

PRIMARY PALS

TEACHER'S GUIDE



Units 28,29,30

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

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Primary Pals Teacher's Guide

(USPS 757-970)

Vol. 3 No. 2

Apostolic Faith Church

5414 SE Duke Street

Portland, Oregon 97206, U.S.A.

Primary Pals Teacher's Guide is an official publication of the Apostolic Faith Church, and is published quarterly. Periodicals postage is paid at Portland, Oregon.

POSTMASTER: Send address change to

APOSTOLIC FAITH CHURCH

5414 SE Duke Street

Portland, Oregon 97206, U.S.A.

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.

God's Gift — Jesus

Lesson 28a — Angel to Mary and Joseph

Lesson 28b — Birth of Jesus

Lesson 28c — Shepherds Hear the Good News

Lesson 28d — Wise Men Visit Jesus

OVERVIEW

The Christmas story is one of the most beloved portions of the Bible, and also one which is familiar to most Primary children. During this month, we want to stress the great value of God's Gift to mankind — His own Son, Jesus. Weave the dramatic details of the events around an emphasis on this thought.

Throughout the month, we will trace the happenings of that first Christmas in step-by-step detail. Our first lesson begins the narrative by relating how the angel revealed to Mary and Joseph that God's own Son would be born to them. The second lesson tells how they journeyed to Bethlehem where the Christ Child was born in a humble stable.

Lessons three and four explore the way two entirely different types of people received the news of God's great Gift. The shepherds were filled with joy when the angelic choir announced in the sky above the Judean hills that a Savior had been born. Wise men from the East recognized the message of the special star, and followed its leading until they found the Child.

In many of our churches, this will be a busy month because of preparations for special Christmas programs. Class time should be focused on the theme that ties all of these lessons together — the wonder and great value of God's love for us, revealed through the gift of His Son.

SPECIAL NOTE FOR THIS UNIT

Refer to Units 4 and 16 for additional ideas concerning the lessons in this unit. Although the specific lesson objectives may be different, the patterns provided and activities suggested will be applicable in many cases.

GAMES FOR REVIEW

Enlarge the two nativity scene pictures (see Patterns) and use as a review aid. Several details are missing from the second picture: the star, the angel, etc. Ask the children to look carefully at the first picture. Then take it away and show them the second picture and have them list the things they notice that are missing. (If this is done as a departmental review, you may wish to make an overhead transparency of the two scenes and project them on the wall or screen for your group.) Have your group identify the missing parts and tell why they were important or what part they played in the story. Everyone who listed every missing item should receive a small prize.

Using simple silhouette shapes, make a cardboard cut-out of each figure in the nativity scene. (See Patterns

for shapes of stable, Mary, Joseph, manger, Baby, shepherds, angel, sheep, star, camel, wise men.) Hide the cardboard figures around your assembly area. At a given signal, allow your children to look for the figures. When they find one, they should return to their seat with the figure they located. Plan to have one shape per child, adjust the number by adding more sheep, angels, etc. When all of the shapes have been found, start reviewing the sequence of the four lessons. At the appropriate times, have the children bring up the shape they located and hold it up while you tell that part of the story.

Divide the children in your department into two teams. Using the Christmas riddles below (and others that you write) ask first one team and then the other to answer the riddles.

1. My message to Mary and Joseph was one
To let them both know God would soon send His Son.
Who am I?
2. I traveled so far, uphill and down,
Till my husband and I reached Bethlehem town.
Who am I?

3. The hillside was comfy, and I was asleep.
Then the voice of the angel woke me and my sheep.
Who am I?
4. My light shone bright
For wise men that night.
What am I?
5. The journey was long, but gifts we did bring
To give unto Jesus, the new Baby King.
Who are we?

CONTEST IDEAS

Make a large chart with a winding road leading to Bethlehem. Place markers along the way and the star and stable at the end of the road. Make a camel for each child to move along the road (see Patterns). Moves may be allowed for attendance, behavior, bringing a Bible, and learning the memory verse. Lesson-related questions may be asked toward the end to give a chance for those needing to catch up. The child with the first camel to arrive gets a prize.

Make a crown for each child. Emphasize the point that a King was born — Jesus. Let the children glue on stars and jewels for learning the memory verse, bringing their Bible, etc.

Create a nighttime sky with moon and a few stars on a portion of a wall in your room. Cut out a number of small angels, using white construction paper. Decorate the wings and halos with gold glitter. Use them as rewards for attendance, answering questions, etc. Put the child's name on each angel he earns and place it on the nighttime sky to make a heavenly host by the end of the unit. The child with the most angels wins a prize.

BULLETIN BOARDS

Before December, take a picture of each of your students. Cut out their faces and paste each over an angel face. Title your board CHRISTMAS JOY (see Patterns).

Cover your board with colored paper. Use the title, GOD'S GIFT — JESUS (see Patterns). Construction paper or wide ribbon may be used to make the ribbon and bow decoration. Place a nativity picture underneath the paper in the lower portion of the board where an opening has been cut that can be lifted up to reveal the picture.

Title your board, GIFTS FOR JESUS (see Patterns). For each student in your class, attach to the board one 8" x 10" sheet of paper which has been decorated to look like a gift package. Also, write the child's name on the "package" to indicate from whom the gift is. Ask the students to bring a picture (drawn or cut from a magazine) or write about something they would like to give Jesus. Let them attach it to the board underneath their "package" so others may look and see what they chose.

UNIT SONGS

- "Christmas Is the Time to Love" — Psalty's Christmas
- "Jingle, Jingle Happy Christmas Bells"
- "Bye-low My Baby"
- "Away in a Manger"
- "Stranger in the Straw" — from the musical
- "Loving Means Giving"
- "Twinkle, Twinkle Little Star" (leading wise men from afar)

UNIT PROJECT

Make a group wall hanging depicting the Christmas story as your unit project for this month. Purchase a large white bed sheet, and mark it off into a sufficient number of squares to allow one square for each child in your group plus a few extras for newcomers or visitors. Cut sheets of white paper the same size as the squares and give one to each child. Ask them to draw and color an illustration of one of the stories in the unit using special crayons for making iron-on designs. (It might be well to assign one fourth of your group to each lesson, so that each portion of the Christmas story is equally covered.) Be sure they write their name with the fabric crayon in one corner of their drawing. Prior to each Sunday, iron on the pictures that have to do with that week's lesson. You may wish to put border tape or trim between the various sections so the outlines are clearly defined. Display the hanging in your group assembly area, and point out the new pictures each week. At the end of the month you will have a colorful hanging which will last for years.

CHART IDEAS

Make a Christmas tree for each child (see Patterns). Each week let the children attach one or two small paper ornaments they have cut from colored paper.

Give the children some old Christmas cards from which to make ornaments. They may cut them into any shapes they wish. (You may want to provide cardboard shapes such as a bell, star, wreath, tree, for them to use as a stencil to trace around.) Let the children punch a hole at the top, string yarn through the hole, tie a knot and take them home to hang on their tree.

Help each student to make a small manger scene from construction paper (see Patterns). Fold background as indicated and attach the figures.

Help your students make winter place mats. Supply each of them with white, 8½" x 11" paper (typing, etc.). Have them fold the paper and cut out snowflakes. Let them glue their snowflakes onto construction paper (their choice of colors). Have them write a favorite Scripture on their mat with crayon or felt pen. Cover both the front and back of the place mat with clear contact paper. Trim excess.

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

OBJECTIVE The students will be able to recount how an angel announced the coming birth of Jesus, God's Son, to Mary and Joseph.

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

Angel to Mary and Joseph

MEMORY VERSE IN ACTION

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

MEMORY VERSE VISUALIZED

Cut apart the large word "Jesus" surrounded by sections containing an angel and praying figure. (See pattern at end of lesson. This is a repeat of the memory verse pattern given for Lesson 4a). Assemble the puzzle piece by piece as the students learn each portion of the verse.

BIBLE LESSON OUTLINE

Introduction: Use the angel puzzle pattern described under Preschool Suggestions as your opener. (Or you could make a more complicated puzzle from any enlarged angel pattern previously given.) Spread the pieces out in front of your students and allow them to put the puzzle together. Explain that the completed puzzle will show who brought a special message to Mary and Joseph.

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

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

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

Response: Students should be able to answer review questions concerning the announcement of the angel to Mary and Joseph. They should also be able to tell why Jesus was a special Child.

BACKGROUND INFORMATION

While it is rather unusual for angels to appear to mortals, God does use them as messengers occasionally. We have records of their having appeared to Abraham, Hagar, Lot, Balaam, Gideon, Daniel, and others. In all probability Mary had heard about the angel's foretelling that her elderly cousin would have a son. In any event, Mary does not seem to fear the angel as Zacharias did, but she was troubled at his salutation. Perhaps she wondered why she was blessed among women. The angel told her that she was the one the Lord had chosen to be the mother of Jesus. This was in fulfillment of Isaiah 7:14, which foretold that a virgin would bear a son.

The willingness of Mary to accept the angelic announcement (Luke 1:38) was an indication of her devotion to God. Mary was engaged to Joseph and she undoubtedly was aware of the consequences of being found pregnant. She could be branded as an immoral woman and Joseph could legally divorce her. It was the custom of that day for the parents to arrange the marriage. For a period of a year the couple was engaged before they came together. This engagement was not to be broken unless one or the other proved to be unfaithful, and then it could be broken only by a legal divorce.

Since Mary left shortly after the angelic announcement, Joseph's knowledge of her condition may not have been until her return three months later. Joseph loved Mary, but he considered putting her away privately. Then an angel appeared to him in a dream and told him to take Mary for his wife, as that which was conceived in her was of the Holy Ghost. The Bible says Joseph was a just man and he proved his willingness to take Mary for his wife and endure whatever persecution might follow.

SPECIAL NOTE FOR THIS LESSON

Refer to Lessons 4a and 16a for additional ideas.

IN-CLASS ACTIVITIES

Make a paper-plate angel for each child (see Patterns). As they each hold their angel, ask them the various questions from the Teacher's Guide, about angels.

The children would probably enjoy making their own angel ornament to help remind them of the angel's visit to Mary and Joseph. Copy and cut out one angel for each student (see Patterns). Help them fold and tape (or staple) their angel. Stuff with tissue paper or shredded paper. Punch a hole in the top and tie together with yarn.

Use paper dolls to help tell this portion of the Christmas story (see Patterns).

Bring several props to illustrate ways we might receive a special message: a telegram, telephone, letter, newspaper. Talk about some dramatic ways people have chosen to deliver a message: sky writing, billboard, etc. Then tell your students that your lesson today is about the most exciting message ever received, and one that was delivered in the most exciting way.

QUESTIONS

How do you think Mary felt when the angel talked to her? How would you feel if an angel talked to you? Would you be afraid or excited?

How do you think Joseph felt when the angel talked to him?

How many people do you know who have seen angels?

What do you think an angel looks like?

Why do you think God chose Mary to take care of Baby Jesus?

Do you think Mary knew who Jesus was? Why?

Why did Jesus come to this earth? Why did He come as a poor baby instead of a rich king?

PRESCHOOL SUGGESTIONS

Popsicle stick figures can be used to act out the story (see Patterns).

Use paper-bag puppets to help you tell this story to the children (see Patterns).

Copy and cut out the angel puzzle for each of your students (see Patterns). Help them put their puzzles together in the frame to see who brought the special message to Mary and Joseph.

REVIEW IDEAS

Use three children to act as Mary, Joseph, and the Angel. (Narrate the story throughout the scenes.) First, have Mary sitting on a chair sewing or doing some handwork. Have the angel come into the room and Mary appear afraid. Both may then leave. (The scene changes to Joseph's house here.) Joseph is sleeping. The angel enters again. After the angel leaves, have Joseph sit up and rub his eyes as if just waking. He may then get up and leave, re-entering with Mary, as narrator concludes story with Joseph and Mary's getting married.

Choose the youngest girl teacher and have her come to the front of the room. Tell the children that God chose a young lady to be the mother of Jesus and compare the age of the young teacher and Mary. Have a large clean heart pinned or taped to the back of the young teacher ahead of time. Ask the children if they know why God chose Mary. Have her turn around and show them she had a clean heart and God was pleased with her. Mention that we want to have a clean heart so God can use us for something special too.

Tell of the angel's visit to Mary and Joseph by using patterns and illustrations from the Primary Pals and put together an overhead review. Make transparencies and overlays of the following:

Mary working — (overlays of Angel, Baby in thought balloon)

Joseph sleeping — (overlays of Angel, Mary in dream balloon, Baby in dream balloon)

Mary and Joseph together

COORDINATING SONGS

"All Night, All Day" — The Bill Gaither Trio for Kids

"Good News, Christmas Is Coming"

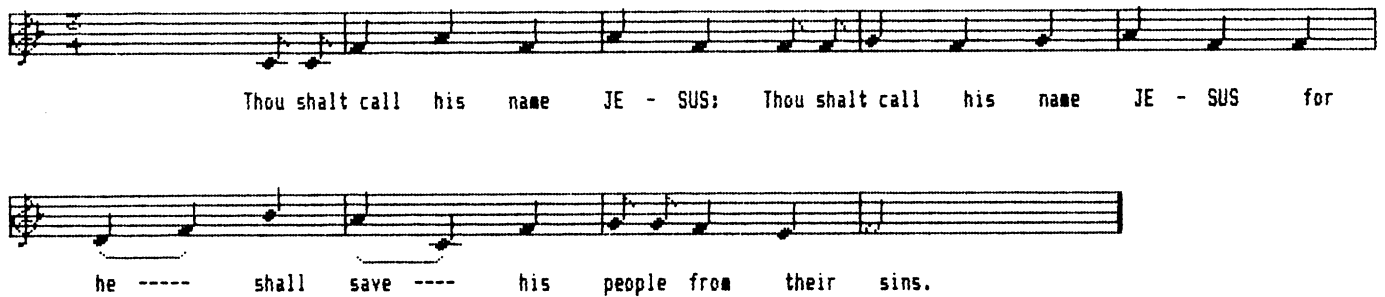
"It's Incredible" — The Bill Gaither Trio for Kids

SUPPORT MATERIAL

The Birth of Jesus — Elaine Iff, Thomas Nelson Publishing

MEMORY VERSE SONG

♩ = 100



MEMORY VERSE VISUALIZED



TEXT Luke 2:1-7; John 3:16

OBJECTIVE The students will be able to recount the events that led up to, and the occasion of Jesus' birth. They will know that Jesus was God's greatest Gift to mankind.

MEMORY VERSE Herein is love, not that we loved God, but that he loved us, and sent his Son. — I John 4:10

Birth of Jesus

MEMORY VERSE IN ACTION

HEREIN IS LOVE — Cross fists over heart.
 NOT THAT WE — Point to self and shake head no.
 LOVED — Cross fists over heart.
 GOD — Point up.
 BUT THAT HE — Drop hand to waist and point up again.
 LOVED — Cross fists over heart.
 US — Point to self and then to others.
 AND SENT HIS SON — Mimic rocking a baby in your arms.

MEMORY VERSE VISUALIZED

The visualization of this week's memory verse features a heart with rays descending to a Baby lying on the hay. (See pattern at end of lesson.) Cut apart the pieces as indicated by the heavy black lines, and display them one at a time as your students learn the verse.

BIBLE LESSON OUTLINE

Introduction: Show your students a picture of a birthday celebration — either a family photograph or a magazine illustration. Ask them to tell you what they think is going on in the picture, and talk a little about birthdays. Then move into your lesson by reminding them that Christmas is Jesus' birthday.

1. Briefly review last Sunday's lesson, describing how the angel announced Jesus' birth to Mary and Joseph.
2. Describe the journey to Bethlehem and that it was necessary to obey the taxation law.
3. When Mary and Joseph arrived at Bethlehem, they could find no place to stay except a stable.

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

Conclusion: Jesus' birth was a humble one, but it was the greatest event the world had ever known because it revealed the depth of God's love for mankind.

Response: Your students should be able to retell the story of Jesus' birth. They will be able to supply details such as where and why it took place in the way that it did.

BACKGROUND INFORMATION

God knew of the need for a Redeemer from the very beginning and had a plan from the foundation of the world (Revelation 13:8). This plan is first mentioned in the Old Testament in Genesis 3:15 where God says that the seed of the woman would bruise the serpent's head. Later on we read that all the nations of the earth would be blessed through a descendant of Abraham. We are also told from which son of Abraham the Redeemer would come. The promise was reaffirmed to Jacob and then to the tribe of Judah (Genesis 49:10). God promised David that He would establish his throne forever (II Samuel 7:16). This is also confirmed by the Spirit of God through the Prophet Isaiah (Isaiah 11:1-5).

The Lord revealed through prophets other facts concerning Christ's birth. Isaiah spoke of a virgin bearing a Son whose name would be Immanuel. Daniel told the time of His appearing (Daniel 9:25). Micah 5:2 told where He would be born.

A Roman ruler had a part in Christ's fulfilling of Micah's prophecy. Caesar Augustus decreed that the world should be taxed and each taxpayer had to report to his own city. Joseph and Mary were of the lineage of David and had to go to Bethlehem to be taxed, thus bringing Micah's prophecy to pass.

SPECIAL NOTE FOR THIS LESSON

Refer to Lessons 4b and 16c for additional ideas.

IN-CLASS ACTIVITIES

Show the children pictures of different birthday celebrations. Have the children take turns telling about their birthdays. Use this as an opener to the fact that Christmas is Jesus' birthday. Stress that we receive gifts on our birthday but on Jesus' birthday He was the Gift to us.

Use a shoe box or box of similar size. Glue a picture of Baby Jesus to the inside bottom of the box so that it shows through the opening which you will cut in the

form of a cross. Title the picture, God's Greatest Gift. Wrap the box in Christmas paper and cut a cross into the top. Let the children look into the box through the cross cutout. Explain the contrast — an innocent Baby and the cross.

Bring several presents to class (one for each child to open and one for the teacher). Talk about God's Gift to us and open a box with the Baby in a manger picture or figures inside. Then show a picture of Jesus as an adult and tell how He grew to be our Savior. Have each child open his gift. Inside each gift, have a picture representing the different things we can give Jesus. Some suggestions: a clock to represent our time, a hand to represent doing for others, a smile, a church invitation, a map of the world to represent missionary work, a quarter, etc. Discuss the different things we give to Jesus as each gift is opened.

