotion and will. Tradition tells us that Peter, too, was crucified for his testimony of Jesus.

## IN-CLASS ACTIVITIES

Make a water and fish chart (see Patterns). Cut the water out of light blue construction paper and glue it to a sheet of yellow paper. Cut a piece of 4" x 8" nylon net. Fold in half lengthwise and staple ends and bottom to the water. Have the open edge of the net at the top. Cut as many fish as you want from gray construction paper and place inside of the net. Across the top, print the words WE CAN WORSHIP JESUS BY BEING FISHERS OF MEN. While telling the story of the disciples' fishing and Jesus' calling to them, let the children write on the back of the fish the names of people whom they could invite to Sunday school — family, friends, and others — so they can hear about Jesus. This is what Jesus told the disciples and Peter — to go and tell others.

Take to class a "fish net" (nylon netting) and Pepperidge Farm (or other) fish-shaped crackers or cookies. See how many fish the kids can "catch" by answering questions concerning the lesson. More fish can be added to the catch (put in the net) by making suggestions of things we can do that make Jesus happy and show our love for Him. This could also be made into a game or contest by dividing the group. Divide the crackers/cookies afterwards so each student has some whether or not he was able to answer a question. Perhaps the fish net could be given as a prize to the student with the most correct answers or suggestions.

Give each child a number of cut-out figures with a name sign (see Patterns). Help them write a name in each sign of someone they might tell about Jesus. Let them take the figures home, and bring them back when each person represented has been told about Jesus or invited to church. You may wish to post the returned figures on a class board.

Bring construction paper, stickers, and bits of trim to class. Let each child make a personalized invitation to give to someone, inviting him/her to church or some special activity of the Sunday school. Be sure that each invitation includes the necessary information: who, what, where, when and why.

Run off a number of the Bible-verse slips (see Pat-

terns), so that each student has several. They may be reproduced on colored paper, or the students may color them. Have the children write verses on these and give them to acquaintances that they wish to tell about Jesus. Have a number of suggested verses written out for the children to copy, or allow them to select their own favorites.

Bring a complete table setting to class. Explain how each piece has its use, and all the uses are a little different. Jesus has a use for each one of us too.

## QUESTIONS

What did Jesus mean when He told Peter to "Feed my sheep"?

Why is it important to work for Jesus?

To have J-O-Y you must serve Jesus first, then others, then yourselves. Tell some ways you can serve Jesus by helping others.

Why did Jesus call Christians His lambs and sheep?

What is the best way to tell others about Jesus?

Why did Jesus ask Peter how much he loved Him?

Is it possible for us to love things more than Jesus? Explain.

Why didn't Jesus stay down here on this earth and be a King?

What are some jobs He wants us to do?

How old must you be to work for Jesus?

## PRESCHOOL SUGGESTIONS

Show pictures of small children sharing, being kind, etc. These are ways they can work for Jesus. Or you may wish to use small dolls to dramatize these situations.

Ahead of class time, arrange a number of small tasks for the children to do, making sure there will be one job for everyone. Some suggestions: Pass out stickers, dust bench, put something on the bulletin board, pass out treats. As each job is done, compliment them on working for Jesus, and pin an I'M JESUS' HELPER badge on them (see Patterns).

Bring a number of objects to class which must be used in order to be worthwhile. Some examples: pen (must have hand), bike (needs hands and feet). We, too, should be used by Jesus so that we will be worthwhile.

Trace around each child's hand onto a sheet of con-

struction paper. Provide them with blunt scissors to cut out the hands. On each hand, write the words, **LITTLE HANDS CAN WORK FOR JESUS**.

Make a felt fish with "scale" pockets and button eye (see Patterns). Inside each pocket put a suggestion on being "fishers of men"; i.e., tell your friends that Jesus loves them, invite others to Sunday school, share with others so they will know you love Jesus.

## REVIEW IDEAS

Have a church-like service. For the testimony period sing, "Stop and Let Me Tell You." After singing the word "stop," wait for someone to testify. This could be the teacher, a student, or perhaps an adult guest. If the children are shy, help them by asking them to tell you something for which they are thankful to Jesus. For in-

stance, Mom and Dad, house, pet, doll, health, or friends.

Another possibility along this line is using the song, "Kids of the Kingdom." Each child could say his name, after every few names, sing, "We Love the Lord."

Use a pair of scissors which have been separated. One half is God and the other half is us. It takes both pieces together to get the job done.

## COORDINATING SONGS

"Lord, Lay Some Soul Upon My Heart"

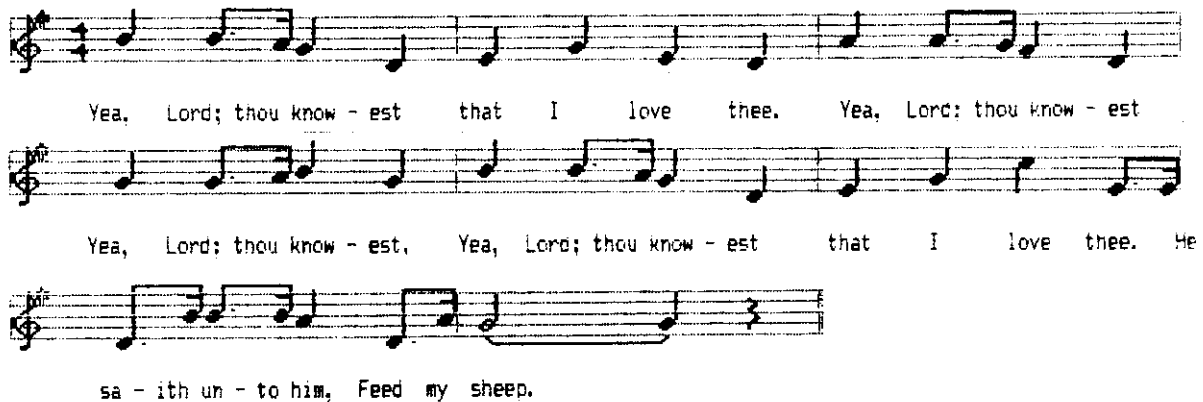
"Lead Me to Some Soul Today"

"I'll Live for Jesus"

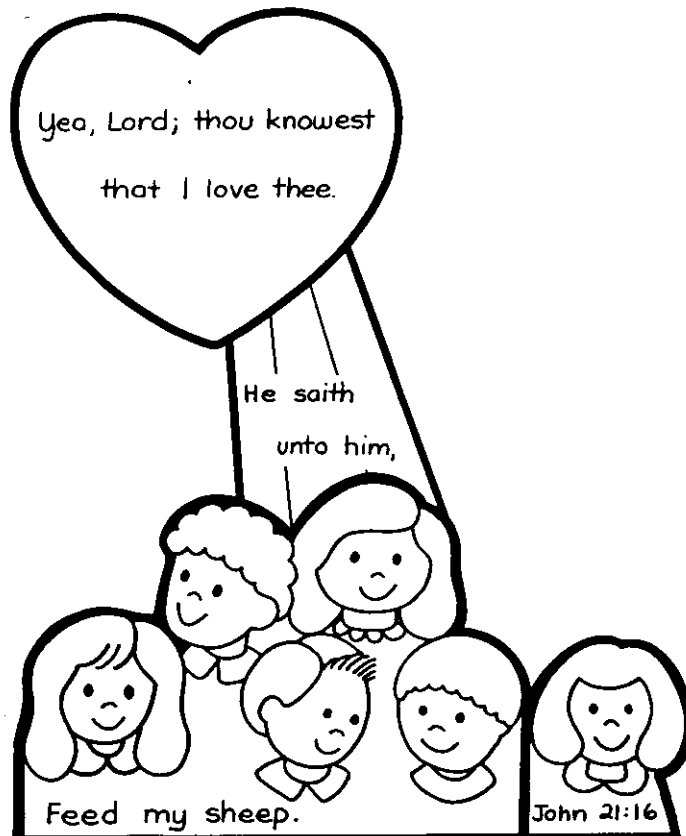
"Bring Them In"

"Fishers of Men"

## MEMORY VERSE SONG



## MEMORY VERSE VISUALIZED



# God Keeps His Promises

**Lesson 21a — God Promises His Son**

**Lesson 21b — God Promises to Be With Us**

**Lesson 21c — God Promises to Take Care of Us**

**Lesson 21d — God Promises Us a Reward If We Finish the Race**

**Lesson 21e — God Promises Us Jesus Will Come Again**

## OVERVIEW

The focus of this unit of study is on the promises of God, with the main point being, of course, the fact that the promises are sure. The initial lesson, the prophecy and fulfillment of the birth of Jesus, opens our study with irrefutable evidence. The possibility of coincidence in the fulfillment of the 60 specific prophecies of Christ's birth, life, death, and resurrection is ruled out by the science of probability. The words of the men who recorded the promises of God may be completely depended upon, for their utterances have the stamp of divine authenticity upon them.

