

PRIMARY PALS

TEACHER'S GUIDE



Units 34,35,36

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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. 4

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.

Parables of Jesus

Lesson 34a — The Lost Sheep

Lesson 34b — The Prodigal Son

Lesson 34c — The Selfish Rich Man

Lesson 34d — Be Humble in Spirit

OVERVIEW

The focus of this unit is on the parables of Jesus. Your students need to understand what a parable is and why Jesus chose to use this special method of teaching. While Christ did not invent the parable, it is significant that He is the only One who used them in the New Testament.

A parable is a special type of story, different from a fable, that teaches people something they do not know by comparing it to something they do know. Jesus was a master storyteller. He used parables to help the people of His day comprehend things they did not know

about God and His plan for mankind. Jesus knew that these short stories which explained spiritual truths would be enlightening to those who believed in Him and wanted to follow His teachings. To others, the parables would be only stories.

Four well-known parables of Jesus will be explored in this unit: the story of the lost sheep, the prodigal son, the rich man who did not think of others, and the men who chose the chief rooms. In each case, you will want to be sure your students understand the spiritual meaning behind the parable, as well as being able to relate the events of the story.

GAMES FOR REVIEW

Make about ten smiley faces for a flannel board and prepare the same number of questions about the lessons in this unit. Number them from one to ten (or whatever number you decide on) on the back. Place them at random on your flannel board. Have a box filled with individual stickers as prizes for the children to select when the time comes. First, allow a child to choose a smiley face from the flannel board after he answers a question correctly. Then look on the back of the smiley face for a number and follow the directions given for that number. For example:

1. Give one sticker to the oldest boy in your class and keep one for yourself.
2. Give one sticker to each child your age and keep one for yourself.

Prepare a true/false review of this unit. On the left side of your board make two columns. Title one column TRUE and the other FALSE. Use the right side of the board to write the statements given below. Just before each statement is a letter. If the statement is true write that letter in the TRUE column next to that statement. If it is false write the letter in the FALSE column. When this is done, fill in the empty true/false spaces with random letters. Read the statements to the children and

ask them if it is true or false. Circle the letter given for that answer. When they have completed the game they will find the circled letters spell the word PARABLES. Go on to talk about Jesus and His use of parables.

- P — The angels are sad when anyone is born again.
A — Jesus is the Good Shepherd.
R — The prodigal son liked living with the pigs.
A — The father was happy when his son came home.
B — It is best to share with everyone.
L — The selfish rich man died.
E — You should always take the best seat for yourself.
S — God wants everyone to be humble.

Make a butterfly and bee from heavy construction paper or posterboard (see Patterns). Make up questions or use those provided in the four lessons, and place a large flower for each question along the bottom of the board you intend to use for the game. Divide the class or group into two teams, using the butterfly and bee to identify each team. As each question is answered, the butterfly or bee moves from flower to flower for correct answers. The first one to reach the last flower is the winner.

CONTEST IDEAS

Purchase one of the large-sized barns from a Hickory

Farms store. Keep prizes in it that can be earned by the children during this unit of lessons. Tell them that for every five points (or whatever amount you decide) they may choose two things from the barn. But they must share one with somebody. Each time they choose they should share with a different person. Prize ideas: a baggie of animal cookies or fish crackers, pencils, pins, cute erasers, small books, stickers, balloons, pads of paper, candy, tiny cars, plastic animals or people, barrettes, ribbons, combs, bouncy balls.

Before class time, prepare a soup-can card holder for each child (see Patterns). Remove the top and bottom lids with a can opener and wash the cylinder section. Wrap yarn lengthwise around the cylinder to make at least 16 loops (depending on the number of accomplishments you decide to use). Supply folded 4" x 6" pieces of colored paper for the children to use as cards. Use a different colored paper for each accomplishment: attendance, missionary effort, knowing the memory verse, etc. Write the accomplishment inside the cards and have the children sign their name to each of the cards they earn. Let them insert the cards in the loops around the can.

BULLETIN BOARDS

Cover your board with a bright blue background. Use the title, JESUS' PARABLE TRAIN! (see Patterns). Put green paper across the bottom of the board and make it into a mountain. Cut out an engine, two cars, and a caboose. Place them on the green as though they are traveling up the mountain. On the side of each train section put a picture of something that will represent the parables taught in this unit.

Use labels from detergent boxes and bottles as a basis for your bulletin board (see Patterns). The children will probably recognize some of the labels used in their homes. For each of the capitalized words use the detergent label. (You may wish to use this idea as a departmental board, with all the teachers contributing labels. Or use labels from other products in a similar manner.) Title your board, "Jesus Told Some FABulous Stories Called Parables!" Using four pieces of paper, write the following statements about each of the parables — one parable per sheet. Frame each of the sheets of paper with a piece of construction paper. Next to each framed sheet put a picture or a symbol to represent each of the parables.

1. When the little lamb decided to DASH off by himself, he became lost. The shepherd had much JOY when he found the lost lamb.
2. The prodigal son decided to be BOLD and return to his father's house. The father had something to CHEER about when he saw his son again.
3. The selfish rich man wanted to keep his things ALL to himself. God said that before DAWN the rich man would die.

4. God does not want us to have much PRIDE, but to be humble. We will GAIN God's blessing if we love everyone.

Cut out large bubble letters spelling the title words LESSONS FROM LUKE (see Patterns). Center these letters on your board. Enlarge the main illustrations for each story on a copy machine. Color and mount these around the title. Run brightly colored yarn from each picture to the center words.

CHART IDEAS

On the first Sunday of this unit give each student a Ziploc bag in which to keep his puzzle charts (see Patterns). Each Sunday give the students the puzzle chart that goes with that week's lesson. Copy these puzzles onto construction paper or any other heavy paper, cover them with contact paper, and cut them apart. A different colored paper should be used for each week's puzzle so they can be easily identified.

Make a chart on tan construction paper (see Patterns). Color some bees or purchase fuzzy little bees from a craft store. (They come in quantities and many colors and are not expensive.) For each specified behavior the student does, glue on a different colored fuzzy bee. Or, you can make up several of the bees from the pattern and glue them onto the beehive. For example, to "bee" a missionary a student can bring someone to Sunday school.

Give each child a copy of the Stories Jesus Told speech balloon chart (see Patterns). Each week let them color the symbol for that week's lesson.

Prepare a Jesus' Stories activity book for each child (see Patterns). Mount the two activity pages back to back, then staple them to the center of the book picture. Each week let them complete the activity for that lesson. At the end of the unit they will have their own book of stories Jesus told.

SUPPORT MATERIAL

Parables of Jesus — Pict-O-Graph, by Standard Publishing

Acting for God — The Helping Hands Series, Shining Star Publishing

Six Stories of Jesus — Stories That Live, Series 1 Book 5, coloring book (also story and cassette tape), International Cassette Corp.

Parables of Jesus — Arch Book, Concordia

Egermeier's Picture-Story Life of Jesus — Warner Press

Jesus — The Friend of Children — Illustrated by Richard and Frances Hook, David C. Cook

100 New Testament Stories — Retold by Norman J. Bull, Abingdon

TEXT Luke 15:1-7

OBJECTIVE The students will be able to tell that the lost sheep represents a sinner. They can explain that Jesus cares about every individual, and is seeking to bring each one to Himself. They can describe the excitement that is felt when a sinner prays and is born again.

MEMORY VERSE There is joy in the presence of the angels of God over one sinner that repenteth. — Luke 15:10

The Lost Sheep

MEMORY VERSE IN ACTION

THERE IS JOY — Turn palms toward body, make circles away from body.

IN THE PRESENCE — Turn palms up, forearms crossed, bow upper body while slowly uncrossing forearms.

OF THE ANGELS — Place hands at shoulder level, pointing out, fluttering like wings.

OF GOD — Point up.

OVER ONE SINNER — Hold up one finger.

THAT REPENTETH — Bend at waist as you fold hands to pray.

MEMORY VERSE VISUALIZED

Our memory verse for this week is illustrated by large bubble letters spelling JOY, an angel, and a kneeling figure. (See pattern at the end of this lesson.) Cut apart the sections as indicated by the heavy black lines, and display the pieces one at a time as your students learn the verse.

BIBLE LESSON OUTLINE

Introduction: Ask your students if any of them have ever been lost. Talk briefly about the feeling you have when you realize you are away from the one who cares for you and you don't know where that person is. Cut out a number of magazine illustrations, as described under In-Class Activities. Tell your children that these people are lost, explaining that even adults can be lost. They may not be lost in the physical sense, but spiritually they are lost if they are away from the Lord.

1. The religious leaders of Jesus' day complained because He associated with sinners. Jesus told a story about a lost sheep in relation to this.

2. Though ninety-nine sheep were safe in the fold, the shepherd went to seek one that was lost.

3. After a diligent search, the lost was found. The shepherd rejoiced as he carried the sheep home.

Climax: The shepherd called his friends and neigh-

bors and there was great joy and feasting because the lost sheep was safe in the fold.

Conclusion: The sheep was found because someone searched for it. The Holy Spirit searches for people lost in sin. When they are saved there is great joy in Heaven.

Response: The students can explain that just as the shepherd was happy to find his lost sheep, Jesus and even the angels in Heaven rejoice over one person who has been born again.

BACKGROUND INFORMATION

The Lord often taught in parables. To those who wanted to know the truth, the hidden meaning in the parables revealed the truth. To the other listeners the parables were little more than stories. When asked by the disciples why He spoke in parables, Jesus quoted the prophet Isaiah. He said that the people would hear, but not understand, and see, but not perceive because of the hardness of their hearts. See Isaiah 6:9,10.

The parable of the lost sheep is one of Jesus' better-known parables. Artists have pictured the Shepherd on a high cliff risking His life to save a little lamb. In the nineteenth century Elizabeth Clephane wrote a song entitled, "The Ninety and Nine" which may be found in many song books today. It very graphically tells the story of the parable, from the leaving of the sheepfold to the rejoicing in Heaven over the lost sheep that was found.

In the land of Israel, raising sheep has been a way of life for many people down through the centuries. Abraham, Moses, and David were shepherds as was the minor prophet, Amos. While cattle turned loose to graze can survive fairly well, sheep are rather helpless creatures that are unable to find food and water in desert country. It is imperative that they have a shepherd seeing to their well-being and protection.

The story of the shepherd's leaving the flock in the wilderness and seeking the one lost sheep would be readily understood by the average Israelite. But to picture himself as the lost sheep and needing to be found by the Shepherd was beyond the spiritual comprehension of most of those that heard the Lord.

IN-CLASS ACTIVITIES

Cut out twelve 2" circles. Inside each circle write a letter with a number underneath it (make the number much smaller than the letter): T-1, H-2, E-3, L-4, O-5, S-6, T-7, S-8, H-9, E-10, E-11, P-12. Place these at random on a flannel board. Start your class time by asking the children to help you put these circles in order according to number. When they are in order the children will find what the good shepherd was searching for.

Find magazine pictures of current-day people involved in various activities. Give each person a fictitious name and make up a brief scenario describing how and why he is lost. For example: Bill loves sports more than he loves Jesus; Mark cares more about his job as a computer analyst than serving the Lord; Suzanne likes new clothes better than giving to others.

Tell the story of the lost lamb by using the picture series (see Patterns). Copy the pattern onto heavy paper. Lay very narrow strips of paper over the dotted lines and attach at the top and bottom. Lay another thin strip across the middle on the heavier dotted lines to divide the top series of pictures from the bottom. Glue this strip to paper. Slide two wide sheets of paper under the strips so all the pictures are covered. Uncover the pictures one at a time as you tell the story.

QUESTIONS

What would have happened if no one had tried to find the lost sheep?

How did the shepherd feel when he found the lost sheep?

Why do you think a man who had ninety-nine sheep would still look for one lost sheep?

How do you feel when you have found something that was lost?

Have you ever been lost? How did you feel when you finally saw someone you knew?

How is Jesus like a shepherd?

How are we like lambs?

How do you feel when you hear good news? Tell what

you think it is like in Heaven when someone on earth gives his heart to Jesus.

Does Jesus call everyone who is lost? How?

PRESCHOOL SUGGESTIONS

Give each child a copy of the Little Lost Lamb scribble picture (see Patterns). As you tell them the story, let the children draw curly fleece all over the little lamb.

Make a small sheep from construction paper adding cotton balls for fleece (see Patterns). Give each child a shepherd's crook made from a chenille wire. Bend back the sharp ends to avoid injury.

Hide a small stuffed lamb somewhere in your class area. Let your students help look for it. When someone finds it, pass out paper hats and treats to celebrate. Talk about how the shepherd looked for his lost lamb, and how he rejoiced when he found it. Show a sin-spotted heart and explain that people with a heart like this are lost. Show a picture of Jesus, and tell how He looks for the sinner.

REVIEW IDEAS

Enlarge the copies of the lost lamb picture series (from pattern under In-Class Activities) or copy them onto overhead transparencies. Use these to review the story.

Purchase two large sheets of white posterboard. Draw and color the outdoor scene onto one of the sheets (see Patterns). Use a safety razor to cut a door around each of the bushes and rocks so they can be opened and shut as needed. Lay this sheet of posterboard over the blank sheet and draw a lamb under one of the doors (a lamb hiding behind a bush or rock). Attach the two sheets together with tape and close all the doors. Make a copy of the picture of Jesus to use as the Shepherd (see Patterns). Color and cut out. Tell the story of the shepherd who was looking for the lost sheep and have the children take turns opening the doors as you move the shepherd to each location.

Show a large picture of Jesus the Good Shepherd, explaining that Jesus wants to be our Shepherd. When we tell Jesus we love Him He will take care of us. At this point show the children an enlarged picture of an angel choir (see pattern in Unit 16) and turn on a cassette tape of people who are singing a song of joy. Tell the children that when a person is saved it is a happy time for the angels in Heaven.

COORDINATING SONGS

"The Lord Is My Shepherd — I'll Walk With Him Always"

"Jesus Is the Shepherd, Guess Who I Am"

"Said a Precious Little Laddie" — Salvation Songs for Children No. 4

"'Tis Simple As Can Be"

"All Through the Week" — Harry W. Von Bruch

"Jesus, Tender Shepherd, Hear Me" — Salvation Songs for Children No. 3

"My Shepherd Is Jesus" — Primaries Sing for Church and Home

"Bring Them In"

"I'm His Little Lamb"

"His Sheep Am I"

"Shepherd of Love"

"Jesus Loves the Little Children"

SUPPORT MATERIAL

The booklet story, Snowflake — an old story that is still good today.

Little Lost Lamb — A Magic Picture Book

Little Lost Lamb — A Happy Day Book

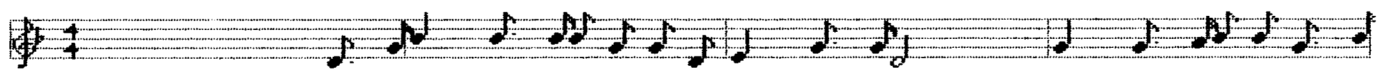
The Story of the Lost Sheep, No. 42 — The Lion Story Bible, A Lion Book

Jon and the Little Lost Lamb — Arch Book

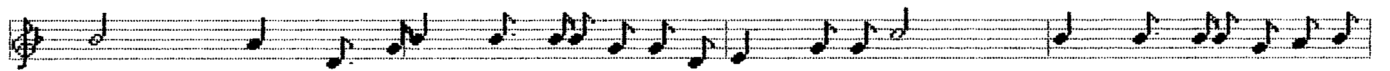
The Lost Sheep — by Nick Butterworth and Mick Inkpen, Multnomah Press

The Tiny Sheep — Illustrated by Bunshu Iguchi, Judson Press

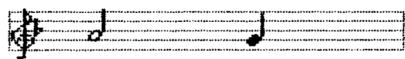
MEMORY VERSE SONG



There is joy in the presence of the an - gels of God o - ver one sinner that re -

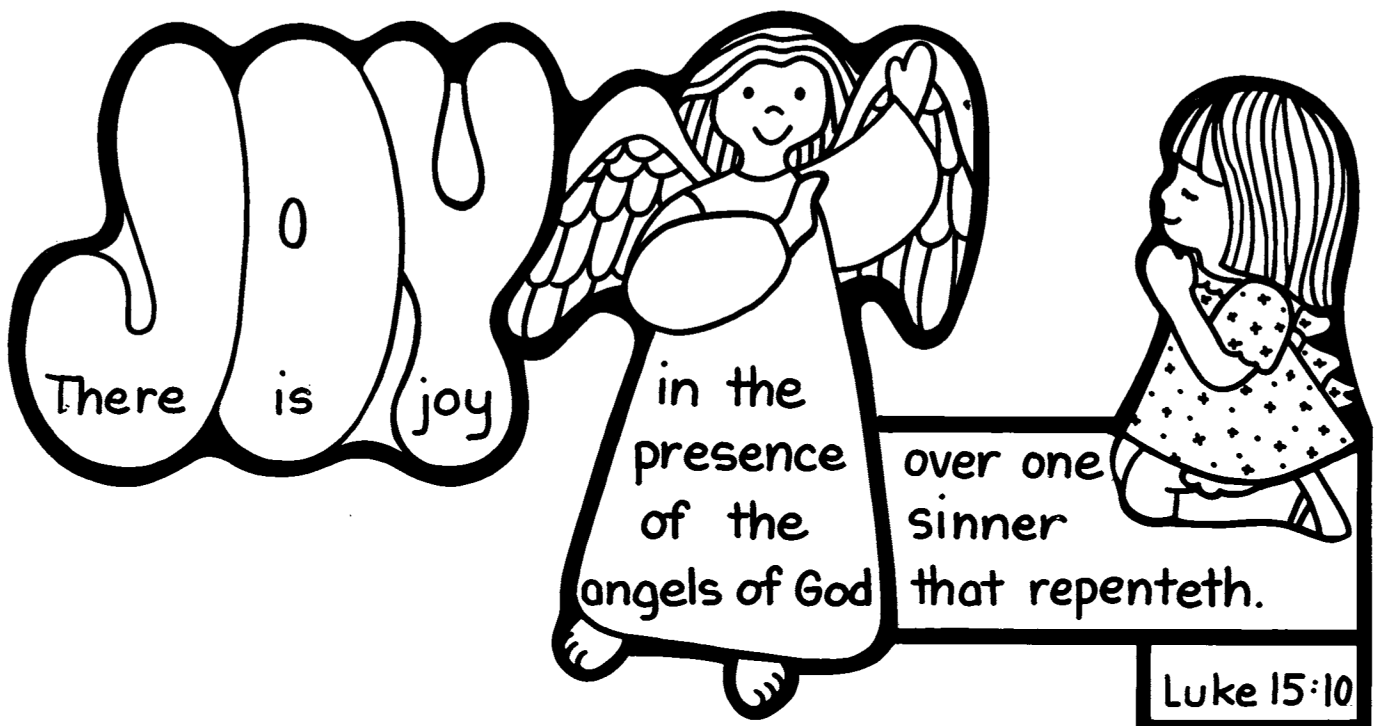


pent - eth, there is joy in the presence of the an - gels of God o - ver one sinner that re -



pent - eth.

MEMORY VERSE VISUALIZED



TEXT Luke 15:11-24

OBJECTIVE The students will be able to tell the different steps taken by the prodigal son — leaving home, riotous living, repentance, new life. They will realize that sin will bring sorrow, but Jesus has great things in store for all who will return to Him.

MEMORY VERSE Draw nigh to God, and he will draw nigh to you.
— James 4:8

The Prodigal Son

MEMORY VERSE IN ACTION

DRAW NIGH — Hold palm before face at arm's length, move palm very near to face.

TO GOD — Point up.