For each student, make a set of Joseph and Mary stand-up figures and the baby Jesus for Mary to hold (see Patterns). Cut on the heavy lines around Mary's arms and one hand. You may use these in telling the story and then the children can use them to retell the story when they go home.

QUESTIONS

What is a gift?

Tell about your favorite gift. How did you feel when you got it?

What is God's best Gift to the world?

How would you feel if you were the innkeeper and found out that Jesus was born in your stable?

The innkeeper didn't make any room for Jesus. Do all people make room for Jesus in their hearts and lives? If not, why not?

How do you think Mary felt when she saw her Baby Boy?

Have you ever seen a tiny baby who was just a few days old? What do you think Jesus looked like? Do you think He was different? How?

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

PRESCHOOL SUGGESTIONS

Wrap up a pretty Christmas gift with a picture of Baby Jesus inside. Let all of the children help to open it. Talk about how God gave His Son Jesus to be born as a gift to us. That is why we have Christmas and give gifts to each other — to celebrate Jesus' birthday.

Prepare a lacing card of Baby Jesus for each of your students (see Patterns). Cut out and punch holes as indicated. Give each child a length of yarn and let them "sew" Baby Jesus' blanket.

Let the children make marshmallow birthday cakes for Jesus. Give each child a large marshmallow and one pretzel stick. Put the pretzel "candle" into the marshmallow "cake." Have the children sing Happy Birthday to Jesus.

Take a doll wrapped in swaddling clothes and tell the nativity story and explain the swaddling clothes.

Cut one 3" x 5" (approx.) piece of felt for each of your students. Attach small pieces of Velcro to opposite sides of the felt so it can be closed around Baby Jesus. Purchase a tiny plastic baby doll for each child to wrap in the swaddling clothes.

REVIEW IDEAS

Talk about gifts God has given to us, using visual aids. Some examples could be: a globe — He gave us a beautiful world to live in; a Bible — He gave us the Bible to show us the way to Heaven; a picture of Baby Jesus — He sent His Son to be our Savior. Explain that this was God's greatest Gift.

Bring hay or straw and make a small manger. Have a small baby doll wrapped in cloth and ready to place in the hay. Tell about Joseph and Mary's journey and Jesus' first bed and how He was clothed. Show them what swaddling clothes are.

Have nine various Christmas pictures mounted on cardboard. On the back of each, write the letter the picture stands for. Talk about the picture to the children and have them guess what letter it stands for, then turn it over and put it up on the bulletin board. Go through all in scrambled order, then tell them to guess what it spells. Below are some ideas that can be used:

C — Christ Child
H — Heaven
R — Jesus (Redeemer)
I — Inn
S — Shepherds
T — Road to Bethlehem (travel)
M — Manger
A — Angels
S — Stable

COORDINATING SONGS

"Jesus Is His Name"

"Away in a Manger" — Songs of God and Me

"Oh Come, Little Children"

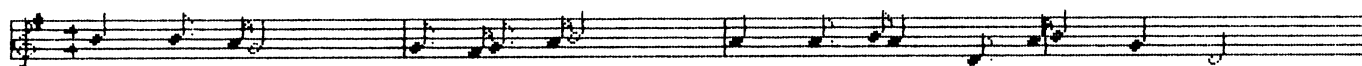
"Oh, Bethlehem" — 50 Songs for Boys and Girls of All
Ages — Singspiration
"Baby Jesus" — 50 Songs for Boys and Girls of All
Ages — Singspiration

SUPPORT MATERIAL

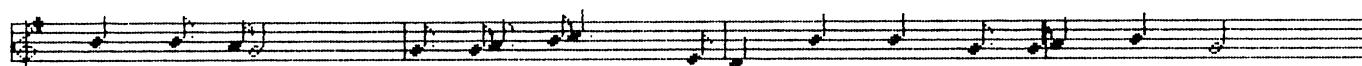
The Birth of Jesus — by Frances Todd Steward and
Charles P. Steward III

MEMORY VERSE SONG

♩ = 90

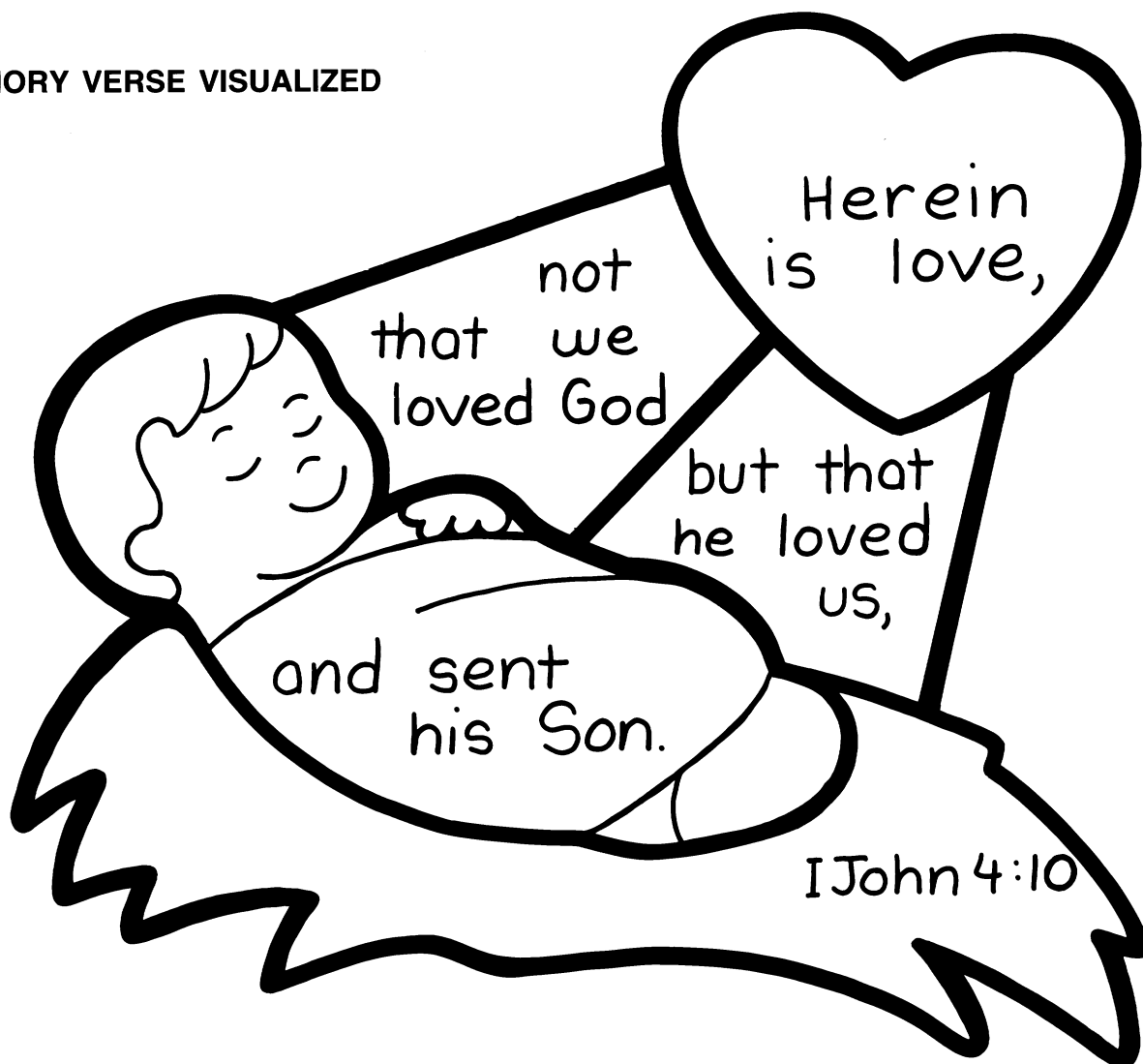


Here - in is love, not that we loved God, but that he loved us, and sent his Son.



Here - in is love, not that we loved God, but that he loved us, and sent his Son.

MEMORY VERSE VISUALIZED



TEXT Luke 2:8-20

OBJECTIVE The students will be able to relate how the birth of Jesus was announced to the shepherds and that the news was received with joy.

MEMORY VERSE Glory to God in the highest, and on earth peace, good will toward men. — Luke 2:14

Shepherds Hear the Good News

MEMORY VERSE IN ACTION

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

TO GOD — Point up.

IN THE HIGHEST — Extend arms straight up.

AND ON EARTH — Hold arms in a circle over head.

PEACE — Hold up two fingers (peace symbol).

GOOD WILL — Smile and pretend to shake hands with someone.

TOWARD MEN — Point to others.

MEMORY VERSE VISUALIZED

Two singing angels, with clouds above and below, are the visual representation of this week's verse. (See pattern at end of lesson.) Cut the four pieces apart as indicated by the heavy black lines. Arrange the puzzle a piece at a time as your students recite each section of verse.

BIBLE LESSON OUTLINE

Introduction: Give each of your students a shepherd or sheep finger puppet. (Pattern available with material for Lesson 4c.) Describe the usual things a shepherd did, and bring out that their job probably wasn't exciting. One night, however, a certain group of shepherds had something very exciting happen to them.

1. While the shepherds watched over their flocks, God chose a dramatic way in which to announce the birth of Jesus. An angel appeared in the sky and the glory of the Lord shone around them.
2. The shepherds were afraid, but the angel told them not to fear. He gave them the joyful news of the birth of the Savior.
3. A multitude of angels appeared in the sky, praising God.

Climax: The shepherds believed the message and hurried to Bethlehem to see the Christ Child.

Conclusion: The shepherds were full of joy at their great privilege, and told others of what they had seen and heard.

Response: Your students will be able to explain the

good news brought by the angels and tell how the shepherds responded.

BACKGROUND INFORMATION

It may seem strange to some that God would send the announcement of Jesus' birth to a group of shepherds. But as we study the Old Testament we find that many of the people God used were shepherds. The first shepherd of which we have a record was Abel whom Jesus mentioned as being righteous. Abraham, who was called the "friend of God," was also a shepherd. The Lord said to David, "I took thee from the sheepcote, from following sheep, to be ruler of my people, over Israel." Moses spent many years tending sheep in the land of Midian. Moses, Abraham, and David all prophesied of the One who was to come, who would be a prophet, ruler, and a blessing to all nations. But Jesus said of Himself, "I am the good shepherd" (John 10:11).

We have no record before or after this account concerning the shepherds. We can be sure they were righteous men as they did not doubt the angelic message, but hurried into Bethlehem to find the newborn Baby. And after finding the Christ Child they praised and glorified God and made known abroad the message the angels gave them.

SPECIAL NOTE FOR THIS LESSON

Refer to Lessons 4c and 16b for additional ideas.

IN-CLASS ACTIVITIES

Make woolly sheep to distribute during class time. Use a 2" x 1" piece of fluffy cotton and one white pipe cleaner for each. Make the body of the sheep from the cotton and cut the pipe cleaner in half for the legs. Twist one piece of pipe cleaner around the cotton about $\frac{3}{4}$ " from the end to form a head and front feet. Twist the second piece of pipe cleaner around the cotton about $\frac{1}{4}$ " from opposite end to form tail and back legs. Pinch a bit of cotton at each side of the head to form ears.

Roll between fingers a little cotton from body to form a tail.

Put many angel stickers on the inside of a shoe box. Tape the shoe box and lid together. Cut a hole in one end and in the bottom cut a larger hole into which you can fit the bulb end of a flashlight. Let the children look through the small hole in the end of the box and see how black the night could have been. Then turn on the flashlight and let them look in. Tell how dark it must have been on the hillside except for the moon and stars and perhaps a campfire. Then how exciting it was for the sky to light up with a host of angels and hear them fill up the quiet of the night with singing and praising God!

Invite a guest, dressed as a shepherd, to come to your class. Introduce him to your students as one of the shepherds who was on the Judean hills the night the angels appeared. Let your class interview him about what happened that night and his feelings and emotions.

Give each student a copy of the Touch-and-Feel nativity scene (see Patterns). Supply the necessary materials needed for the children to finish their scene (glue, scissors, and material listed on the handout).

A class of little girls will enjoy making this host of angels. Prepare a felt angel puppet (see Patterns) for each child. For each angel cut the face from pink or tan felt, the wings from yellow, and the robe from a pastel color. Sew or glue the pieces together. Attach the angel to a tube-shaped mitten to create a puppet. Sew several pieces of long, thick yarn to the top of the angel's head. Let the children style the yarn hair (pony tails, braids, etc.). Have ribbons ready for them to use on their finished hairdos. When they all put the puppets on their hands and hold them up, the "sky" will be filled with angels.

Give each of the children their own paper-plate tambourine to accompany the heavenly choir when it is time to sing. To make them, invert two paper plates and draw designs using colored markers. Use a paper punch to punch holes at intervals around the rim of each plate. (Be sure the holes of one plate match the other plate!) Lay one plate right side up on a table and put a handful of small pebbles, rice, or beans in the plate. Invert the other plate and place it on top of the first plate. Line up the holes and use yarn to tie the plates together. Let the ends of the yarn dangle free. You may want to glue or staple the edges of the plates together to make sure whatever you have put inside does not fall out. Hint: You can also use styrofoam plates, or disposable aluminum pie plates. If styrofoam plates are used, the children will need permanent colored markers to draw their designs.

QUESTIONS

What does a shepherd do?

Why do you think the angels told the poor shepherds about Jesus' birth?

What was the sign that the angels told the shepherds to look for so they would know it was Jesus?

Do you think the shepherds had been waiting for Jesus to come? Why did they believe the angels?

After the shepherds saw Jesus, what did they do? How can we tell people about Jesus?

Where did the angels find the shepherds?

What did the angels tell them?

Should we tell others about Jesus? Why?

Do you think the shepherds would have felt comfortable visiting Jesus if He had been born in a palace as most kings are?

PRESCHOOL SUGGESTIONS

Bring a toy lamb to use as an opener for a discussion about what it must have been like for a shepherd boy up there on the hillside that night.

Make paper sheep on which the children may glue cotton balls (see Patterns).

Talk about where Jesus was born and about the animals that might have been at the manger when the shepherds came to visit. Show pictures of sheep and other animals.

Use a fuzzy felt Bible Story Box (available at Bible book stores). Cut the additional figures needed from felt available at fabric and craft stores.

REVIEW IDEAS

Turn off the lights. Have a spotlight previously set up. Have an adult come in dressed up as an angel (turn on spotlight) and have the narrator tell how it must have been that night so long ago out on a dark hillside when an angel and bright light appeared with the good news. Then the sky was filled with bright shining angels — point to adult angel. Make sure your angel has lots of tinsel and well-glittered wings to shine in the spotlight. Play a tape or record of the song, "Angels We Have Heard on High."

Use a Christmas tree-top angel, stuffed lamb, and crown. Discuss (using objects) how God did not choose

to announce Jesus' birth first to kings and royalty (show crown). He had the angels (show angel) take the message to shepherds out on the hillside keeping their sheep (show sheep). God sent Jesus to be the Savior for all people.

COORDINATING SONGS

"Go Tell It on the Mountain" — Songs of God and Me
 "Silent Night" — Songs of God and Me
 "Angels We Have Heard on High"

Use a large nativity scene and sandbox. Be very descriptive in telling the story.

MEMORY VERSE SONG

♩ = 100



MEMORY VERSE VISUALIZED



TEXT Matthew 2:1-12

OBJECTIVE The students will be able to tell of the wise men's journey as they followed the special star in search of the King — Jesus.

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

Wise Men Visit Jesus

MEMORY VERSE IN ACTION

WHEN THEY SAW — Hold cupped hands around eyes.

THE STAR — Both hands up at sides of face, all finger tips touching thumb, open and close hands quickly.

THEY REJOICED — Palms toward body, make circles away from body with a bubbling motion.

WITH EXCEEDING GREAT JOY — Clap hands.

MEMORY VERSE VISUALIZED

Cut apart the star with words to the memory verse printed in the descending rays. (See pattern at end of the lesson. This is a repeat of the memory verse pattern for Lesson 4d.) Begin by putting up the star and then adding the rays in the proper order as the students learn the verse.

BIBLE LESSON OUTLINE

Introduction: Bring a number of small star stickers and pass them out to your children. Then bring out a large star such as might go on the top of a Christmas tree. (Or you could use one you have made from gold foil, glitter, etc.) Explain to your students that today your story is about a very special star.

1. Explain that the wise men were important and powerful in their own land faraway in the East.
2. They saw the star, realized its importance, and purposed to follow it.
3. They came to Jerusalem, looking for the Christ Child, and there met King Herod.
4. They were rewarded for their persistence and faith when the star led them to the Child they sought.

Climax: The wise men worshipped the Child and offered the gifts they had brought.

Conclusion: God led and directed the wise men through the miraculous guidance of the star.

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

BACKGROUND INFORMATION

The term "wise men" in Bible times applied to those who had spent much of their time learning the wisdom

of the day. Kings and potentates had wise men for advisors. Unfortunately, this class of people included astrologers (those who claim the position of the stars and planets foretell the future), soothsayers, magicians, and diviners. In the Bible, we first read about them when Pharaoh had a dream and called for his magicians and wise men. In Daniel we read that King Nebuchadnezzar called for the magicians, astrologers, sorcerers, and Chaldeans to interpret his dream. Belshazzar called for astrologers, Chaldeans, and soothsayers to interpret the writing on the wall. Of course, none of these so-called "wise men" could make any interpretation. Joseph was called in to interpret Pharaoh's dream and he told Pharaoh that God would give him the answer. Daniel was called in to interpret Nebuchadnezzar's dream and he bluntly told the king that the wise men, astrologers, magicians, and soothsayers could not show the king the dream, but God could. Daniel was also able to read the handwriting on the wall because he was truly a wise man and served the living God.

It is certainly apparent that the wise men who came to see Jesus were more than pretenders. In some way God had revealed to them that the King of the Jews was born. The revelation must have made a deep impression to cause these wise men to travel all that distance and bring gifts to a Baby they probably never saw again in their lifetime.