The remaining four lessons of the unit have a dual thrust — first, the fact that the promise was made, and secondly, what action we must take in order to receive the promise. As you teach each lesson, it is vital that

the students understand what action is required on their part. God's promises are not unconditional!

In the second lesson of this unit your students should see that God promises to be with us when we obey His directives. The next lesson brings out that God promises to take care of our needs if we seek Him first. On the following Sunday, we focus on the fact that there is a reward promised for those who finish the race. In the final lesson, we learn that Jesus will come again and that we must make preparation if we are to go to Heaven to be with Him.

This unit is primarily one of action! Make sure this is the emphasis you make.

## GAMES FOR REVIEW

Make a rainbow out of cardboard. Use a different strip of color made from construction paper for each Sunday, five colors in all. Make small holes through it. Put questions on pieces of paper and insert through holes, so that all the questions for each Sunday are on the same strip of color. Let each child pick his own questions, alternating colors if you so desire. Have a small prize for those who guess the right answers.

Cut a piece of plywood approximately 3' x 4'. On it mark 12 spots and screw in cup hooks with point values marked next to them, (5,10,15,20,25,30,35,40,45, 50,55,60). On your paper have 12 questions marked from 5 to 60 depending on their difficulty. Have 12 volunteers come up and toss a canning jar ring to try to hook a point. If they do, they are asked the question that goes with that hook. If they can't answer, have someone from the department give the answer. If they

can't ring a hook, the next person tries. The one who answers the question with the most points wins the grand prize, with the rest of the department getting a small prize such as a balloon.

One at a time, show the children objects: angel, baby, crown, picture of Jesus, cloud, and ask them which promise or memory verse each reminds them of. The correct answer earns a prize.

## CONTEST IDEAS

Make a game board from heavy cardboard (see Patterns). Use small pictures of faces with each child's name on it for their game piece that can be pinned on the board as they move along. They may move up one space for each thing done each Sunday, (attendance, bring Bible, missionary, memory verse, etc.). Sometimes a space may tell them they can receive a prize, a balloon, or a sticker. At the end of the contest those

Make a rainbow contest board (see Patterns). Use light blue for your background. Make the rainbow in five colors, one color for each lesson: 21a Red, 21b Orange, 21c Yellow, 21d Green, 21e Blue. (Make sure the red is on the top!) Cut small squares of paper, (about two inches or size to fit inside a color arc) using the five rainbow colors. On the back of each square write a different question about the lesson. On the front write what prize they will receive for a correct answer: lollipop, balloon, stickers, candy, etc. Attach these small squares to the same color on the rainbow: red squares on red, etc. Let the children try to win the prize of their choice each week by answering the question. Be sure you have enough questions for all in your class.

In the upper right-hand corner of the board place an angel holding a crown with a little child looking up to it from the left side of the board (see Patterns). Printing could read IN HEAVEN WE WILL WEAR A CROWN.

Cover your board with a blue background. Cut a large tree for the left side of the board. Glue popcorn on the

Have your class help you make the mobile featuring the words **GOD KEEPS HIS PROMISES** (see Patterns). On the first Sunday cut out a cloud shape which encloses those words and attach the strings to holes. On each of the five Sundays, you will have them cut out and color the symbols significant of that week's lesson. The five symbols should be a child, a child and Jesus, food (an apple), a crown, and Jesus' figure in cloud with arms outstretched.

Fold a piece of light blue construction paper in half. On the front paste a cloud made from white construction paper, leaving a slit so the "Heaven" can slide inside. Make a Heaven from yellow construction paper (see Patterns). Inside the folder the children could write memory verses and use stickers such as Jesus, angel, crown, to remind them of the lesson.

## NOTES

[illegible]

**TEXT** Isaiah 7:14; 9:6,7; Matthew 1:21-23

**OBJECTIVE** The students will be able to tell of God's promise of a Savior, and explain how this promise was fulfilled in the birth of Jesus.

**MEMORY VERSE** Blessed be the LORD . . . there hath not failed one word of all his good promise. — I Kings 8:56

# God Promises His Son

## MEMORY VERSE IN ACTION

**BLESSED BE** — Fists closed, thumbs at mouth, move hands down and away from body opening fingers.

**THE LORD** — Point up.

**THERE HATH NOT FAILED** — Left hand, palm up; shake head "no" as you place right hand palm up with only index and middle fingers extended on left palm, slide right hand off the edge of the left hand.

**ONE WORD OF ALL HIS** — Hold up one finger.

**GOOD PROMISE** — Hold right hand up as though affirming to something.

## MEMORY VERSE VISUALIZED

An open Bible, with a cloud above and a base piece beneath is the visual illustration for this week's verse. (See pattern at the end of this lesson.) Cut apart the three pieces on the heavy black lines, and display them one section at a time as your students learn the verse.

## BIBLE LESSON OUTLINE

Introduction: Bring to class several boxes with pictures on the outside indicating the contents, as described under In-Class Activities. Explain to your class that in a sense the box "promises" what the contents will be. Verses in God's Word are God's promises of Jesus' birth.

1. Isaiah prophesied that God would give a sign: that a virgin would bear a son, whose name would be Immanuel.
2. God promised that this Child would bring real and lasting hope. The prophecy of Christ sitting on the throne of David will come to pass as surely as His birth.
3. The angel gives a message to Joseph revealing that Mary was to bear a special Son.

Climax: God's promise, given through Isaiah, was fulfilled when Jesus was born.

Conclusion: Because the promise of Jesus' birth was fulfilled, we can believe that the promises made to us will also be fulfilled.

Response: The students will be able to relate the promise and fulfillment studied in today's text, and will be able to explain that God will perform the promises He has made to us.

## BACKGROUND INFORMATION

At first glance the prophecy in Isaiah 7:14 seems to have no connection with the birth of Christ.

Isaiah was standing before King Ahaz of Judah, who was about to be attacked by the kings of Syria and Israel. Isaiah told King Ahaz not to lose heart but to trust in God and ask for a sign. He refused to ask for a sign so Isaiah said God would give one anyway. The sign would be that a virgin would conceive and bear a son and before the child was old enough to know right from wrong Assyrians would come and destroy Ahaz's enemies. However, because of Judah's lack of faith, they, too, would be forsaken. This prophecy seems to find its immediate fulfillment in Isaiah 8:3,4 when Isaiah is given a son.

However, when the whole prophecy, from Isaiah 7:1 through 9:7, is considered, it becomes clear that God had much more in mind than just the local situation as is the case with most prophecies. This was indeed a prophecy of hope to a people without hope. God was promising to send a Child who would be called *Immanuel* which means "God with us." He would bring real and lasting hope and would be the manifestation of the eternal God (Isaiah 9:6,7), saving His people from the root cause of their trouble and establishing an everlasting Kingdom.

The birth of Jesus Christ beautifully fulfills this prophecy and, in fact, gives it its full meaning.