AND HE WILL DRAW NIGH — Hold palm before face at arm's length, move palm very near to face.

TO YOU — Point to others.

MEMORY VERSE VISUALIZED

The visualization of the memory verse for this week is a little girl who is kneeling and a thought balloon above her. (See pattern at the end of this lesson.) Cut out each of the pieces as indicated by the heavy black lines. Arrange them in sequence on your display board as your students learn the verse.

BIBLE LESSON OUTLINE

Introduction: Open your class time by handing out some play money to each of your students. Ask them how they would spend the money if it were real. Explain that today's Bible story is about a young man who had some real money to spend — but he used it the wrong way.

1. The younger son of a father asked for his share of the inheritance.

2. The prodigal left home, lived a sinful and wasteful life, and soon his inheritance was gone.

3. Without money or food, he joined himself to a farmer who sent him out to feed pigs. Then he came to himself, declared himself a sinner, and started home.

Climax: The father ran to meet the returning prodigal, kissed him, and gave him a joyous welcome home.

Conclusion: Sin brings trouble and sorrow, but repentance and returning to the Lord brings love, joy, and forgiveness.

Response: The students will be able to tell why the prodigal left home and what events brought about his return. They will realize that sin brings sorrow, but Jesus is waiting to welcome Home all who return to Him.

BACKGROUND INFORMATION

The parable of the prodigal son is well known. In the Middle East it wasn't unusual for a father to give his son a portion of the estate while the father was still living. The firstborn, by reason of birthright, would receive a double portion and was expected to support the females of the family. A son was subject to his father all the days of his life. In the parable, Jesus has the young man collect the portion of the goods that would come to him and leave for a far country. In that way his father would be unable to have any control over him. The son spent all that he had and was forced to feed swine to survive. As swine were unclean animals according to the Law of Moses (Leviticus 11:7), the job must have been very detestable to the young man.

When the prodigal son found himself in these circumstances, he did some serious thinking about his condition. He repented and returned to his father's house. His father received him joyfully and forgave him, welcoming him back to the family. Some say this teaches that once you belong to the family of God, no matter how much you sin you are still a child of God. That is not what the Lord is teaching. The only way the young man was restored to his family was by repenting and turning back to his father's house and admitting that he had sinned. Had he failed to do this, he would have died in a far country. Those that say, "Once a son, always a son" forget that before conversion one's father is the devil (John 8:44).

IN-CLASS ACTIVITIES

To conclude your class time, set your table with a paper tablecloth or place mats. The place mats could be made from construction paper with edges decorated to look like a border. Glue paper dinner plates onto each mat. Cut out pictures of hamburgers, tacos, glasses of milk, pop, juice, etc., for the students to glue onto their plates. Explain that in the story of the prodigal son the father wanted to have a celebration meal for his

son, because he was so happy that his lost child was home once more.

Obtain some play money. Make for each child a little moneybag (see Patterns). Copy the bag onto heavy paper. Make slits in back side of the bag where indicated and insert a piece of string (approximately 24 inches) as shown. Attach the string to the inside of the front of the bag to make the handle. Glue the bag together at tabs. Put some play money in each bag. Print the student's name on the bag.

Copy the figure of the boy and the coat or robe from construction paper for each child (see Patterns). Have the students color the coat or robe. Tell the story of the prodigal son and use the coat to put on the boy while telling how the father forgave his son, just as God will forgive anyone who comes back to Father's House — or gives Jesus his heart. The father gave him a new coat to show his love and affection.

Cut pigs from construction paper (see Patterns), and show them while telling the story of the prodigal son. Cut and curl (by stretching taut) one four-inch length of paper or curling ribbon to make the pig's curly tail. (White or pink $\frac{3}{8}$ " wide is best.) Glue the tail onto the pig.

QUESTIONS

What does *prodigal* mean?

Why did the father give the son his share of the riches?

How did the son spend his money?

Do you think the son was very smart? Did he think about what would happen when his money was gone?

What do you think about the son's friends? What kind of friends do you want?

Why did his friends leave when his money was gone?

Why couldn't he get a good job?

Have you ever been so hungry that you felt you could eat the garbage that pigs eat? What do you do when you are hungry?

Why did he decide to go home to his father?

How did the father feel when he saw his son coming home? Did the father punish the son?

How do you think Jesus feels when He sees someone come back to Him?

When we get saved, what does Jesus do with the things we have done against Him?

PRESCHOOL SUGGESTIONS

Make little pigs from used envelopes and use them for props in telling your story (see Patterns). Draw the pig on the envelope so his back is along the fold. If you use white envelopes, color both sides of the animal and then cut him out. Make a feed trough by folding a piece of narrow paper into four equal parts, accordion style.

The little puppets of the boy and pig can be used as pencil puppets or finger puppets (see Patterns). Cut the pieces from felt scraps. Pin together two pieces of felt for body, trace pattern onto felt, and cut both layers at once. Trace patterns for faces and clothing onto felt and cut out. Glue the pieces onto the body fronts according to sample picture.

For Pencil Puppets, sew wrong sides of body front and back together leaving a small opening between A and B. Stuff each part of the body. Put glue on the pencil eraser and insert into the opening of the body. Stitch the opening closed, very close to the pencil.

For Finger Puppets, glue around the edge of the wrong side of both body pieces and put them together leaving a small opening between A and B. Let them dry completely.

Show your group a jar full of pennies and pictures cut from magazines of a number of things the prodigal son might have spent his money on. As you show each picture (food, car, house, clothes, etc.), take some pennies out of the jar. When you have finished showing the pictures you will have no money left. Make a pigpen from a shallow box filled with dirt. Use paper pigs (see Patterns). Put some scraps of food and cornhusks into the box to show what the pigs were eating.

REVIEW IDEAS

Stage an interview with someone who is pretending to be the prodigal son after his return to his father's house.

Give an overhead review of the prodigal son story (see Patterns).

In preparation for this review have about three people record pig noises (snorts and squeals) on a cassette tape. Put two or three cornhusks into a pan. Fill a drawstring bag with pennies (or, if your department is small, purchase enough foil-covered chocolate money for everyone). Pretend you are the father and have people help you as you tell the story. Give moneybag to son; son says good-bye; son spends money with friends; all money is gone (show empty moneybag); job feeding pigs (cornhusks and pig noises); son sorry; returns to father's house; father sees son and welcomes him with joy!

COORDINATING SONGS

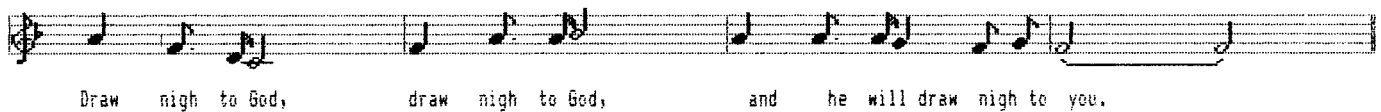
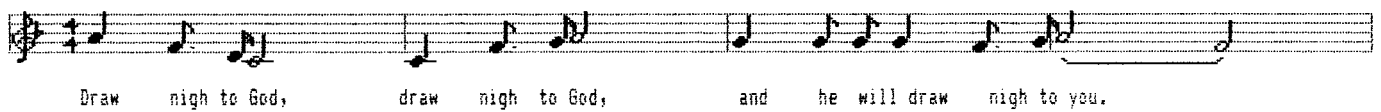
"I Have Decided to Follow Jesus"
"Come and Go With Me to My Father's House"
"Jesus Heals the Broken Hearted" — a very old song
"Everybody Ought to Love Jesus"
"Apple-Red Happiness"
"I Am a Promise"
"Seek Ye First"
"Into My Heart"
"Yes, He Did"

"God Loves Me Just Like I Am"

SUPPORT MATERIAL

Ring, Robe, and Shoes — A Magic Picture Book
The Boy Who Ran Away — Arch Books
The Father Who Forgave — Arch Books
Prodigal Son — Visual Graph, Scripture Press
The Lost Son and Other Stories — by Ella K. Lindvall, Moody Press

MEMORY VERSE SONG



MEMORY VERSE VISUALIZED



TEXT Luke 12:15-21; I Timothy 6:6-11,17-19

OBJECTIVE The students will be able to tell the story of the selfish rich man. They will be able to explain why it is more blessed to give to others than to receive more and more for themselves.

MEMORY VERSE It is more blessed to give than to receive. — Acts 20:35

The Selfish Rich Man

MEMORY VERSE IN ACTION

IT IS MORE BLESSED — With thumbs of fists touching lips, move hands down and away from body, opening fingers.

TO GIVE — With thumbs touching finger tips, palms toward self touching chest, move hands away from body opening hands out flat, palms up.

THAN TO RECEIVE — Extend hands, palms up, close palms while pulling hands toward body.

MEMORY VERSE VISUALIZED

One child sharing a box of candy with another is the visual portrayal of the memory verse for this week. (See pattern at the end of this lesson.) Cut the three pieces apart on the heavy black lines. Arrange them in order on your display board as your students learn the verse together.

BIBLE LESSON OUTLINE

Introduction: Use a heart-shaped box as described under In-Class Activities to begin your class session. Tell your students that this heart box is going to help you learn today's story. Inside are pictures of what was in the rich man's heart. Tell them that you want them to decide if God was happy with what He saw when He looked inside.

1. A certain rich man had crops so great that he had no room for the harvest.
 2. He said, "I will build bigger barns where I can store all my goods; I will be secure for many years."
 3. The selfish rich man heard God say, "This night you will die. Then what will happen to all you have?"
- Climax:** God called the selfish rich man a fool because he laid up treasures for himself, but forgot God and his fellow man.

Conclusion: The Bible says, "The love of money is the root of all evil." It teaches us not to trust in riches, and if God blesses with material things we should share with others. By giving as unto the Lord we are laying up treasures in Heaven.

Response: The students will be able to tell the story of

the selfish rich man. They can explain why it is more blessed to give to others than to receive things for themselves.

BACKGROUND INFORMATION

The Lord has always expected man to show compassion to his fellow man. In Leviticus 19:18 we read, "But thou shalt love thy neighbour as thyself." Deuteronomy 24:19-21 states that those who worked in the fields should not thoroughly harvest their crops, but should leave some for the poor and the strangers. The story in today's lesson portrays a man who accumulated a lot of earthly goods, but did not thank God that his ground brought forth plentifully. Instead of considering the poor, he planned to tear down his barns and build larger so he could keep everything for himself. In this parable God judged the rich man, pointing out the folly of being greedy. We read that those who stand before the judgment seat of Christ will be judged according to the way they have treated their fellow man (Matthew 25:31-46). So it is indeed imperative that we love our neighbors as ourselves. Another significant lesson to be learned is that it is vitally important to take God into consideration when we make our plans. James 4:15 states "that ye ought to say, If the Lord will, we shall live, and do this, or that."

IN-CLASS ACTIVITIES

Copy enough of the "Giving for Jesus" work sheets so each of your students have one (see Patterns). Tell them to start at the HAVE column, find a NEED to match, and then find how it made a DIFFERENCE. There are three sets given for them to complete. Let them think of something they have that they can share. Then, on the lines at the bottom of the page, help them complete a set for themselves. This will help them to learn that sharing what they have when they see a need can make a difference, big or small.

Give each of your students a copy of the Modern Day Parable barn (see Patterns). Ask them to illustrate their idea of sharing and not sharing.

Find a heart-shaped candy box and cover the top with spotted paper to represent sin spots. Cut five hearts the same size from construction paper. On each heart mount one of the pictures of what was in the rich man's heart (see Patterns). These will include a bag of money, barn, crops, himself, other people crossed out.

Use the two sizes of barns sold at the Hickory Farms store. They are a good prop for telling the story of the Selfish Rich Man. Playmobil or Fisher-Price figures can be used with the barn.

Make copies of the cookie-barn boxes for each child (see Patterns). When it comes time for the rich man to think of building more barns, let the children help build them. Then fill them with animal cookies (or whatever). Tell them this is what the rich man wanted to do but suddenly he died. Now what? He wouldn't share when he was alive. But when he died and left everything, other people got to enjoy the riches God had given him. Let the children keep their barns and remind them to be sure to thank God for all they have and to share with others.

QUESTIONS

Why did Jesus call this man a "rich" man?

Why is it better to give than to receive?

What do we need to have more than money and toys and clothes?

The rich man worked hard. What was missing from his life?

What is the most important part of making plans for our life?

What can we do with riches in order to have God's blessing?

Why did the rich man want to do everything his own way?

If we trust in Jesus, will He take care of us? Why or why not?

PRESCHOOL SUGGESTIONS

Cut out one of the fold-up barns for each of your children (see Patterns). Give them several stickers of food, animals, etc., to stick to the inside of their barns. Help them fold their barns and use them to help tell the story of the rich man who wouldn't share.

Make a copy of the rich man's barn for each child (see Patterns). Have the children color the barn. Add farm-

animal stickers to the barnyard. Also add various kinds of fruit and vegetable stickers, as well as hay or grain stickers. Tell the story of the rich man and how he kept all the wealth of his harvest to himself while others may have been needy. He thought only of his own temporal needs and forgot his soul's needs.

Make "Kindness Coupons" (see Patterns) from colored paper or make up your own designs and have students color and print their name on them. Allow the students to take one or several home each week. They should then be given to grandparents, neighbors, or others the child might have opportunity to help. Talk to the class about things they can do to help others of their family, school friends, or neighbors, emphasizing that it is fun and helpful to do something for others.

Cut out two treasure chests (see Patterns). Make a back for each one. Glue three sides of each set together, leaving the top open to form a pocket. (As an alternative, make treasure chests from shoe boxes or other boxes.) Title one, the SELFISH TREASURE CHEST. Inside the pocket or box put jewelry, money, and pictures of cars, trucks, boats, houses, skiing equipment, clothes, bikes, etc., — things one might treasure more than Jesus. Title the other one, the BLESSED TREASURE CHEST. Inside the pocket or box put a small Bible or Testament, picture of Jesus, white heart, picture of church, tract, invitation to Sunday school, and pictures of family and friends. As you explain the story to the class, show them your treasure chests and talk about the items as you take them out. Explain that Jesus gives us many blessings. We shouldn't just keep them as treasures but we should help the less fortunate, invite children to Sunday school, and tell others about Jesus and Heaven. In other words, we should share our blessings.

For each child prepare a small barn with a door that opens (see Patterns). Have them put a Jesus sticker inside the door to remind them to keep Jesus first in their hearts.

REVIEW IDEAS

Enlarge pictures given to fit in heart-shaped box described under In-Class Activities. Make these into stick puppets to illustrate the lesson. These include: farmer, moneybag, barn, crops, other people crossed out. You might also wish to include a question mark, torn-down barn, larger barn, cloud representing God's voice from Heaven.

Use three or four boxes of different sizes. Turn the boxes upside down and attach a barn picture to the front of each. Under each of the boxes, except the largest, place a bowl and have a small amount of food

in each one. Under the largest box (the rich man's barn), place a bowl which is filled with food. As you tell the story, keep adding things to the rich man's barn until it is too full. He had all those good things and yet he wouldn't share, even though he had much more than his neighbors (show smaller barn's contents). Then ask, "What happened to the rich man after God spoke to him? Did he get to take his riches with him? Does it pay to be greedy?"

COORDINATING SONGS

"I Have a Wonderful Treasure"

"The Bank of Heaven" — Salvation Songs for Children No. 3

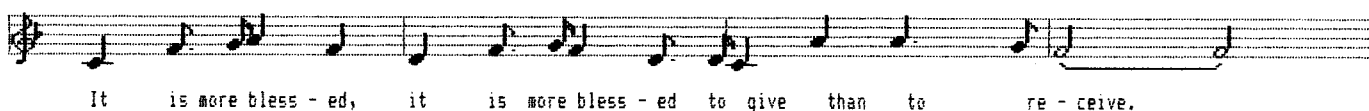
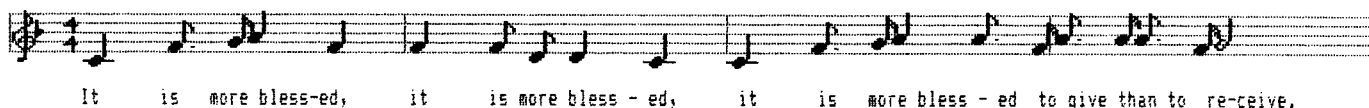
"He Owns the Cattle on a Thousand Hills"

"Seek Ye First"

"Head and Shoulders, Knees and Toes"

"Oh, Be Careful"

MEMORY VERSE SONG



MEMORY VERSE VISUALIZED



TEXT Luke 14:7-14; Matthew 6:1-4

OBJECTIVE The students will be able to explain that honoring others before ourselves is what God expects of His followers. They will be able to relate what pride is and some ways that it might be evidenced. They will realize that God's Word warns us against being proud.

MEMORY VERSE Pride goeth before destruction, and an haughty spirit before a fall. — Proverbs 16:18

Be Humble in Spirit

MEMORY VERSE IN ACTION

PRIDE GOETH — Push up on nose with index finger.

BEFORE DESTRUCTION — With right fist hit left palm.

AND AN HAUGHTY SPIRIT — Place thumbs under arm pits, tilt head back.

BEFORE A FALL — Place right index and middle fingers standing in left palm, have right hand fall off edge of left palm.

MEMORY VERSE VISUALIZED

Two little boys with proud looks on their faces are the visual display for our memory verse this week. (See pattern at the end of this lesson.) Cut apart the pieces as indicated by the heavy black lines. Arrange them in order a piece at a time as your students recite each section of the verse.

BIBLE LESSON OUTLINE

Introduction: Reproduce and mount a set of the proud and humble faces as described under *Preschool Suggestions*. (The patterns for these faces are provided.) Ask your students to describe what kind of person each of these faces represents. Which kind of person do they like to be around? Tell them that in our Bible story today Jesus told which kind of person He wants us to be.

1. Jesus rebuked pride and self-exaltation, and warned His listeners of place-seeking.
2. Jesus said that people should choose a low position for themselves rather than a high one, using rooms at a wedding as an example.
3. Jesus told the host at the dinner that the poor should be invited to feasts rather than rich friends and kinsmen.
4. God will not reward acts of benevolence that are done to be seen of men. He sees all and will bless what is done in secret.

Climax: God wants us to be humble, to put others first and not to exalt ourselves.

Conclusion: Pride is something to be guarded against.

Place-seeking and doing alms to be seen of men was denounced by the Lord.

Response: The students can explain that God expects us to honor others before ourselves. They will be able to tell what pride is and ways it is evidenced. They will realize that God's Word warns us about being proud.

BACKGROUND INFORMATION

In James 4:6 we read, "God resisteth the proud, but giveth grace unto the humble." God hates pride. According to many theologians, that is what caused Satan to be cast out of Heaven. Satan appealed to Eve's ego when he told her that the forbidden fruit on the tree in the midst of the Garden would make her wise (Genesis 3:6). The idea so tempted Eve that she disobeyed God and ate of the fruit. From that time on, pride has been found in the hearts of mankind and unless repented of, will bring certain judgment.

There are examples in the Old Testament of those whose pride brought them to destruction. Pharaoh said, "Who is the LORD, that I should obey his voice. . .?" (Exodus 5:2). Pharaoh's pride brought about the ruin of the country of Egypt as well as judgment on Pharaoh himself. Absalom, the son of David, became proud and sought to take the kingdom from his father. When his army was engaged in battle with the army of David, Absalom's army was defeated. Absalom rode upon a mule which carried him under a tree. The hair of his head caught on a branch and he was left hanging. David's captain of the host found out about it and came there and slew him. Haman, who was next to King Ahasuerus, was another very proud man. Because Mordecai would not bow to him, Haman planned to destroy all the Jews and hang Mordecai on a gallows. The Jews were spared and Haman was hung on his own gallows. Nebuchadnezzar also learned that God is able to abase those who walk pridefully. He said, "Is not this great Babylon that I have builded?" But the same hour God took his reason from him and he became like an animal and ate grass like an ox. Fortu-

nately, he was able to learn from this lesson, and after seven years his sanity returned and he praised the God of Heaven.