SPECIAL NOTE FOR THIS LESSON

Refer to Lessons 4d and 16d for additional ideas.

IN-CLASS ACTIVITIES

Discuss how the wise men brought beautiful gifts to Jesus. Show pictures of gold, frankincense, and myrrh. Tell the children that God wants our best. Cut a heart into several pieces and let them help you put it together to see what is the best thing we can give to Jesus.

Bring an empty gift-wrapped box to class in which you have cut a slit so slips of paper can be inserted. Give the children paper on which to write or draw what they would like to give to Jesus. Encourage them to think

about their own personal lives and to give something no one else could give. Place these slips in the box as gifts.

As you tell the story of the sweet-smelling gifts that the wise men brought to Jesus, help your students make their own sweet-smelling gifts to give. Fruit pomanders can be made with apples, oranges, or limes. You will need one fruit for each child. Prick the fruit's skin with a fork. Instruct the children to insert one whole clove into each hole. The fruit should be completely covered with cloves, then wrapped in nylon net (about an 8" square for each fruit). Secure the ends of the net with a ribbon. Tell the children to place their pomander on a saucer or small bowl and let it cure in a cool, dry place for about four days. Then it may be given to the person of their choice.

Help your students make soap sachets for gifts. Give them small bars of soap and some Christmas print fabrics in which to wrap the soap. Secure the ends with craft glue and trim with 1/4" ribbon to resemble tiny packages.

QUESTIONS

What do you think the wise men looked like?

What gifts did they bring?

How do you think the wise men heard about Jesus' being born?

What does *worship* mean?

How do we worship Jesus?

How did the star show the wise men where Jesus was?

How does God lead us?

What treasures or gifts can we give Jesus?

What would Jesus like for you to give Him that would be even better than all the treasures in the world?

PRESCHOOL IDEAS

Cut out several stars and cover them with foil or glitter. Give them to the children to hold up while you tell the story.

Make wise men envelope puppets for each child (see Patterns). Seal the legal-size envelopes and cut off one end of each. Cut out armholes for fingers to go through.

Decorate to look like wise men (each one different). Let the children help their wise men follow the star to find Baby Jesus.

Bake star-shaped cookies for the children to enjoy while listening to the story.

Let your little ones do the dot-to-dot star (see Patterns) as you talk about the special star the wise men followed.

REVIEW IDEAS

Show a large star and a Bible. Talk about how the wise men followed the star — it was their guide. Every night they checked to see where it was. The Bible is our guide. When the children learn their memory verse and do what it says they are letting God's Word be their guide.

Bring three gifts:

- bag of chocolate pieces covered with foil
- two large bottles of perfume — various shapes
- heart-shaped box with picture of Jesus inside

Talk about the gifts the wise men brought as you unwrap the gifts or have a child unwrap them. Save the heart-shaped box until last. As it is opened, tell them that each of them have a heart that they can give to Jesus.

Dress in a wise man costume. Fill a suitcase with things possibly needed for the journey to find the Christ Child. As you pull the items out of the suitcase, have the children name them. Discuss why they might have been needed. Examples: Best clothes — going to visit a King; Crown — to prove their royalty; Large handkerchief — to wipe brow in heat; Camel (toy, carved, or picture) — for transportation; Bucket — to give camel water; Gift — for Christ Child; Money — for food and lodging on journey. Have a large Christmas tree star hung nearby and have someone plug it in after you are through talking about gifts. Quickly put all the items back into your travel bag and say, "See, there's His star! I must be going!"

COORDINATING SONGS

"We Three Kings"

"Twinkle, Twinkle Little Star (leading wise men from afar)"

"Father, I Adore You" — Songs of God and Me

SUPPORT MATERIAL

Early Readers, Level 1, Book 1 — Lavaun Lindi

MEMORY VERSE SONG

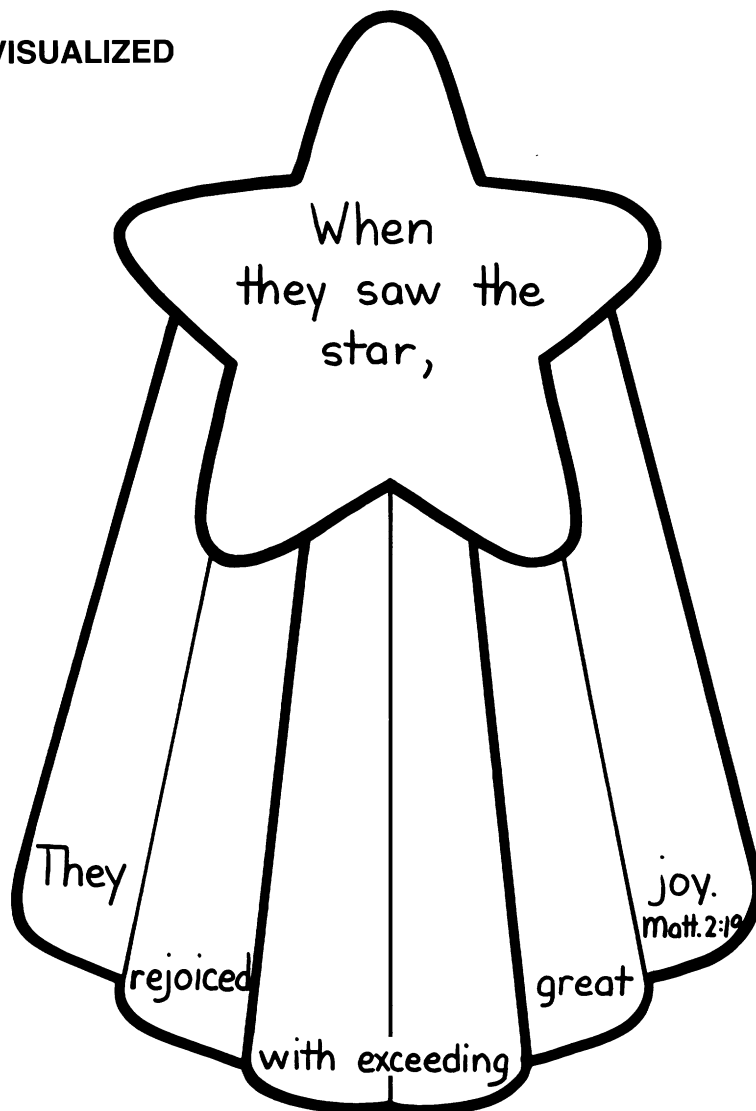
♩ = 100

When they saw the star, they rejoiced with exceeding great joy. When they saw the

star, they re-joiced. joiced.

The image shows two staves of musical notation. The first staff contains the melody for the first line of the verse, with lyrics 'When they saw the star, they rejoiced with exceeding great joy. When they saw the'. The second staff contains the melody for the second line, with lyrics 'star, they re-joiced. joiced.'. There are first and second endings marked above the second staff.

MEMORY VERSE VISUALIZED



God's Plan for Paul

Lesson 29a — Paul's Conversion

Lesson 29b — Paul and Silas in Prison

Lesson 29c — Paul's Testimony to Agrippa

Lesson 29d — God's Care of Paul / Shipwreck

Lesson 29e — Paul's Final Encouragement to Timothy

OVERVIEW

During the month of January, we will do a five-lesson unit on the life of Paul, the great Apostle to the Gentiles. Most of the texts will be taken from the Acts of the Apostles, which is the main Biblical source of information on the life of Paul. Our final lesson is taken from Paul's Epistle to Timothy, Paul's spiritual son and later fellow-traveler and official representative.

Our first lesson describes the miraculous way in which God reached the heart of Saul and led him to conversion. When the light from Heaven reached him on the Damascus Road, he surrendered instantly and completely. [Note: Saul was the Hebrew version of his name. Paul was his name as a citizen of Rome, and after he was sent forth among the Gentiles, he was referred to by this name.] Our second lesson shows him actively involved in furthering the Gospel he had once

resisted. He and his co-worker Silas were thrown into prison, but God intervened and delivered. This is a story sure to capture the imagination of your primary-age children.

The third lesson gives an overview of Paul's Christian life as testified to before King Agrippa. The students will see again Paul's burning desire to tell others about Christ. In lesson four, we see God's protecting hand over Paul as he is saved from a shipwreck. The concluding lesson summarizes Paul's final encouragement to his young helper, Timothy.

The theme woven through these five lessons will be that the secret of Paul's unique career was his fervent nature as possessed and empowered by the Living Christ.

GAMES FOR REVIEW

Using masking tape, mark a boat shape, on your floor, large enough to hold all your students. Tape five long pieces of butcher paper (one for each memory verse of the unit) leading into the boat. Mark off each strip of paper with "boards" representing the number of words in one of the verses. Invite each child to get into the boat by reciting one of the verses, word by word, while stepping on each board of the "gangplank." If the child recites the verse correctly, he may step into the boat. If not, he must go to the end of the line and try again.

Adapt the "Running the Race With Paul" contest idea (see **CONTEST IDEAS**) for a review activity for several players. Cut out and mount on a craft stick one runner for each player. Draw a set of hurdles on a large sheet of butcher paper. Make up a list of questions from the unit. As students answer each question, they may move their runner ahead over one hurdle. (If you have

too many students to make this workable with just one set of hurdles, make individual sheets for each player with a number of hurdles and allow them to advance their runner on their own sheet each time they correctly answer a question.)

CONTEST IDEAS

Review the memory verses for the unit through a contest. Divide your group into teams. Select parts of a memory verse visualized, single hand signs, or one or two words from a verse written on a large piece of paper as a "memory jogger." Hold up the clue, allowing one team to have first chance. If anyone on that team can quote the entire verse from the clue given, his team is given three points. If a mistake is made, the next team gets a chance for the points. If no team is able to quote it correctly for three points, an additional clue from the same verse is given, with the possibility of earning two points. When the verse has been said correctly, start with another team and a new set of memory joggers.

Cut the names of your students out of construction paper or posterboard, using large, connected, bubble letters so the whole name is one piece. (See Patterns for sample names.) Hang these in your classroom or post them on a bulletin board. Explain to your students that this month you will be having a sticker contest. They can earn stickers in a variety of ways: being in class, reciting the memory verse, answering questions, bringing a friend, doing special jobs, etc. Let them know that you will also be giving some stickers for unexpected reasons each Sunday, so they will want to be there so that they won't miss out. Each Sunday give out stickers for the expected reasons and at least one unexpected one, such as having a dog, eating breakfast, living in a white house, or others you can think of. Each sticker they earn should be put on their name. At the end of the month, there should be prizes for those who accumulate the most stickers.

Have a "Running the Race With Paul" contest this month, to coordinate with your study of the life of this Apostle. At the beginning of the month let each child cut out a copy of the running figure (see Patterns) and write his name on the shirt. Draw a set of hurdles on a long sheet of butcher paper. Each Sunday let the students advance their runner past hurdles for attendance, knowing memory verse, bringing Bible, etc. At the end of the month, award prizes for those who have passed the most hurdles.

Make this a missionary month. Have each class choose a country, branch church, etc. (Or this could be done as a departmental project.) The students can earn money for their choice by bringing their Bibles, learning verses, etc. At the end of the month this would be sent to the country (church, etc.) along with a letter from the class or department.

BULLETIN BOARDS

Use one or two world maps which you have cut into large circles. With a black marker pen draw lines across the maps so they look like a pie. Title your board **WE CAN BE WORKERS FOR JESUS** (see Patterns). Assign one piece of the map to each child (write their names around the edge) and help them locate any Apostolic Faith churches we have in those areas. Tell the children that one way they can be workers for Jesus is to pray daily for their area of the world.

Make a bulletin board that will remind the students that any time is the right time to work for Jesus. Title the board **TIME TO WORK FOR JESUS** (see Patterns). On the board put a calendar, paper-plate clock, old watch, etc., to indicate the days, hours, and minutes that all can work for Jesus.

Arrange a board that will show what is included in God's plan for our lives. Title your board, **WHAT DOES**

JESUS WANT US TO DO? (see Patterns). Attach two large sheets of paper to the board. Draw a face in the top left-hand corner of each sheet (a smiley face on one and a sad face on the other). Ask the children to cut pictures from magazines, draw pictures, or write about things and then attach them to each sheet. The smiley face sheet is for good deeds and the sad face for inappropriate deeds.

UNIT SONGS

"If You're Saved and You Know It"

"Isn't It Grand to Be a Christian?"

"Victory in Jesus"

"Stop, and Let Me Tell You"

CHART IDEAS

Make a **GOD'S HELPER BOOKMARK** for each child to complete (see Patterns). Each Sunday let them write in where their memory verse for that lesson is found in the Bible. When it is completed they may use it in their Bibles to remind them that God also has a plan for them.

Help the children to make juice-cap wind chimes. Wash and dry five frozen-juice caps for each child. For each wind chime glue two popsicle sticks together to form an X. Tie a piece of yarn at the center of the X and make a loop on top for hanging. Glue a length of yarn to each cap. Tie each piece of yarn to the end of a stick and one in the center, making sure that each cap can touch another cap as it swings in the breeze. On each of the five caps let the children put a sticker seal of the symbols of Paul's life (see Patterns). Copy one set of stickers for each child. (To prepare the sticker seals mix equal amounts of Elmer's or Lepage's mucilage and water in a paper cup. Apply the glue mixture to the back of each page of stickers with a paint brush. Let the page dry completely, glue side up, then cut out all the stickers — 5 per child. Supply a damp sponge for the children to use in moistening the backs of their stickers when they are ready to use them.)

SUPPORT MATERIAL

Puppet Shows That Teach, Vol. 3 — by Joyce Reynolds

Life of Paul — Pict-o-graph, Standard Publishing

God's World of Children No. 1896 — Standard Publishing (Redi-stix seals)

Children of the World No. 1748 — Standard Publishing (seals)

Children of the World No. 7-4486y — Scripture Press (seals)

Musical Notes No. 1938 — Standard Publishing (seals)

Paul — Bible Hero Stories, by Joe Maniscalco — Standard Publishing

TEXT Acts 9:1-22

OBJECTIVE The students will be able to describe the outstanding conversion of Paul. They will be able to explain that salvation for each person is just as real though possibly not as dramatic.

MEMORY VERSE Repent ye therefore, and be converted, that your sins may be blotted out. — Acts 3:19

Paul's Conversion

MEMORY VERSE IN ACTION

REPENT YE THEREFORE — Bend at waist as you fold hands to pray.

AND BE CONVERTED — Both hands in fist position, right fist palm faces forward with left fist palm facing it, twist hands around until they have reversed positions.

THAT YOUR SINS — Make fists with index fingers pointing to each other and then to self.

MAY BE BLOTTED OUT — With the right hand, pretend to paint over an imagined spot on the palm of the left hand.

MEMORY VERSE VISUALIZED

The visualization of this week's memory verse is a man kneeling at the cross. (See pattern at end of lesson.) Cut apart the pieces as indicated by the heavy black lines. Reassemble the arrangement piece by piece as your students learn the verse.

BIBLE LESSON OUTLINE

Introduction: Take several different light sources to class to open your session. These could include a flashlight, lantern, candle, light bulb, camera flash, etc. Ask what these have in common. When the students have established that each is a source of light, move into your lesson. Explain that today your Bible story is about a very special light — a light from Heaven.

1. Saul received permission to go to Damascus and imprison any disciples of the Lord.
2. As he went, a light from Heaven shined upon him, and the Lord revealed Himself to Saul.
3. The light blinded Saul, and those with him led him to Damascus where he remained blind for three days.
4. The Lord instructed a disciple named Ananias to go and pray for Saul.

Climax: When he had done so, Saul received his sight and at once began to proclaim that Jesus was indeed the Christ.

Conclusion: Saul's conversion on the way to Damascus is dramatic proof of God's ability to reach the one intent on working against Him.

Response: The students should be able to relate the

unusual event which preceded Saul's conversion. They should realize that God may use unique ways to reach the one who has an honest heart.

BACKGROUND INFORMATION

The Apostle Paul was born in the city of Tarsus on the southern coast of present-day Turkey. His original name was Saul and he was born a Roman citizen although he was Jewish. The Greek culture of his city no doubt was an advantage to him in his ministry after his conversion.

Saul was the son of a Pharisee and raised very strictly in the Jewish religion. He was taught by Gamaliel, an outstanding teacher of that day, and became very zealous for the religion of the Jews. His determination was to stamp out Christianity and he set out to do so with a vengeance. He is first mentioned as one who kept the clothing of those who stoned Stephen to death.

The Gospel spread rapidly immediately after Pentecost. On the Day of Pentecost about 3000 were added to the group of believers. Shortly afterward it notes that the number of believers was 5000 men. The Jewish high priest with the scribes and elders were very angry and demanded that the Apostles quit preaching about Jesus. They began to persecute the church, causing the believers to flee to other cities.

Saul obtained permission from the high priest to go to Damascus and bring back any believers that he found and imprison them. The city of Damascus was about 175 miles northeast of Jerusalem. As Saul was on his way the Lord shined a light from Heaven around him revealing that Jesus was truly the Messiah, and Saul became a devoted follower of the very Jesus he had persecuted.

IN-CLASS ACTIVITIES

Use paper-bag puppets to help you tell the story (see Patterns). Show how God called Paul and how Ananias prayed for him.

Make 13 cards which are 2" high and as long as needed for each word of the memory verse (2" x 3", 2" x 5", etc.). Write one word on each card and scramble them, face up, on your desk. Ask the children to work together in putting the verse in order. Then talk about each section and key words of the verse (repent, converted, blotted out).

Draw a child's hands in a praying position on paper. (See patterns for 1e.) Write "Pray and Be Saved" on the hands. Use as visual aid in discussing lesson.

The children may discover, while reading the Bible text, that Paul's name was also Saul. The question may arise, "Why did he change his name?" Explain that he didn't really change his name. It was the same name but in a different language: The Hebrew people called him Saul, the Romans called him Paul. Do some research before this lesson is taught. Find out what each child in your class might be called in another language. (Kathrine/Katrina — Russian; Edward/Fuad — Lebanese; Mary/Maria — Spanish; John/Ian — Irish; etc.) The children should know that the real change was in Paul's heart.

QUESTIONS

How did Jesus call Paul to be saved?

Why do you think God caused Paul to be blinded? How did Paul get his sight back?