## IN-CLASS ACTIVITIES

Bring a large wall calendar which shows the whole year and has space to write on it. Have the class help you write in important dates, such as their birthdays, youth camp, camp meeting, Easter, Christmas, first day of school. Explain how it is possible that some of these have already passed and you fully expect the other important events to happen. It was the same with the important birth of Jesus which was told to the prophets hundreds of years ago and they expected it to occur as

we expect our birthday to come each year. So did they expect God to keep His promise of a Savior.

On the preceding Sunday you could promise a special treat to each one in your class who would come the next Sunday believing that you would keep your promise.

Have each class member read a verse of the lesson out loud. Ask the class which verses were the promise and which were the fulfilling of this promise.

From felt, cut two pieces for each basic finger puppet (see Patterns). Using paint, marking pens, or scraps of material, decorate two finger puppets, one for Joseph and one for Mary. Cut manger and two squares from light cardboard, assemble according to instructions (see Patterns for 16c). Fill with "straw" (yarn) and a tiny baby doll. Use these to tell the story of Jesus' birth.

Bring a large piece of parchment paper with a promise written on it concerning the birth of Jesus. Roll it up and tie it with a gold cord or ribbon. Have someone come to your class to present the promise at the appropriate time while you are telling the story. Use a picture of Baby Jesus to show the fulfillment.

Bring a box or boxes to class that picture what is inside. In a sense, the box "promises" what the contents will be. Verses in the Bible are God's promises of Jesus' birth. Put several small pictures of Jesus' birth (perhaps taken from Christmas cards) in places in your Bible where you wish to read a verse pertaining to His birth.

## QUESTIONS

What are some of the other names for Jesus?

What does it mean to be a *savior*?

Have you invited the Savior into your heart?

Name some promises in the Bible that you have believed and then watched come to pass.

Will all of God's promises come to pass?

How did Isaiah know all about Jesus?

Jesus' birth was a fulfillment of a promise. Name some other babies mentioned in the Bible that were born after God gave their parents a promise.

Talk about some promises you have made. Did you keep them?

What does "standing on the promises" mean?

Jesus is God's promised Savior. What promise is given to us if we believe in Jesus?

## PRESCHOOL SUGGESTIONS

Have gift boxes with things that represent good things and promises that God gives us. During class have the children open the boxes (one at a time) and discuss the promise the item represents. Examples: Heart — Love; Cross — Jesus' coming to save us; Crown — Reward for those who make Heaven; Angel — God's care for us.

In paper bags have some items that represent what we need to do to receive God's promises. Take out during class and discuss. Examples: heart — offer love to Him; Bible — learn God's promises; picture of folded hands — pray and talk to God.

Explain to your class that if something is important to us we make people "promises." Have your little ones give examples of promises they have made or fulfilled by giving. Prepare some examples of your own, using pictures to illustrate. For example: I promise I will take you to the zoo (show zoo picture). I promise to tell you a secret (show children whispering). I promise to share my toys with you (show children sharing).

Rainbows always make us think of promises. Give each child a rainbow book (see Patterns). Let them color the rainbow on the front cover. When they open the cover they can see and color the picture of God's promise come true.

## REVIEW IDEAS

From attractive cardboard, or cardboard covered with Contact paper cut a box form and fold on dotted lines and glue as indicated (see Patterns). Tie with ribbon and promise the children that each one will receive a gift. Then give each one a box and have a sticker of Jesus or a small gift inside. God promised us Jesus as a Gift and He kept His promise too.

Use other teachers and/or students to help you dramatize several small skits illustrating the keeping of promises. Some suggestions: If you get an "A" in math, I will make you a chocolate cake. If you help me with this job, we'll go fishing. If you save half the money, I will help you buy a new bike. Set up the situation with just one or two lines of dialogue, and then show the fulfillment of each promise. Close your review by briefly stating the unit theme — God Keeps His Promises.

Show the students a contract that was dated a year ago. Tell them the contract says that one year from that date the full payment of \$100.00 (or whatever) will be made. The contract is signed, "Mr. Jones." Tell them

## COORDINATING SONGS

## MEMORY VERSE SONG

## MEMORY VERSE VISUALIZED

33

**TEXT** Exodus 3:10-12; Joshua 3:7; Judges 6:14-16

**OBJECTIVE** The students will be able to explain that when God calls us to work for Him, He has promised to be with us as we obey Him.

**MEMORY VERSE** Lo, I am with you alway, even unto the end of the world. — Matthew 28:20

# God Promises to Be With Us

## MEMORY VERSE IN ACTION

LO — Touch index finger to right ear.

I — Point up.

AM WITH YOU — Touch fists to chest, move them away from body.

ALWAY — Point straight in front of you, rotate arm.

EVEN UNTO THE END — Make fists with both hands, but extend both little fingers, hold left hand still and strike left little finger with right little finger.

OF THE WORLD — Hold arms in a circle over head.

## MEMORY VERSE VISUALIZED

A globe is the focal point of this week's memory verse illustration. (See pattern at the end of this lesson.) Cut apart the sections of the arrangement — the rays, the globe, and a base piece — and put them up on your display board in the correct order as your students learn the verse.

## BIBLE LESSON OUTLINE

Introduction: Use the In-Class Activity using a balloon as your opener for this session. Explain that even though we can't see God, we can feel His presence and see the results of His being with us.

1. Explain the work that God called Moses to do and the promise God made Him.

2. Describe the position Joshua held and God's promise to him.

3. Relate the Lord's promise to save Israel from the Midianites by the hand of Gideon.

Climax: God's assured help to these three men when He gave them some tasks to do, and He fulfilled that promise.

Conclusion: If we are obedient to God, He has promised to help us do any work that He gives us.

Response: The students will be able to explain that God's promise is to be with us, just as He was with these men of the Bible.

## BACKGROUND INFORMATION

These three men, Moses, Joshua, and Gideon, were not naturally strong leaders, but are accurately charac-

terized as willing followers. However, the One whom they were following was and is infinitely strong. With His promise to be with each of these men, they were given the power to accomplish great things.

God has also promised to be with us. In John 14:15-21, Jesus gave us those comforting words that although He was returning to Heaven He would send the Holy Spirit to dwell within us.

However, only those who seek to do God's will are entitled to His presence. Paul told the believers in Corinth that they were the temples of the Holy Spirit but they could not expect the Lord to remain with them if they were engaged in evil. I Corinthians 3:16,17; 6:15-20

The greatest part of our eternal reward will be the privilege of having the Lord's presence. "Behold, the tabernacle of God is with men, and he will dwell with them, and they shall be his people, and God himself shall be with them, and be their God" (Revelation 21:3).

In contrast, the greatest terror of Hell will be the eternal banishment from the presence of God. I John 1:5 says that "God is light" but Jesus said that the damned would be cast into outer darkness (Matthew 8:12 and 22:13), where none of the light of God's presence will enter.

## IN-CLASS ACTIVITIES

Bring a job application to be filled out for a particular job. Explain how this is necessary for the employer to understand your experience, talents, and willingness to work in certain areas. When we get saved it is in a sense like giving our application to God. We promise to serve Him and to do whatever He calls us to do. Possibly bring a "pretend" application for each of the children to fill out. Example:

Application for Soldiers

in

THE LORD'S ARMY

Applicant must love Jesus and be willing to trust and serve Him.



Education (none needed)  
Sunday school? \_\_\_\_\_  
Number of years \_\_\_\_\_  
Church? \_\_\_\_\_  
Number of years \_\_\_\_\_  
Do you love Jesus? \_\_\_\_\_  
Have you told Him so? \_\_\_\_\_  
Will you be faithful? \_\_\_\_\_  
By Jesus' help will you live for Him day by day?  
\_\_\_\_\_

" . . . Follow me, and I will make you fishers of men"  
(Matthew 4:19).

Blow up a balloon. Ask your students what is in the balloon. When they say air, ask them how they know. They can't see it. Conclude that they can see that the balloon is inflated, they can feel the air when it comes out the end, etc. How do we know that Jesus is with us? Even though we can't see Him, we can feel His presence and see the results of His being with us.