IN-CLASS ACTIVITIES

Have a Humble/Proud scavenger hunt for the students. Prepare enough proud and humble faces, each drawn on 3" circles, so that there will be one of each kind for every student (see Patterns). On the back of each humble face write Bible verses concerning humility or write some good sayings, such as: Be humble; Love everyone; Care for each other; Share what you have; Do good to all people. On the back of the proud faces write Bible verses concerning pride or write descriptions of behaviors that are not so good, such as: Don't share; Only like rich people; Don't obey your parents; Only think of yourself. Hide these around your class area and at the beginning of your class time have the children search for them. When all the faces have been found, have the students read what is written on them then put them in two separate piles. Divide the pile of humble faces between your students. Throw the proud pile away!

Make a Humble Wheel from construction paper (see Patterns). Use a paper fastener to secure the two parts of the wheel together. Children could color the pictures on the wheel. Explain each picture in the wheel to the class.

Make a set of flashcards of opposite things (see Patterns). Show the children the up/down, day/night, etc., cards and tell how some opposites are okay and sometimes even needed. We can use all of them for good. But with some opposites we need to choose between good and bad; for instance, in our attitudes. Pride and humility are opposite attitudes. Which should we choose?

QUESTIONS

What does it mean to have pride?

How can pride affect the way people feel about you?

How can someone feel happy and pleased and yet not feel proud?

God wants us to be humble. Tell some ways a person can be humble.

When we choose our friends, should they all be rich, popular, and nice looking? How would God have us choose our friends?

How does God feel about our bragging about things we do for Him?

Tell of a time when someone did something for you and you never knew who it was.

Talk about how when we work for God, we are not interested in having everyone know we are doing this. We just want people to know that God cares for them.

PRESCHOOL SUGGESTIONS

For each child prepare a set of the proud and humble faces (see Patterns). Photocopy the faces onto heavy paper and cut them out. There are three ways to use these: Make paint-stick puppets by gluing a paint stick to the back of each face. Make paper bag puppets by cutting the faces in half across the mouth and attaching them to a paper bag so they can "talk." Or, make masks by cutting out the holes for the eyes and attaching string to the sides of the faces (be sure to reinforce the string holes so the string won't tear the paper).

Make a pair of spoon puppets for each child. On the convex side of wooden or plastic spoons draw proud and humble faces. You can add yarn hair and tie cloth or a bow around the "neck" to dress up the spoon puppets. As you tell some present-day situations illustrating proud and humble behavior, have the students hold up the appropriate proud or humble puppet.

REVIEW IDEAS

Have a skit showing children in line for lunch. One child keeps elbowing to the front of the line, using different excuses. He claims to be taller, bigger, smarter, better dressed, have better grades, is a better catcher, etc. Finally he gets to the front of the line, but the teacher has him hold the door for the rest so he is last after all!

Discuss opposites with the children, using enlargements of the patterns given for opposites flash cards under In-Class Activities. Show them one picture and have them guess what the opposite will be. After showing the proud/humble pictures, discuss situations which might show if a person is proud or humble.

Make two hearts which open up like pockets. Write HUMBLE on one heart and PROUD on the other. Write words on pieces of paper which apply to each type and put into appropriate hearts. Cut out some sin-spot pieces of paper and put into the proud heart. Put a picture of Jesus into the humble heart. Show the hearts to the children and, one at a time, take out the slips of paper and read something about that type of person. Last of all show the sin-spots and Jesus, to show children why each heart is different.

COORDINATING SONGS

"What Can I Do?" — Songs for You and Me for Primaries by Lillenas

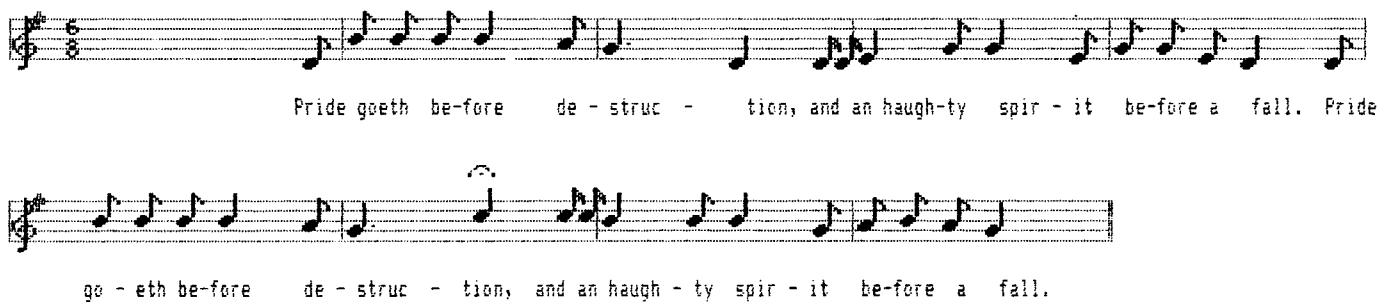
"Can a Little Child Like Me?"

"Oh, Be Careful"

"I'm Gonna Work and Watch and Pray"

"J-O-Y"

MEMORY VERSE SONG



MEMORY VERSE VISUALIZED



Miracles of Jesus

Lesson 35a — Jesus' First Miracle

Lesson 35b — The Centurion's Servant Healed

Lesson 35c — The Widow's Son Raised From the Dead

Lesson 35d — Walking on the Water

OVERVIEW

The theme of this unit is the miracles of Jesus. Your students should understand that these miracles were not works of magic or just pretend, like the fantasies or make-believe stories in their reading books. The word *miracle* literally means "a marvelous event, or an event which causes wonder."

Jesus' miracles were real happenings that showed He had power beyond that of an ordinary man. The laws of the natural world, which He had helped His Father create, were not limitations to Him. His miracles prove that He is the Son of God, for who else could raise the dead, heal the sick, and control the natural elements? It

seems strange that the very people who should have recognized that these miracles proved His divinity failed to do so. He was rejected by most of the religious leaders of His time, though many times they acknowledged the supernatural characteristics of what took place.

Most of Jesus' miracles were of a person-to-person nature; for instance, healing the lame, giving sight to the blind, raising the dead to life. Your students should conclude this unit with an understanding that Jesus still works miracles on a personal level in our lives today, if we believe on Him.

GAMES FOR REVIEW

For this game use an overhead projector, blackboard, or a large piece of paper. (As an alternative, the material could be printed on individual sheets of paper and given out to each student on the last Sunday of the quarter.) Title the contest MIRACLES OF JESUS and label three columns as follows: "Problem or Need," "What Did Jesus Say?" and "What Did Jesus Do?" In the first column print or write:

1. Not enough wine for wedding feast.
2. Centurion's servant sick, near death.
3. Widow's son had died.
4. The disciples, in their ship, were being tossed about by big waves.

Fill in the answers for the next two columns as they are given by the students.

Have a true/false quiz for the whole department with questions from each of the lessons. Tell the students to call out the answer "true" or "false" together. Have a small prize for everyone.

Have four groups, each picking one of the lessons to act out in charades and have the department guess which story it is.

On one side of a blackboard have the students list as many of the Biblical miracles as they can think of that Jesus performed. On the other side have them list miracles that they know Christ has done in our day and age.

CONTEST IDEAS

Use a sheet of 9" x 12" paper for each child. On the left side of the paper, draw a stick figure of a boy or girl (see Patterns). Draw lines of different lengths radiating from the figure's hand. You will need one line for each attendance "balloon," missionary effort balloon, knowing the memory verse balloon, etc. Each time a balloon is earned put a colored round sticker at the end of one of the lines. You might like to use a different-colored sticker for each thing: red — attendance, blue — knowing the memory verse, etc.

In this contest the girls and boys will need to work together as a class to earn points. Points are earned by attendance, knowing the memory verse, bringing Bible, missionary efforts, etc. Each time the chart reaches a certain number of points a balloon can be popped. Inside each balloon is a surprise message for the whole class! To prepare for this contest, blow up balloons and

insert your messages before tying. Some suggested messages are: 1. A prize for everyone today. 2. There will be chocolate chip cookies for everyone next week. 3. Choose a time for a special outing for the class. There are so many things you can do with your class. Every age group will be able to do different activities. Amount of points earned should be determined by the average of your particular Sunday school.

Since nobody should be sad when a miracle takes place, have a happy-face contest. You'll need to copy and cut out lots of happy faces. Choose one color for each accomplishment: yellow — attendance, blue — bringing Bible, pink — knowing the memory verse, etc. Punch a hole at the top of the circles and lace a piece of yarn through the hole. When a child earns one have him write his name on the back. These can then be hung from the ceiling as a decoration or made into individual mobiles for the children. It isn't really necessary, but you might wish to award a prize to the child or class who has the most happy faces.

BULLETIN BOARDS

Make the GOD CAN! bulletin board for your class (see Patterns). Along the top of your board write the question, "Who can do a miracle?" Under that, in large letters, write, "God Can!" Enlarge the symbols from the Primary Pals handout and back them with colored paper before putting them on your board. Under each symbol write the memory verse for that lesson.

Use a bright yellow background and title your board MIRACLES OF JESUS (see Patterns). Make five different frames for Before and After pictures. Make a set for each of the miracles in this unit and make one to illustrate the fact that each student is a miracle too. Put a baby in the Before side and a mirror (or piece of aluminum foil) in the After side. Jesus has been with them this far in life and with His help they will never fail.

UNIT SONGS

"Got Any Rivers?"

"Jesus Never Fails"

"God Can" — Bill Gaither Trio for Kids

"It's a Miracle" — Gaither

"God Can Do Anything But Fail"

"Who Can Do Anything?"

"My God Is So Great"

"I Believe in Miracles"

"What's a Miracle?" — Zondervan's Sunbeam Songs for Boys and Girls

"He's Able"

CHART IDEAS

Enlarge the Miracle Poster (see Patterns) and copy one onto construction paper for each child. Each week let them write their memory verse on the proper lines.

Give each child a copy of the Jesus' Miracles chart (see Patterns). After they have learned all the lessons, let them circle the correct words to complete each sentence.

Glue a white paper cloud to a colored background. Attach four ribbon or yarn streamers from the cloud to pictures depicting the four lessons of the month (see Patterns). Title the cloud MIRACLES and place a sticker of Jesus in the center of the cloud. Praying hands or Jesus stickers may be used for attendance.

Make copies of the kite chart for your students (see Patterns). Each week let them color the symbol that goes with that week's lesson. If you wish, hang kites from the ceiling and add bows to a yarn tail on each kite for each memory verse learned.

SUPPORT MATERIAL

100 New Testament Stories — Retold by Norman J. Bull, Abingdon Press

Egermeier's Picture-Story Life of Jesus — Warner Press

Jesus — The Friend of Children — Illustrated by Richard and Frances Hook, David C. Cook

TEXT John 2:1-11

OBJECTIVE The students will be able to describe Jesus' miracle at the wedding in Cana. They can explain that it was the first of many miracles that He performed and that He is still working miracles today.

MEMORY VERSE Many believed in his name, when they saw the miracles which he did. — John 2:23

Jesus' First Miracle

MEMORY VERSE IN ACTION

MANY BELIEVED — At eye level, hold fists on top of each other as though holding onto an imaginary rope.
IN HIS NAME — Tap first two fingers of both hands at right angles.

WHEN THEY SAW — Hold cupped hands around eyes.

THE MIRACLES — Extend left fist with palm side down, place first three fingers of right hand on back of left fist, wiggle right fingers while raising right hand vertically.

WHICH HE DID — Nod head yes as you point up.

MEMORY VERSE VISUALIZED

A little boy reaching up toward bubble letters spelling JESUS is the visual representation of this week's memory verse. (See pattern at the end of this lesson.) Cut apart the three pieces on the heavy black lines. Put the arrangement back together one section at a time as your students learn the verse.

BIBLE LESSON OUTLINE

Introduction: Bring to your class a picture taken at a wedding reception. (A photo taken beside the punch bowl would be especially appropriate.) Ask your students if they have ever been to a wedding reception. What did they do there? How do you think the bride and groom would have felt if they had run out of cake or punch for the guests? That is what happened in our Bible story today.

1. Jesus and His disciples were invited to a marriage in Cana of Galilee.
 2. When wine was needed, Jesus' mother told Him of the need.
 3. Mary then told the servants to do whatever He said.
 4. Jesus told the servants to fill six water pots with water and they obeyed. He then instructed them to give some to the governor of the feast.
- Climax:** Jesus miraculously changed the water into wine.

Conclusion: Jesus performed this beginning of His miracles 2000 years ago. He still performs miracles today.

Response: The students will be able to describe the miraculous event which took place at the wedding in Cana. They can explain that it was the first of many He performed, and that He is still working miracles today.

BACKGROUND INFORMATION

The word *miracle* comes from a Latin word *miraculum* which means "an event or action that apparently contradicts known scientific laws and is due to supernatural causes." The plagues that God sent on Egypt were miracles. It is not natural for such things to happen in the manner in which they occurred. It is true, plagues of frogs, locusts, flies, and lice have occurred, but not at the word of a man, nor could they be stopped at a certain time by man's word. God had a two-fold reason for the miracles that are recorded in the Book of Exodus. He brought judgment on Egypt and confirmed to the Children of Israel that the God of Abraham was the Living God and superior to any other god.

Christ did not perform miracles just to satisfy curiosity. He said "A wicked and adulterous generation seeketh after a sign; and there shall no sign be given unto it, but the sign of the prophet Jonas" (Matthew 16:4). But when there was a need that was brought to Christ, He was able to perform a miracle to satisfy that need as He did in today's lesson. From then on He did many miracles as the occasions arose, and He still does today! Perhaps the greatest miracle that Christ performs is to change a hell-bound soul into one redeemed by the Blood of the Lamb and start him on the way to Heaven.

IN-CLASS ACTIVITIES

Pretend to be a reporter. Ask the children questions and record them as they help you tell the story. They love to talk into a microphone and will enjoy hearing themselves on tape.

As you talk about how Jesus' first recorded miracle was to supply a need, bring out that God still supplies our needs today. Invite someone to your class and have him give a personal account of how God miraculously supplied a need for him.

Decorate your class area as if for a wedding reception. Use wedding bells, crepe paper streamers, napkins, plates, and cups. Have a small decorated cake in the center. Fill paper cups with grape juice. Have two pitchers, one full of water, one full of more grape juice. As the class is eating the cake, tell them the story about Jesus' changing the water into wine. Explain that no matter how we try, we can't change water into juice, but because Jesus is the Son of God, He can do anything.

Give each child a copy of the Water Into Wine coloring picture (see Patterns). Let them color the picture as you tell that the servants were obeying Jesus when He told them to fill the pots with water.

QUESTIONS

What did Jesus do at the wedding?

What is a miracle?

Why was this miracle so special?

Do you think the servants knew that the water was changed before they served the governor of the feast?

Talk about salvation. What is changed? How long does the change take? When do you know that you have been changed?

Why did Jesus work miracles? Does Jesus still perform miracles?

What would you have thought about Jesus if you could have been at the wedding? Talk about how most people really didn't know Jesus before this time.

PRESCHOOL SUGGESTIONS

Bring a small plastic juice container. Fill it with water. Then pour it into small cups for your children to sample. Explain that you cannot change this water into something else, but Jesus can.

Enlarge the main illustration for this story. Color in the details with felt marker pens. Cover the entire picture with clear contact paper. Make the picture into a puzzle by cutting it into several pieces.

Copy the wine pot lacing-card pattern onto heavy paper for each child (see Patterns). Punch out the holes where indicated. Give each child a length of yarn so he can "sew" around the shape. Be sure to wrap a small

piece of tape around the end of the yarn so it will be easy to thread through the holes.

REVIEW IDEAS

On the right-hand side of large sheets of construction paper, print the complete verses of the references given below (and any others you might choose to use). Leave a 6-inch space on the left side of each sheet of paper so the figure of a paper doll can be added later. Cut paper dolls out of construction paper (see Patterns). Use the same amount of paper dolls as you use verses. On each figure print one of the needs or feelings listed. Mount all the verses on a board so the children can easily read them. Choose one of the figures and read the need or feeling to the children. Ask them to match it to a verse that answers that need. When they are all done let the children know that these are some of the ways that show us God will still supply our needs today.

1. John 3:16 — If you feel unloved.
2. II Corinthians 1:4 — If you need someone to comfort you.
3. II Corinthians 5:17 — If you want your life to be different.
4. Philippians 4:13 — If you feel weak.
5. Philippians 4:19 — If you have a need.
6. Hebrews 13:5 — If you feel alone.
7. James 1:5 — If you need answers.
8. James 4:8 — If you want to feel close to God.

Have a skit showing a mock wedding, followed with guests at the table, complaining that all the wine is gone. Have the servant go out and soon come back with more to give to the governor. Have the governor praise the bridegroom for how good it tastes. Have the guests leave, with two servants cleaning the table, the one servant explaining to the other the miracle that took place right before his eyes.

Ask the children if they have ever been to a wedding. Show a picture of a bride and groom. Tell them that a long time ago Jesus went to a wedding and afterwards went to a reception. Explain a reception by setting out things on a table: pieces of cake, nuts, mints, napkins, forks. Set out several see-through glasses in which you have put some grape juice concentrate (so it looks like the glasses are ready for a refill). Tell the children that the wine was all gone so the people couldn't have anymore. When Jesus' mother saw this, she told the servants to do whatever Jesus told them to do. Jesus told them to fill the pots with water. Then He told them to give a glass of this to the governor! At this point pour some water into one of the glasses (it will dilute the grape juice concentrate and make good juice) and ask one of the children to taste it. Tell the children that you didn't really make it into grape juice but that Jesus really did work a miracle. Explain that this was the first of many miracles which Jesus did for people.

COORDINATING SONGS

"I Like to Read the Stories in the Bible" — Sing with Marcy, Singspiration

"Why Worry When You Can Pray?"