Name some other people in the Bible who were told by God to go somewhere.

How do you think Paul was different after Jesus saved him?

What did Paul do after he got his sight back?

How does Jesus talk to people today about being saved?

Do you know someone who is saved?
How are they different from the way they were?

Can God save you? What do you have to do to be saved?

PRESCHOOL IDEAS

Show a heart on which you have put sin spots. Tell the children that Paul had been a very naughty man. Then show a clean heart as you tell of God's calling Paul and of Paul's praying.

Use construction paper to cut out a large cloud. Cut a

hole in the center large enough to fit around the head of a flashlight. Hold the flashlight up with the cloud surrounding it and turn the light on when telling about the light from Heaven and Jesus' speaking.

Make a small story box for each child (see Patterns). Help the children to identify each picture as you tell the story of Paul's conversion.

After telling how God changed Paul's heart, use behavior pictures from patterns for Lesson 19c to illustrate how Jesus changes the way we act after He makes our hearts clean.

REVIEW IDEAS

Demonstrate things that are more useful after they've been changed. Examples:

Presweetened Koolaid must be dissolved in water before drinking.

A raw egg must be cooked before we would use it in salads, sandwiches, or for breakfast.

Cake or cookie ingredients by themselves aren't very good (salt, baking powder, butter, etc.), but when mixed together they make something delicious.

Tell the children that after God saves us He takes our feelings and thoughts and makes them Christlike.

Using a sad/happy face mask (see Patterns for 27b) act out a skit. First use the sad face and be unhappy and unhelpful. Then pray. During prayer, turn the mask over to the happy position. Salvation changes attitudes so you can be happy, kind, and helpful.

Act out the story of Paul's conversion. Have Paul and some soldiers walking to Damascus. Shine bright light on Paul (blindfold Paul at this point). Using a pretaped voice, reenact God's conversation with Paul. Then have Ananias visit Paul and pray that he will receive his sight.

COORDINATING SONGS

"Do You Know That You've Been Born Again?"

"One Door and Only One"

"A New Name in Glory"

"Oh, What He's Done for Me" (chorus)

"Rolled Away"

"All of My Burdens Went Rolling Away"

"Wordless Book Song"

"Things Are Different Now"

"Bullfrogs and Butterflies"

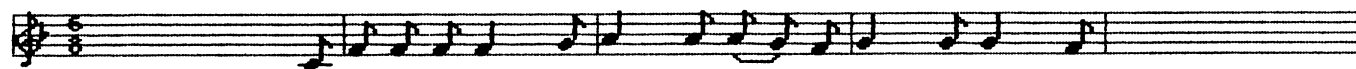
"I've Been Changed"

SUPPORT MATERIAL

Paul Believes in Jesus — Arch Books, Concordia
Paul, Speak for God — Thomas Nelson Publishers

MEMORY VERSE SONG

♩ = 100



TEXT Acts 16:22-34**OBJECTIVE** The students will be able to describe the events which took place while Paul and Silas were in prison. They will be able to explain that Paul and Silas were at peace because their trust was in Jesus, and that we, too, can trust God in trying situations.**MEMORY VERSE** Let all those that put their trust in thee rejoice. — Psalm 5:11

Paul and Silas in Prison

MEMORY VERSE IN ACTION

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

THOSE THAT — Point to others.

PUT THEIR TRUST — At eye level, hold fists on top of each other as though holding to an imaginary rope.

IN THEE — Point up.

REJOICE — Palms toward body, make circles away from body with a bubbling motion.

MEMORY VERSE VISUALIZED

This week the memory verse is illustrated by a little girl jumping rope under a rainbow. (See pattern at end of lesson.) Cut apart the four sections as indicated by the heavy black lines. Put the arrangement back together a section at a time as your students learn the verse.

BIBLE LESSON OUTLINE

Introduction: Bring a large padlock to class, or a length of chain as an alternative. Remind your class how in last Sunday's lesson, Saul was determined to put Christians into jail for their belief in Christ. But by today's story, many things had changed. Saul was now called Paul which was the Latin name for Saul. And he was the one in prison, along with Silas, another worker for the Lord.

1. Because they preached Christ, Paul and Silas were beaten and thrust into prison, and their feet made fast in stocks.

2. An earthquake miraculously opened the prison doors and released the prisoners' bonds as Paul and Silas prayed and sang at midnight.

3. Thinking that the prisoners had escaped, the jailer would have killed himself, but Paul assured him that they were all there.

Climax: The jailer asked what he must do to be saved. When Paul told him to believe on Jesus, he did so and was converted.

Conclusion: The reaction of Paul and Silas to their unjust imprisonment convinced the jailer of his need of salvation.

Response: Your students should be able to tell how Paul and Silas's trust in God brought about the conversion of the jailer. They should recognize that their reaction to trying circumstances may very well prove to someone the reality of the Gospel.

BACKGROUND INFORMATION

After Saul's conversion, he began to preach the Gospel in Damascus. He then became the persecuted instead of the persecutor.

Some of the disciples who were scattered by the persecution in Jerusalem established a church in Antioch, and Barnabas was sent to help them. He went to Tarsus for Saul and brought him to Antioch. The disciples were first called Christians at Antioch. It was from here that Saul and Barnabas went on a missionary trip, and it is mentioned that Saul's name was also Paul and from there on in the Bible he is called Paul. [The Jewish form of his name was Saul, but when he was sent to the Gentiles he became Paul, the Latin form of his name.]

On a second missionary trip, this time accompanied by Silas, Paul received his call to Macedonia. They came to Philippi, and when he had cast an evil spirit out of a girl who was a soothsayer, they were beaten and thrown into prison because she could no longer use her spirit of divination to bring gain to her masters.

The magistrates were hasty in casting Paul and Silas into prison. They did not realize that they were Roman citizens and should have had a trial. The jailer put them in stocks in the inner prison. God was with them and freed them with an earthquake, which event brought about the conversion of the jailer and his family.

IN-CLASS ACTIVITIES

Paul and Silas were able to sing and praise God in the prison because their trust was in Him. Give each of your students a copy of the Trust Poster (see Patterns). If you wish, the poster could be enlarged. Help them fill

in the various parts of the poster. If time allows, the poster can also be colored with marking pens. Make sure each child puts his name on his own poster.

The flip-chart drawings of Paul and Silas are a fun way to tell this story (see Patterns). The pictures are numbered and should match the text following:

1. Paul and Silas loved Jesus and went about telling others how they could be happy.
2. There were some people who didn't love Jesus so they put Paul and Silas in jail.
3. But Jesus was with Paul and Silas all the time. Even in prison they could be happy.
4. At midnight there was an earthquake! The locks fell off and the doors opened!
5. The jailer was afraid everyone would run away and he would be in big trouble.
6. But Paul told him not to worry. Then the jailer told Paul he wanted to be saved.
7. He prayed like Paul told him to and Jesus came into his heart.
8. When sad things are happening all around us we can be happy. We just need to love Jesus and ask Him to care for us.

QUESTIONS

Why do you think Paul and Silas, and the other prisoners didn't run away or escape?

Why did Paul and Silas sing songs and praise God in prison?

When should we sing songs and praise God?

What was the jailer going to do when he thought everyone had escaped? Tell what he did instead.

How did Paul and Silas help the jailer?

How did the jailer help Paul and Silas?

How do you think the way we act shows others about Jesus?

Can Jesus change your enemy into your friend? How?

PRESCHOOL SUGGESTION

Make a jail out of a small cardboard box. Use small dolls to represent Paul, Silas, the jailer, and any others used in the story. Tell the story and play a portion of a tape of two men who are singing praises to God.

Make a happiness box. Cover a shoe box with wrapping paper (bottom and lid separately). Inside the box place things that make you happy: picture of Jesus, song sheet, invitation to a birthday party, seashells, happy-face sticker, crayons, etc. Discuss with your chil-

dren things that might make them sad: being sick, a friend's moving away, rain at your picnic, etc. Reach into the box and pull some things out (leave the Jesus picture until last). These are fun and sometimes make us happy but when we are really sad about something only Jesus (show them the Jesus picture) can make us happy. When we talk to Him He makes us want to smile and sing. He helps us tell others about Him.

Give each child a copy of the happy and sad faces to color (see Patterns). Have them color Paul's and Silas's happy faces yellow. The sad faces should be colored blue or some other color. This will help show what a contrast Paul and Silas were to the people who did not know Jesus.

REVIEW IDEAS

Ask the children how they feel when they're tired or sick. Using objects and pictures talk about ways we can deal with sadness and sorrow, ways Jesus helps us. Play some happy tunes (either record or piano), and remind children how music, especially Sunday school songs and such, can help to sooth our feelings. And when we feel good we can help others.

An overhead review would work well with this story (see Patterns). You might like to take the pictures apart and make overlays to create some action on the screen. 1. Start your story with the screen black, except for the two sets of "eye holes." Tell how even at midnight Paul and Silas were wide-awake. 2. They were happy. And this was surprising because they were in prison! Why? 3. They had been telling people about Jesus. 4. Some people didn't love Jesus so they had Paul and Silas put into prison. 5. Paul and Silas were happy and sang songs and praised God. The jailer couldn't figure out why. 6. Suddenly the prison started to shake and the doors opened. 7. The jailer was afraid but Paul told him not to worry. The jailer asked, "How can I be saved?" 8. He was told to pray to Jesus. And that's the answer for us today! 9. If you pray, Jesus will fill your heart with the same thing Paul and Silas had. Put the jumbled letters together and find out what that special something is. (Cut the word JOY into 6 pieces and put it together on the screen.)

COORDINATING SONGS

"I Wonder How It Felt"

"Oh! Say But I'm Glad"

"Every Promise in the Book Is Mine"

"You Can Smile"

"Hallelu, Hallelujah!"

"I'm Excited in the Lord"

"Down in My Heart" (4th verse)

"Are We Downhearted?"

"It's Bubbling!"

"He's Able"

"Jesus Loves the Little Children"
 "Why Worry When You Can Pray?"
 "Whisper a Prayer"
 "I Just Keep Trusting My Lord" — Sunday School Sing
 pg. 78 by Singspiration
 "Paul and Silas" — Sunbeam Songs No. 1, pg. 1
 "Sunlight, Sunlight" tune. Words as follows:

Young folks, old folks, folks in every town,
 White folks, black folks, yellow, red, and brown.
 Jesus wants to save them, take away their sin,
 Wants to put the sunlight of His love within.

SUPPORT MATERIAL

Saul of Tarsus — Charlotte Books (book and tape)

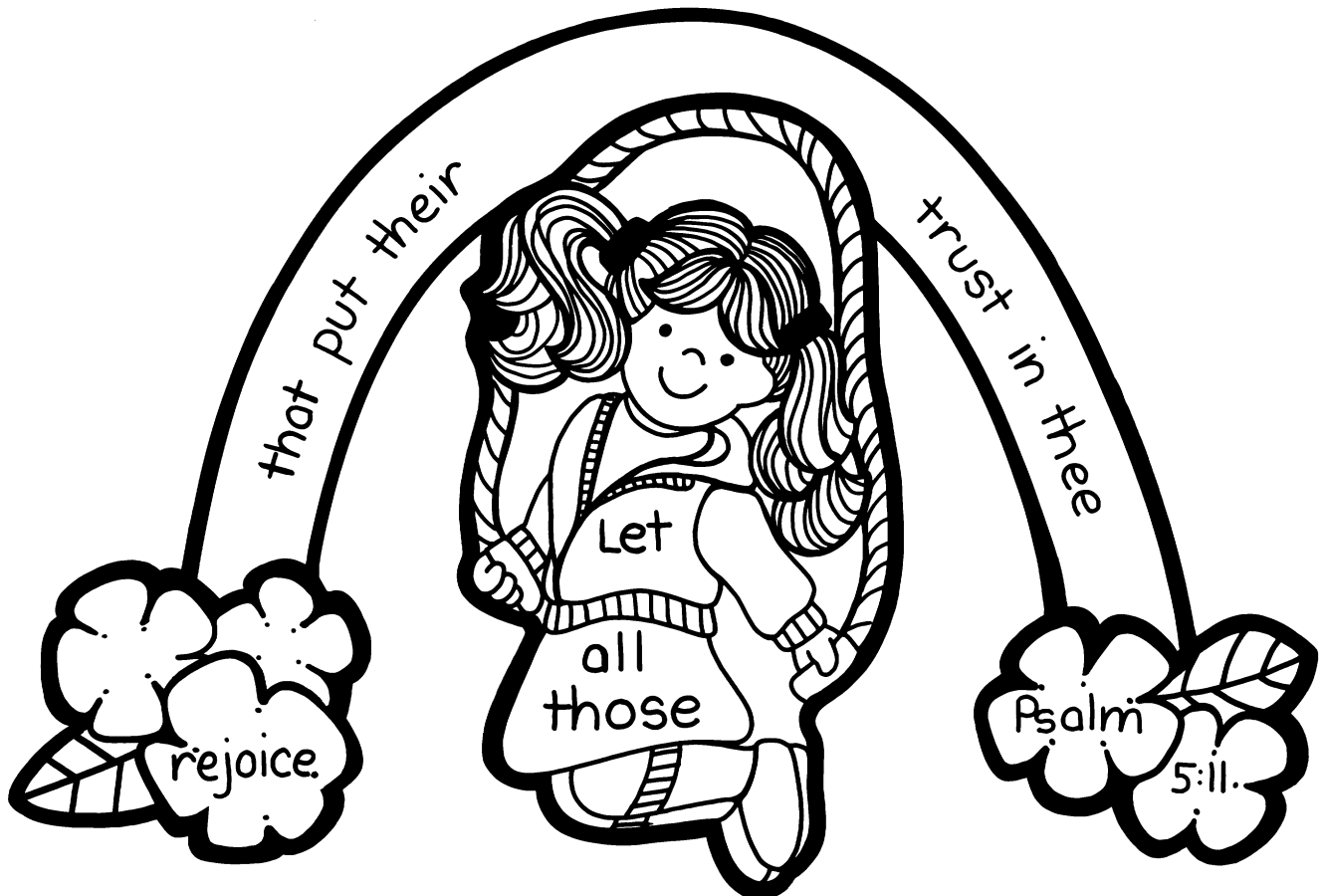
MEMORY VERSE SONG

♩ = 100

Let all those that put there trust in thee, Put there trust in thee, Put there trust in thee,

Let all those that put there trust in thee R E J O I C E (REJOICE)

MEMORY VERSE VISUALIZED



TEXT Acts 26:1-32

OBJECTIVE The students will be able to explain that though Paul was a prisoner and was taken before a king, he was not afraid. He saw the situation as yet another opportunity to tell of Jesus. They will recognize that we must be ready and willing to give our testimony at every opportunity.

MEMORY VERSE Be not thou therefore ashamed of the testimony of our Lord. — II Timothy 1:8

Paul's Testimony to Agrippa

MEMORY VERSE IN ACTION

BE NOT — Shake head "no."

THOU THEREFORE — Point to others.

ASHAMED — Hide your face in your palms.

OF THE TESTIMONY — Place index fingers on lips, simultaneously move right hand in semicircle to right and left in a semicircle to left.

OF OUR LORD — Make an L with thumb and first finger of the right hand. Touch thumb to left shoulder, bring across in front of body touching right waist.

MEMORY VERSE VISUALIZED

This week the visualization of the memory verse is of a young boy who is sitting and looking at a picture of Jesus. (See pattern at end of lesson.) Cut the sections apart on the heavy black lines and assemble the group-
ing piece by piece as your students recite the verse.

BIBLE LESSON OUTLINE

Introduction: Bring an "I go to the Apostolic Faith Sunday School" button for each child in your class. (Or use a button made from the pattern given for Lesson 20d which says, "I'm a Jesus Helper.") Use this as an opener to tell your class that the main point of your story today is telling others about Jesus.

1. Paul had been imprisoned for his testimony, but King Agrippa granted permission for him to tell his story.
2. Agrippa listened as Paul told how he persecuted the followers of Jesus until he received salvation on the road to Damascus.
3. Paul let Agrippa know that since his conversion, the Jews had tried to kill him.
4. Paul's testimony moved King Agrippa, and he was almost persuaded.

Climax: Paul convinced the king that he had done nothing worthy of death or of bonds. But Agrippa felt he could not free him because Paul had appealed to Caesar.

Conclusion: Others may not always receive our tes-

timony but that should not discourage our telling the story.

Response: Your students should be able to outline the testimony that Paul gave before Agrippa.

BACKGROUND INFORMATION

The king before whom Paul gave his testimony came from a family who had ruled Palestine for many years. His great grandfather was Herod the Great who was ruler at the time of Jesus' birth and had ordered the destruction of all the babies in Bethlehem that were two years old and under. His grandfather's brother was Herod Antipas to whom Pilate sent Jesus to be judged. His father was Herod Agrippa I and was the king who had James put to death and had Peter imprisoned. Shortly after James' death this king gave an oration and the people said that it was the voice of a god. He accepted this praise and did not give God the glory and the angel of the Lord smote him and he was eaten of worms and died. His son, Herod Agrippa II was then seventeen and the Roman ruler did not make him a king immediately, but did at a later date.

For four years the young Agrippa used his influence to help the Jews and this may be the basis for Paul's statement, "I know thee to be expert in all customs and questions which are among the Jews." At this time Herod Agrippa II was called the King of Judea and came to visit Festus who had been made procurator in the place of Felix. Caesarea was the capital of the Roman province of Judea, although Herod's palace was in Jerusalem. This king to whom Paul witnessed appears to have been a fair man and would have set Paul free had he not appealed to Caesar.

IN-CLASS ACTIVITIES

Bring an "I go to the Apostolic Faith Sunday School" pin for each child in your class. Use them as openers to talk about witnessing.

On 3" x 5" cards print the name PAUL and the names

of each of your students (one student's name per card). Using as many spring-type clothespins as you need, write one letter on each clothespin (you will need four clothespins for the name PAUL, three for the name KIM, etc.). During class time talk about who can be a witness for Jesus. Give each child the card with his name printed on it (you take the card with Paul's name). Put a bowl in the middle of the table in which you have put all the clothespins. Tell the children that the bowl contains the names of some people who can be missionaries. Have them search through the bowl to see if they can find the letters for their own name. They should clip each clothespin letter they find onto their card in the order that spells their name.