Play the game "God Goes With Me" using the game board (see Patterns). Put your class into pairs to play the game. Give each player a different colored button. Have them place their buttons on the first square. Using a paper clip spinner to determine the number of moves, take turns moving buttons that many squares. The first player to get home wins. As you play the game, comment on how God is with you at the store, at church, etc., and how they can know God is with them, too, wherever they are.

Bring a number of items to show your students which are used together. These could be brush and paints, toothbrush and toothpaste, milk and cup, paper and pencil, etc. Explain to them that Jesus promised to be with us, and when He is, we are able to work most effectively.

## QUESTIONS

Tell about a time when God helped you.

What is something you need help with today?

When Jesus asks you to work for Him, how will you know how to do this?

When we read how God helped people in the Bible, we can ask God to help us too. Name some people of the Bible whom God helped.

God promises us that He will be with us unto the end of the world. What does this mean?

Will God ever ask you to do something that is impossible for you to do? Why?

What is the most important thing we have to do to claim God's promises?

Do God's promises in the Old Testament apply to us today?

## PRESCHOOL SUGGESTIONS

Bring a large picture or a stand-up figure of Jesus. Bring several objects representing times children might be afraid: a flashlight to represent being afraid of the dark, a stuffed dog to represent being afraid of a neighbor's dog, a piece of yellow paper cut like lightning to represent being afraid of storms, a picture of a large group of people to represent losing your Mom in a crowd. Explain how Jesus will be with us in each situation.

Cut two figures from felt: one to represent Jesus and the other us. Glue pieces of Velcro on the back of each and let the children pull the two figures apart and put them together.

Bring several sets of things that need to come in pairs. Some examples: two gloves, two shoes, two socks. Point out to your class that we do our best when Jesus is our partner.

Give each child a copy of the figure of Jesus looking down (see Patterns). Let them color and cut out the two children looking up. They can then be pasted in front of the Jesus figure.

## REVIEW IDEAS

Have a teacher with pitcher, candle or flashlight, and trumpet. At the right time in the story have the lights go out and the teacher remove the pitcher to show forth its light. Have someone blow the trumpet. Have the children explain how God used the trumpet, pitcher, and lamp. Point out how God will use us and be with us if we are like lights for God.

Dramatize Alba Green's testimony, Tract No. 66, "Rescued by God From a Watery Grave." Or use his story as a basis for an overhead.

Illustrate certain activities where we need someone right by us in order to be able to do something. For example, when we learn to ride a bike, Dad stays close by in case we start to wobble. When we learn to drive a car, a driving teacher sits beside us. When we learn to make a doll dress or bake cookies, Mom stands by to help or show us how. In the same way, God promises to be with us.

## COORDINATING SONGS

"He Cannot Fail"

"Why Worry When You Can Pray?"  
 "If You're Saved and You Know It"  
 "This Little Light of Mine"  
 "The Children's Friend" — by Gordon Hooker  
 "Step by Step" — by Helen Miller Allen  
 "God Is Good to Me" — Salvation Songs No. 4  
 "All Through the Night" — Salvation Songs No. 4  
 "God Is Mighty" — Sunbeam Songs

"My Lord Knows the Way" — Singspiration, Inc.

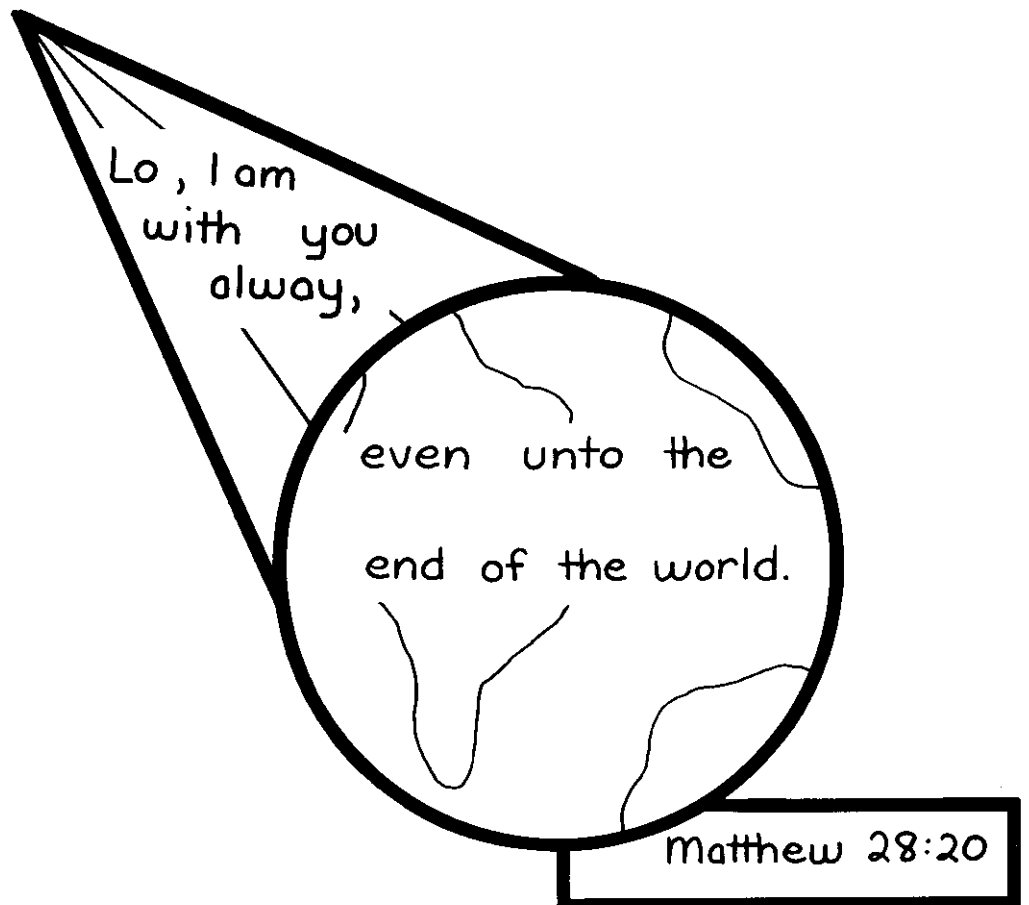
## SUPPORT MATERIAL

Jesus Watches Over Me — Cut and color book, Standard Publishing  
 I'm Not Afraid — by Kathy Downs, Standard Publishing  
 God Cares for Us — Classroom pictures, 8 each of 6 pictures, Gospel Publishing

## MEMORY VERSE SONG



## MEMORY VERSE VISUALIZED



**TEXT** Matthew 6:25-34

**OBJECTIVE** The students will realize that as we seek God first He will take care of our needs.

**MEMORY VERSE** Seek ye first the kingdom of God, and his righteousness; and all these things shall be added unto you.  
— Matthew 6:33

# God Promises to Take Care of Us

## MEMORY VERSE IN ACTION

**SEEK YE FIRST** — Make letter “C” with both hands. Hold hands to eyes, look from side to side.

**THE KINGDOM** — Extend hands, palms down. Move left hand in a horizontal counterclockwise semicircle while simultaneously doing the same with the right hand only clockwise.

**OF GOD** — Point up.

**AND HIS RIGHTEOUSNESS** — Extend left hand, palm up. Place tips of right fingers on lips and move right hand down until back of right hand touches left palm.

**AND ALL THESE THINGS** — With right hand flat, palm down, make large circle horizontal and clockwise.

**SHALL BE ADDED UNTO YOU** — Imagine a vertical stick before you. Grab it with both hands and pull to chest.

**Climax:** God promises to take care of our needs if we will seek Him first.

**Conclusion:** It is to our benefit if we seek the things of God.

**Response:** The students will be able to explain that if they wish to be relieved from care and worry, they must put their trust in God. They will be able to tell some of the things for which we can trust Him.

## BACKGROUND INFORMATION

In the Scripture passage of Matthew 6:25-34, Jesus was teaching His followers that they could and should trust God, their heavenly Father, just as a small child trusts his parents. When a small child is hungry he simply asks for food with no thought or concern as to how the parent will provide that food. He lives a carefree life and leaves the concerns of his daily needs with his parents. Just so, we should leave the concern for our needs to God and spend our lives joyfully serving and pleasing Him. After all, God provides for the birds and clothes the whole earth and we are much more important to Him than these.