"What's A Miracle?" — Zondervan Sunbeam Song
"Jesus Is a Giver"

MEMORY VERSE SONG



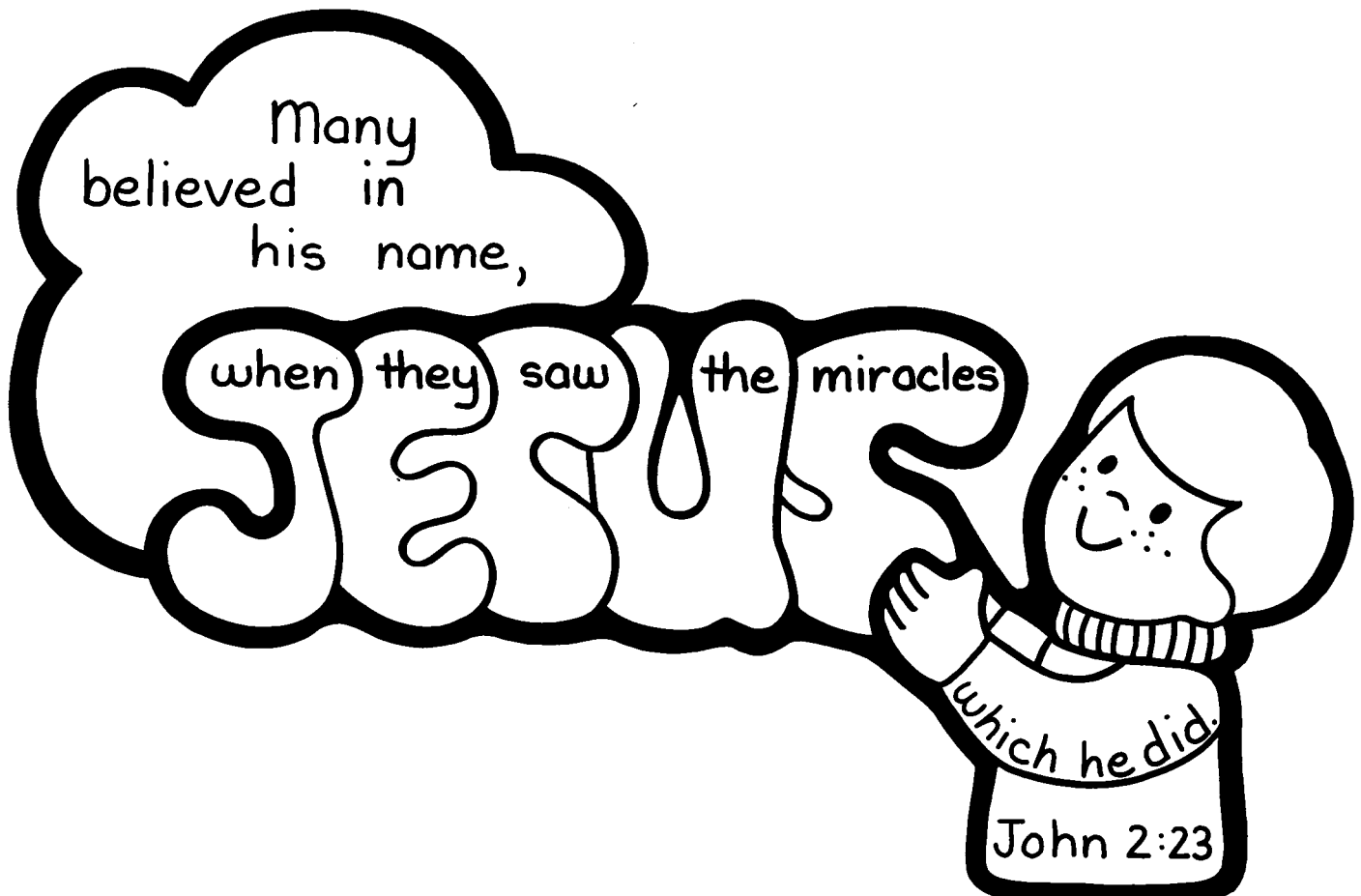
Man - y believed in his name, man-y be - lieved in his name, when they saw the

mir - a - cles which he did. Man - y believed in his name

man-y believed in his name, when they saw the mir - a - cles which he

did.

MEMORY VERSE VISUALIZED



TEXT Luke 7:2-10

OBJECTIVE The students will be able to tell why the centurion believed that Jesus needed only to speak and his servant would be healed. They can explain that this kind of belief is real faith, and will be rewarded by God.

MEMORY VERSE I am the LORD that healeth thee. — Exodus 15:26

The Centurion's Servant Healed

MEMORY VERSE IN ACTION

I AM THE LORD — Make an L with thumb and first finger of the right hand. Touch thumb to left shoulder, bring across the front of body touching right waist.
THAT HEALETH THEE — Place finger tips of both hands just below respective collarbones, make fists while moving hands away from body.

MEMORY VERSE VISUALIZED

The visual representation of our memory verse for this week is a sick child in bed holding a teddy bear. (See pattern at the end of this lesson.) Cut apart the sections as indicated by the heavy black lines. Arrange the sections on your display board one at a time as your students learn the verse.

BIBLE LESSON OUTLINE

Introduction: Ahead of class time, draw a simple circle face with a sad mouth. Ask the students if they have ever been sick. If so, they probably felt sad like this face looks. Use acetate overlays showing some things they could have been sick with: measles (draw spots), fever (draw a thermometer coming out of the mouth), sores (a couple of band-aids on the face), mumps (lumps at the side), or headache (water bottle on head). What did their mom or dad do for them when they were sick? Our story today is about a man whose servant was very sick. And he did the right thing for his servant.

1. A centurion had a servant who was sick unto death. He sent the elders of the Jews to ask Jesus to come and heal his servant.
2. They told Jesus that the centurion was a worthy man.
3. Jesus received a second message from the centurion saying, "Don't come to my house. Say a word and my servant shall be healed." The centurion had authority over his soldiers, so they did as he commanded and he believed Jesus spoke with authority too.
4. Jesus marvelled at the centurion's great faith.

Climax: The centurion's servant was healed through his master's faith in Jesus. When the ones who had been sent with the message returned to the house, they found him well.

Conclusion: The centurion's servant was healed without Jesus' being physically present, and though we can't see Him, He heals us too.

Response: The students will be able to tell how the centurion evidenced his belief in the power of Jesus. They can explain that belief is really faith and will be rewarded by God.

BACKGROUND INFORMATION

The Roman Empire had begun its expansion in the seventh century B.C. It had pushed its frontiers in every direction and by 63 B.C. overran the eastern Mediterranean area. From that time on there were garrisons of Roman soldiers stationed strategically to maintain law and order.

A centurion was a soldier in command of one hundred men. There is mention made of centurions in various places in the New Testament, chiefly in the Book of Acts. The centurion named Cornelius was a devout man who feared the Lord and was among the first of the Gentiles to receive the Holy Spirit. The centurion in today's text was a good man and evidently well liked by the Jews. This was somewhat unusual because the Jews believed they were God's chosen people and did not want to be ruled by a Gentile nation. Whether this centurion had accepted the Jewish religion we do not know, but he had built a synagogue for the community. In any event, he had faith in Jesus to the extent that Christ said of him, "I have not found so great faith, no, not in Israel."

When we have a special petition to ask of the Lord, we should be humble as was the centurion. We must have faith that the Lord is able to speak the word and answer our prayer even though the Lord doesn't stand by us in

bodily form. Jesus told Thomas, “. . . because thou hast seen me, thou hast believed: blessed are they that have not seen, and yet have believed” (John 20:29).

IN-CLASS ACTIVITIES

Make button tags for the children in your class (see Patterns). They can wear these to announce to everyone they see that, “Jesus Can Do Anything!”

Bring a page out of the telephone book which lists auto mechanics. Ask your class, “If your dad’s car wasn’t running, would just looking at these numbers help? If he called one of them, could the mechanic fix it over the phone? Or would your dad have to take the car to him?” In our story today the sick servant didn’t have to see Jesus to be healed by Jesus. Instead, someone who loved the servant came to Jesus for him. We can do that also. We can pray for ourselves and others for healing and Jesus still heals us. He hasn’t changed at all.

Give each child a complete set of the pieces needed to put together the boy and girl on the Jesus Made Us chart (see Patterns). They will need four paper fasteners to attach the boy and girl to their chart.

Show your class a picture of the praying hands. Tell them that we can’t see Jesus, but He can see us and He hears us when we talk to Him. And He answers our prayers. The centurion’s servant didn’t see Jesus, and Jesus didn’t go to see the servant, but the servant was healed when Jesus just said the words. It is the same with us today. We can go to Jesus and, even though we don’t see Him, He will help us.

QUESTIONS

What is a centurion?

Why did he send for Jesus?

Did Jesus go to the centurion’s house? Why or why not?

What happened to the servant?

What did Jesus especially like about the centurion?

How can we show Jesus that we have faith like the centurion?

How do you suppose the centurion knew that Jesus could heal his servant?

How do we know that Jesus can heal us when we are sick?

How did the centurion know that Jesus could just speak the word and his servant would be healed? Talk about how Jesus can just speak the word and we can be healed.

Talk about how other people pray for us or put in prayer requests and we are healed.

PRESCHOOL SUGGESTIONS

Make flip-sided puppets of the sick/well servant for your children (see Patterns). Glue the pieces back to back and cover with clear contact paper. Lay the sick servant on a facial tissue and show how he had to stay there until Jesus said that he was well. Then turn the man over and hold him up. Does he look happy now? Do you think that he wanted to meet Jesus so he could say, “Thank You”?

Let each child complete a dot-to-dot happy face (see Patterns) to show how the centurion felt when his servant was healed.

REVIEW IDEAS

Cut out several large question marks from different colors of felt. Make them so the dot under the mark is connected, making it all one piece. Give one or two of them to each child in your class. Ask the children questions about the lesson and let them volunteer an answer. If the child’s answer is correct he may put one of his question marks on the flannel board. When all the question marks are on the board tell the children that whenever they see question marks they can be reminded that Jesus knows all the answers.

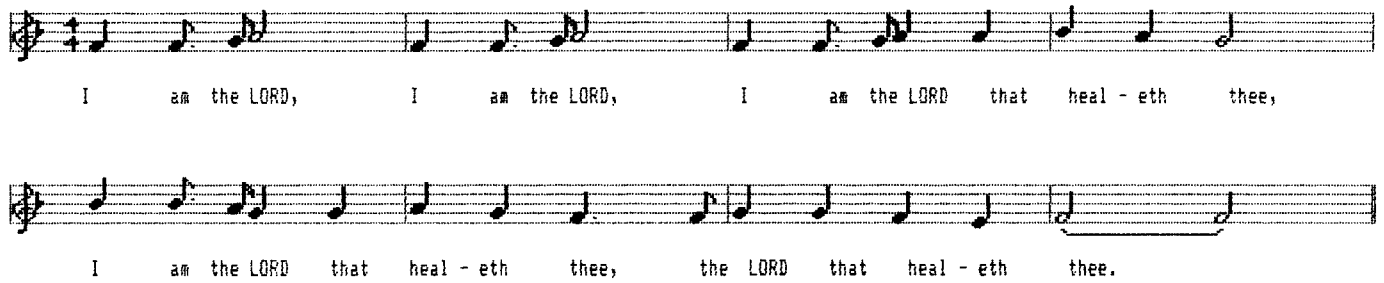
Have someone come to the department and tell of a miraculous healing God gave them. Also have some testify of how God has healed them of a cold or the flu. Nothing is too small or too big for Jesus to heal. It is all the same to Him.

Do a demonstration about faith. Have some objects that take faith to operate, such as a flashlight. You move the lever to switch on the light because you believe the light will come on. Have a picture of a bus. Say that you get on a certain bus because you believe it will take you to where you want to go. Show a model car. Discuss the fact that if your mother or father says, “Let’s go to McDonald’s,” you all pile into the car and believe that is where you are going. This belief is called faith. The centurion believed that Jesus needed only to speak the word and his servant would be healed. And he was! Ask the children if they believe Jesus can do the impossible.

COORDINATING SONGS

“He Touched Me” (chorus)

MEMORY VERSE SONG



MEMORY VERSE VISUALIZED



TEXT Luke 7:11-16

OBJECTIVE The students will be able to tell that Jesus had compassion for the widow whose son had died. They can explain that since Jesus created life, He can restore life — He is life!

MEMORY VERSE In him was life; and the life was the light of men.
— John 1:4

The Widow's Son Raised From the Dead

MEMORY VERSE IN ACTION

IN HIM — Point up.

WAS LIFE — Make an L with thumb and first finger of the right hand; do same with left hand. With index finger of both hands pointing toward each other, move hands up from waist toward neck.

AND THE LIFE — Make an L with thumb and first finger of the right hand; do same with left hand. With index finger of both hands pointing toward each other, move hands up from waist toward neck.

WAS THE LIGHT — Cup hands together as though hiding something inside, move hands up and to the sides ending with both palms facing out expressing the number five on each hand.

OF MEN — Point to others.

MEMORY VERSE VISUALIZED

Our memory verse for this week is illustrated by a boy looking up at a cloud with light coming down from it. (See pattern at the end of this lesson.) Cut apart the three sections on the heavy black lines. Reassemble the picture with your group as each portion of the verse is learned.

BIBLE LESSON OUTLINE

Introduction: Draw a simple circle face on your chalkboard, making the eyes wide and the mouth a round O of surprise. Ask your students why they think the man looks this way. It is because he is surprised! He just saw something happen that was so amazing! And that is what the Bible story for today is all about.

1. The only son of a widow of Nain was being carried out for burial when Jesus came to the city gate.
2. When Jesus saw the widow He had compassion and said, "Weep not."
3. Jesus touched the bier and said to the dead man, "Arise." The young man sat up, talked, and was delivered to his mother.

Climax: The people glorified God when they saw the dead man restored to life.

Conclusion: Jesus had compassion on the grief-stricken widow and restored her dead son to life. Today Christ is still performing mighty miracles.

Response: The students can tell of the love and compassion of Jesus for the dead boy's mother. They will be able to explain that, if He chooses to, Jesus is able to restore life because He is the Creator of life.

BACKGROUND INFORMATION

When God created man and placed him in the Garden of Eden, man had the opportunity to live forever. God had told Adam not to eat of the tree of the knowledge of good and evil "for in the day that thou eatest thereof thou shalt surely die." However, man disobeyed God and was driven out of the Garden and away from the tree of life. Since that time, with the exception of Enoch and Elijah, all mankind have left this world by the way of death.

The raising of the widow's son was not the first time that is recorded of one's being raised from the dead. In I Kings 17:17-24 we read how Elijah prayed that life would be restored to a small boy and God answered his prayer. Elisha prayed for the son of the Shunammite woman and the Lord restored him to life (II Kings 4:18-37). One interesting restoration to life occurred when a body was hastily put in Elisha's sepulchre and as it touched Elisha's bones it revived (II Kings 13:21). God certainly honored His prophet Elisha!

Jesus had also raised a young girl who had died, Jairus' daughter. Later He raised Lazarus from the grave. Jesus said, "I am the resurrection, and the life." We can be assured that if we remain faithful to the Lord, we will be resurrected or translated when Jesus comes for His own!

IN-CLASS ACTIVITIES

Give each child the fold-out picture which shows the widow's son lying in his casket, with Jesus and a crowd of people all around (see Patterns). Help the children fold the picture on the proper lines so that the widow's son can stand up when Jesus says, "Arise!"

Copy one Jesus Is Life tree for each child (see Patterns). Have the construction paper leaves cut out before class time begins. Help the children glue or tape on the leaves and then try to say their memory verse. They may lift up the clumps of leaves to check their verse.

Bring a posterboard covered with the following sets of pictures: A funeral — a picture depicting creation; a sick person — a healthy person; a picture of Calvary — a person praying. As you tell the story, explain that God created life (creation), that it is appointed unto man once to die (funeral). He created our bodies (healthy), He is also able to heal (sick). But the greatest gift He gave us was His life (Calvary). If we will simply pray an honest prayer (person praying) He will give us eternal life.

Enlarge and color the set of four pictures which show this story in its proper sequence (see Patterns). Use them as you tell the story. After you are through telling the story to your class, lay these pictures at random on your table. Have the children put them in the proper order and tell you what happened in each one.

QUESTIONS

What had happened to the widow's son?

Where were they taking him?

What did Jesus do when He came to the widow's son?

Why could Jesus give life to the dead man?

Tell about a time that Jesus answered your prayers.

Should we be afraid of death? Talk about how life and death are in God's hands.

How can Jesus take our sadness and turn it into joy?

How do you think Jesus felt when He saw the sad mother and the friends who were with her?

Why did Jesus bring the man back to life when no one even asked Him to?

How does Jesus know what we are feeling?

Does He care only about big hurts? What about small problems?

Is anything too big for Jesus? Is anything too small for Him to take care of? Would He ever feel like we are bothering Him?

PRESCHOOL SUGGESTIONS

For each child, make a set of finger puppets of Jesus, the widow, her son, and two other people who were in the crowd (see Patterns). Instruct the children to put the son on their thumb, Jesus on their pointer finger and the widow and other two people on the other fingers. They should hold their thumb down on their palm while the boy is dead and raise it up with the other fingers after Jesus says, "Arise!"

Cut out pictures from magazines of mothers and their children — well and sick. Talk about how mothers love their children and want to make sure they are healthy. If they become sick, the mother will do everything she can to help them get well again (show band-aids and facial tissues). They don't like their children to feel bad. Ask them if they can imagine how sad the mother felt when her son died. What about when she saw him alive again? Do you think she loved Jesus and thanked Him for giving her son life again?

Make a flip-sided stick puppet of the widow for each child (see Patterns). Have them hold up the sad side when the widow is sad and the happy side when the widow is happy.

REVIEW IDEAS

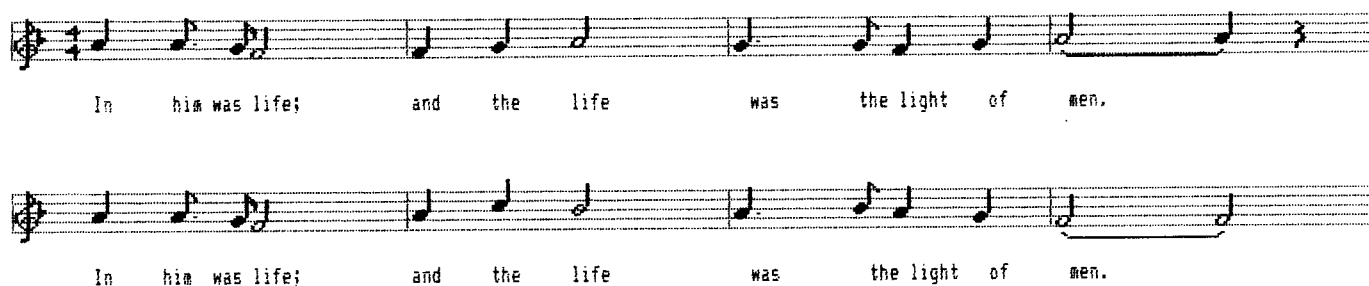
Have eleven large-sized hearts (approximately 8" x 10") made out of posterboard. On one side of each heart have a question relating to today's lesson. On the other side have it labeled with one of the letters from J-E-S-U-S I-S L-I-F-E. Mix up the hearts and let a volunteer come up and pick one. If he can answer the question, he can stay up, holding the letter side facing the audience. When you are all finished, make sure the letters are in the order to read, "Jesus Is Life."

Have another teacher make something out of clay in front of the children and then give it to you. After the teacher leaves, accidentally (on purpose) damage a part of it. Act distressed. Ask several teachers if they can fix it for you. Have them try but only mess it up even more. Ask the children if they think maybe the teacher that made it would be the best one to take it to. Have that teacher come up and ask him to please fix what you have damaged. After he fixes it, tell the children that this reminds you of when Jesus gave life to the widow's son who had died. It was easy for Jesus to do that because Jesus created everything in the first place!