Talk to your children about details. Example: If you went on vacation and saw a spaceship launched, you probably wouldn't come home and tell your friends nothing much happened. You would tell them everything you could remember! That is how Paul felt about being a witness for Jesus. He wanted to tell everything! For each child prepare a copy of the testimony puzzle (see Patterns). Cut the puzzles apart into the five pieces. Put four of the pieces in an envelope for each child. Keep the fifth piece (the piece with Jesus on it) separate. As the children try to complete their puzzle, bring out that Paul's testimony wouldn't have been complete if he had not told the king that Jesus made the change in his life.

Let each child complete a missionary letter which you have cut to size (see Patterns). They may choose a foreign country to which they want their letters sent.

Make the helping hand testimony symbols for each child to complete and hand out to people (see Patterns).

QUESTIONS

Why was Paul in jail? Why do you think God allowed this?

What did Paul tell King Agrippa?

Why did Paul believe Jesus was alive?

What did King Agrippa tell Paul after he had listened to his story?

Why do you think Paul was not afraid to tell King Agrippa about Jesus?

Why do you suppose Paul wanted to tell the king these things?

Why did Paul tell people they should be saved?

What is the most valuable testimony (story) we can tell?

Name some of the times when we can tell others about Jesus.

Have you ever told anyone about Jesus?

How would you like to tell the President of the United States about Jesus? What would you tell him?

PRESCHOOL SUGGESTIONS

Give each child a copy of the picture of King Agrippa listening to Paul's testimony (see Patterns). Let them color their pictures as you tell the story.

Use dolls to help you tell the children how Paul witnessed to the king about Jesus. Demonstrate how we can tell others about Jesus and invite them to Sunday school.

Show the children two hearts — one clean and one with sin spots. Tell them how Paul had his heart washed clean and it didn't have any more sin spots. The king's heart had sin spots and Paul tried to tell him how he could get those sin spots out of his heart. Say that we should tell our friends too.

REVIEW IDEAS

Bring several small lights. Turn off all the overhead lights in the room and turn on the small lights. Talk about how our lights (testimonies) for Jesus will shine in a world dark with sin.

Use a page of real estate ads from the paper as the basis for your object lesson. Explain to your group that these ads are designed to make people want what they are describing. They tell all the best things about the house that is for sale. Read a few of them that are especially descriptive. Ask which ones they think they would like to own, and why. Then tell them that all Christians are like a real estate ad. They are advertising a Person, the Lord Jesus. Other people look at them to find out what Jesus is like. The ads are very small; we may think we are small or unimportant, but we are noticed. The ad lists all the advantages of the property; we want to be sure people can see in our lives the advantages of being a Christian. The ads list a price; there is a price to pay for being a Christian. What are some of the prices Paul paid? We may not all pay the same price, but it will be there. Paul was a wonderful "advertisement" for the Lord Jesus when he stood before Agrippa. What kind of advertisement is the witness we are giving?

This story would work well as a puppet show. You

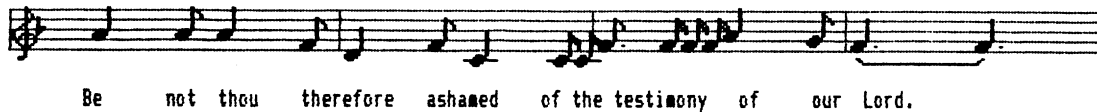
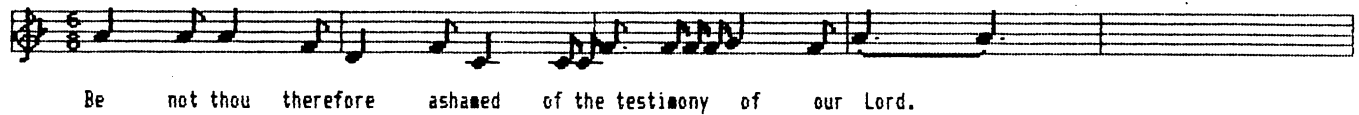
could dramatize Paul's testimony or just have the whole scene in the king's throne room.

COORDINATING SONGS

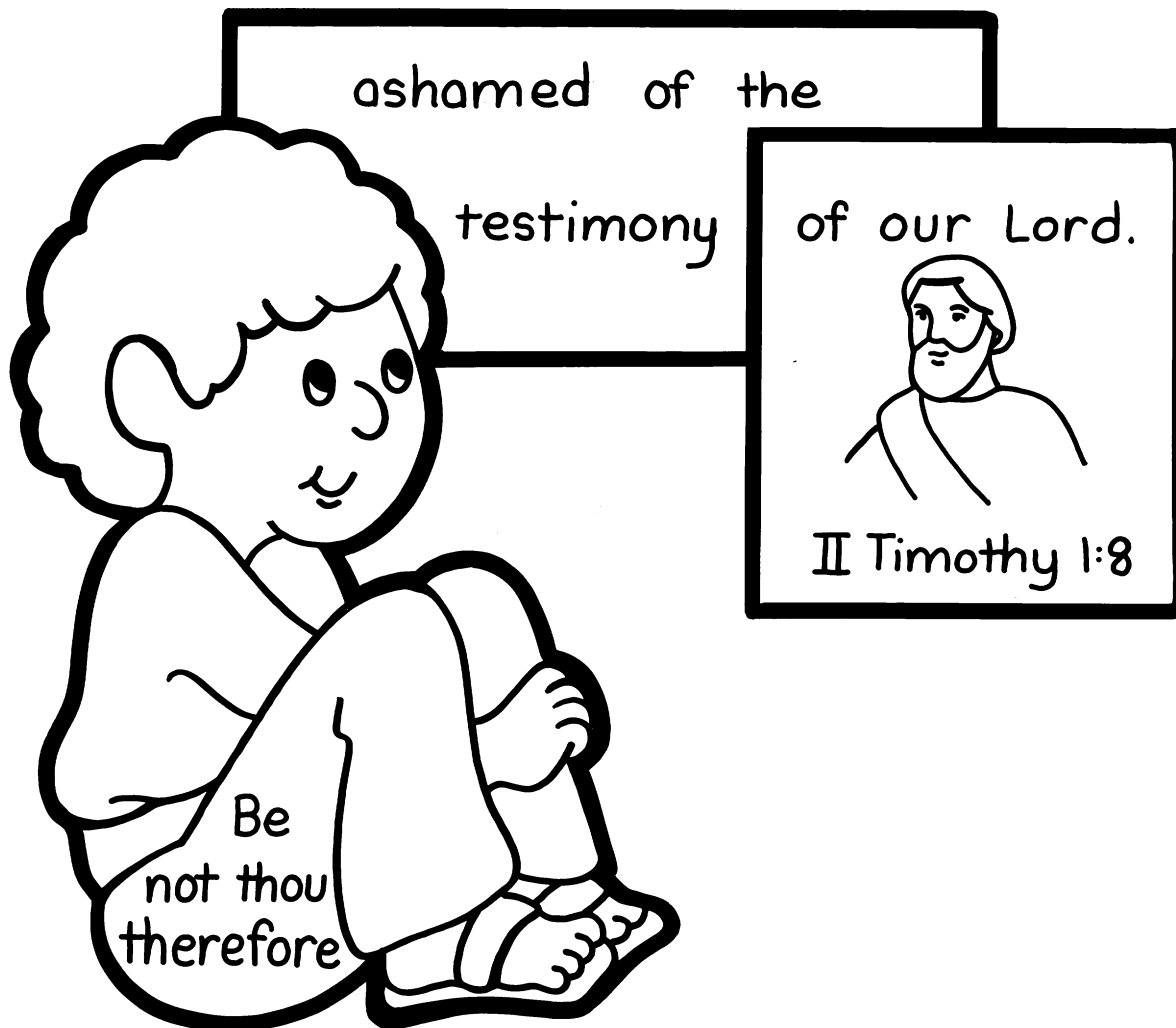
"Everybody Ought to Know"

MEMORY VERSE SONG

♩ = 100



MEMORY VERSE VISUALIZED



TEXT Acts 27:1-44

OBJECTIVE The students will be able to describe Paul's perilous journey and shipwreck when he was being taken to Rome. They will be able to explain that God comforted him with the promise that no lives would be lost, and will recognize that God still protects His own.

MEMORY VERSE Casting all your care upon him; for he careth for you.
— 1 Peter 5:7

God's Care of Paul / Shipwreck

MEMORY VERSE IN ACTION

CASTING ALL — As though carrying a heavy object with both hands, toss it in front of you.

YOUR CARE — Fan your face with both hands.

UPON HIM — Point up.

FOR HE — Drop hand to waist and point up again.

CARETH — Fan your face with both hands.

FOR YOU — Point to others.

MEMORY VERSE VISUALIZED

Cut apart the sections of the ship riding on the waves, as indicated by the heavy black lines. (See pattern at end of lesson.) As your students learn each portion of the verse, put up the corresponding pieces one at a time.

BIBLE LESSON OUTLINE

Introduction: For your class opener this Sunday, use a simple circle face with large scared eyes looking out of it. Ask your students to describe briefly a time in their life when something really scared them. When each one has had a turn, say that we have all been afraid. But a good thing to remember is that if we love God, He has promised to take care of us.

1. Paul and other prisoners were put on a ship headed for Rome.
2. They transferred to a ship whose destination was Italy. After many delays, Paul advised them to wait for better weather.
3. The captain did not heed Paul's warning and they sailed into a severe tempest.
4. When all hope failed, an angel appeared to Paul and said he would go before Caesar and no one would die.

Climax: The ship ran aground and broke up, but all passengers and crew made shore as the angel had promised.

Conclusion: God had a plan for Paul and it took place in spite of Satan's oppositions.

Response: The students should be able to describe how God protected Paul and saved his life in spite of the shipwreck.

BACKGROUND INFORMATION

Since Paul was a Roman citizen, he was given the right to appeal to Caesar. Had he not been a citizen of Rome, his case would have been settled by local authorities who were appointed by the Roman senate or the emperor. Having requested his case to be tried before Caesar, it was up to the Roman officials to see that he arrived there. Paul was a prisoner in Caesarea and it was about 1400 miles from there to Rome.

Paul was put in the custody of a centurion and they took a ship of Adramyttium which was a seaport town of Mysia in Asia Minor. Since this ship was not going to Italy, the centurion transferred them to a cargo ship of Alexandria that was going to Italy.

Apparently Paul was more familiar with the weather than the captain of the ship or may have had a revelation from the Lord. His advice not to sail went unheeded and they were hit by a fierce wind storm called Euroclydon. This tempest from the northeast caused high waves and was frequent enough to have been given a name. The storm caused them to be shipwrecked on the island of Melita which is now Malta. It has some excellent harbors and has always been important in both commerce and war.

After three months they were able to get passage on another grain ship from Alexandria and went on to terminate their sea voyage at Puteoli, a great landing place of travelers to Italy from the eastern Mediterranean. Ships usually discharged their cargo at that location as there was no commodious harbor nearer Rome.

IN-CLASS ACTIVITIES

Line up the chairs in your classroom two by two in a line, to represent a ship. Have the children be the passengers. Make some gray paper clouds to hold over the ship. Reenact how the angel came to Paul to tell him not to be afraid, that God was watching over him and He promised that everyone who was on the ship would be safe. A snack could be served at the point where the people ate some food. Tell the children that God still watches over us today.

Give each child the angel, boat, and Paul patterns (see Patterns). Let them help you tell the story.

Cut ten 3" squares of paper (more if needed) and draw a circle in the middle of each one. On five of the circles draw a happy face and on the other five draw a sad face. Fold all of them in half and put them into a paper bag. When you come to the stormy part of the story, have each child draw a slip of paper from the bag. Everyone that gets a sad face is to complain about the storm, show fear, etc. The ones who pick happy faces should express the feelings that everything will be all right, Jesus promised to take care, etc. Impress upon the children that God is the same today as He was in Paul's time.

QUESTIONS

Why was Paul going to Rome?

Have you ever been afraid in a storm? What did you do?

Why do you think Paul was not afraid?

Why do you think the men finally did what Paul told them to do?

How did Paul know that none of the men would drown?

Paul told the men to "be of good cheer," in other words, "Cheer up." Do you think that was easy to do or hard? Why?

When things are going bad for us, how can we be cheerful?

How do we know God is with us?

PRESCHOOL SUGGESTIONS

Give each child a copy of the dot-to-dot sailboat (see Patterns). Let them finish drawing the sail and then color their picture.

Have your students complete their own scribble storm picture (see Patterns). When you tell the part in the

story about the storm let the children choose a coloring crayon and make their own storm.

Show the children the flip chart of Paul's perilous journey (see Patterns). It is simply drawn and will help them to visualize what happened. They are numbered for easy telling. 1. Paul was a prisoner being sent to Rome. 2. While they were on the sea a terrible storm arose. 3. Everyone was afraid. 4. God sent an angel to Paul to tell him not to be afraid because everyone would be safe. 5. They were still afraid and threw almost everything into the water. 6. Soon they all jumped into the water and started swimming to shore. 7. Everyone made it safely to land. 8. Do you think Paul said "Thank You," to Jesus?

REVIEW IDEAS

Enlarge the flip chart from Preschool Suggestions and use as a review of the story. You might wish to elaborate a bit more on the story and perhaps use sound effects.

Talk about different things that might happen in a person's life that would cause him to worry. At the same time show a visual depiction of whatever your subject is. (A good source of pictures for this would be Moods and Emotions, teaching pictures — David C. Cook Publishing Co. They are a Preschool-Elementary Education set by Sylvia Tester.) After each subject and at the end of your review impress upon the children that they may not receive a message from an angel but they still have God's promise, "I will never leave thee, nor forsake thee," and also, as the memory verse states, "He careth for you."

Write the ten questions below on small cards and put them into a paper bag. Prepare the journey board (see Patterns) with posterboard and construction paper. Make the invisible pockets behind the waves so the cards can be inserted when the question is answered correctly. Pick one card from the bag, ask the question, and when it is answered put it into the correct pocket. The first letter of the one-word answer will match one of the letters on the pockets. (Let the children use their Bibles for the challenge question. The answer is found in Acts 27:1.)

A — Whom did God send to tell Paul that everyone would be safe? (angel)

F — What was the first thing the angel told Paul? (fear not)

G — Who sent the angel to speak to Paul? (God)

J — What was the name of the centurion in charge of the prisoners? (Julius) CHALLENGE QUESTION

L — Where was everyone when they were through swimming and all safe? (land)

P — Who was the most important prisoner on the ship? (Paul)

R — Where was Paul being sent? (Rome)
 S — What was the weather like during the journey?
 (stormy)
 S — How did all the men get to land? (swam)
 W — What was it that blew so mightily that the ship fell
 to pieces? (wind)

COORDINATING SONGS

"Safe Am I"

"Wide, Wide As the Ocean"
 "God Is So Good"
 "God Is Watching Over You"
 "He's Got the Whole World in His Hands"
 "Jesus Is Caring for You"
 "Jesus Loves the Little Ones Like Me"
 "Jesus Loves the Little Children"
 "With Christ in the Vessel"

MEMORY VERSE SONG

♩ = 100

Casting all - - your care upon - - him; for he car - eth for

you. Casting all - - your care upon him; for he car - eth for

you.

MEMORY VERSE VISUALIZED



TEXT I Timothy 4:12-16; II Timothy 3:14-17; 4:2-8,17,18

OBJECTIVE The students will be able to tell that even as Paul was nearing the end of his life he encouraged the young man, Timothy, to work for the Lord. They will see that the call of the Gospel to each one is to work for the Lord.

MEMORY VERSE Be ye doers of the word, and not hearers only.
— James 1:22

Paul's Final Encouragement to Timothy

MEMORY VERSE IN ACTION

BE YE — Point to others.

DOERS — Nod head “yes.”

OF THE WORD — Hold left side of extended right index finger in front of lips and rotate in small circle away from body.

AND NOT — Shake head “no.”

HEARERS ONLY — Point to ear.

MEMORY VERSE VISUALIZED

This week the visualization of the memory verse is portrayed by three children engaged in “doing” and “hearing” the Word of God. (See pattern at end of lesson.) Cut apart the sections as indicated by heavy black lines, and reassemble the grouping with your students as they learn the verse a portion at a time.

BIBLE LESSON OUTLINE

Introduction: Bring to class a number of illustrations showing different types of occupations — doctor, bus driver, teacher, etc. Ask your students what their parents' professions are. Mention that work is an important part of life, but no matter what type of job we do, we can still work for God. As you bring out this thought, lay a transparency, on which you have drawn a cross, over each illustration.

1. Paul exhorted his young fellowworker Timothy to be an example of the believers.
2. He admonished Timothy to continue in what he had learned in the Scriptures, as God inspired all Scripture.
3. Paul tells him to preach the Word, reprove, rebuke, exhort, etc. Discuss the meaning and importance of each.

Climax: Paul knew that because he had fought a good fight and kept the faith, there was a crown of righteousness waiting for him.

Conclusion: If we are faithful and true in our work for God, we, too, will receive an eternal reward.

Response: The students will be able to summarize Paul's final advice to Timothy.

BACKGROUND INFORMATION

We first hear of Timothy when Paul was on his second missionary trip. Paul and Silas had left Antioch with the purpose of visiting the churches where Paul had preached on his first missionary journey. They had gone through Syria and Cilicia and had come to Derbe and Lystra. On Paul's first missionary trip he had caused quite a stir in Lystra when he healed a man who had been lame from birth. The people thought that the gods were come down to visit them and the priest of Jupiter brought a sacrifice to offer to the missionaries. Paul restrained them and told them that they should turn to the living God. However, Jews came from Antioch and Iconium and persuaded the people to stone Paul, and they carried him out of the city supposing he was dead. The Lord raised him up and he went on his way. Undoubtedly, the whole city knew of this, and it may have been at this time Timothy and his mother and grandmother accepted the Christian faith.