Moreover, we are repeatedly warned in Scripture to guard against the deceitfulness of riches. The world seeks after wealth but we should seek after God and holiness. These are the true riches. See Matthew 13:22; 19:23 and I Timothy 6:9.

## IN-CLASS ACTIVITIES

Use a shadow box of Heaven as suggested in Lesson 1a. Instead of pictures of what we will see in Heaven, have pictures of how to seek His Kingdom such as: child praying, reading the Bible, witnessing, going to Sunday school, learning memory verse.

Have a collection of pictures on a posterboard showing some of the things God provides for us, such as: happy family, clothes, groceries, car, job. Label the poster **GOD GIVES US**.

## MEMORY VERSE VISUALIZED

Our visual illustration of this week's verse features a large number one, a representation of Heaven, and a praying figure. Cut apart the pieces indicated. (See pattern at the end of this lesson.) Mount them on your display board one piece at a time as your students learn the verse.

## BIBLE LESSON OUTLINE

**Introduction:** Bring some pictures which represent things parents do for their children. Compare the needs they supply to the needs supplied by our heavenly Father.

1. We are admonished not to be concerned about what we shall eat or wear.
2. Point out that the birds neither sow nor reap, but God provides for them.
3. Flowers do not toil or spin, but God makes them beautiful.
4. God feeds the birds and clothes the flowers, and we are far more valuable.

Draw a simple house with the same number of windows and doors as you have students. Cut around three sides of each opening so a flap can be lifted. Behind the openings, paste pictures of each of your students. Ask them, "Who does Jesus promise to take care of?" and then let them lift each flap to see the pictures underneath.

Use the song, "Seek Ye First." Have your class help make a list of things we can seek from the Lord. They may enjoy arranging the words in an acrostic.

Give each child a piece of graph paper. Provide a set of fine-line markers, and let the children draw one or more items God provided for us by filling in squares on the paper.

## QUESTIONS

Tell about some of the ways God takes care of you.

Some of you have heard people give their testimonies in church. Tell about a testimony you have heard that told of how God took care of someone. (If members of your class do not come to church, this is a chance to tell them about church services and testimonies. Perhaps you will also want to relate a testimony or two.)

What does God promise to do for us if we put Him first?

What are some things you think you will need help with this week?

Why must we seek God first if we want Him to take care of our needs?

Tell about someone you know who has prayed and for whom God has provided food or clothing.

How much does God know about us?

How much does God care about us?

How does God feel when we want to work out our own problems and do not ask Him for help?

## PRESCHOOL SUGGESTIONS:

Show pictures or objects representative of things parents do for us. Plate and cup — give us food; sweater — give us clothes; picture of parent hugging — show us love. Compare this to our heavenly Father. He provides food, love, and the necessities of life because He loves us.

Make a picture wheel to illustrate the various things God provides for us (see Patterns). Put a picture of

Jesus on the top wheel, and the words GOD TAKES CARE OF MY NEEDS. Notch out one section of the top wheel. On the lower wheel, put pictures of home, food, bed, clothes, parents, church. Fasten the two wheels together with a brad. Let the children turn the wheel and tell about different things God has given us.

Give each child a copy of the picture of a sleeping child with Jesus watching over him (see Patterns). Allow them to color the picture as you talk about how Jesus has promised to take care of us.

Give each child a doll with a minimum of clothes. The child should pretend to do things to care for the baby: dress the doll, feed it a bottle, wrap it up, etc. When we love Jesus and do what He wants, He will take care of our needs, just like they take care of their dolly.

## REVIEW IDEAS

Make a collage of pictures of birds, nests, weeds, flowers in fields, children, etc. Explain how they didn't make themselves. God made them and He watches over each one individually.

Have one or two children come up. Measure them and then have them stand up and stretch their muscles to see if they can grow taller. Measure them again. Have them think really hard on growing taller. Then measure them again. They can't change their height. God has us in His hands and He is the One who makes us grow taller and takes care of us.

Have someone tell a personal experience of a time when God protected them from danger. As an alternative, the experience could be acted out.

## COORDINATING SONGS

"Got Any Rivers?"

"He's Got the Whole World in His Hands"

"O How He Loves You and Me"

"He Owns the Cattle on a Thousand Hills"

"After All He's Done for Me" — Salvation Songs No. 4

"In Jesus I Have My All" — Salvation Songs No. 4

"My Father Is a Billionaire" — Salvation Songs No. 2

"More Than a Millionaire"

"My God Shall Supply All Your Need"

## SUPPORT MATERIAL

"God Cares for Us" — Classroom Pictures, 8 each of 6, Gospel Publishing

"Jesus Watches Over Me" — Cut and Color book, Standard Publishing

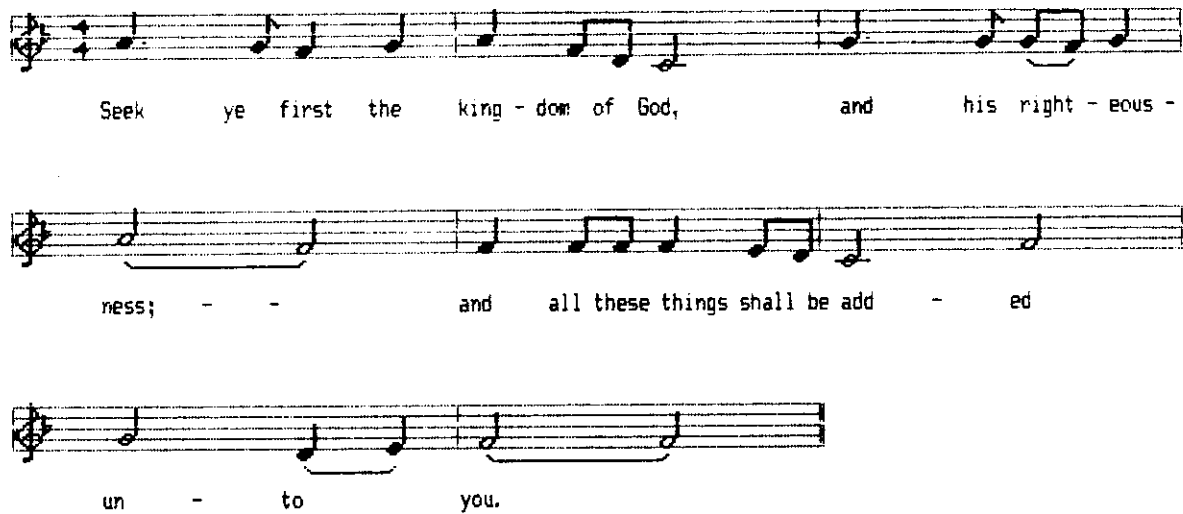
"I'm Not Afraid" — by Kathy Downs, Standard Publishing