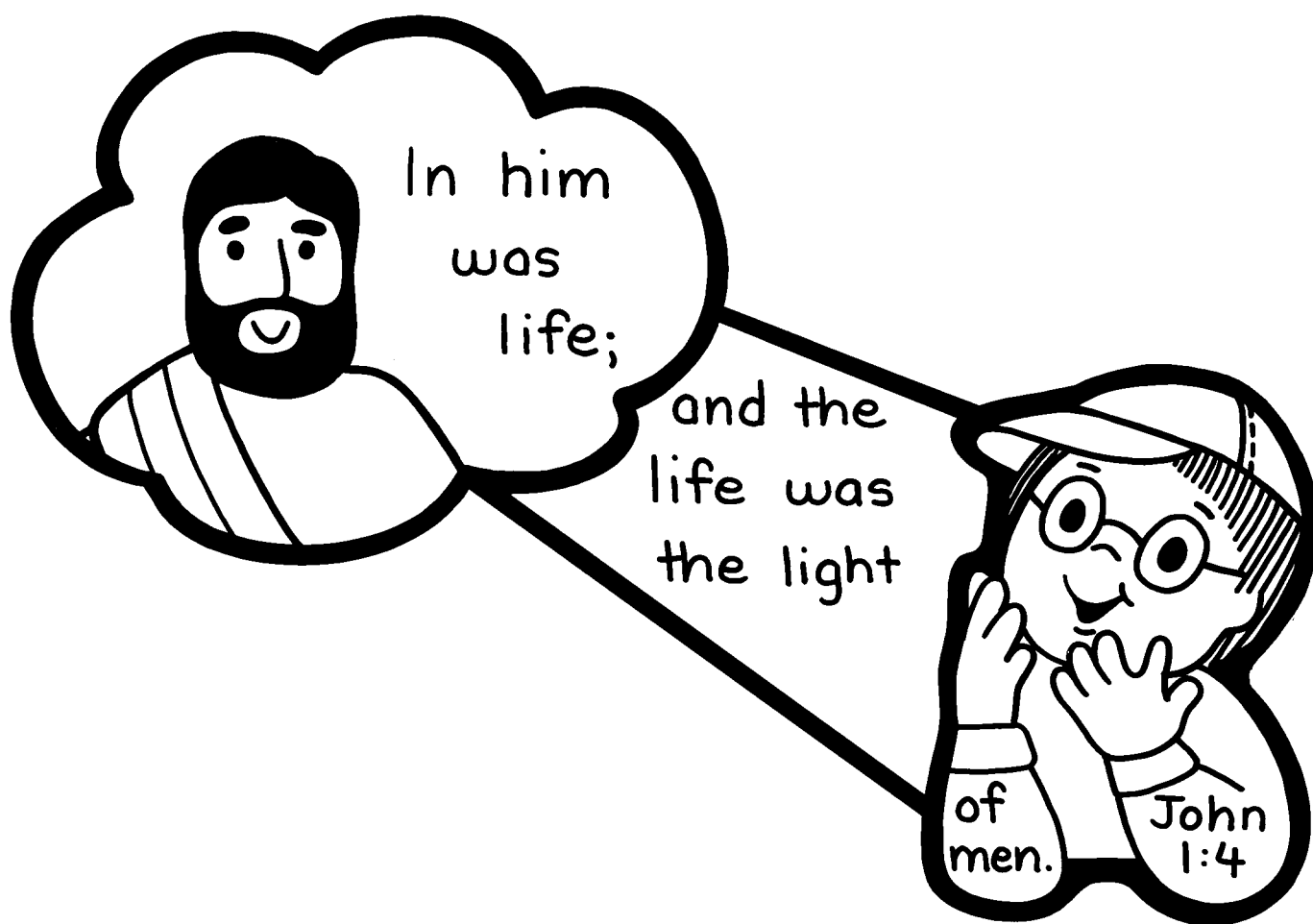
COORDINATING SONGS

"Do You Know That You've Been Born Again?" — Salvation Songs, No. 4

MEMORY VERSE SONG



MEMORY VERSE VISUALIZED



TEXT Matthew 14:22-33

OBJECTIVE The students will be able to describe the events surrounding Jesus' walk on the water. They will be able to explain that when Jesus calls us to do something, even though it may seem impossible, He makes a way.

MEMORY VERSE All things are possible to him that believeth. — Mark 9:23

Walking on the Water

MEMORY VERSE IN ACTION

ALL THINGS ARE POSSIBLE — Nod head yes as right hand, open palm down, makes large circle horizontally and clockwise.

TO HIM — Point to someone.

THAT BELIEVETH — At eye level, hold fists on top of each other as though holding onto an imaginary rope.

MEMORY VERSE VISUALIZED

A little boy balancing on his skateboard while a girl watches is the visual display of this week's memory verse. (See pattern at the end of this lesson.) Cut the picture apart on the heavy black lines. Display the pieces one at a time as your students study the verse together.

BIBLE LESSON OUTLINE

Introduction: To open your class time, set a bowl or jar of water in front of your group. Have a couple of objects ready to drop into the water. Ask your class what will happen. If they say the items will sink, ask them if they are sure. Explain that normally, heavy things won't stay on top of water. But Jesus can make it happen!

1. Jesus' disciples were to sail across the sea while He stayed to send the multitude away and to pray.
2. As the wind blew and the ship tossed, Jesus came walking on the water. Thinking He was a spirit, the disciples cried out in fear. But He said, "Be not afraid."
3. Peter asked the Lord to bid him to come to Him. When Jesus did, Peter walked on the water to go to Jesus.
4. Peter began sinking as he saw the boisterous wind. And he cried out.

Climax: Jesus saved Peter as he began to sink and rebuked him for his lack of faith. The wind ceased when Jesus and Peter were on board. They all worshiped Jesus as the Son of God.

Conclusion: Jesus is able to help us do what may seem impossible. But we must believe in Him and His power.

Response: The students will be able to relate the story of how Peter and Jesus walked on the water. They will know that when Jesus calls us to do something, He will be there to help us — even when it may seem an impossible thing.

BACKGROUND INFORMATION

Jesus had just miraculously fed five thousand men, in addition to women and children. He told His disciples to go back across the Sea of Galilee to Gennesaret, about six miles away. Then Jesus sent the multitude away and went up to a mountain to pray. Evidently the wind was contrary as the disciples had only traveled about twenty-five or thirty furlongs by the fourth watch of the night. A furlong is approximately one eighth of a mile and the fourth watch is between 3 and 6 a.m. Apparently they had been rowing for most of the night and hadn't gone even four miles!

It would have been unusual for one raised as a Jew not to have heard of the Children of Israel's crossing the Red Sea and the Jordan River when they entered the land of Canaan. No doubt most had also heard the story of Elijah and Elisha's crossing the Jordan together after the water parted when Elijah smote it with his mantle. It also parted for Elisha on his return trip. But it is not hard to imagine the consternation of the disciples when they saw Jesus walking on the water. They thought it was a spirit, but Jesus reassured them and put their fears to rest. John says that when Jesus entered the boat it immediately arrived at the land.

IN-CLASS ACTIVITIES

Make a set of puzzle squares for each child in your class (see Patterns). Copy each puzzle onto heavy paper, cover it with contact paper, cut it into squares, and store it in a Ziploc bag. The puzzle contains pairs of key words from this lesson. As the children match each word have them tell you what part of the lesson that word reminds them of.

For a class review of your lesson prepare at least two each of the Who? What? When? Where? and Why? type questions (see examples below). Cut ten or more squares out of different colored paper. On the front of the squares write one of the words: Who? What? etc. On the back of the squares complete the question. Hang the squares on a board so just the Who? What? etc., shows. Let the children take turns choosing a square and answering the questions on the back.

WHO . . . walked to Jesus? . . . was in the boat?

WHAT . . . did Jesus say to Peter in the boat? . . . happened when Peter quit looking at Jesus?

WHEN . . . did the wind stop blowing? . . . did the disciples see Jesus?

WHERE . . . were the disciples when they first saw Jesus? . . . did Jesus go when the disciples were in the ship?

WHY . . . was Peter afraid? . . . did the disciples worship Jesus?

Begin the lesson with a Dramatized Bible Scripture tape that uses the same verses as the text, doing a flannelgraph along with it. Afterwards have the students list on the blackboard some things that God may ask them to do that seem scary. Talk to the class about something God asked you to do and gave you the strength.

Use the Walking on Water figures to tell the story (see Patterns). Color the figures and cover them with clear contact paper. Cut them out and attach them to popsicle sticks. Set them up in a sandbox or styrofoam base as you tell the story.

QUESTIONS

What was Jesus doing while His disciples were in the boat?

How did Jesus get to the boat?

How did the disciples feel when they saw Jesus walking toward them?

What happened when Peter looked around? What did Jesus do then?

Can you walk on water? How do you know?

What do you think would have happened if Peter hadn't taken His eyes off Jesus?

As Christians, what happens if we forget to read and pray and don't pay any attention to Jesus?

Which is harder for Jesus to do, heal someone when he is sick or walk on top of water?

Are you ever afraid in a storm when the wind blows and the lights go out? What can we do about our fear?

What other types of storms may come into our life? How can we feel good inside during days at school when we are having a hard time?

PRESCHOOL SUGGESTIONS

Let the children ask the questions! Most preschoolers will think this is great fun. They may need to be guided in what to ask about. To help the children, give them an idea of what to listen for during the lesson time. For example, "Lisa, while you are listening to our story today, I'd like you to try to think of a special question you would like to ask me or the other children." Or, "Danny, listen carefully because I want you to ask a question about this special Bible story." Another thing to help them remember their question assignment is to hand them a question mark drawn on a 3" x 5" card. They may not be earthshaking questions or answers, but the children will listen well during the story because they know you are depending on them.

Make a copy of the Walking on the Water coloring picture for each child (see Patterns). Let the children color the picture as you tell the story of Jesus' helping Peter.

For each child put together a picture of the boat on the waves (see Patterns). Let them pull the top waves back and forth to see how rough the water was when Jesus and Peter first walked on it.

Give each child a copy of the dot-to-dot waves and ship picture (see Patterns). Let them connect the dots as you tell the story.

REVIEW IDEAS

Have a skit, with the stage setting (a Monday before school) starting out with a child's telling his parents what he learned in Sunday school, that there are things Jesus wants us to do and He will help us. Have the family worship together, asking for help for the day. Next scene: Child comes home from school in tears because someone is mean to him all the time. Mom responds with, "Let's pray about it! Maybe we should invite this person to church." Wrap the skit up with the child's praying for courage to ask him, and the person eventually coming to church and learning how to get saved.

Make or borrow a pair of horse blinders. Describe what they are used for. Point out that we have to live in this world and there will be temptations and things may get difficult at times. But if we pretend we have blinders on like a horse and keep our eyes on Jesus, He will lead us safely to Heaven.

A great effect of tempestuous waves can be created with two long pieces of blue cloth. Lay the strips side by side and pull them almost taut. Have four students (two per strip) each take hold of one end. By moving the cloth up and down a rippling effect is created. Have students acting the parts of Peter and Jesus walk toward

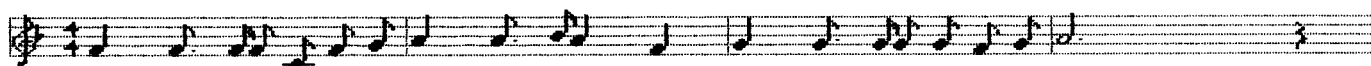
each other between the two strips of cloth.

COORDINATING SONGS

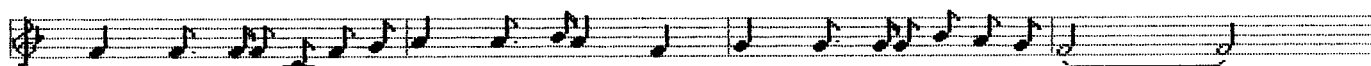
"Here Comes Jesus"

"I Just Keep Trusting My Lord"

MEMORY VERSE SONG

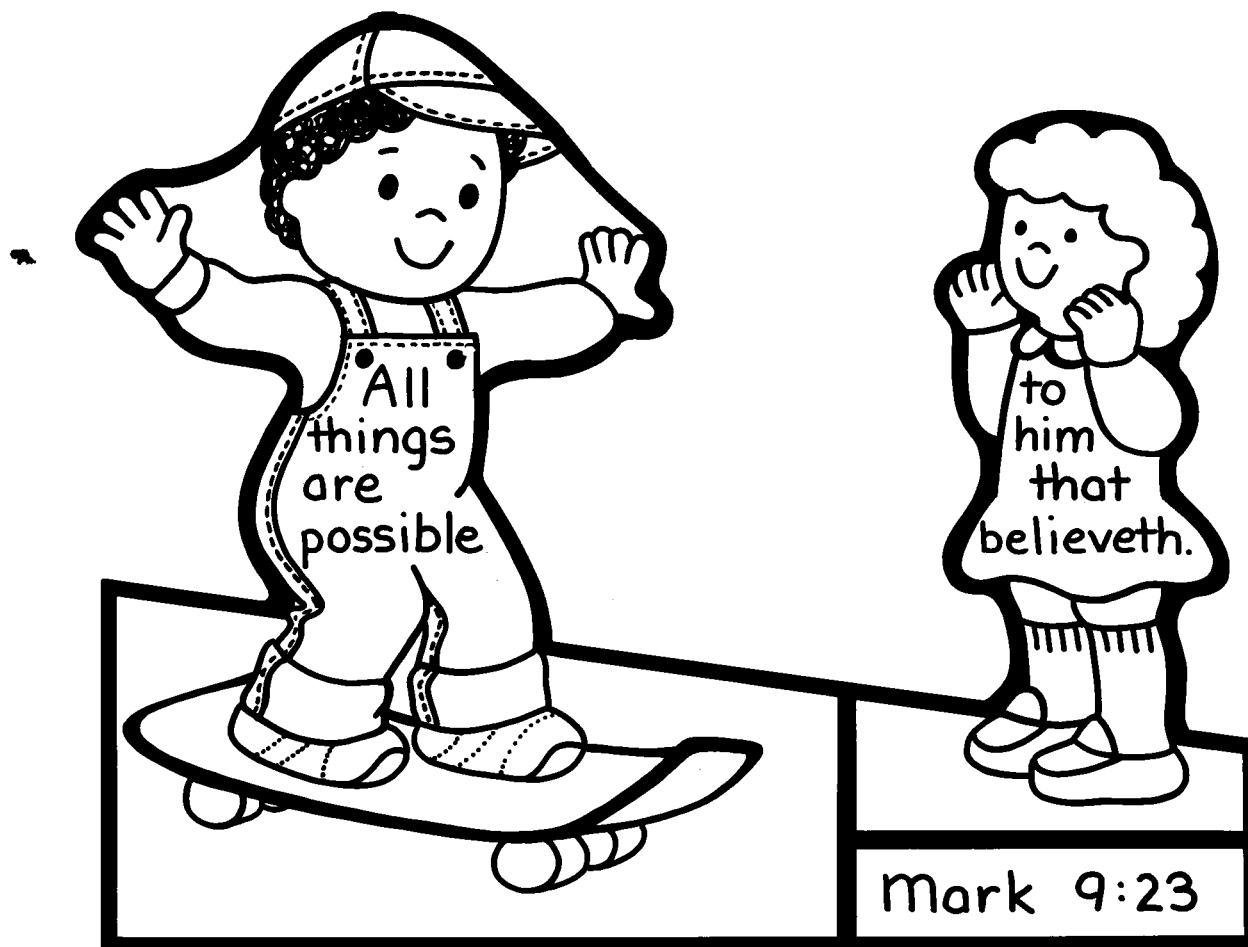


All things are pos-si-ble to him that be-liev - eth, all things are pos-si-ble to him.



All things are pos-si-ble to him that be-liev-eth, all things are pos-si-ble to him.

MEMORY VERSE VISUALIZED



Learning About Our Bible

Lesson 36a — How Did We Get Our Bible?

Lesson 36b — What Is the Old Testament About?

Lesson 36c — What Is the New Testament About?

Lesson 36d — The Bible's Main Theme — Love

Lesson 36e — What Should We Do With Our Bible?

OVERVIEW

This unit is divided into a five-part study of our Bible, which contains the inspired record of God's revelation to mankind of Himself and His will for us. The thrust of this series is to provide the children with a basic understanding of what the Bible is, how it is divided, some of the main themes it covers, and why it is important to us.

Your students should realize that the Bible is not just one book — it actually is a library of sixty-six books written over a span of many centuries. The words recorded were inspired by God, but the personality of the various writers comes through in the Scriptures.

Focus your attention on getting your students familiar

with how the Bible is laid out. A number of the activities presented in the student handout and Teacher's Guide provide opportunities to work on this. Some of the activities presented may appear difficult on the primary level, but we would encourage you to work together with your students on them. We want the children to have a hands-on experience in learning to find things in their Bibles.

Overall, our goal is to help these little ones realize that the Bible is a book for today — a book which provides inspiration, knowledge of God, and instruction from Him regarding how we can be ready for eternity.

GAMES FOR REVIEW

Write the memory verses on a set of large index cards, using one card for each word (be sure to include the Scripture reference). To help keep them separated, use a different colored marker for each verse. The first verse has eight words, plus the Scripture reference, so choose nine children and have them draw a word card at random. Have them line up in the proper order to form the completed memory verse. Go down the line and have each say his word. Then have everyone repeat the verse in unison. Do this with each memory verse. Or, for variety, line up the word cards in proper order to make the memory verse, then turn over a few of the cards and let the children guess the missing words.

Make a simple drawstring bag for this Scripture Sack review game. Fill the sack with small objects that represent different stories or things talked about in the Old and New Testaments. Select students to take an object from the sack and tell what the object reminds them of from their Bible. If they are able to do this they may keep what they choose. Some suggestions for items to

use: miniature creche — Christmas; plastic baby — Moses; band-aids — Good Samaritan; lamb — Parable of lost sheep; snake — Serpent in Eden; Dove — Noah. And there are many more! Some objects can represent more than one story so if the child's answer makes sense, let him be a winner. This review is meant to emphasize that our Bible is full of wonderful stories.

If you have the space, jump rope rhymes are fun to do. Below, the words to the memory verse songs for this unit have been set up for such a game. Each word or part of a word that is underlined represents one jump. For example: "All scripture is giv-en" (two jumps). If you choose to sing the songs at a slower tempo you may want to add jumps to the song. In that case you would do: "All scrip-ture is giv-en" (four jumps). Each jump will match up with the beat of the music.

36a — All scripture is giv-en, all scripture is giv-en by the in-spi-ra-tion of God. All scripture is giv-en, all scripture is giv-en by the in-spi-ra-tion of God.

36b — This shall be writ-ten, this shall be writ-ten for the gen-er-a-tion to come. This shall be writ-ten, this shall be writ-ten for the gen-er-a-tion to come.

36c — But these are writ-ten, that ye might believe that Je-sus is the Christ, the Son of God. But these are writ-ten, that ye might believe that Je-sus is the Christ, the Son of God.

36d — Be-lov-ed, Be-lov-ed, let us love one an-oth-er: let us love one another: for love is of God.

36e — Seek ye out of the book of the LORD, the book of the LORD, the book of the LORD, seek ye out of the book of the LORD, and R-E-A-D, READ!

CONTEST IDEAS

Give each child a set of five paper-chain men (see Patterns). Across the front of the shirts write in the Scripture references of the memory verses for each week. Each Sunday let them color in the section that applies: the head for attendance, the shirt for knowing their memory verse, the pants for bringing their Bibles. If they bring someone to Sunday school put a gold star sticker on the shirt.

At the beginning of the unit, identify certain behaviors which will earn points for your students. Some examples: attendance, bringing their Bible, saying the memory verse, learning the books of the Old and New Testaments. Cut out a number of each of the bubble letters B-I-B-L-E. For each behavior performed, the child may select a specified number of letters from a container into which you have put the letters. At the end of the unit, the child who is able to spell the word "Bible" the most times is awarded a prize.

As a prize for one of the contests, give a copy of the cassette tape, "The Bible — The Amazing Book," listed under Support Material.

BULLETIN BOARDS

Cover your entire bulletin board with the word BIBLE (see Patterns). The large letters should be made from a pastel color. Write all the names of the books of the Bible inside these large letters.

Title your board MY FAVORITE BOOK — THE BIBLE! (see Patterns). Use black paper to make a cover for the Bible. Lay a white sheet of paper over this to represent the pages of the Bible. Write in several Scriptures of your choice to fill in the pages. Center this on your bulletin board. Give your students a 5½" x 8½" sheet of paper and ask them to draw a picture of a favorite Bible story. Frame these with different colors of construction paper and display them around the Bible on your board.