Timothy's father was a Greek, but his mother and grandmother were both Jewish. Since we hear no more about his father it is thought that he may have died or disappeared during his son's infancy. Timothy was taught the holy Scriptures from the time he was a child and was called a disciple when we first read about him, and was well reported of by the brethren (Acts 16:1,2). Paul chose him to go with him, and he is mentioned being with Paul on his third missionary journey. Paul speaks very highly of Timothy in Philippians 2:19-23. In addressing him in the epistles he calls him “my own son in the faith” and “my dearly beloved son,” indicating his love for Timothy.

Tradition tells us that Timothy was the first bishop of

the church at Ephesus and that he died a martyr's death under Domitian or Nerva, Roman rulers.

IN-CLASS ACTIVITIES

For each student, make a heart with Jesus on the front and children inside (see Patterns). Give to children and point out that every child in the world can have Jesus in his heart. We need to pray for them and ask Jesus to help us do our part.

Cut out a set of Doing God's Word coupons for each child (see Patterns). Read through them together in class and talk about what each one means. Tell the children to put these in different places around their home so they will see them each day. Each time they see them they will be reminded to DO God's Word.

Talk to the children about different ways to do God's Word: obeying at home, learning Bible verses, helping others, telling friends about Jesus, etc. While Paul was in prison the only way he could encourage Timothy was to write letters. Give each of your children a sheet of missionary stationery on which to write a friend (see Patterns). Help them tell about the good news of Jesus.

Cut paper-chain boys and girls for each student. Explain to them that as they tell others about Jesus and do kind things for people they are, one by one, witnessing to people for Jesus. As you tell this have the children open their chain of people one by one.

Let your class play the WORK FOR JESUS memory game (see Patterns). Copy two sets of the pattern page for each game (total 16 faces and 16 messages). Cut out the 16 happy faces and WORK FOR JESUS messages. Glue one message to the back of each face. To play, mix the messages and place them on a table with the happy faces showing. The first player chooses two faces. If the messages match, he reads the message aloud and keeps the pieces. If they don't match, he returns them to their original places on the table. Whether they match or not it is the next player's turn. You may either play the game so each child wins one set of faces or let the children see who can win the most faces. In either case the messages read aloud is the most important part of the game. As an extra treat you might want to make a set for each child in your class to take home and keep.

QUESTIONS

Paul didn't want young people to waste their lives. What did he mean?

What are some things children can do to help them live for Jesus?

Sometimes we may need correction if we do not follow God's Word. Why do you think this is true?

How can we earn a crown for Heaven?

How can we help spread the Word of God?

If we are telling the world about Jesus, why is it important that we be living for Him?

If we are not living for Jesus, why will people not listen to what we say?

PRESCHOOL SUGGESTIONS

Make a church from a box and also a jail from a box. Use dolls to represent Timothy and Paul. Tell how Paul had to write letters to Timothy because he couldn't visit him any more. When the letter is delivered to Timothy open it and tell, simply, how Paul encouraged Timothy and how Paul felt about his own life.

Make a set of stand-up figures for each child (see Patterns). Color them all ahead of time or let the children color their own. Tell the children that Jesus loves all the children of the world and has something special for all of them to do. Help them think of things He might want each of them to do for Him.

Tell the children that when they do things for others it is like doing them for God. Here is a fingerplay that will help the children know they can be happy as they work and do things for others.

Little fingers,
Busy as can be. (Hold hands up and wiggle fingers.)
We can _____,

As quick as one, two, three. (Act out helping activity.)
The children may choose any activity that their fingers can do and fill in the blank. For example, dust the furniture, pick up toys, wash the dishes, dry the dishes, fold the towels.

REVIEW IDEAS

Bring a small glider that is unassembled. Read the instructions to the group. Have someone come up and put the wings on backward so it can't fly. Bring out the point that if we follow the instructions in the Bible and have Jesus in our heart, we are preparing for Heaven just as Paul was.

Have a brief skit showing a mother teaching a child how to do something, such as washing dishes. The child then washes the dishes but decides they don't need to be rinsed and just shakes the suds off. This leaves a lot of suds on each piece and when they dry they look awful. Each piece must be redone and rinsed so food won't taste like soap. This child listened but didn't do what he was told. We must do what we are taught, not just listen.

Using several key words from the text, make a scrambled word review. Write each letter of the words on a 3" x 5" card and glue or tape a piece of felt to the back so

they can be placed on a felt board. Put all the scrambled words on a large felt board (be sure each word is on its own line so the children won't be confused: i.e., DORW - WORD). Help the children unscramble each word and bring out the main point of each one. Some suggested words: Timothy, Paul, Jesus, Read, Word, Hear, Work, Faith, Finish.

COORDINATING SONGS

"Jesus Wants Me for a Sunbeam"

"I'm in the Lord's Army"

"This Little Light of Mine"

"Everybody Ought to Know"

"I'm Gonna Work" — Singspiration, Vol. 1 and 3, Action Books, pg. 32

"Head and Shoulders, Knees and Toes" (All for Jesus)

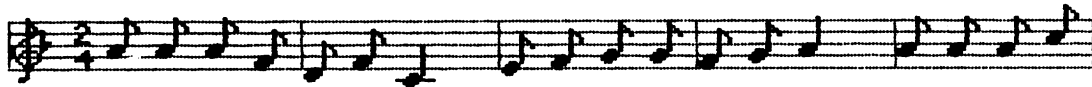
"Bring Them In" — (Bring them to Sunday school)

"A Missionary Prayer" — Salvation Songs No. 3, pg. 57

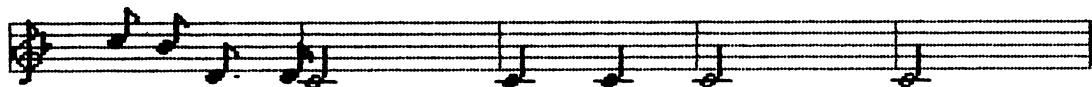
"Be a Missionary" — Salvation Songs No. 1, pg. 9

MEMORY VERSE SONG

♩ = 100

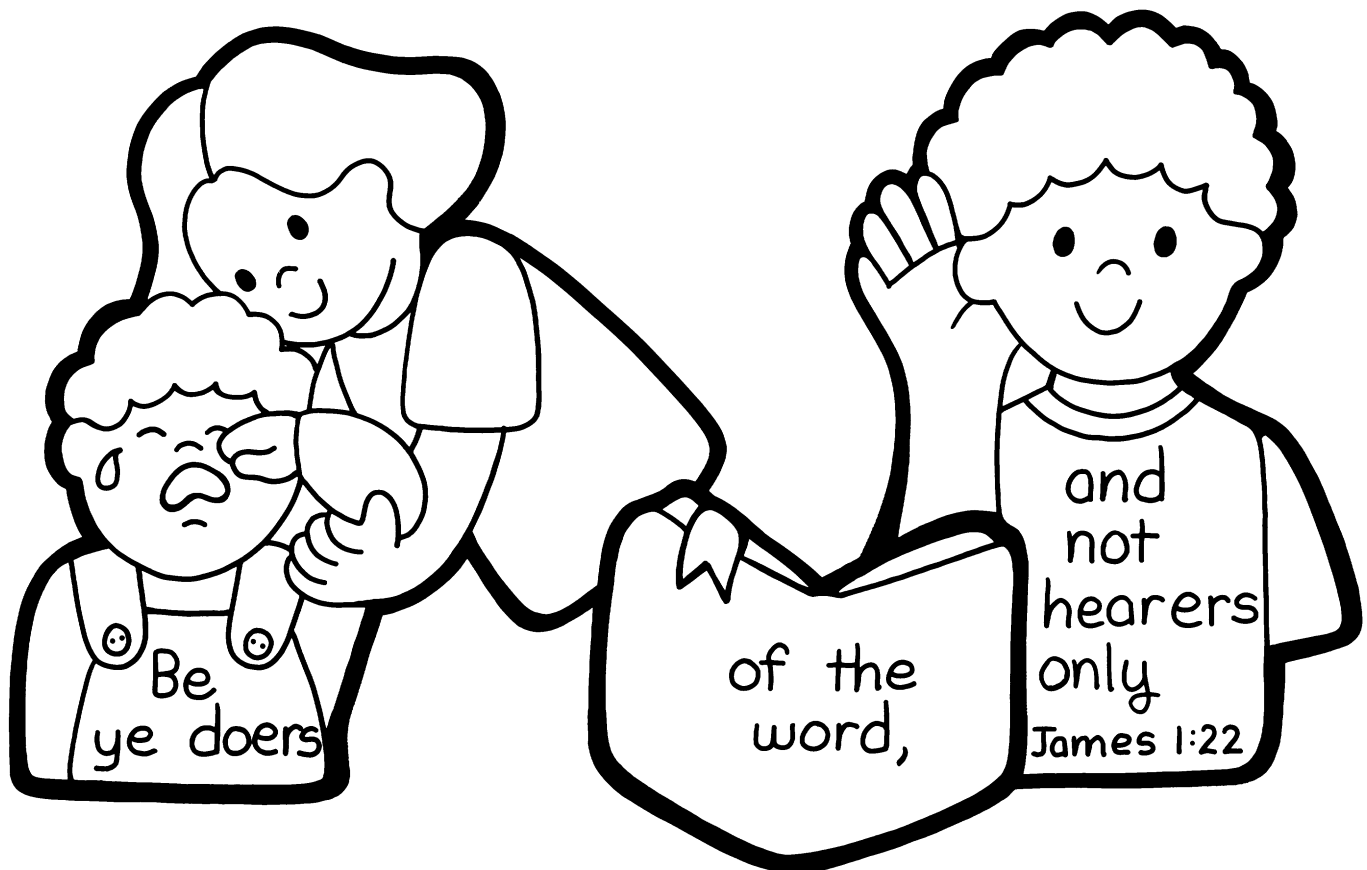


Be ye do-ers of the word, be ye do-ers of the word, be ye do-ers



of the word, and not hear - ers on - - ly.

MEMORY VERSE VISUALIZED



Jesus Teaches Us to Pray

Lesson 30a — The Lord's Prayer

Lesson 30b — Attitude in Prayer

Lesson 30c — Jesus Told Us to ASK

Lesson 30d — Jesus Prayed for Me

OVERVIEW

Prayer occupied a place of great importance in the life of Jesus Christ. In this area, as in all others concerning our relationship with God, He left us a perfect example. In time of decision and crisis, Christ gave Himself to prayer. He prayed when He was baptized, when He chose His twelve Apostles, when He was engaged in service, when He was burdened, and when He faced betrayal and execution. But He also prayed in times of joy. His example raised in His followers a desire for the same power and blessing.

Our first lesson in this four-part series deals with Christ's example of prayer given to His disciples, the well-known and loved "Lord's Prayer." As your young students learn the meaning of each phrase, they should see how this prayer covers all of our needs.

The second lesson concerns the attitude we should maintain when we pray: that of humility before God. This lesson is based on the parable of the Pharisee and the publican. This would also be a good time to address being quiet and respectful during prayer time at church and Sunday school.

Lesson three dwells on the Biblical formula for receiving from God, as it explores the directive to ask, to seek, and to knock. The students will learn the importance of praying in the name of Jesus.

The concluding lesson brings out the beautiful thought that Christ prayed for all those who would believe on Him, and that includes us. Try to help your Primary child to recognize what a special privilege it is to know that we can be included in that number.

GAMES FOR REVIEW

Write each word of the Lord's Prayer on a separate slip of paper. Make two sets. Put each set in a box. Choose two teams. Let each team take slips from their own box and try to put the words in the right order on a bulletin board.

Choose two teams. Have a teacher behind a divider to attach the questions. Prepare four fishing poles, each one representing a week's lesson question. (Have color-coded bait, etc., so the teacher knows for which week the question is being chosen or what level of question to give so younger ones can participate.) Have one person from team number one choose a pole and swing it over the divider to reel in a question. If the child can answer the question his team gets a point. If he can't, the question goes back into the pool. Regardless of whether the answer is right or wrong, it is the next team's turn.

Make a *question* paper chain. Start by writing the questions on slips of paper, then put together as a paper chain (question in inside). Ask a volunteer to choose

and detach a question from either end. If he knows the answer, he may have two small prizes and then it is someone else's turn. If he doesn't know, you may ask who would like to answer for one prize. Then ask for another volunteer for a new question. (Instead of individual prizes you might want to divide the group into teams. At the end of the game the team holding the most "links" is the winner.)

CONTEST IDEAS

On a large piece of posterboard write the title LORD in large capital letters. Under the title have two ribbons hanging down. A pink one for girls and a blue one for boys. Have a month's contest, boys against girls, in learning the Lord's Prayer. When a child can completely say it, write his name in calligraphy on a small piece of posterboard and attach it to the ribbon. At the end of the month, give a certificate to each child who said the Lord's Prayer and a small prize to the winning team.

Make a prayer ladder with Heaven at the top for each child or team (see Patterns). Each Sunday add a rung

to the ladder for every new child who was brought, answers to prayers, Bible verses learned, bringing Bibles, etc.

Help the children build a prayer library on a cassette tape. Use several 3" x 5" cards and write a different mini prayer or a Bible verse that is a prayer or is about prayer on each card. Mix these together in a sack. Each week that a child is in Sunday school he may choose a card and read the message onto a cassette recorder. If he brings his Bible he may read a second card. A card may also be chosen if he brings a friend to Sunday school. If he knows the memory verse he can record it onto the cassette. At the end of the unit, copy the completed cassette tape onto as many empty cassettes as you need (5 students — 5 cassettes, etc.). The more the children have done the more their voices will be heard on the cassette along with their friends.

BULLETIN BOARDS

Title your bulletin board **GOD ANSWERS PRAYER ANY TIME** (see Patterns). Make a clock for the center of your board. Put pictures around the clock that represent times when prayers are answered. Frame each picture with a different color of construction paper.

Make a prayer bulletin board for your students to complete. Use the title **A.S.K.** (see Patterns). Write the subtitle "Jesus Taught Us to Pray" under the main title. Fold colored sheets of construction paper in half and, using your students' names, title the front of each card, Mary is praying for . . . , Ryan is praying for . . . , etc. Let each child write inside his card something for which he is praying.

Make the **JESUS PRAYED FOR ME!** bulletin board (see Patterns). In the center of your board hang a large, round map of the world. Draw several arrows pointing toward the world. Then, next to each arrow, write the words "and you!"

UNIT SONGS

"Always Take Time to Pray"

"I Asked the Lord"

NOTES

"God Hears My Prayer" — Songs of God and Me, Lillenas

"Morning Prayer" — Songs of God and Me, Lillenas

"Kum Ba Yah" — Kids Sing Praise, Brentwood Publishing

"Whisper a Prayer"

UNIT PROJECTS

Each Sunday have the students and teachers put written prayer requests into a shoe box (or any container with a large opening). Shake the box, then have each student and teacher pick a prayer request and read it aloud. Briefly discuss the requests and spend a few moments praying for each request.

Every week give your students the Prayer Power Project for that week: Week One — Prayer Walkathon; Week Two — Code Prayer; Week Three — Grab Bag Prayer; Week Four — Plant a Prayer (see Patterns). Encourage them to complete each assignment, and bring back their symbol telling you some details of what they did or how it went. Write their names on the symbols and post them on a board entitled "WE'RE PRAYING!" as each assignment is completed.

CHART IDEAS

Make a set of praying hands cut from construction paper. Draw lines on which the children may write their prayer requests.

Give each student a daily-prayer doorknob hanger (see Patterns). On one side let them write their own morning prayer and on the other side write an evening prayer.

For each child cover a small box with brightly colored paper. On each side of the box let them paste pictures of people and things for which they are praying. Tell them to turn the box over each day so a different side is up. Then concentrate on praying for the person or thing that is on top for that day.

SUPPORT MATERIAL

Hello God — Warner Press

Time to Pray — by Carol Ferntheil, Standard Publishing

TEXT Matthew 6:9-13

OBJECTIVE The students will be able to recite the Lord's Prayer and explain its different sections. They will know that this was Jesus' example of prayer for us.

MEMORY VERSE Lord's Prayer (entire text)

The Lord's Prayer

MEMORY VERSE IN ACTION

We do not recommend that you attempt to teach your students hand signs for the entire prayer. However, if you wish to present this as a challenge project for your older students, we are supplying these hand signs.

OUR FATHER — Point up.

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

HALLOWED — Hold left palm out, move first two fingers of right hand across left palm.

BE THY NAME — Tap first two fingers of both hands at right angles.

THY KINGDOM COME — Palms up, arms out and slightly bent at elbows, straighten arms.

THY WILL BE DONE — Open palms facing body and right finger tips touching forehead; move hands out and down slightly.

IN EARTH — Hold arms in circle over head.

AS IT IS IN HEAVEN — Wave arm left to right pointing up, looking up.

GIVE US THIS DAY — Thumbs touching finger tips, palms toward self touching chest, move hands away from body opening hands out flat.

OUR DAILY BREAD — Inside edges of cupped hands touching (palms facing down), move hands apart as though feeling the top of a loaf of bread.

AND FORGIVE — Right finger tips brush off left palm.

US OUR DEBTS (sin) — Make fists with index fingers pointing to each other and then to self.

AS WE FORGIVE — Right finger tips brush off left palm.

OUR DEBTORS — Point to others.

AND LEAD US — Left palm facing right, right finger tips grasp left finger tips and lead left hand forward.

NOT INTO TEMPTATION — Tap left elbow with right index finger.

BUT DELIVER — Abruptly move hands away from body palms down.

US FROM EVIL (sin) — Make fists with index fingers pointing to each other and then to self.

FOR THINE IS THE KINGDOM — Left hand out palm down, right palm on left hand, move right hand in a horizontal circle ending back on top of left hand.

AND THE POWER — With right hand feel muscle of left flexed arm.

AND THE GLORY — Extend left palm facing up, right finger tips touch left palm, raise right hand wiggling fingers.

FOR EVER AMEN — Palms touching, fingers toward floor, rotate hands up until fingers point to chin.

BIBLE LESSON OUTLINE

Introduction: Distribute purchased bookmarks, which have the Lord's Prayer written on them, to each of your students. Explain that these words are well-known and loved by many people around the world. Thinking about the meaning of each phrase helps us see that this example of prayer beautifully covers all our spiritual and physical needs.