"Afraid" — By Rochelle Nielsen Barsuhn, Standard Publishing

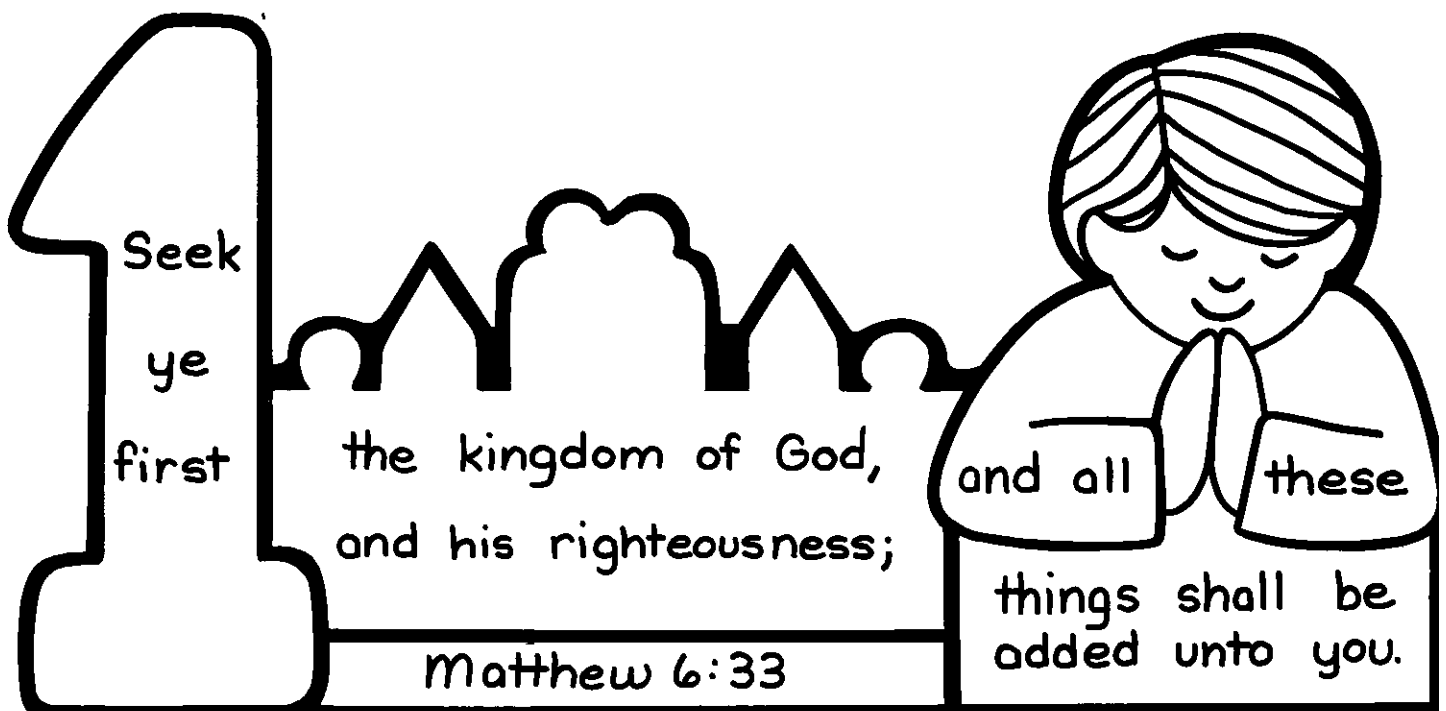
"When I'm Afraid" — by Sylvia Tester, Standard Publishing  
"Jesus Is My Special Friend" — a Happy Day book,

Standard Publishing  
"God, Why Am I So Afraid?" — by Donovan Marshall, Concordia

## MEMORY VERSE SONG



## MEMORY VERSE VISUALIZED



**TEXT** I Corinthians 9:24-26; Hebrews 12:1,2; II Timothy 4:7,8

**OBJECTIVE** The students will be able to explain that they must be saved to be in the "race" toward Heaven. They can also explain that there is a reward for those who work for the Lord and finish the race.

**MEMORY VERSE** Ye shall receive a crown of glory that fadeth not away.  
— I Peter 5:4

# God Promises Us a Reward If We Finish the Race

## MEMORY VERSE IN ACTION

**YE** — Point to an imaginary person.

**SHALL RECEIVE** — Imagine a vertical stick before you. Grab it with both hands and pull to chest.

**A CROWN** — Place an imaginary crown on your head.

**OF GLORY** — Extend left palm up, right finger tips touch left palm, raise right hand wiggling fingers.

**THAT FADETH** — Point with both index fingers to the right, snapping your wrists as you point.

**NOT AWAY** — As you are shaking your head "no," imagine a table before you; with the back of the right hand shoo a fly off the table.

## MEMORY VERSE VISUALIZED

The crown of glory mentioned in the words of this week's memory verse is the focus of the visual illustration of the Scripture. (See pattern at the end of this lesson.) Cut apart the three sections as indicated by the heavy black lines. Put up the pieces one section at a time as your students learn the verse.

## BIBLE LESSON OUTLINE

**Introduction:** Bring a large trophy to class. Explain that often a trophy is given as the prize to the winner of a race or contest of some type. Often people will put much effort into winning, but usually the trophy is only awarded to the one who comes in first.

1. Paul likens our Christian life to running a race.
2. Explain the importance of running with patience, and what that might mean.
3. To be a part of the Christian race, sin must be put aside.

**Climax:** In the Christian race, anyone who completes the race will win the prize.

**Conclusion:** If we wish to complete the Christian race and obtain the prize, we must get started and keep going until the end.

**Response:** Your students should be able to tell how to

get into the Christian race, and name some things that would help us stay in the race. They will be able to explain what the reward will be for those who finish the race.

## BACKGROUND INFORMATION

Paul said, "Know ye not that they which run in a race run all, but one receiveth the prize? (I Corinthians 9:24). This prize, or crown (verse 25) also referred to in II Timothy 4:5-8 and James 1:12 was not the regal crown of royalty but a wreath given to a victorious athlete or military leader. These were usually made of leaves and would soon wither. In contrast, the Christian who runs the race with patience (Hebrews 12:1), perseveres under trial (James 1:12), and ultimately finishes the course (II Timothy 4:7), will be given a "crown of glory that fadeth not away" (I Peter 5:4).

Just as an athlete must be willing to discipline himself and suffer hardship in order to win a prize, a Christian must also be willing to "lay aside every weight, and the sin which doth so easily beset us, and . . . run with patience the race that is set before us" (Hebrews 12:1).

## IN-CLASS ACTIVITIES

Bring some information on a marathon that is coming up somewhere. Discuss how a person who wants to win the prize doesn't just suddenly show up on the day of the race. They prepare and work toward that goal, perhaps for years before. To receive the crown of glory and life from Jesus, we have to prepare ahead of time by getting saved and working for God.

Make a crown for each child with his/her name on it. Explain how when we are saved God has a crown just for us. When we work for Him He adds to that crown. Glue sequins on each one according to his/her attendance, bringing his/her Bible and Sunday school paper,

and knowing the memory verse. Talk about other ways we can work for Jesus in our home and neighborhood.

Give each child a crown (see Patterns) to cut out and color. Then give them the jewel shapes and let them draw in each jewel something they can do to help them stay in the race. Some thoughts might be: pray, read the Bible, help others, show love, tell others about Jesus.

Make clear to your class that to be a participant in the race toward Heaven, not just a spectator, we must be saved. To participate in a sport we must practice, learn rules, learn strategy, work on weak spots, etc. Bring things to visualize training and participation in a sport: jogging shoes, sweatshirts, weights, rule book. Compare these to the things we use to help us in our Christian race: Bible, prayer, going to church, witnessing, etc.

## QUESTIONS

What do you have to do to get a crown?

How do you know there are crowns waiting for us in Heaven?

How can we run a "race" for Jesus?

Compare an earthly trophy with a heavenly crown.

How will people feel about us when we are working for a crown in Heaven?

How do people feel about us when we earn a trophy on this earth?

How can we be righteous?

Is it always easy to do things that are right when all your friends do not?

Why does the devil want to tempt us?

Is it a sin to be tempted? Explain.

How can we overcome temptation?

Where would you rather have honor, on earth or in Heaven? Why?

## PRESCHOOL SUGGESTIONS

Give a paper crown to each child in the class (see Patterns). Let them color the crowns. Spread glue on the space drawn to represent jewels and let them sprinkle glitter on it.

Explain to your little ones that when they want something that is in front of them, they must reach out and take it. Illustrate this by passing a plate of cookies or putting out stickers for them. Jesus wants us to take the good things He has for us. These good things might be: learning our Bible story (show picture of a Bible), coming to Sunday school (show picture of children in Sunday school class), learning to share (show pictures of children sharing).