There is a poster which comes with the cassette tape "The Bible — The Amazing Book" listed under Support Material. It looks like a library bookshelf containing volumes labeled with the names of the books of the Bible. It would be perfect for a small bulletin board.

Use the memory verse for lesson 36e as the title of this board, SEEK YE OUT OF THE BOOK OF THE LORD, AND READ! Take photos of several different church members and Sunday school children reading the Bible. Frame these pictures with brightly colored construction paper and display them on your bulletin board. Use a background color that will help to set off the pictures.

UNIT SONGS

All the songs from "The Bible — The Amazing Book" listed under Support Material.

CHART IDEAS

Make bookworm charts for each of your students. They won't be reading entire books of the Bible but reward them for knowing their memory verses and also for any other verses from the Bible that they read to you. To make the bookworms, cut out a number of 3" circles (use several colors for interest). Give one circle to each child and have him draw a face for his "worm." Tell them they may earn circles for their bookworms by learning their memory verses and also by reading other verses to you (this is a good pre-class activity). One circle is awarded for each verse. They may write in the Scripture reference on the circle and have you sign your name. Then tape or staple the circles together. It will be fun to see how long these "worms" can grow.

Help your students make a unit chart using the letters BIBLE hanging from a heart shape, on which the words "I Love My . . ." are written (see Patterns). On the first Sunday, give each student a heart shape and have him tie a length of ribbon through the top hole so it can be suspended. On each Sunday, give your students a letter of the word. Have them write their memory verse for the week on the letter, and then hang it from the heart.

Enlarge the My Bible Tells Me chart to make a poster for each child (see Patterns). Each week let him color a portion of the poster.

SUPPORT MATERIAL

God's Word (Bible Activities) — Rainbow Books
My Bible — Discover God's Word (4 each of 6 coloring and activity pages), Rainbow Books
The Books of the Bible — Bible "Foldoramas"
The Bible Tells Me — Bible "Foldoramas"
The Bible — The Amazing Book — An Agapeland cassette tape by Sparrow Corporation
The Bible — The Amazing Book — A book by Tony Salerno, Nelson
What the Bible Is All About for Young Explorers — Editor, Frances Blankenbaker, Regal Books, GL Publishing
Learning About the Bible — Lion Book

TEXT Jeremiah 36:1-32; Luke 1:1-4; Acts 1:1,2; II Timothy 3:16,17; II Peter 1:19-21

OBJECTIVE The students will be able to explain that over a period of many years, men who were inspired by God wrote the Bible so all people could know about Him. They will know that it is divided into two sections consisting of sixty-six books.

MEMORY VERSE All scripture is given by inspiration of God. — II Timothy 3:16

How Did We Get Our Bible?

MEMORY VERSE IN ACTION

ALL SCRIPTURE — Hold hands before body like an open book.

IS GIVEN — Place hands in front of body, finger tips touching thumbs, move hands toward self.

BY INSPIRATION — Point up with fully extended arm and then point to self.

OF GOD — Point up.

MEMORY VERSE VISUALIZED

An open Bible is the focus of our visual representation of the memory verse for the week. (See pattern at the end of this lesson.) Cut apart the three pieces as indicated by heavy black lines. Reassemble the picture one piece at a time as your group learns the verse.

BIBLE LESSON OUTLINE

Introduction: Take a large stack of books to class. Include a songbook, a dictionary, a cookbook, a textbook, a storybook, etc. Talk about the uses for each of these kinds of books. Then bring out your Bible. Explain that today's lesson is going to help them discover why the Bible is the most important book of all.

1. The Bible has two sections: the Old Testament and the New.

2. Jeremiah was one of the Old Testament writers who faithfully recorded God's messages for Israel and for us, even though men tried to destroy him and his writings.

3. In the New Testament, Jesus' disciple named Luke wrote the books of Luke and the Acts. He had perfect understanding of what the Apostles had seen and learned of Christ, and had traveled with Paul.

4. Paul declared that all Scripture is inspired of God. Peter tells us that it was recorded for us by holy men who were moved by the Holy Ghost.

Climax: God inspired holy men of old to write the books included in our Bible.

Conclusion: All men can know God and learn how to

please Him because He gave us the Bible.

Response: The students will be able to explain that the Bible is inspired by God. They will know that it is divided into two sections that are made up of many books which tell what God has done and will do.

BACKGROUND INFORMATION

The word *Bible* comes from the Greek word *biblia* which in turn was derived from *byblos* (papyrus) or the parchment of which books were made. It was not used with reference to all the books of the New and Old Testament until the fifth century A.D. Most of the Old Testament was written in Hebrew. Following the return of the Jews after the Babylonian Captivity some were written in Aramaic. The New Testament, was for the most part, written in Greek.

The first and most important of the ancient translations was from Hebrew into Greek and was called the Septuagint. The name was derived from the number of men (actually seventy-two) doing the translation and was usually designated by the Roman numerals LXX. The translation was completed around three hundred years before Christ. Scholars differ in their opinion why the translation was made, but most think it was for the benefit of the Jews in Alexandria, Egypt, who for the most part spoke Greek. However, the seventy-two Hebrew scholars were sent by the high priest to Alexandria at the request of the Egyptian monarch.

The Bible is composed of sixty-six books, thirty-nine in the Old Testament and twenty-seven in the New. When we consider that it was written over a period of fourteen hundred years, and by at least thirty-six different authors, we can readily understand that it had to be inspired by the Spirit of God to maintain its cohesive theme — the redemption of mankind. The Bible was copied laboriously by scribes until 1455 A.D. when it became the first major book to be printed on the newly-designed press that Gutenberg built.

The books of the Bible originally had no chapters or verses. It was first divided into chapters in the 13th century. Later the chapters were divided into verses. In 1560 the first English Bible was printed with chapters and verses.

IN-CLASS ACTIVITIES

This activity can be used for the entire unit and can be for pre-class time, etc. Make a copy of the Old and New Testament smiley faces and also make sixty-six of the small smiley faces (see Patterns). To help keep them separate, copy the Old Testament books onto one color and the New Testament books onto another. On each of the small smiley faces write the name of a book of the Bible. Let the children use them to place the Old or New Testament books in the correct order. The large smiley faces are for them to refer to if they have a problem remembering the correct order. Store the smiley faces in Ziploc bags.

Fill a bag with objects such as a road map, a cookbook, a dictionary, and a Bible. Take out one object at a time, saving the Bible until last. Show the children how each object was prepared for a specific function. For example, when you show the road map tell the children the map shows you the way from point A to point B. Let them know you are thankful someone put this information together. Tell them the cookbook has directions in it to help you make a certain meal. Bring out the same ideas for each item. When you take the Bible from the sack, tell the children that this has the most important information you will ever need. Explain that you are thankful to all the people in history who recorded God's words so we could read them today.

Start off this unit by giving each of your students the Find a Book project to put together (see Patterns). Help each child fill in the blank lines with the necessary names. (You may choose a book of the Bible for him to look up or ask if he has a special one he would like to find.) Also, each child will need a book marker. When the students have completed their projects, help them cut the page apart and put it together to make a book that will be their very own story of how they found a book in the Bible.

QUESTIONS

How was the Bible written?

Name the two main parts of the Bible.

Our memory verse is found in Psalm 102:18. What is Psalms? What is 102? What is 18?

Why do you think the Bible is the most popular book in the world? How did people know what to write?

How many people had a part in writing the Bible? How many books make up the Bible?

How do we know that the whole Bible is true?

How does the Bible, which was written many years ago, affect our life today?

If all the Bibles were destroyed, how would we still have God's Word with us?

What is your favorite part or story in the Bible?

How should we take care of our Bibles?

PRESCHOOL SUGGESTIONS

Use of a picture cube will encourage recall of Bible facts. Choose six stories or happenings from the Old and New Testaments and illustrate them in some way on the six sides of a picture cube or small box. For example, Noah — ark, Moses — baby in basket, Jonah — whale, Jesus' birth — manger, Lost sheep — lamb, Jesus' death — cross. Let the children take turns tossing the cube in the air. The child who tossed the cube gets first chance at guessing which story the illustration on top represents. Ask the children if they know whether that story is in the Old or New Testament. They probably won't, so ask your questions in such a way that will give them the answer. Such as, "Moses was born such a long time ago. Do you suppose his story is in the Old Testament?" or "Jesus told the story of the little lost sheep. Should we look in the New Testament to find that story?"

Take some storybooks to class which your little ones would be familiar with. Talk about whether we believe that such characters as Little Red Riding Hood or the Three Little Pigs are real. Help them understand that the Bible is special because all the stories in it are true or had special truths to relate.

Copy the set of simple pictures illustrating the main points in the Bible (see Patterns). Pictures include: a world, Jesus in manger, a white heart, a cross, simple sketch of Heaven. Insert them here and there in your Bible. Let your little ones take turns pulling one picture out and then you explain what the picture is about. As an alternative suggestion, you might want to insert purchased pictures of well-known Bible stories such as Noah, Jonah, Baby Moses, Jesus walking on the water.

REVIEW IDEAS

Use the "sack filled with objects" idea given under In-Class Activities.

Have four people sit in front of your group with pencils and paper. Tell a story to everyone, and ask the four

people to write in their own words what they heard. Afterwards, have each of the four people read what they wrote. No doubt there will be some differences in how the story is retold. But the point should be made that though each person said it differently, the message is the same because it originated with one person. Just so, the Bible was all inspired by God, even though different people actually wrote the words.

Dramatize the wicked king burning the pages from the Book of God, as recorded in our Jeremiah text. Explain to your group that even though this king perhaps thought that would be the end of it, God's Word cannot be destroyed. It will live on eternally.

COORDINATING SONGS

"I Have a Wonderful Treasure"

"The B-I-B-L-E"

"The Books of the Bible"

"The Amazing Book"*

"The Good Book"*

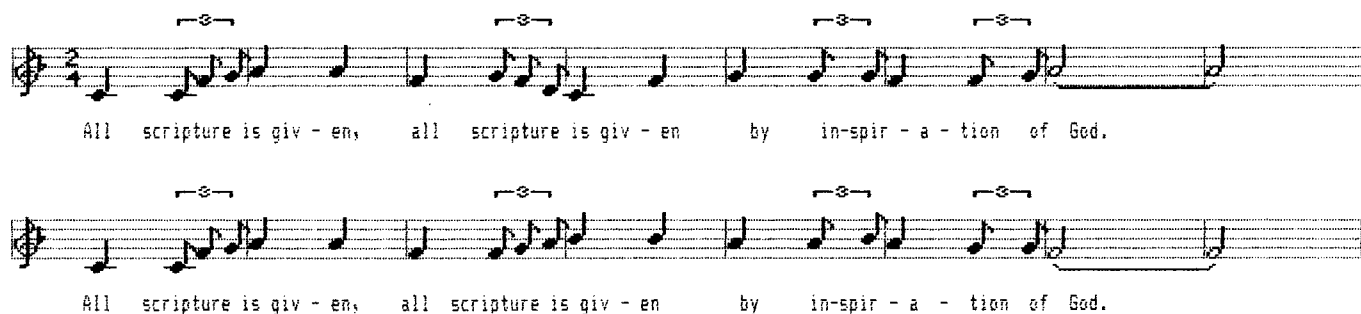
"The Writers of the Bible"*

"Sixty-Six Books"*

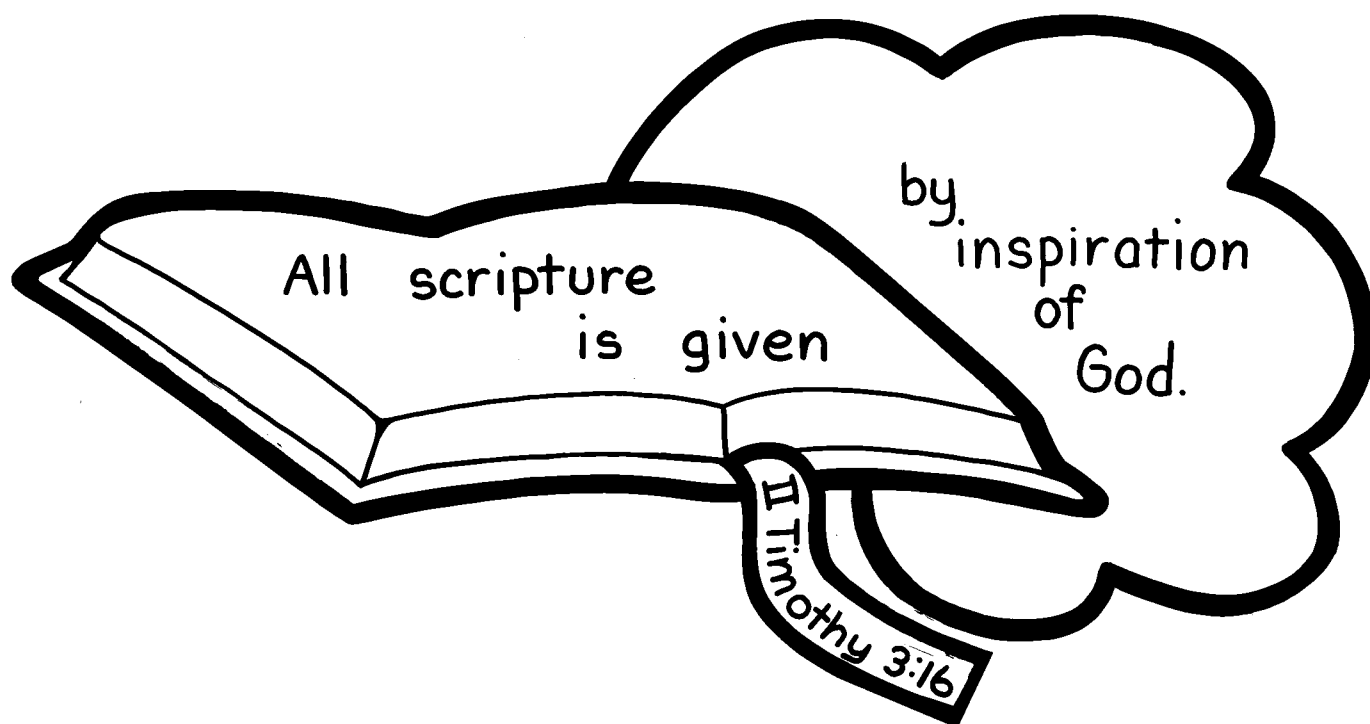
"The Divine Library"*

*The Bible — The Amazing Book — An Agapeland cassette tape by Sparrow Corporation

MEMORY VERSE SONG



MEMORY VERSE VISUALIZED



TEXT Psalms 24:1-4; 105:7-10; 132:12,13

OBJECTIVE The students will be able to explain that the Old Testament includes a written account of the Creation, history of the Jewish nation, and poetic and prophetic writings. It points ahead to the coming of Jesus.

MEMORY VERSE This shall be written for the generation to come.
— Psalm 102:18

What Is the Old Testament About?

MEMORY VERSE IN ACTION

THIS SHALL BE WRITTEN — With index finger of right hand, act as though writing on left palm.

FOR THE GENERATION — Mimic rocking a baby in your arms.

TO COME — Make a beckoning motion with right arm.

MEMORY VERSE VISUALIZED

This week our memory verse is illustrated by a little girl who is holding a large pencil and writing on two pieces of paper. (See pattern at the end of this lesson.) Cut apart the sections as indicated by the heavy black lines. Put the arrangement back together, one section at a time, as your students learn the verse.

BIBLE LESSON OUTLINE

Introduction: Bring a baby book to class. Briefly review the comparison between a baby book and the Old Testament given in the Primary Pals story. Point out the various sections mentioned.

1. The Old Testament has three main sections: history, poetry, and prophecy.
2. The history section reveals God as creator of man and the world in which he lives. It is a historical account of the Jewish nation and also tells of the promised Messiah.
3. In the poetry section we find Psalms, Proverbs, and other inspirational writings.
4. Prophecy is a large part of the Old Testament. We read thrilling accounts regarding God's prophets and what they proclaimed.

Climax: The Old Testament tells of God's marvelous works, promises, and love for mankind.

Conclusion: We can gain a knowledge of God by studying the various sections of the Old Testament.

Response: The students will be able to explain that the Old Testament was written so we would have knowledge and hope in God.

BACKGROUND INFORMATION

The Protestant Bible includes thirty-nine books in the Old Testament. The Catholic Bible has seven additional books that are called the Apocrypha. The majority of Bible students do not include them in the canon of the Scriptures because neither Christ nor the Apostles allude to them. Jesus quoted from various Old Testament Scriptures and speaks of Moses and the prophets, or the Law and the prophets. The first five books of the Old Testament are attributed to Moses and are called the books of the Law or the Pentateuch. The next twelve, from Joshua through Esther, are the historical books. Job, Psalms, Proverbs, Ecclesiastes, and the Song of Solomon are often called the poetical books. The balance are referred to as the major and minor prophets.

When we consider that the Scriptures were handwritten and then recopied as the need arose, it is remarkable that we have them as they are today. Paul told Timothy, "All scripture is given by inspiration of God, and is profitable for doctrine, for reproof, for correction, for instruction in righteousness" (II Timothy 3:16). Peter tells us "holy men of God spake as they were moved by the Holy Ghost" (II Peter 1:21). Since this is the case, it is very evident that the Lord has carefully guarded the Word that it would be available to us centuries later. In I Corinthians 10:11 we read, "Now all these things happened unto them for ensamples: and they are written for our admonition, upon whom the ends of the world are come."

IN-CLASS ACTIVITIES

Copy and cut out a notched Old Testament memory verse card for each student (see Patterns). Also give each student a piece of string or thin yarn two yards long. Instructions: Staple one end of the string to the black dot at the top of the card. Wrap the string from

one notch to another in the correct order of the memory verse and say each word aloud as it is wrapped. Fasten the end and use this as a book marker for your Bible.

Name several Old Testament stories for the children and let each of them choose one to illustrate with multi-colored felt figures (see Patterns — also use silhouette shapes given in Unit 28). Give each child a little felt board made from heavy cardboard covered with a piece of felt. (Be creative and put a border around the edge to make it look like a Bible!) Have three open boxes of felt Bible figures for the children to choose from. In one have people figures. In the second have animals. And in the third have the other props. Be sure to include some long strips, ovals, and rectangular pieces in various sizes to use as basic building pieces. Talk about how we know each of the stories are true because they are in our Bible. Tell them which book each of their stories is from. Also, talk about how thankful we are for the many people who wrote the stories.

Have the children make a scroll with the memory verse written on it. They could draw different objects from the Old Testament around it — rainbow, tables of stone, lamb. Stickers could also be used. Use a Baby Jesus sticker for the prophecy about His birth.

Make a large chart of the children's favorite Old Testament stories. If they name a story from the New Testament tell them to remember it for next Sunday when you will list New Testament stories. Save the chart for next Sunday's lesson. This is a chance for the students to learn that the Old Testament tells of the time before Jesus was born and the New Testament tells of the time He lived and after He died.

QUESTIONS

Who are some of the men that God used to write the Old Testament?

Name the three main sections of the Old Testament.

What does the history part tell about?

What does the poetry section tell about?

What does the prophecy part tell about?

What does the word *testament* mean?

What is the most important purpose of the Old Testament?

How would living be different in the Old Testament times as opposed to the New Testament times? Talk about differences in worship of God, praying, churches, etc.