1. The Lord's Prayer begins with a reverent introduction, demonstrating the necessity of approaching God with respect.
2. The next phrase indicates submission by calling for the Lord's will to be done in earth as it is in Heaven.
3. Next is a request for the supply of our daily needs.
4. The next phrase asks for forgiveness and deliverance from evil.

Climax: The prayer ends with praise and an extolling of God's glory and power.

Conclusion: Jesus told us to use this prayer as a pattern for our own personal prayer.

Response: The students should know the meaning of the Lord's Prayer, and that it is a model for us to follow.

BACKGROUND INFORMATION

Man was created in the image of God and with a nature that wanted to commune with God. The devil brought about the fall of man, and the communication that God had with mankind was disrupted. Yet God left the way open for man to make contact with Him, and that is through prayer.

There are many examples in the Old Testament of men who communicated with God and had true fellowship with Him. Enoch, who lived in the period before the Flood, is one outstanding example. He walked so pleasing to God that the Lord took him from this world.

alive — translated him! (Hebrews 11:5). Abraham was called “the friend of God”; David, a man after God’s own heart; Elijah was a mighty man of prayer and was also translated, and numerous others could be mentioned that were well-known men of prayer.

God created man to want to worship a higher being, no doubt to make it easy for man to reach Him. Unfortunately, the devil has tried to cause man to worship anything but God and has been remarkably successful. Satan has persuaded man to worship nearly anything imaginable — idols, sun, moon, stars, animals, etc., and even promotes worship of himself. But one of Satan’s most insidious tricks is to lead people to think they are worshipping God when they are not right with God. Jesus said that many will come to Him and say “Lord, Lord, have we not prophesied in thy name? and in thy name have cast out devils? and in thy name done many wonderful works?” and Jesus will say unto them “I never knew you: depart from me, ye that work iniquity.”

Jesus gave mankind a model prayer in the Sermon on the Mount, but this is just so many words if God is not our Father. In John 4:23 we read that those who worship God must do so in spirit and in truth as that is what the Lord is looking for.

SPECIAL UNIT INSTRUCTIONS

Give your students the Prayer Power Project for this week: Prayer Walkathon

IN-CLASS ACTIVITIES

Purchase bookmarks on which the Lord’s Prayer is written. Give one to each child in your class and talk about what it means. Tell them to take the bookmarks home and keep them. Challenge them to memorize the Prayer.

Use the hand with parts of the Lord’s Prayer written on each section (see Patterns). Give one to each of your students. Show them how easy it can be to learn this prayer.

Talk to your students about the six sections of the Lord’s Prayer: 1. God’s Holy name 2. God’s will 3. Our needs 4. Forgiveness 5. Deliverance 6. God’s supreme authority. Give each student a prayer card (see Patterns). Ask them to fill them in with their own words to show how they might pray to God. Take time for them to share what they write or just let them take their cards home and use them as a reminder of how to pray.

QUESTIONS

What is special about God’s name?

What are some of His names? Why should they be “hallowed”?

Why should we thank God for our food?

What does it mean to forgive? Why is this so important?

What are sins? Why do we need to ask Jesus to forgive us?

Why should we forgive other people when they have done us wrong?

What are temptations? Name some.

What does *amen* mean? Why do we always say it when we close our prayers?

PRESCHOOL SUGGESTIONS

Make a picture book with part of the Lord’s Prayer on each page. Give the Scripture and discuss each page.

Use a toy telephone and compare talking with Jesus to praying.

Show pictures of a boy, girl, mom, and dad. Also have a picture of Jesus praying. Tell how talking to God is as easy as talking to your mom or dad. Bring out how Jesus talked to His Father.

REVIEW IDEAS

Write the Lord’s Prayer on posterboard, leaving out key words such as: Father, art, hallowed, kingdom, bread, forgive, debtors, temptation. Have the children read the verse out loud, filling in the blank space. When a word is filled in, discuss what Jesus meant by that part of the prayer.

Use six food cans of different sizes (soup, tuna, vegetable, etc.). Cut different colors of construction paper to correct sizes to fit around the cans so the original labels are completely covered. Re-label them to read: God’s Holy Name; God’s Will; Our Needs; Forgiveness; Deliverance; and God’s Supreme Authority. Put the cans into a small grocery sack. To begin your review tell the children that the sack has some food that you need to keep your prayer life healthy. As you remove each can from the sack (they don’t need to be in order) read the label. Then talk about which part of the Lord’s Prayer it represents and what we should know about each one. Example: God’s Holy Name — First verse: The term Father represents authority, love, and caring. We wouldn’t want anyone to say bad things about our earthly father. Our father also has a name (Jim, Don, Bob, etc.) and we wouldn’t want anyone to use that name in a bad way. We must be even more careful how we use and say any of the names we use for God. End your review by having everyone recite together the Lord’s Prayer.

Our Father which art in heaven,
Hallowed be thy name.

Thy kingdom come. Thy will be
done in earth, as it is in heaven.

Give us this day our daily bread.
And forgive us our debts, as we
forgive our debtors.

And lead
us not into
temptation,
but deliver
us from
evil:

For
thine is the
kingdom,

for ever.

Amen

and the
power, and
the glory,

Matthew 6:9-13

TEXT Luke 18:9-14**OBJECTIVE** The students will be able to contrast proud and humble attitudes in prayer, recognizing that this determines whether or not the prayer is acceptable to God.**MEMORY VERSE** God resisteth the proud, but giveth grace unto the humble. — James 4:6

Attitude in Prayer

MEMORY VERSE IN ACTION

GOD — Point up.

RESISTETH — Extend both open palms as though pushing something away.

THE PROUD — Put right index finger under chin and lift up.

BUT GIVETH — Thumbs touching finger tips, palms toward self touching chest, move hands away from body opening hands out flat.

GRACE UNTO — With right hand about eye-level, flick all fingers toward head.

THE HUMBLE — Bow at waist with palms extended facing up.

MEMORY VERSE VISUALIZED

The visualization for this week's verse is a girl and boy, one with a proud look and one with a humble look. (See pattern at end of lesson.) Cut apart the five pieces on the heavy black lines. Reassemble the puzzle with your students as they learn each portion of the verse.

BIBLE LESSON OUTLINE

Introduction: Distribute large pretzels to each of your class members, either purchased ones or homemade. Before they begin eating the treat, tell them to study the shape and relate the traditional legend about it. (Refer to In-Class Activity which gives the legend.) Conclude by saying that we do not know whether this is true, but we do know the way we pray is very important.

1. Jesus gave a parable of two men who came to the Temple to pray, a Pharisee and a publican.
2. The Pharisee told the Lord how good he was and what he had done for the Lord. He prayed in a way that would attract attention to himself.
3. The publican humbly acknowledged his sinful life and pleaded for mercy.

Climax: The Lord said the publican was justified rather than the Pharisee.

Conclusion: We cannot expect to receive anything from God if we come with the wrong attitude, boasting of our "good works."

Response: The students will be able to retell the story of the Pharisee and the publican. They should know

that we must come to the Lord humbly if we expect to receive anything from Him.

BACKGROUND INFORMATION

The lesson on the Prodigal Son is a very well-known parable of the Lord. The Lord used the parable as a means of bringing out truths He was trying to portray. While Christ was not the first to use parables, He is the only one in the New Testament that used them. The Thompson Bible lists 38 parables that Jesus gave. Some are didactic parables — given to teach a lesson. Some are evangelical, which includes the parable of the Prodigal Son. Others are prophetic and judicial parables.

The story of the Prodigal Son was one which should have been rather easily understood. It was a custom in the East from ancient times for a son to receive his inheritance while his father was still living. The story lets the young man fall to the very bottom of social standing. To be a swineherd would have been detestable to a Jew. When he analyzed his condition, he realized that the servants in his father's house were much better off than he was. He was willing to return to his father and humble himself and confess his wrongdoing. His father welcomed him back and put on him the best robe (one used for festive occasions) and a ring on his finger (a designation of authority) and had a feast prepared. This is a very beautiful story illustrating how the heavenly Father welcomes home the sinner who repents, and makes him one of the family of God.

SPECIAL UNIT INSTRUCTIONS

Give your students the Prayer Power Project for this week: Code Prayer

IN-CLASS ACTIVITIES

Make a prayer mobile (see Patterns) showing the way God might see a group of people while they pray. Their eyes are closed but God knows who means what they say. You can't deceive God. Copy the proud faces onto orange paper and the humble faces onto blue paper. Give each child five humble faces, five proud faces,

string, and two straws or popsicle sticks. Let them put these together to make a mobile.

Make a tape of the Pharisee's and the publican's prayers to let the children hear the difference in the two. Then, on the same tape, give some up-to-date examples of humble and proud statements made in prayer and in the name of Jesus. Let the children guess whether each of the persons speaking sounds humble or proud.

Here is a fun project for your class. Tell them the story of the pretzel. Many years ago, people crossed their arms across their breasts to show a humble attitude in prayer. It is thought that the pretzel was made to represent the arms crossed in prayer. The name **pretzel** is an adaptation of a German name. Talk to the students about the way some people pray. Explain to them that whether people fold their hands, cross their arms, raise their arms, etc., it doesn't really matter as long as the heart's attitude is right. Jesus sees the heart. Make some soft pretzels ahead of time as a treat for your class.

1 loaf frozen bread dough (thawed)

1 teaspoon soda

1 egg (lightly beaten)

large grained salt

Cut and shape dough into about twelve 18-inch strips. Twist into shapes shown in pattern (see Patterns). Add baking soda to a pan of rapidly boiling water. Place pretzels into water one at a time. Boil one minute then remove and drain. Place the pretzels on a well greased baking sheet. Spread lightly-beaten egg on the pretzels with fingers and sprinkle with salt. Bake at 400 degrees for 12 to 15 minutes.

QUESTIONS

To whom do we pray?

What kinds of prayers will God answer?

Whose prayers will God answer?

Why do we call praying "talking to God"?

How should we act when we pray? Should we be silly, sad, serious, loud, soft?

Since God already knows all about us, do you think He likes to hear us brag how good we are when we pray?

How should we pray at the altar?

Should children who go to church feel that they are better than other children?

PRESCHOOL SUGGESTIONS

Have each student lay his hand on a large piece of

paper which has been folded in half. Have them lay their little finger along the folded edge. Trace around the hand and wrist. Cut out the hands so they can open and close. The children will have their own praying hands. Talk about prayer as you are doing this project.

Use a picture of Jesus as you tell the children the story He told us about attitude in prayer. He said God would answer our prayers if we were humble. Have pictures of things from magazines that we might want to pray about, such as food, grandparents, sick child, other family members.

With finger puppets, demonstrate different attitudes in various situations: thankful/unthankful for gift; happy/bored playing with friends; etc. Explain that Jesus talked about a special time when our attitude is most important. That is in prayer. Jesus knows our real feelings, we can't hide them from Him.

REVIEW IDEAS

Make several different finished kites to show as you relate this example. Make one unfinished kite (a piece of paper shaped like a kite but only decorated with pretty pictures). Explain that kites have been used in many ways. Benjamin Franklin used them to experiment with electricity and lightning. Kites have been used to record the temperature of clouds and in advertising to attract attention. Some people have used kites in place of prayer. The Chinese have a day each year when everyone flies kites. They think this will protect their homes, families and loved ones from evil things. We know a mere kite couldn't scare away demons. Some Japanese boys think that to fly a kite made in the form of a fish over their house, on a special boys' day, will make them become brave, courageous, and strong. But we know it takes more than a kite to do all of this. Explain that even though a kite is usually made of paper and sticks, just **any** paper or sticks won't do if it is going to fly. Some kites look right but aren't balanced right, or their sticks are too heavy, or the paper is not right. Compare this to praying. Even though we use words when we pray, they must be balanced with the right attitude. Words alone don't make a prayer. We must follow the plan of God's Holy Word, when we seek Him in prayer.

Have two men teachers reenact the Bible story of the two men who were praying in the Temple. Later ask the children if they know which man's prayer was heard and why.

Stage an on-the-spot interview of the Pharisee and the publican as they leave the Temple after their prayers. Ask each man, "What did you say to God? Do you think He heard you? How do you feel now? Should you have done differently?" etc. Ask your students if they know what made the difference between the two prayers.

COORDINATING SONGS

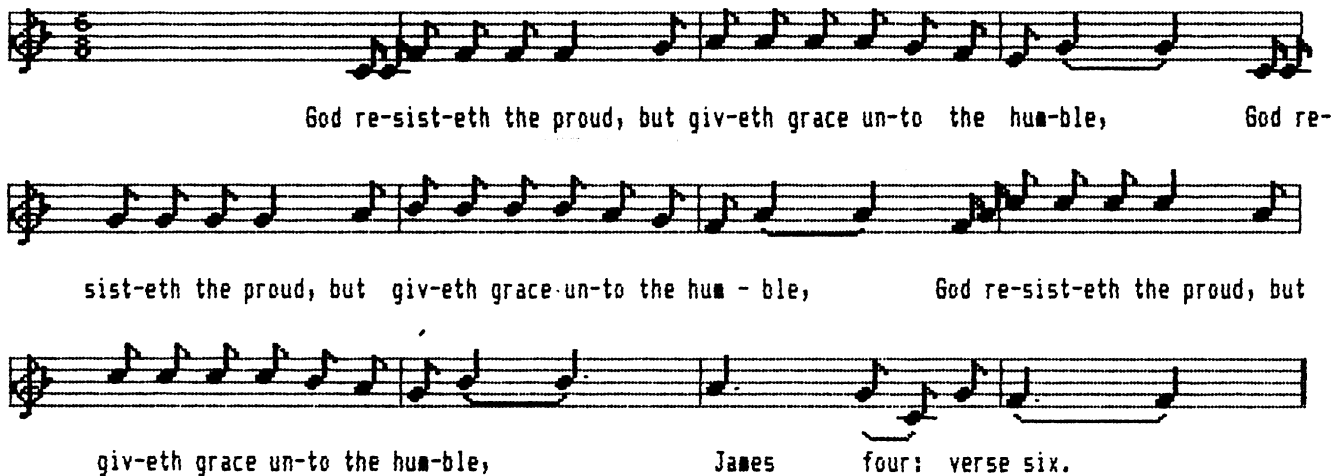
"Why Worry When You Can Pray?" — Singspiration
"I Believe the Answer's on the Way" — Singspiration
"Before We Pray" — Add-a-Song
"Talking to God" — Beginners Sing

SUPPORT MATERIAL

Prayers for Little People by Sarah Fletcher
Angeleque Musical Praying Doll (Russ)

MEMORY VERSE SONG

♩ = 100



God re-sist-eth the proud, but giv-eth grace un-to the hum-ble, God re-

sist-eth the proud, but giv-eth grace-un-to the hum - ble, God re-sist-eth the proud, but

giv-eth grace un-to the hum-ble, James four: verse six.

MEMORY VERSE VISUALIZED



TEXT Matthew 7:7-11; John 16:23-28

OBJECTIVE The students will be able to explain that Jesus wants them to go to Him in prayer: to ask, to seek, to knock. They will be able to tell why we ask all things “in Jesus name.”

MEMORY VERSE Ask, and it shall be given you; seek, and ye shall find; knock, and it shall be opened unto you. — Matthew 7:7

Jesus Told Us to ASK

MEMORY VERSE IN ACTION

ASK — Right fingers touching lips, move hand from face.

AND IT SHALL — Nod “yes.”

BE GIVEN YOU — Hands in front of body, finger tips touching thumbs, move hands toward self.

SEEK — With hand over eyebrows, look around.

AND YE SHALL — Nod “yes.”

FIND — Right hand, pick up an imaginary object from air.

KNOCK — Knock on imagined door.

AND IT SHALL — Nod “yes.”

BE OPENED UNTO YOU — Edges of index fingers touching, back of hands towards face, move hands apart as you move them toward your face.

MEMORY VERSE VISUALIZED

Our memory verse for this week focuses on asking, seeking, and knocking, and the visual display is three children. (See pattern at end of lesson.) Cut apart the sections as indicated by the heavy black lines, and put the pieces up one at a time as your students learn the verse.

BIBLE LESSON OUTLINE

Introduction: Bring a doll to class (or even a real baby, if this is possible). Ask your class how a baby tells us it needs something. Establish that it “asks” for something by crying. The loving parent will attempt to meet that need for the baby. In the same way, our heavenly Father wants to meet our needs. He always understands just what these needs are and what is best for us. The way we “ask” Him for our needs is through prayer.

1. The Lord tells us to ask, seek, and knock; and will reward us accordingly.
2. He points out that if parents give their children good things, how much more will the heavenly Father give good things to those who ask Him?
3. When we make our request in the name of Jesus, we will receive it that our joy may be full.

Climax: God wants us to pray and bring our requests to Him, and He has promised to answer.

Conclusion: It is a good thing to look to the Lord for the needs of our life.

Response: The students will be able to explain how we are to make our requests known to God.

BACKGROUND INFORMATION

Prayer is asking and receiving; it is talking with God with the purpose of making your request known unto Him in faith. The scripture Matthew 7:7, is so simple on the surface that we are in danger of failing to recognize its immensity. Our Lord instructs the believer to ask, seek, and knock, because these three words cover the whole spectrum of prayer.

Prayer is asking and receiving. When you know the will of God regarding a need, whether it be material or spiritual, you can ask and receive. This is prayer according to the **revealed** will of God.

Prayer is seeking and finding. When you do not know the will of God regarding a need, whether it be material or spiritual, then you are to seek His will in prayer concerning this need until you find it. This is prayer for a knowledge of the **unrevealed** will of God in a specific need.

Prayer is knocking and opening. When you know the will of God, and yet you find a closed door, you are to knock, and keep on knocking until God opens the door. This is **tenacious** prayer — prayer for mountain-moving faith. Knocking prayer perseveres until the impossible becomes the possible. This is miracle-working prayer. All things are possible when you ask, seek, knock.

SPECIAL UNIT INSTRUCTIONS

Give your students the Prayer Power Project for this week: Grab Bag Prayer

IN-CLASS ACTIVITIES

Bring a bag of newspapers and a bag of pop bottles.

Talk about newspaper drives and bottle drives. People go from door to door asking, seeking, knocking. When we pray we are asking or seeking and knocking on God's door.