Make a batch of yellow finger Jello and cut into simple crown shapes. Use this as a snack for your children. Recipe for Finger Jello: Bring to a boil 2½ cups pineapple juice (or substitute one 3-ounce package lemon Jello and 2½ cups water). Pour over a mixture of four envelopes of Knox gelatin and ½ cup sugar. Stir until dissolved. Pour into greased 9" by 13" pan. Chill until firm.

Play a simple game with your students. Promise them a small prize (sticker, balloon) if they do something for you: sing a song, answer a question, say their memory verse, etc. Be sure that each child gets a prize. Compare this to the prize we get if we do what Jesus says and make it to Heaven.

## REVIEW IDEAS

Bring an item or items which represent a secular reward: a trophy, laurel wreath, plaque, check, etc. Discuss the effort people will expend in order to receive such an award. However, in most secular events there is only one winner. In the race for Heaven, everyone who starts can be a winner.

Make paper plate puppets. Staple two plates together leaving a 6-inch opening in the bottom. (See Patterns as a suggestion for some possibilities.) to illustrate the different kinds of people who are in the race to Heaven, and those who are just spectators. You might want to use "Sleepy Sam" who has no time to read and pray, "Eager Edwin" who is always looking for ways to serve the Lord and be a better Christian, "Earnest Esther" who likes to tell people about Jesus, "Ornery Oswald" who never minds his Sunday school teacher and causes lots of trouble for others. After each puppet makes his appearance and is described, hold up a sign saying, "Is he in the race?" and have the audience respond.

## COORDINATING SONGS

"Store Your Treasure" — Sunbeam Songs

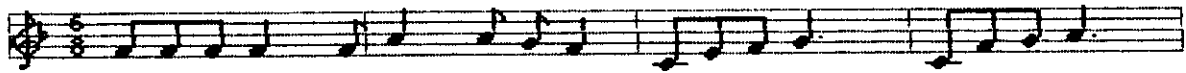
"I'm a Miner" — Sunbeam Songs

"Do, Lord"

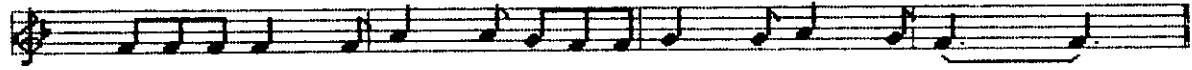
"Precious Jewels"

"I'm Laying up Treasures in Heaven" — Singspiration

## MEMORY VERSE SONG

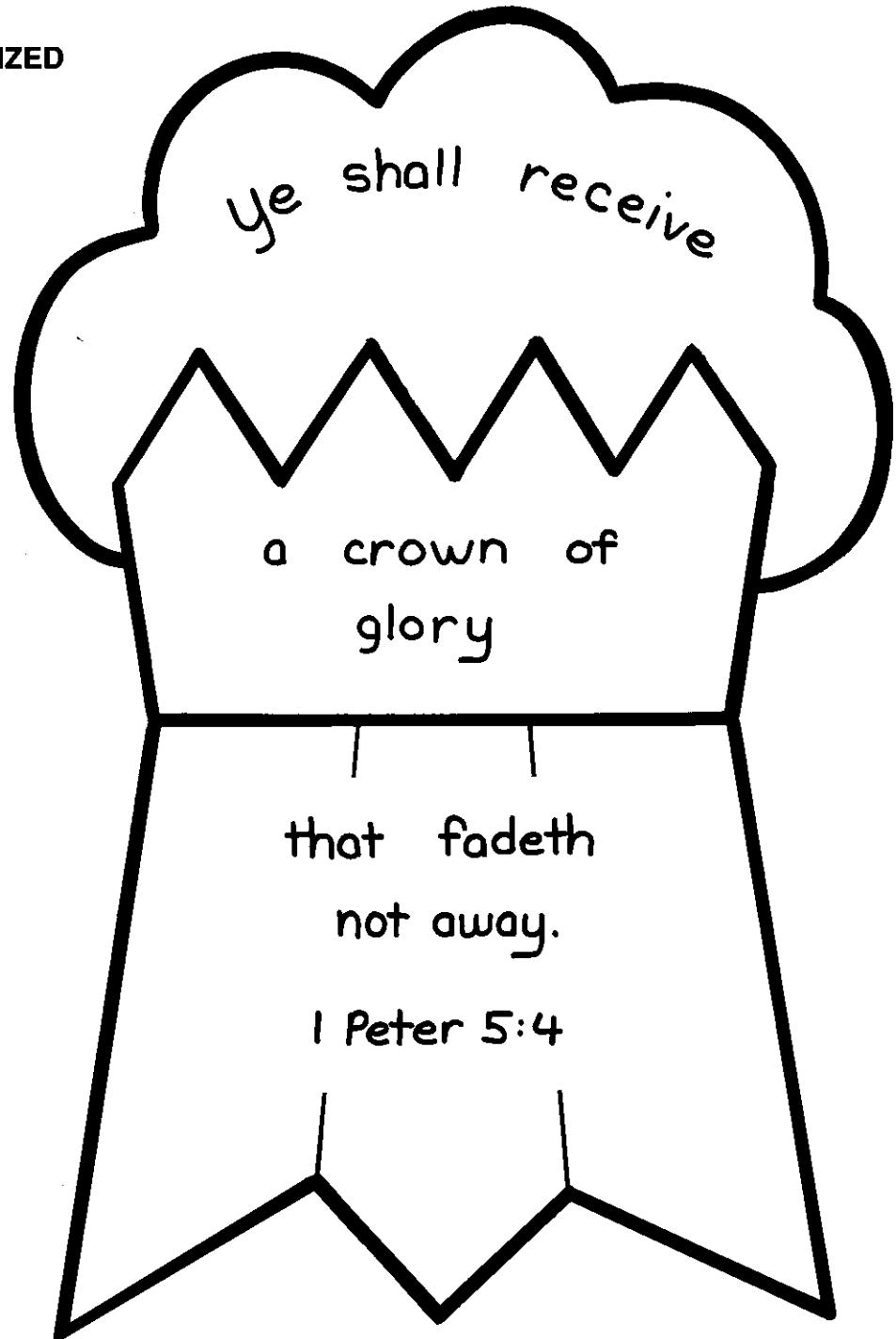


Ye shall receive a crown of glo - ry, Ye shall receive. Ye shall receive.



Ye shall receive a crown of glo - ry that fad - eth not a - way.

## MEMORY VERSE VISUALIZED





**TEXT** John 14:1-3; I Corinthians 15:51-53; Acts 1:9-11; Matthew 24:27-31

**OBJECTIVE** The students will be able to describe what will take place at the second coming of Jesus, and will realize that we must be ready for this event.

**MEMORY VERSE** For as the lightning cometh out of the east, and shineth even unto the west; so shall also the coming of the Son of man be. — Matthew 24:27

# God Promises Us Jesus Will Come Again

## MEMORY VERSE IN ACTION

**FOR AS THE LIGHTNING** — Draw lightning in the air with your right index finger.

**COMETH** — Beckoning motion, using both arms.

**OUT OF THE EAST** — Point east.

**AND SHINETH** — Raise hands in front of face, palms out; vibrate hands as you move them away from each other.

**EVEN UNTO THE WEST** — Point west.

**SO SHALL SO ALSO** — Extend index fingers of both hands, palms down, place hands next to each other.

**THE COMING** — Beckoning motion, using both arms.

**OF THE SON OF MAN BE** — With right middle finger, touch left palm; with left middle finger, touch right palm (Jesus).

## MEMORY VERSE VISUALIZED

Rays of lightning and the figure of Jesus on a cloud portray the verse selected for memorization this week. (See pattern at the end of this lesson.) Cut apart the sections as indicated by the heavy black lines. Display them on your board one section at a time as your students learn the verse.

## BIBLE LESSON OUTLINE

Introduction: For an opener to your class session, replace the headlines of a current newspaper with a headline announcing the return of Jesus to earth. Ask your group to imagine what the reaction of people would be if they picked up the paper and read this. Some day this will happen!

1. Jesus has promised to come again and take us to a place that He has prepared for us.
2. Not everyone will go by way of death.
3. When Jesus was taken to Heaven, two angels confirmed that He will come again in like manner.