PRESCHOOL SUGGESTIONS

Help your preschoolers make a Bible-verse garden. They will each need a paper cup halfway filled with clay dough to use as a flowerpot. Prepare verse flowers for the children to add to their flowerpots (see Patterns). On each of the flowers print verses from the Old Testament. Tape a chenille wire to the back of each flower so it can be pushed into the clay dough. The children may win flowers in many ways to add to their flowerpot gardens: smiling, sharing, obeying, etc. (Suggestion: Print the different verses on your original sheet of flowers before you run them off onto different colored paper. Divide the flowers so each child has different colors and verses in his set. Put each set into a baggie with the child's name on it.)

Show colorful pictures of stories and lessons the children know from the Old Testament. Bring out the fact that God told the writers of all these stories what to write. They are stories of beginnings and promises. Because God was with these people, we know that everything in the Bible is true.

Copy the Old Testament puzzle cards onto heavy paper (see Patterns). Cover them with clear contact paper and cut them apart. Let the children put them together and tell you what stories are illustrated on the cards. Tell them these stories are from the Old Testament part of their Bibles.

REVIEW IDEAS

Divide a large sheet of posterboard into squares to use as a tic-tac-toe game. At the top of each square attach an adhesive-backed picture hook. Choose three squares at random and write "true or false" inside. In three others write "something's missing." In the last three write "multiple choice." Make five X cards and five O cards, large enough to fit over the blocks and cover the wording. Punch a hole at the top of these cards so they may be hung on the hooks. Cover the X and O cards with clear contact paper so they can be used again. Divide the children into two teams. Let them take turns choosing a block and then trying to answer that type of review question. Have plenty of questions. If they answer correctly they may place an X or O card over that square. Three X's or O's in a row will win the game. The game can be played more than once if time allows.

Set up a Bible ABC's review game of the Old Testament. Tell the children that you are going to ask them twenty-six questions. All the answers are found in the Old Testament. They must listen carefully because the one clue that will help them is that the answers are in alphabetical order. For example: Who was the first man? — Adam. What was the name of the tower that people built trying to reach Heaven? — Babel. What

was the name of Abel's brother — Cain. Keep the questions as simple as possible. If you absolutely can't find a question for a certain letter (such as X) make it a bonus (X-tra point, etc.).

Prepare a large poster with the letters OT (see Patterns). Ask the children to suggest stories and events from the Old Testament that can be written into these larger letters. (If they happen to mention something from the New Testament try to suggest an Old Testament happening that might be similar. You don't want to scare them off from participating.) Fill the poster with

Old Testament details. Present to the children the fact that the Old Testament is loaded with wonderful happenings. You can then put the poster on display or have a drawing to see which child gets to keep the poster.

COORDINATING SONGS

"A Story-Telling Book"*

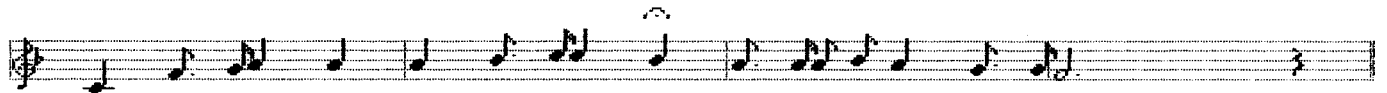
"Believe It or Not"*

*The Bible — The Amazing Book — An Agapeland cassette tape by Sparrow Corporation.

MEMORY VERSE SONG

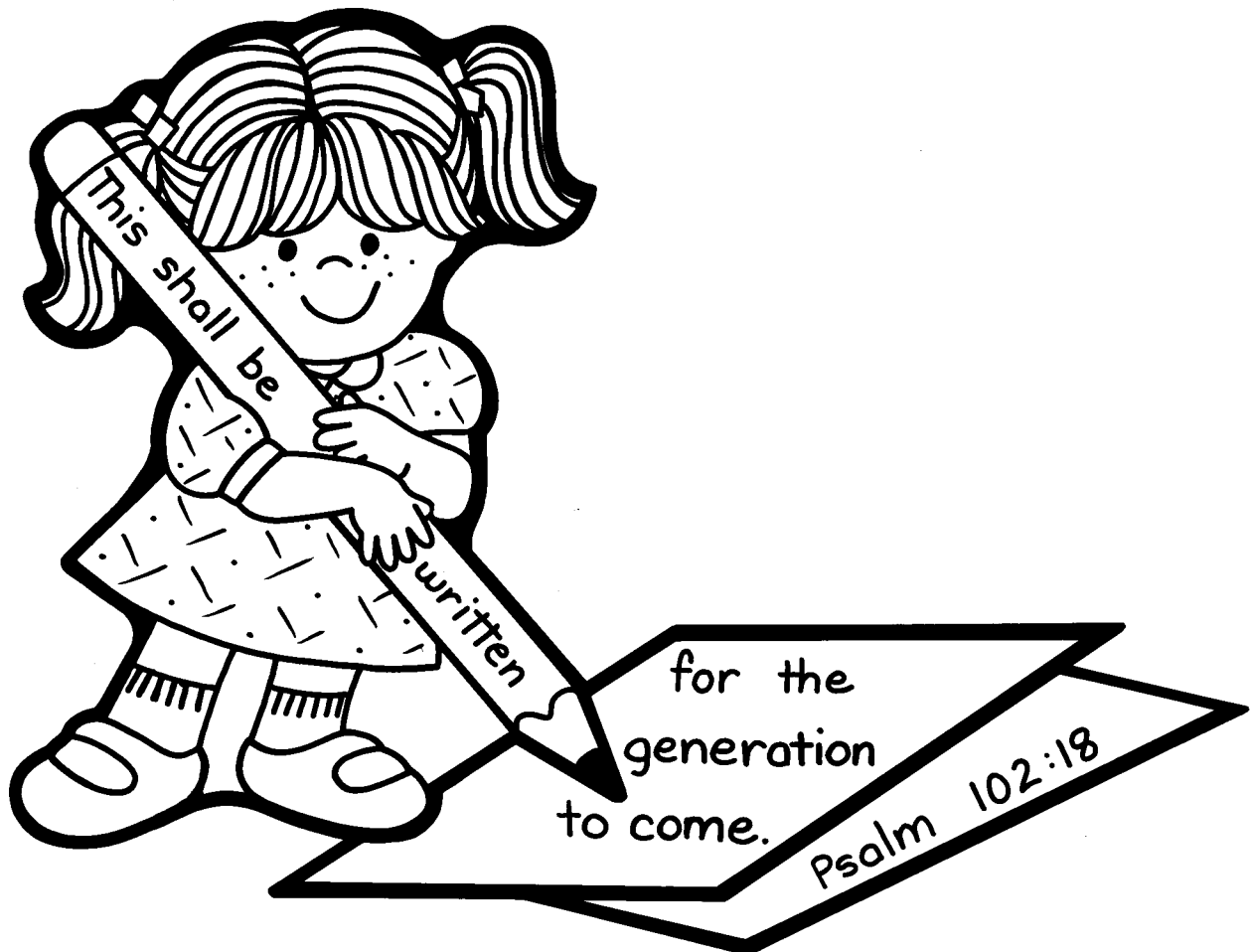


This shall be writ - ten, this shall be writ - ten for the gen-er-a - tion to come.



This shall be writ - ten, this shall be writ - ten for the gen-er-a - tion to come.

MEMORY VERSE VISUALIZED



TEXT Romans 3:28-31; 10:12,13; Hebrews 9:13-17,28;
I Peter 1:3-7; I John 1:1-4

OBJECTIVE The students will be able to explain that the New Testament was written so all could know that Jesus is God's Son and that by believing in Him we can have eternal life.

MEMORY VERSE But these are written, that ye might believe that Jesus is the Christ, the Son of God. — John 20:31

What Is the New Testament About?

MEMORY VERSE IN ACTION

BUT THESE ARE WRITTEN — With index finger of right hand, act as though writing on left palm.

THAT YE MIGHT BELIEVE — At eye level, hold fists on top of each other as though holding onto an imaginary rope.

THAT JESUS — Put right middle finger to left palm, left middle finger to right palm.

IS THE CHRIST — With right hand cupped to form a C, touch finger to left shoulder, bring across in front of body touching right waist.

THE SON OF GOD — Mimic rocking a baby in your arms.

MEMORY VERSE VISUALIZED

Our visualization of this week's memory verse features a little boy pointing to a picture of Jesus. (See pattern at the end of this lesson.) Cut the sections apart on the heavy black lines. Assemble the complete picture with your group, a piece at a time, as they learn the verse.

BIBLE LESSON OUTLINE

Introduction: Insert pictures of Jesus' life on earth (such as His birth, death, healings, with the children) into a plastic picture cube. Use this to open your class session. Let the children pick out the important figure in each picture. Then explain that Jesus is the most important person in the New Testament part of our Bible. All the pictures they looked at were told about in the New Testament.

1. The New Testament has three main sections: the history of Jesus' life on earth and early ministry of His followers; letters of instruction from Jesus' followers; prophecy of things yet to be.
2. It tells of Jesus' life on earth, death, resurrection, ascension, and His second coming.
3. The New Testament promises that salvation is for

"the whosoever will," and gives us the promise of eternal life.

Climax: Through studying the New Testament, we can know Jesus and God's plan for the way to receive eternal life.

Conclusion: The New Testament is the complete revelation of God's plan for mankind's eternal salvation through His Son, Jesus.

Response: The students will be able to explain that the New Testament shows us how to receive salvation and live a Christian life that will qualify us for Heaven.

BACKGROUND INFORMATION

The names "Old" and "New Testament" first appeared around the close of the second century. They were thus named to classify the Jewish and Christian Scriptures. There are twenty-seven books in the New Testament and it is believed that all were written in the first century. Of course they were individual articles or letters when first written. The combined group, which we know as the New Testament, made its appearance in the second century. The first four books of the New Testament are called the Gospels, but are actually four records of one Gospel. The fifth book, the Acts of the Apostles, gives a short account of the spread of the Gospel from Jerusalem to Rome. Of the next twenty-one, thirteen bear the name of Paul, one the name of James, two have Peter's name, and one the name of Jude. Of the other four, three are considered to be John's writings and many scholars believe that Paul also wrote the Book of Hebrews. The Apostle John wrote the Book of Revelation which is primarily a book of prophecy.

While some may wonder if there were other inspired writings, the child of God does not need to worry that anything has been lost that would be necessary to take us on our journey from earth to Heaven. We have a

very well-documented account of the plan of redemption and need only to follow the instructions that are in the Word to have a truly satisfying life here below and a knowledge that the Lord will take us Home to be with Him.

IN-CLASS ACTIVITIES

Copy and cut out a notched New Testament memory verse card for each student (see Patterns). Also give each student a piece of string or thin yarn two yards long. Instructions: Staple one end of the string to the black dot at the top of the card. Wrap the string from one notch to another in the correct order of the memory verse and say each word aloud as it is wrapped. Fasten the end and use this as a book marker for your Bible.

Use the same idea for the New Testament stories told in felt figures as was used in lesson 36b for the Old Testament. Name several stories from the New Testament and let each child choose one to illustrate with felt figures (use pattern given for 36b and also silhouette shapes given in Unit 28).

Little Wordless Books could be made to help explain what Jesus did for us.

Make a large chart of the children's favorite New Testament stories to go with the Old Testament chart from 36b. If they name a story from the Old Testament, simply add it to the Old Testament list. These charts can be saved and each Sunday's lesson can be added to one of the lists so the children can see where each lesson is found. It is also a quick review for previous lessons.

QUESTIONS

Who are some of the men that God used to write the New Testament?

Name the three main sections of the New Testament.

What does the history part tell about?

What do the letters tell?

What does the prophecy part tell about?

Why is it called "New"? What is new about it?

Were there people still alive from the Old Testament days when the New Testament came about? What do you think they thought about Jesus' coming and fulfilling the promises of God?

Do all people believe in Jesus today?

What are some of the main points of the New Testament?

How did Jesus' life on this earth teach us how we should live?

What story do you like best in the New Testament?

What promises were fulfilled in the New Testament? Talk about how both Testaments are important to read.

PRESCHOOL SUGGESTIONS

The Bible-verse garden suggested in 36b can be carried over and used in this lesson also. They can use the same flowerpot cup for both lessons or make one for each. Again, prepare verse flowers for the children to add to their flowerpots (use same pattern as for 36b). On each of the flowers print verses from the New Testament. Tape a chenille wire to the back of each flower and then it can be pushed into the clay dough where it will stand up like a flower. The children may win flowers in many ways to add to their flowerpot gardens: smiling, sharing, obeying, etc. (Refer to lesson 36b for suggestions.)

Show colorful pictures of stories and lessons they know from the New Testament. Bring out the fact that the New Testament is the story of Jesus. It tells of His coming to earth, the life He lived, the message He brought, the people who followed Him, His death and resurrection, and of His promise to come again.

Put together the circle chart of the New Testament stories (see Patterns). Lay the top circle (with a wedge missing) on the circle with the pictures. Attach them together in the middle with a paper fastener. Turn the circle to the different pictures and ask the children if they know what story it is. Tell them that the story is found in the New Testament.

REVIEW IDEAS

Use the same idea as was related in lesson 36b for the OT poster. This time prepare a large poster with the letters NT (see Patterns). Ask the children to suggest stories and events from the New Testament that can be written into these larger letters. (If they happen to mention something from the Old Testament, try to suggest a New Testament happening that might be similar. You don't want to scare them off from participating.) Fill the poster with New Testament details. Present to the children the fact that the New Testament is filled with the wonderful story of Jesus and His love. You can then put the poster on display or have a drawing to see which child gets to keep the poster.

Challenge the children to learn some facts that are found in the New Testament. Have them take turns

spinning and answering questions suggested by the game wheel (see Pattens). Allow them to ask their teachers to help, but the teachers must refer to their Bibles when helping. The six categories are, Name, Book, Verse, Meaning, Before/After, Story. Ask such questions as, "What was the **name** of Jesus' mother?" "What is the last **book** of the Bible?" "What is today's memory **verse**?" "What is the **meaning** of prayer?" "The four books **before** Acts are called the Gospels.

Name them." "What **story** does a star remind you of?" Remember that the New Testament is the story of Jesus, so include Him in most of your questions.

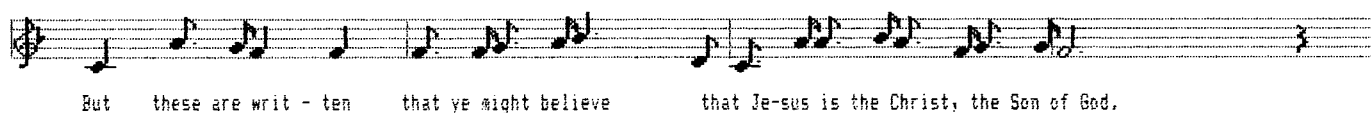
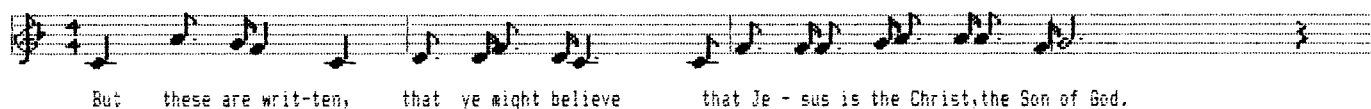
COORDINATING SONGS

"Tell Me the Stories of Jesus"

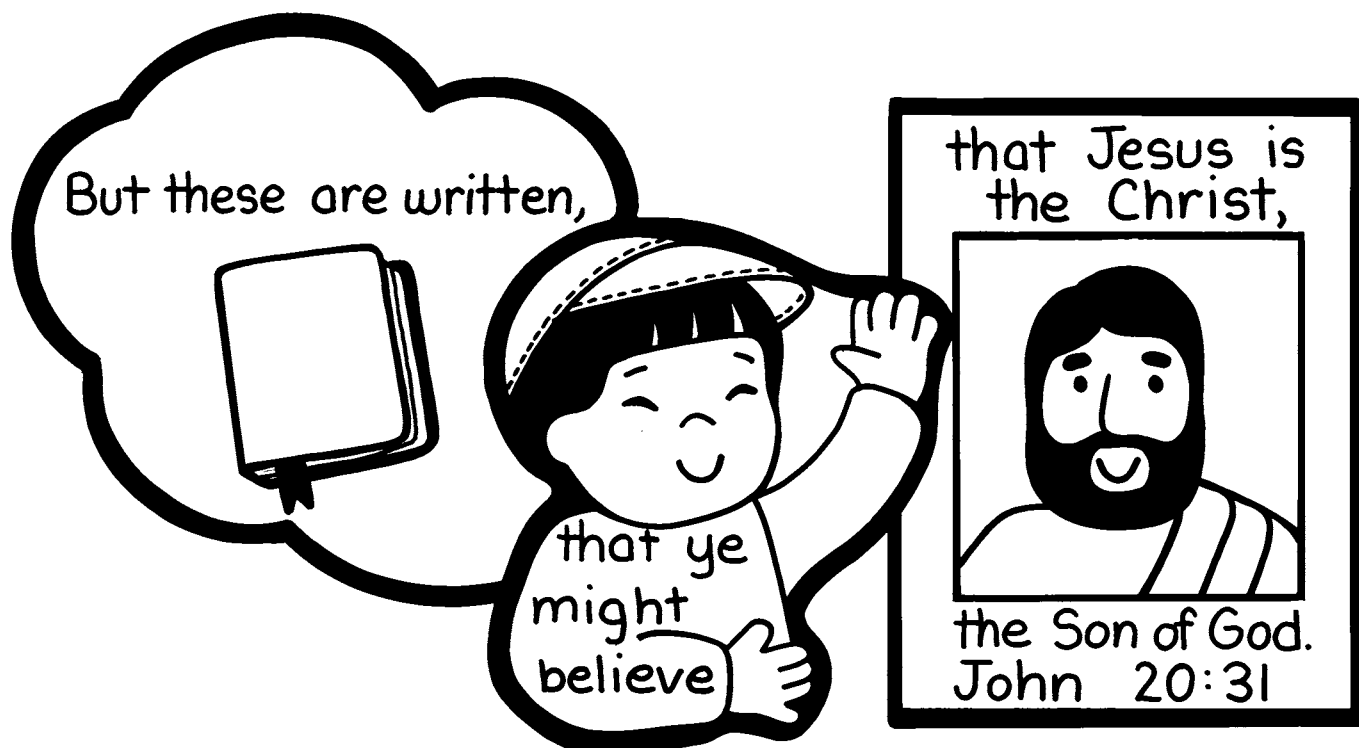
"More About Jesus"

"His Story" — The Bible — The Amazing Book, an Agapeland cassette tape by Sparrow Corporation

MEMORY VERSE SONG



MEMORY VERSE VISUALIZED



TEXT I Corinthians 13:4-7,13; I John 4:7-21

OBJECTIVE The students will be able to explain that God's love is shown throughout the Bible: from His promise of the Messiah, to the birth of Jesus, to the promise of Jesus' soon return. They can describe ways that those who love Him can share His love with others.

MEMORY VERSE Beloved, let us love one another: for love is of God.
— I John 4:7

The Bible's Main Theme — Love

MEMORY VERSE IN ACTION

BELOVED — Cross fists over heart then point to others.

LET US LOVE — Cross fists over heart.

ONE ANOTHER — Open arms toward others.

FOR LOVE — Cross fists over heart.

IS OF GOD — Point up.

MEMORY VERSE VISUALIZED

Two little boys with baseball equipment are the visualization of the memory verse for this week. (See pattern at the end of this lesson.) Cut apart the pieces on the heavy black lines and place them on your board in the correct sequence as your students recite the verse.

BIBLE LESSON OUTLINE

Introduction: On a large piece of construction paper or posterboard, write large outline letters spelling LOVE. Bring a set of colored marking pens to class. Let your students use the pens to write inside the letters the names of people they love. While they do this, explain that the main theme of the Bible is love.