Make three puppets and put a different letter on each one: A,S,K. Use these to demonstrate what each part of the A.S.K. prayer means. Mr. A can be the one to ASK Jesus for the daily needs and other things he knows God wants him to have. Mrs. S might need an answer to something she isn't sure about so she SEEKS God's will, whether it is yes or no. Miss K wants to find the answer to her prayer so she keeps praying (KNOCKing on Heaven's door) until God fulfills the prayer in His perfect time. Be sure that each of these prayers end with the words "In Jesus' name." The children need to know that Jesus is the reason we can A.S.K.

Cut out enough five-inch happy-face circles for all the children in your class. Hand them out and tell each child to write his name on his circle. Make one for yourself also. Give the children an example and then let them take turns telling how their name might help someone else. Examples: your name used on a job application, an introduction as your friend, your signature on a legal document or check. Explain that as Jesus' friends we can go to God the Father, in Jesus' name.

Put a large, clear, glass jar (anything from a canning jar to decorative vase) on a table in a corner of your class. Have a scratch pad and pencils next to the jar and encourage the children to write out special prayers, as many as they wish, but at least one per child. Tell them to end all their prayers with, "In Jesus' name." They may then fold their prayer paper in half and put it into the jar. There is no need to read the prayers because Jesus knows what they say. Tell them each time they see the jar they can know that they and their friends did as Jesus commanded — they ASKed.

QUESTIONS

When can we pray?

Where can we pray?

What are some things about which you can talk to Jesus?

How do we seek salvation?

What are some other things people pray about?

How do we knock to receive God's promises?

Why do we ask for things "In Jesus' name?"

PRESCHOOL SUGGESTIONS

Use a toy telephone to demonstrate how easy it is to

call on Jesus when we have a need or when we want Him to do something for us.

We want all our little children to learn that if they have a problem "Jesus will make it better." Show them a picture of Jesus and explain that we can pray to God because Jesus died and went to Heaven for us. Jesus is our best Friend and we can ask anything in His name.

Make finger jello. Using alphabet cookie cutters or a cardboard stencil, cut out A,S,K letters for all your students. Talk about asking as your children eat the A, seeking as they eat the S, and knocking as they eat the K.

REVIEW IDEAS

Write the word ASK on three pieces of construction paper. Do the same for the words SEEK and KNOCK. Hand these nine pieces of paper out to various children in the department. Tell them that when they see their word being acted out to raise their sign to show the rest of the department. Examples:

1. Someone asking for a glass of water
2. Someone looking for something
3. Someone knocking on the wall

Have the following on hand.

1. Bread and a rock
2. Fish and plastic snake
3. A good apple and a bad apple

Have three children come up and pick one object of each set that their mom would give them if they asked for something because they were hungry. Bring out that the Bible says our heavenly Father knows how to give us good gifts even more than our parents do. God knows what is best for us and if we do what He wants we will be winners.

Use the In-Class Activities ASK puppets idea and elaborate on the ASK prayer. Write a script in which the ASK family fulfills each of their parts. Again be sure each prayer ends with, "In Jesus' name."

On eleven 5" x 8" pieces of colored construction paper write the letters to the words IN JESUS' NAME (one letter per paper). Scramble the words (NI SEJUS MANE) and pin them to a bulletin board. Let the children help you unscramble them, and then talk about why you use these words in your prayer. When we say, "In Jesus' name," we are really saying, "When Jesus died He made it possible for me to talk to You, God." We can ASK in Jesus' name.

COORDINATING SONGS

"Seek Ye First" — Sing and Celebrate for Kids, Vol. II

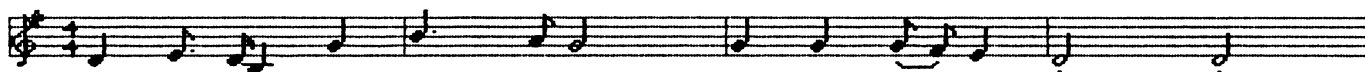
"Don't Forget to Pray" — Salvation Songs No. 2
 "Just Keep on Believing" — Salvation Songs No. 2
 "God Hears and Answers" — Primary Children Sing
 "God Is Listening" — Primary Children Sing
 "A Prayer for Help" — Beginners Sings
 "Always With Me" — Beginners Sing

SUPPORT MATERIAL

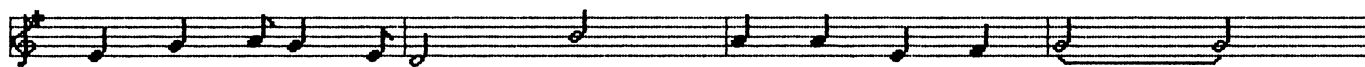
People of the Bible and Their Prayers — Arch Books, Concordia
 How, Why, When, Where, No. 3 — by William Coleman
 I Can Pray to God — A Happy Day Book, Standard Publishing

MEMORY VERSE SONG

♩ = 100



Ask, and it shall be giv - en you; seek, and ye shall find;



knock, and it shall be o - - pened, o - pened un - to you.

MEMORY VERSE VISUALIZED



TEXT John 17:1-26

OBJECTIVE The students will be able to relate that they were included in the prayer Jesus prayed to His Father. They will know that He prayed for unity among them, for God's will to be done in their lives, and that they would be kept from evil.

MEMORY VERSE Neither pray I for these alone, but for them also which shall believe on me through their word. — John 17:20

Jesus Prayed for Me

MEMORY VERSE IN ACTION

NEITHER — Shake head “no.”

PRAY I — Fold hands and bow head.

FOR THESE ALONE — Point to some people.

BUT FOR THEM ALSO — Point to some other people.

WHICH SHALL BELIEVE — Touch forehead with index finger and then clasp hands.

ON ME — Right middle finger to left palm, left middle finger to right palm.

THROUGH THEIR WORD — Hold left side of extended right index finger in front of lips and rotate in small circle away from body.

MEMORY VERSE VISUALIZED

A Bible and two speech balloons, Bible characters in one and present-day characters in the other, form a visual representation of this week's memory verse. (See pattern at end of lesson.) Cut the three sections apart as indicated by the heavy black lines. Post the pieces one at a time as your group recites the verse.

BIBLE LESSON OUTLINE

Introduction: Open your class session by showing your class a small, beautifully-wrapped package. Have a tag attached to the gift which says “To: All Who Love Me. From: Jesus.” Let one of the students open the gift. Inside have pasted a small cutout figure of Jesus in a praying position. (See pattern for In-Class Activity.) Underneath the figure print the words, “I prayed for YOU.”

1. Ask your students if they have ever asked a parent, friend, or minister to pray for them. Bring out that praying for someone is a very special gift to them.

2. Just before Jesus' crucifixion, He met with His friends and helpers. He prayed a very special prayer for them and for those who would later believe on Him.

3. He asked His Father to keep the disciples as He would no longer be in the world.

4. He prayed that God would help all those who loved Him to be in unity, that they would know God's will in their lives, and that they would be kept from evil.

Climax: Jesus prayed and made provision that all those

who love Him will be with Him in Glory, and that includes us if we have asked Jesus into our hearts.

Conclusion: The Lord loves His people, and wants them to be one with Him, in this life and in eternity.

Response: The students will be able to explain the aspects of Jesus' prayer for His followers.

BACKGROUND INFORMATION

God had a plan for a Redeemer from the foundation of the world (Revelation 13:8). Various prophets and wise men seemed to catch a glimpse of God's plan, but none seemed to completely understand it. They seemed to understand that there was a King coming, the Messiah, of the line of David, but few realized that before Christ was to be King, the prophecies concerning His suffering and death must be fulfilled. Even His disciples questioned whether or not He was at that time going to restore the kingdom to Israel (Acts 1:6).

No, this was not the time the Lord was to become the ruler of Israel and of the world. When Jesus began His ministry, His forerunner, John, said “Behold the Lamb of God, which taketh away the sin of the world.” Jesus came as the “carpenter's son” and from the lowly town of Nazareth. There seemed to be no way in which the priests, scribes, and elders could reconcile this Man with their idea of the Messiah who was to come. Yet, the prophet Isaiah stated that “he bare the sin of many, and made intercession for the transgressors” (Isaiah 53:12). In today's memory verse we read that Jesus included us in His prayer and in Romans 8:34 we read that even now Jesus is at the right hand of God making intercession for us.

SPECIAL UNIT INSTRUCTIONS

Give your students the Prayer Power Project for this week: Plant a Prayer

IN-CLASS ACTIVITIES

Show pictures of people from many different countries. Let the children try to guess what country the people

represent. Discuss how Jesus loves us and prayed for all who love Him. He wants us to be ready to do what He wants us to do.

Use puppets and conduct an interview of a disciple who heard Jesus' prayer for His followers. Include questions that will lead the children to understand that if they love Jesus, they were included in the prayer. Some suggestions: Why did Jesus pray for people who already loved Him? Why did He pray for people who were not yet born? Do you think the devil still bothers people today?

Write the memory verse in large lettering so it can be easily seen by all in your class. Highlight the words, I, BELIEVE, and THEIR. Discuss these words in each section of the verse. Be sure the children know these were the words of Jesus as He prayed for everyone who would believe He was God's Son and love Him.

Jesus loves everyone in the whole world but He said a special prayer in this lesson for all the people who loved Him and for all who would love Him in the future. These would be people in His Church. Draw a large outline of a church. On a separate sheet of paper draw lots and lots of happy faces and cut them out. Divide the faces between your students and talk quickly about each one. Example: This face is John. He loves Jesus. He is a member of God's Church (put him inside the church). This is Susie. She likes to go to Sunday school but doesn't want to obey her parents (put her outside the church). Have something to say about each one. Then describe what unity is. Tell the children that in today's lesson Jesus prayed for everyone inside the church — God's Church — to love each other. They should want the people who are outside the church to love Jesus too.

QUESTIONS

Was Jesus' prayer for everybody or for a select group? Who is included in that group?

Why did Jesus include us in His prayer even though we weren't born yet?

What did Jesus mean when He prayed, "They are not of the world"?

What do you think the word *unity* means?

If Jesus prayed for us, do you think we can stay saved? How?

How did Jesus know the devil would tempt us to do evil?

Why was it God's will for Jesus to die on the cross?

What example in prayer did Jesus set for us?

PRESCHOOL SUGGESTIONS

Make a copy of the figure of Jesus in a praying position (see Patterns) and mount it in the center of a board. From magazines and catalogs cut out pictures of current-day people (many ages, sizes, colors, etc.) and back them with different colored paper. Attach a small white heart or heart with Jesus sticker to each picture. Put these at different places around the figure of Jesus as you talk about how Jesus prayed a special prayer for those who love Him. You might want to include photos of the children in your class.

For each of your students, make a copy of the fold-up church with Jesus' prayer inside (see Patterns). Be sure to line up the front and reverse of the paper so the church will be even when you cut it out. Explain to the children that Jesus prayed this special prayer for all who love Him.

Give each child a copy of the picture of Jesus as He is praying for His disciples and those who love Him (see Patterns). Let them color the picture as you tell the story.

REVIEW IDEAS

If possible, have someone come and bring a newborn baby. Interview the parents, asking questions about the things the baby does. Why do the parents love the baby? Will they still love him when he is 10, 20, 60? Did they love him before he was born, before they really knew him and how cute he would be? Jesus loved us so much more than that, that hundreds of years before we were born He prayed for us — His children.

Write the letters JESUS PRAYED FOR ME at the top of a large posterboard. Write the names of several teachers inside white paper hearts and place them, one at a time, on the posterboard. Comment on each heart: Jesus prayed for teacher Brad, Jesus prayed for teacher Carol, etc. Explain that each of these teachers love Jesus and work for Him. They are happy that Jesus prayed for them so they can love each other and do good things for everyone. Then show the children a large white heart. Tell them that any of them who believe Jesus is God's Son and love Him were included in this special prayer. Jesus prayed many prayers for everyone, but the prayer in today's lesson was especially for those who love Him.

Bring some simple objects for use in your review that illustrate the three aspects of Christ's prayer for us that are listed in the objective. Take a spool of thread to illustrate unity. Break off one long piece. Demonstrate that this one piece can be broken. But if you put a number of pieces together there is much greater strength — now it cannot be broken. For the second

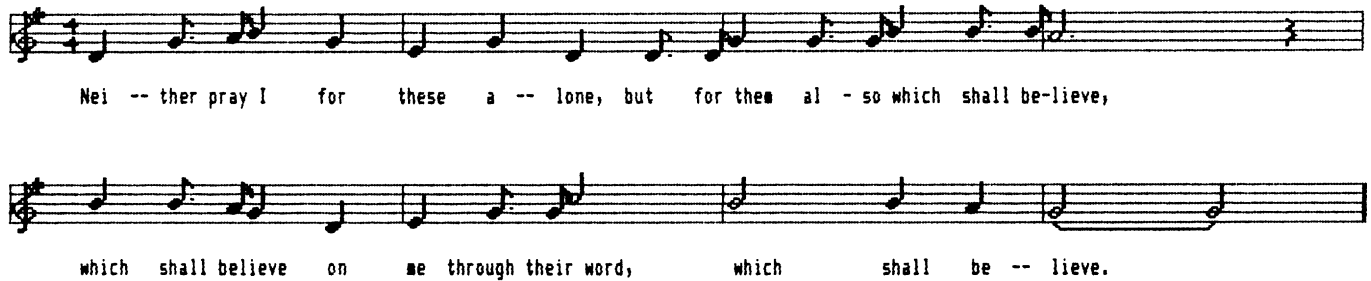
part of your illustration put out an egg, a large heavy frying pan, and a hammer. Ask your group if you could break the egg with the hammer. Of course you could. But if the egg is protected by the pan (cover it) then you can strike the pan but you cannot break the egg. (Demonstrate.) Jesus prayed that we would be protected from evil in the world that would try to destroy our Christian lives and testimony. Finally, show your Bible. Jesus prayed that we would know God's will in our lives, and this is found by reading the Word of God.

COORDINATING SONGS

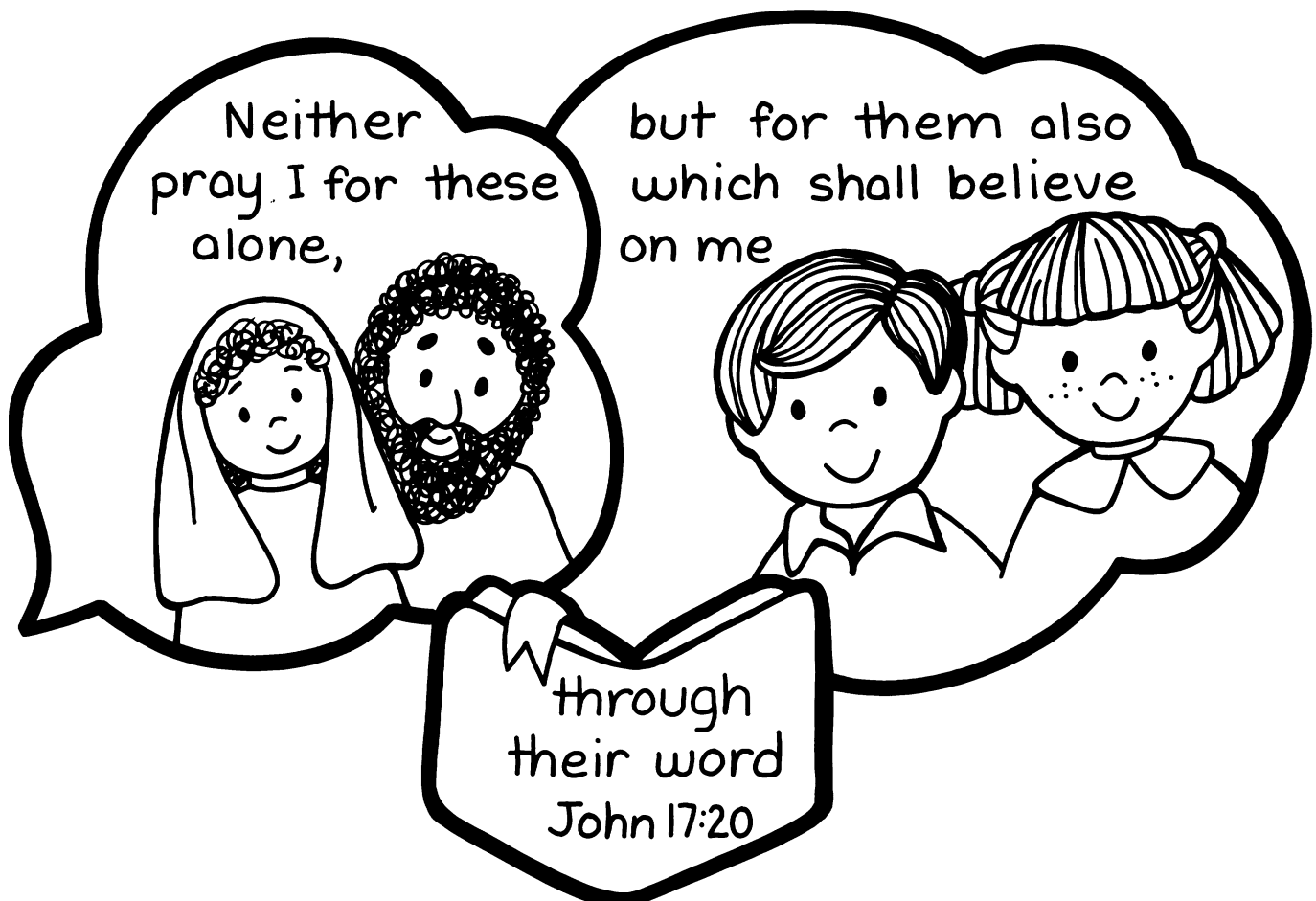
"God in Heaven Hears" — Primary Children Sing
 "God Is Listening, God Is Speaking" — Beginners Sing
 "Jesus Loves Even Me" — Jesus Loves Me, Look-N-Learn
 "Jesus Loves Me" — Jesus Loves Me, Look-N-Learn
 "Oh How I Love Jesus" — Jesus Loves Me, Look-N-Learn
 "Jesus Jesus" — Jesus Loves Me, Look-N-Learn

MEMORY VERSE SONG

♩ = 100



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
PRINTED IN THE U.S.A.