Climax: Someday Jesus will come again to earth, and His coming will be instantaneous.

Conclusion: It is absolutely necessary that we are sure we are ready for the coming of the Lord.

Response: The students will be able to explain that Christ has promised to return again to earth, and they will understand why it is important that we are ready for this event.

## BACKGROUND INFORMATION

One of the most often repeated promises of Scripture is that of the return of Jesus Christ. God had promised the coming of the Messiah and that promise was fulfilled beautifully in every detail. The Christian can also have full confidence in God's Word that His Son will come again.

When one views the antagonism of the world toward the righteous standard of God and His people, the Scripture, "For our conversation is in heaven; from whence also we look for the Saviour, the Lord Jesus Christ" (Philippians 3:20), brings real hope to those who are trusting in God.

In this world there will be injustices, persecutions, disappointments, but Jesus Christ will come back for those who are looking for Him and "shall wipe away all tears from their eyes" (Revelation 21:4).

However, we are repeatedly warned to hold with a very loose hand the things of this world and conduct our lives in a way that proves we are only pilgrims and strangers on this earth and our true citizenship is in Heaven. Hebrews 11:13-16

Although students of the Bible disagree as to their order and the amount of time that separates these

events, each of the following is associated with the second coming of Christ.

1. The literal return of Christ from Heaven to earth. Acts 1:9-11
2. The catching away (Rapture) of both the living and dead who are in Christ to be with Him forever. I Thessalonians 4:13-18
3. The final destruction of the old Heaven and earth and the beginning of the eternal kingdoms. II Peter 3:10,13

## IN-CLASS ACTIVITIES

Cut a slit from the top to bottom of a large posterboard, but not through the top and bottom ends. Glue cotton balls on the top third of the poster, including over the slit. At the bottom draw a hill and draw or glue pictures of disciples looking up. Glue a picture of Jesus to a popsicle stick. Hold the posterboard on your lap and tell the story. Put the picture of Jesus through the slit, keeping the popsicle stick on the back side and move Jesus up or down through the clouds as you tell the story.

Have a puppet come on stage and just stand there looking up. Have another puppet come up to take a look at him and start asking why the first puppet is looking up. The first puppet can answer by saying he is waiting for Jesus to come through the clouds. The second puppet could ask if he could do this too. The first one replies that he can, anyone can, but he needs to be ready. The second asks what this means. The first replies that he learned in Sunday school that he needed to be saved, reading his Bible, and working for Jesus by praying, witnessing, and constantly watching because Jesus may come at any time. Have the first puppet looking up whenever he is not talking. Have the second puppet say, "I would like to go to Sunday school; is it too late to go today?" Have the first puppet say, "No, but we had better go now so you will learn how to be ready." Puppets walk off stage.

Draw and cut out tiny figures from construction paper. Cut a strip of adhesive-backed magnetic tape into little pieces and attach one piece to the back of about half the figures. (The figures could also be cut from a catalog or magazine.) Place all the figures on a sheet of large construction paper on which a background has been drawn. Use a magnet to pull up some of the people.

Give each child a copy of the sun visors with the message "Jesus Is Coming" (see Patterns). Let them color and decorate the outlined visor with marking pens. Then cover the visor with clear adhesive paper, and cut

it out. Punch the holes as indicated, and thread a length of elastic thread through the holes, tying to fit the child's head.

Give each child a pair of glasses (see Patterns) with the words "I'm Watching for Jesus' Coming." (Enlarge or reduce to fit.) Make the glasses from colored construction paper. You may wish to reinforce them with clear adhesive paper before cutting out.

Replace the headlines of a current daily newspaper with a headline announcing the return of Jesus to earth. Use this to open your class session.

## QUESTIONS

How will we know Jesus when He comes?

Will everyone see Jesus when He comes? Who will and why?

How do we know for sure that Jesus will come back for us?

God will give us spiritual bodies. How will they be different from the bodies we have now?

What should we do if someone tells us that Jesus is not coming back?

When is Jesus coming back?

Who will be with Jesus when He comes back?

If you are not saved will you go up when Jesus comes back?

## PRESCHOOL SUGGESTIONS

Compare Jesus' coming to the anticipated arrival of a favorite aunt or grandparent. Show some of the things you might use to prepare: dust cloth (dust table), cake on platter (make special food), telephone (tell others you are expecting visitors). We also must prepare for Jesus' return. Show a picture of a child praying and a picture of a clean heart.

Give each of your children a copy of the picture of Jesus with arms stretched downward (see Patterns). Let them color the picture, and glue cotton on the clouds around His feet.

Give each child a magic slate. Let them draw happy faces to represent how we will feel when Jesus comes again.

## REVIEW IDEAS

Act out some of the preparations which take place

when a family is expecting a special visitor. Some suggestions: Make up a bed, bake a special dish, invite some others over to visit, empty some dresser drawers. Compare this to the preparation we need to make to be ready for Jesus' return.

Darken the room and flash a camera to show how fast Jesus' coming will be. Just prior to the camera flash you might also want to incorporate a tape of a voice reading the memory verse.

Simulate a news broadcast that might take place just after the Lord has come. If you wish, dramatize the reaction of those who are listening to the broadcast.

## COORDINATING SONGS

"Jesus Is Coming"

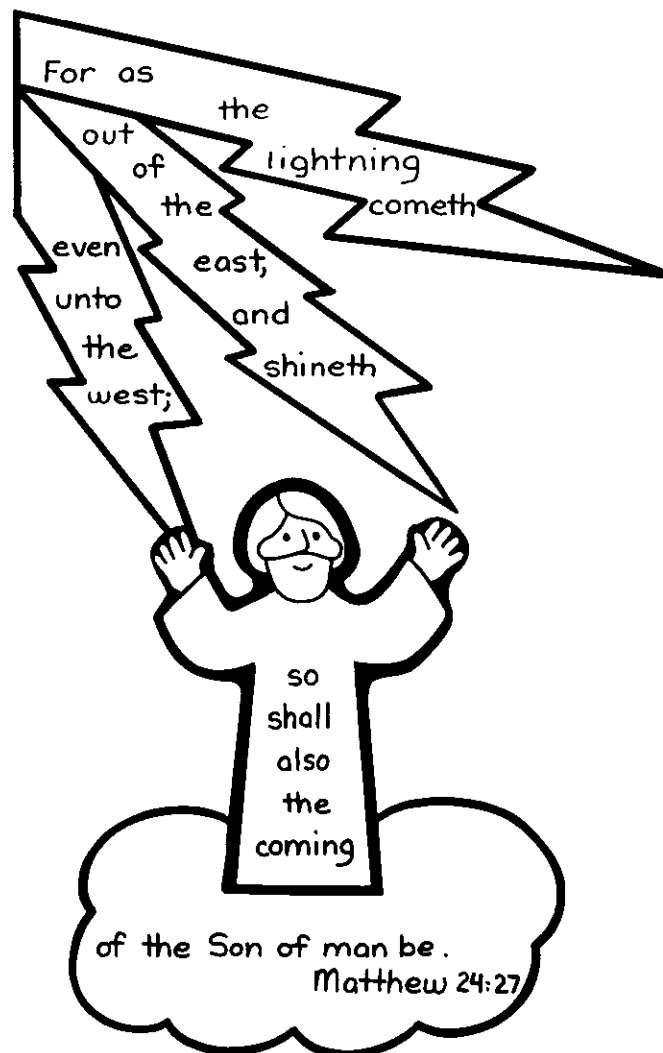
"By and By When Jesus Comes" — Salvation Songs No. 2

"Countdown" — CEF

## MEMORY VERSE SONG



## MEMORY VERSE VISUALIZED



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

A Bible study resource guide for  
*Primary Pals* teachers

## **Apostolic Faith Church**

5414 SE Duke Street  
Portland, Oregon 97206-6842, U.S.A.  
[www.apostolicfaith.org](http://www.apostolicfaith.org)  
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