1. Paul enumerated the attributes of love in I Corinthians 13 and emphasized our need of this spiritual gift.
2. God sent Jesus to die for our salvation, and since He loved us so much we should love one another.
3. If we truly love God we will have no fear of the Day of Judgment.

Climax: Throughout the ages God has shown His love to man by promising and providing a Savior and eternal life.

Conclusion: God showed His love for us by giving His Son. We show our love for Him and others through the greatest of Christian graces, charity (or love).

Response: The students can explain that God's love is revealed throughout the Bible from the promise of the

Messiah, through the birth of Jesus, to the promise of Jesus' soon return. They can tell that those who truly love the Lord will show it by their lives and their love for others.

BACKGROUND INFORMATION

The Bible is a beautiful expression of God's love to man. In the process of creation when God created the vegetation, He saw that it was good (Genesis 1:12). But God went to extra effort to make a place for man to live. He planted a special Garden for him. Had Adam remained faithful to God, he could very well be living in that Garden today. We know the story of the fall of man and that because of sin Adam was driven from the Garden and the earth was put under a curse (Genesis 3:17). Even as God was punishing Adam and Eve, He dropped a hint of the coming Redeemer (Genesis 3:15).

Some centuries later God saw that wickedness was great in the earth and He determined to destroy both man and beast from the face of the earth. God found one man, Noah, who was righteous and through him God planned for mankind a way of escape from the coming destruction. We are told Noah was a preacher of righteousness and had any others repented of their evil ways, God would have provided a way of escape for them as well.

There are many prophecies in the Old Testament foretelling the coming of Christ who was God's supreme expression of love to this world. Through Christ's death and resurrection a way was made to restore man to fellowship with God. When the love of God enters the heart of man it will also generate in that heart a love for his fellow man.

IN-CLASS ACTIVITIES

Give each child a sheet of the Jesus Loves You coupons (see Patterns). Use a lightweight paper on which to copy the coupons. Let the children cut them apart and staple them together to make a coupon book. Show them how to crease the paper on the dotted lines so the coupons will be easy to tear from the book. Tell them to think of someone with whom they would like to share God's love. They should then fill out a coupon for that person and give it to him. It doesn't have to be a fellow student, but it can be.

Set up a treasure hunt for your class. Prepare several red hearts and write or glue a picture on each one of some way to show God's love to others. Put all these hearts together in a box and hide it somewhere in your classroom. Next, cut out seven or eight pink hearts. On these, write the clues for finding the box of red hearts. The clues could read something like: "On this day you'd better take care, There could be a clue hiding under your chair." Then, "Looking for clues need not be a chore, You might find something as near as the door." One clue should lead the children to another. You read the first clue and let the children take turns reading the others as they are located. When the box of red hearts is finally found, show the hearts one at a time and discuss how they illustrate ways to show God's love to others.

Prepare a game board so the children can play the Share God's Love With Others! game (see Patterns). There will be two pages for this pattern but they need to be run onto one larger sheet of heavy paper to make the complete playing board. The children may use buttons for marker pieces. Make a set of eighteen 2" x 3" cards cut from tagboard or construction paper. Number them 1, 2, and 3, alternately. Shuffle the cards and place them upside down in the center of the game board. Each child, in turn, draws one card from the top of the pile and moves his button marker the number of spaces on the game board indicated on his card. If he lands on an activity space, he should do what the instructions suggest. If he lands on a space depicting a child, help him identify the nationality and say, "Jesus loves the Children in (China)."

QUESTIONS

How do you know that God loves you?

How will others know that you love Jesus?

What are some ways you can show people that you love them other than just saying, "I love you"?

Is it always easy to love someone? Why?

How can Jesus help us love someone who has hurt us?

How many chances do we give someone to love us in return before we quit loving them?

What does "Christian love" mean? Talk about ways that Jesus showed His love.

Who deserves to be loved?

How do you feel inside when you have Christian love for everyone? How do you feel when you have hate in your heart?

Did Jesus love even those that put Him on the Cross? Talk about how He loved and forgave them.

How can we best show our love for Jesus? Parents? Friends? What about enemies?

PRESCHOOL SUGGESTIONS

Do an easy little finger play about God's Word (see Patterns).

Give each child a red heart, on which you have drawn a smiley face, to hold up as he tells of some way he can share Jesus' love with others.

Make a Jesus' Love wheel for each of your children (see Patterns). Show them how to turn the wheel and then explain what each picture represents concerning the story of Jesus.

Make some "Love" fortune cookies for your class. Cut out several 2" x 1½" strips of paper. On each strip write out a verse about love. Fold them in half and set aside until needed. Heat oven to 350 degrees and grease two cookie sheets. In a large bowl, combine the whites of 4 eggs with 1⅔ cups of sugar. Stir until the sugar is completely dissolved. Melt 1 cup of butter and cool slightly. Add the melted butter, 1 cup of flour, and 1 teaspoon almond extract to the sugar mixture. Mix together with an electric mixer on medium speed until well blended. Drop dough by teaspoonfuls, 4 inches apart, onto cookie sheets. Bake for 10 minutes or until edges are slightly browned. Remove cookie sheets from oven and place on a wire rack. Put a love verse on one half of each cookie and fold each cookie in half (you'll need to work quickly at this point). Drape the warm cookies, on their folded side, over the edge of a bowl until they are cool. Let each child choose one and share the verse (you can read it for him) with the rest of the class.

REVIEW IDEAS

From construction paper cut out pieces shaped like Bibles. On one side of each Bible shape write a question about a lesson from this unit. Pin the Bibles on a board, question side down. Let a child pick a Bible and answer the question. Little prizes could be given for answering the questions correctly.

With a marker, write the word LOVE on a large piece of paper. Give your students pieces of paper and ask them to write down various ways you can show your love to someone such as being kind or forgiving. Then ask for examples of ways to show kindness, etc. Write these on the large piece of paper around the word LOVE. What are some ways God shows His love to us?

Draw an S-shaped path on a large sheet of poster-board. Write the word GENESIS at the beginning and the word REVELATION at the end. Use this to represent your travels throughout the Bible. Cut out several

hearts and on each one write the title or draw a picture of a story from the Bible which shows God's love. For example: Creation, The Ark, Rainbow, Commandments, Manger, Cross. Arrange these in Biblical order and put them on the pathway, one at a time, as you tell them of God's love shown all through the Bible.

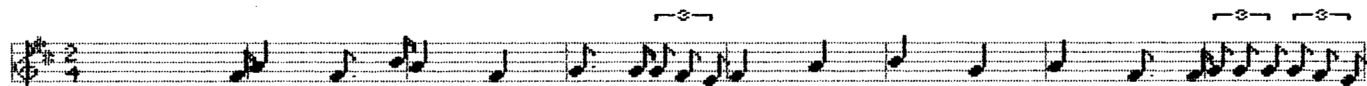
COORDINATING SONGS

"Jesus Loves Even Me"

"Jesus Loves Me"

"Letter of Love" — The Bible — The Amazing Book, an Agapeland cassette tape by Sparrow Corporation

MEMORY VERSE SONG



Re-lov - ed, Re-lov - ed, let us love one anoth - er: let us love one another: for love is of



God.

MEMORY VERSE VISUALIZED



TEXT James 1:22-27; Matthew 7:24-27

OBJECTIVE The students will be able to explain why the Bible should be a daily part of their lives. They can describe different things in it that will help them in their Christian life: Understanding of God's law, assurance of God's love for all, examples of Biblical characters, admonitions in the Word, knowledge of God's plan of redemption.

MEMORY VERSE Seek ye out of the book of the LORD, and read.
— Isaiah 34:16

What Should We Do With Our Bible?

MEMORY VERSE IN ACTION

SEEK YE — Make letter C with both hands, hold hands to eyes, look from side to side.

OUT OF THE BOOK — Hold hands before body like an open book.

OF THE 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.

AND READ — Extend left hand, palm facing self, with right index finger, scan left palm as though it is a book.

MEMORY VERSE VISUALIZED

This week's memory verse is illustrated by a little girl lying on a rug and reading her Bible. (See pattern at the end of this lesson.) Cut apart the pieces on the heavy black lines and display them as your students learn their verse a phrase at a time.

BIBLE LESSON OUTLINE

Introduction: Give each of your children a Bible bookmark as you open your class time. (These are described under Preschool Suggestions, and a pattern is provided.) Let your students color the bookmarks as you explain that these markers are to help you find your place in the Bible where you have been reading.

1. Bible reading and study should be a daily part of our lives.
2. The Bible helps us to be real Christians through its teachings.
3. Those who hear God's Word and do what it says are like wise men who build on a good foundation. Those who don't read the Word and follow it are foolish.

Climax: The Bible should be read, loved, and obeyed.

Conclusion: Included in the books of the Bible are in-

structions for daily living that will enable us to please God.

Response: The students will be able to explain that the Bible shows us how to receive salvation and make Heaven our home, and that the Bible should be read every day.

BACKGROUND INFORMATION

The Bible, as we know it, was not written all at once. In the days of the patriarchs the Word was handed down from father to son. In Exodus 24, we have an account of Moses' writing the words of the Lord and also reading them to the people. In Deuteronomy 6:6,9, Moses instructed the Israelites to teach the Commandments of the Lord diligently unto their children, speaking of them when they sat in their houses and walking by the way, when they rose up and when they lay down. They were also to inscribe the Commandments on the posts of their houses and on their gates. It was made very clear that the Word was to be ever before them.

After Joshua had conquered Ai, he erected an altar on Mt. Ebal. He inscribed the Law of Moses on the stones and afterward read unto the people all that Moses had commanded. However, it is obvious that the Children of Israel did not always teach the Word to their children. The Israelites served God all the days of Joshua, as did the elders that outlived Joshua, but the generation after them went into idolatry.

How much reading of the Word was done during the reign of the kings, we aren't told. When Josiah was made king, he set his heart to seek God, and a copy of the Law was brought to him. He had it read to all who would come to Jerusalem from both Judah and Israel. It was said of him that there was no king like him before

or after who had turned to the Lord with all his heart (II Kings 22:25). We must not underestimate the importance of reading the Scriptures.

IN-CLASS ACTIVITIES

Copy a set of Study the Bible keys for each child (see Patterns). Each key gives a daily challenge for the children to follow. There is also a Scripture reference to match. Cover each sheet of keys with clear contact paper and let the children cut out their own. Have them punch out the top circle in each key with a hole punch. Give each of the children a small key chain (not a key ring) to put their keys on, and instruct them to use the Scripture references as a help when they read their Bibles.

Help your children make “warm fuzzies” to use as reminders that God’s Word should be a daily part of their lives (see Patterns). Use construction paper on which to copy the “warm fuzzy” cards. Give a sheet to each student. Have them cut apart the cards and write their names on the backs. For every card you will need one pom-pom and two eyes (40 cards plus 40 pom-poms plus 80 eyes). Let the children glue the eyes onto the pom-poms and then glue the pom-pom onto the feet that are printed on the cards. Tell them to put these in places where they will see them every day.

Give each child a copy of the Verse Search work sheet (see Patterns). Tell them they have two minutes to open their Bibles and find a verse they would like to learn. After they have found a verse, tell them to write it on their work sheet. Let them share the verse with the class. Tell them to take their work sheet home and share the verses with their families. Sharing God’s Word is a part of doing what the Bible says.

The book of Proverbs is filled with ways to make God’s Word a living part of your life. Let your class make a Proverbs poster. Supply a large sheet of butcher paper and a package of colored markers. Tell the children to look through the book of Proverbs and choose at least one. Have them write out the Proverb on the butcher paper and then illustrate it. Hang the poster in your class or have the children choose someone to whom they would like to give it as a gift.

QUESTIONS

Why should you memorize verses from the Bible?

Show the class your Bible. Tell them where you got it and when.

If you could give a Bible to one person, who would you give it to? Why?

What does it mean to be a hearer of the Word? A doer? Which is more important and why?

How does what we say tell people what is in our heart?

What are some actions that tell people we are or are not Christians?

Talk about building sand castles and how they never last. Talk about building things that last — that count, like doing things for Jesus.

PRESCHOOL SUGGESTIONS

Give each child one of the Bible book markers (see Patterns). Let them color and decorate their book markers with stickers. Help them find the verse and put the markers in their Bibles.

Help the children to recognize some of the people with whom they can share God’s Word. Cut out six large hearts from posterboard. On each heart paste one of the following pictures: Jesus, a mother, a father, a brother, a sister, grandparents. When you show the children the picture of Jesus tell them that sharing God’s Word with other people is what Jesus wants us to do. You can use the picture of the mother to represent a mother, neighbor lady, store lady, or whoever the children may suggest. The same goes for each of the other pictures shown. Tell the children it makes Jesus happy when they share God’s Word. Then they are happy also!

Cut posterboard into 5” squares. Make enough so that each of your children has at least two. Punch two holes in the top of each card, side by side, about 2 inches apart. Supply lots of Bible story stickers for them to use. Let them choose stickers of the stories they know and stick them onto one side of their cards. Give them one 18” length of yarn for each card. Help them to lace their card and tie a bow. They can use these to help them tell other people some of the stories in their Bibles.

REVIEW IDEAS

Across the top of a large bulletin board write the verse, “Be ye doers of the word, and not hearers only” (James 1:22). In the center of the board place a picture of a child. All around the child put lots of thought balloons. (These look like a cloud and have circles attached that get progressively smaller as they point toward the person.) Tell the children that God certainly wants us to read our Bibles. But He also wants us to do what His Word says. Ask them to help you fill in the thoughts of this child who is pictured on the board. What are some of the things he plans to do and will do for Jesus now that he has read his Bible? Example: Obey my parents, Forgive others, Share with others. Write in the children’s responses. If more than one child has the same thought just put a check mark into the thought balloon showing that idea.

Use the text in the book, "The Very Best Book of All," as a basis for your review (see Patterns). Give this as an overhead review. Or, enlarge the patterns and copy them onto large sheets of paper and make a huge storybook to show the children as you read the book to them.

Make several road signs such as: Slippery When Wet, Stop, Speed Limit. Ask the children what they mean. Ask what could happen if we don't watch for the signs and obey them. Explain that this is like our Bible. It is filled with directions and information for us. We should read and obey God's Word.

Bring the ingredients and mix up a batch of cookies in front of the children. Read your recipe instructions aloud but be careless in following them. For example:

Don't measure the liquid, leave something out. When you are through mixing you will have something that is not so good. Have some bad and some good cookies that you have prepared ahead of time. Show the children the difference. Tell them that it is even more important that we read and obey God's Word, the Bible.

COORDINATING SONGS

"Thy Word Have I Hid in My Heart"

"Stop! And Let Me Tell You"

"The B-I-B-L-E"

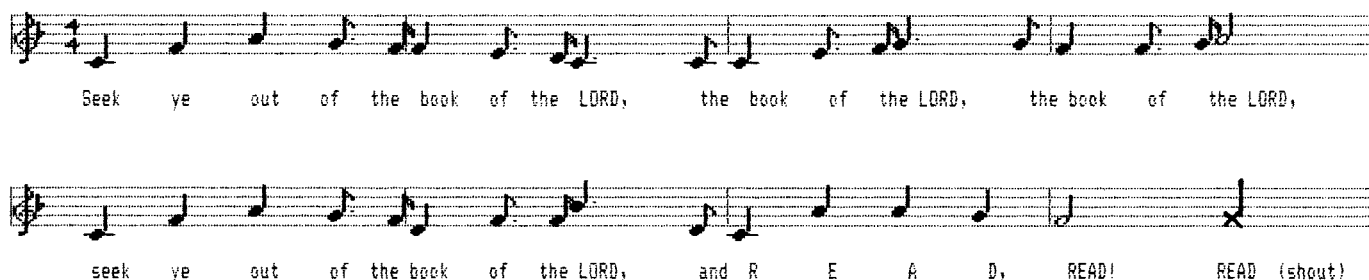
"Read Your Bible, Pray Everyday"

"Every Promise In the Book Is Mine"

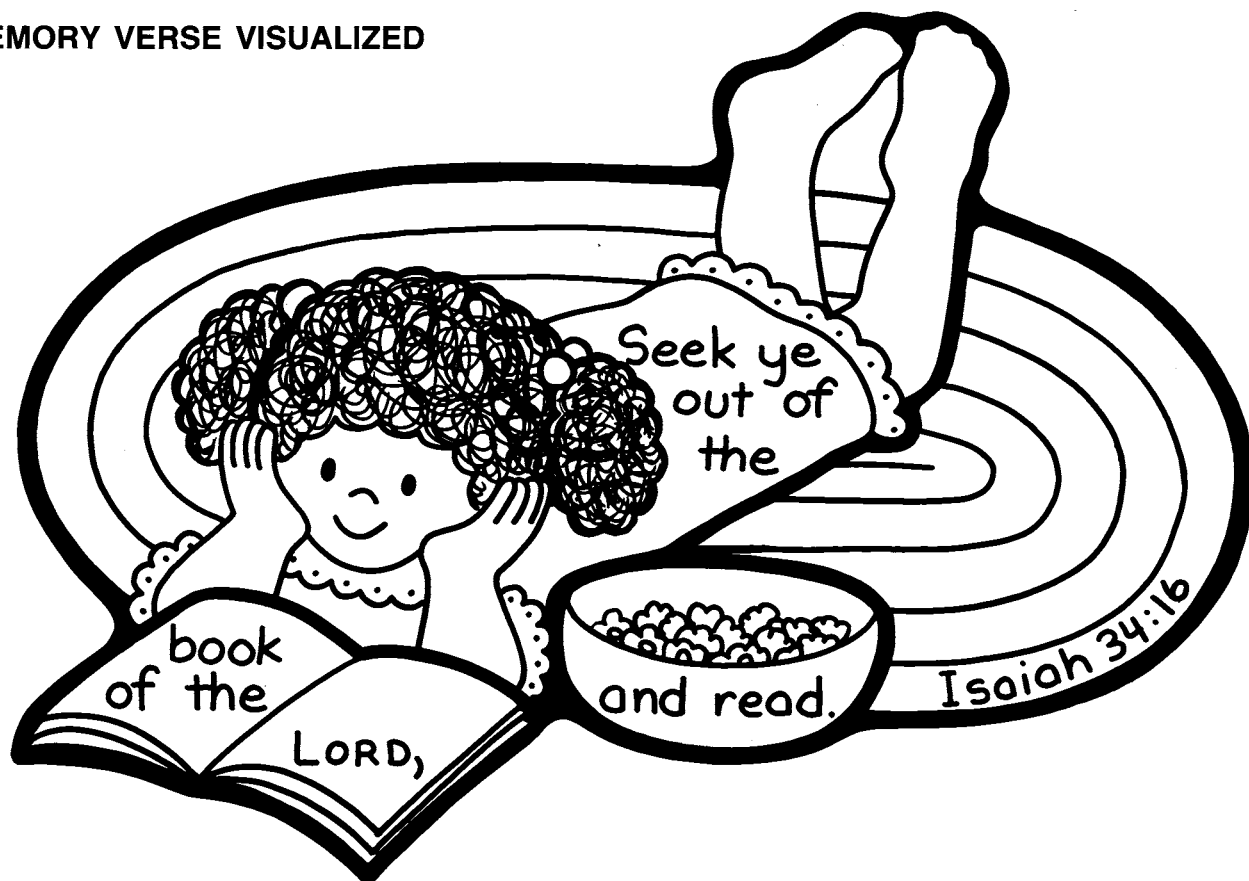
SUPPORT MATERIAL

The Very Best Book of All — A Happy Day Book

MEMORY VERSE SONG



MEMORY VERSE VISUALIZED



Teacher's Name _____

A Bible study resource guide for
Primary Pals teachers

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