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# immerse

in His Word



**MIDDLE ELEMENTARY**

Grades 3-4

**TEACHER**

published by 21st century christian



# Middle Elementary

Spring 2021



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**\*Note:** During this quarter, this curriculum prints at the beginning of the teacher guide a special lesson about Jesus' resurrection. This lesson is designed for flexible use. You may choose to teach the lessons in chronological order. Be sure to use the *Resources*, *Middle Elementary Activities* leaflet, and *Kidz Chat* issue that correlates with this lesson<sup>4</sup>

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# How to Use the HeartShaper® feature

## Welcome to Immerse Children's Curriculum!

With Immerse Children's Curriculum, your students will be engaged in Bible stories through multisensory learning, Bible skill-building activities, and focused life application.

### Here's how to start

- Pray for God's help to guide kids to a saving relationship with Jesus Christ.
- Read these introductory pages and the unit pages.
- Use the Immerse teaching tools.

### How the lessons are organized

- 1 Focus In:** Kids are introduced to the lesson theme and focus.
- 2 Explore His Word:** Kids will interact with the Scripture passage and develop Bible skills.
- 3 Make It Real:** Kids will discover how the Scripture applies to their lives.
- 4 Live It Out:** Kids will plan and begin to practice the principles of what they've learned.

### Important things to know

- **Bible Memory** lists the passage middle elementary kids will learn in each unit.
- **Focus** is the main thought that kids will learn and remember in each lesson.

**The Bible Is God's Word Lesson 1**

**Scripture:** Deuteronomy 8:3; 2 Samuel 22:33; Psalm 119:9-16, 89:105; Isaiah 40:8; 2 Timothy 3:16, 17  
**Bible Memory:** Psalm 119:89, 90  
**Focus:** ♥ The Bible is God's Word.

**Heart to Heart Teacher Devotion**  
A steady light, a nourishing rain, a skillful sword—the Bible uses a wide variety of images to portray its purpose and its use. Remember in this sea of swift change of our lives, we could add another image: God's Word is an ever-unfolding, unchanging, its power undiminished over time. First Peter 1:25 says, "The word of the Lord endures forever." Whatever else changes in our lives, our nation, or our world, we know that ♥ the Bible is God's Word—and it will stand forever.

**Lesson 1 at a Glance**

	Quick Step	HeartShaper Materials	Other Materials
<b>1 FOCUS IN</b> Use one or both of these activities to help students welcome the Bible.	<b>Quick Step</b> How Did We Get the Bible? <b>Option</b> An Amazing Book	• Activities for Lesson 1 • name	• watch, whiteboard, dry-erase marker • Bibles in different versions
<b>2 EXPLORE HIS WORD</b> Use these activities to help students discover what Jesus teaches us through the Bible.	<b>Bible Exploration</b> Deuteronomy 8:3; 2 Samuel 22:33; Psalm 119:9-16, 89:105; Isaiah 40:8; 2 Timothy 3:16, 17 <b>Bible Memory</b> Psalm 119:89, 90 <b>Optional Bible Skill Builder</b>	• Activities for Lesson 1 • Resources share 4 • Resources Optional Bible Skills 1 printable file	• Bibles, pencils • Bibles, reusable address, whiteboard, dry-erase marker • Bibles, roll paper, markers
<b>3 MAKE IT REAL</b> Use one of these activities to help students identify ways in which the Bible is true.	<b>Quick Step</b> Order in the Court! <b>Option</b> The Word of God	• Resources Order in the Court! printable file • Resources The Word of God printable file	• paper, pencils, label • pencils, whiteboard, dry-erase marker, Bibles
<b>4 LIVE IT OUT</b> Use one of these activities to help students begin to live the Bible and learn from it.	<b>Quick Step</b> Choose a Challenge <b>Option</b> Strike It Rich!	• Activities for Lesson 1 • name	• pencils • chocolate chip cookies, toothpicks, napkins, paper plates, Bible

Middle Elementary Teacher Guide, Unit 1, Lesson 1 7

- **Quick Step™** activities are easy to prepare and teach. All that's needed are the curriculum materials and normal classroom supplies.
- **Option** activities are included in every step. YOU choose what works best for you and the different kinds of learners in your class.

# Special Needs

## Reach kids with special needs







Immerse gives the resources you need to train teachers and adapt lesson activities so you can include kids with special needs right in your Sunday school classes.



Look for this symbol throughout the teacher guide to identify activities that work well for all kids, including those with special needs.



### Examples

<p><b>Option Love Commitment Bracelets</b> </p> <p>Since we know that ♥ Jesus wants us to love God and others, let's plan on doing that. As you make love commitment bracelets, think about specific ways you'll show love to God and others this week. One color of lacing will help you remember to love God, another color will help you remember to love others, and the third color will help you remember that <i>you</i> are the one loving God and others.</p>	<p><b>Materials</b> plastic lacing (or string) in 3 colors, scissors, tape</p> <p><b>Media Option</b> Go online to find different kinds of bracelets kids can make.</p> <p> Craft</p>	<p>When you see this symbol after a title, it means the activity will work well for all kids, including those with special needs.</p>
<p><b>Option Thumbs-Up or Thumbs-Down</b></p> <p>ASK: <b>What is hope?</b> Accept responses. The dictionary says that <i>hope</i> is "to expect with confidence" or "to desire with expectation of obtaining something. <i>Hope</i> is the "feeling of excitement about something we are waiting for."</p> <p>SAY: I'm going to read some statements that have to do with hope. When you hear something that you hope for, give a thumbs-up. When you hear something that you don't hope for, give a thumbs-down. Ready?</p>	<p><b>Materials</b> none</p> <p> If possible, pair the statements with pictures to provide context. Be sure to give enough wait time for students with learning delays to weigh in with their responses.</p> <p> Action</p>	<p>When you see this symbol in the narrow column, it may give you a helpful tip on how you can tweak the activity to make it better for kids with special needs.</p>
<p><b>Quick Step I Love This, You Love That</b></p> <p>Ask students to sit in a circle. SAY: <b>Think of someone or something you love. When it's your turn, you will say what those before you said. Then say your name and add the name of a person or thing you love.</b> You can start the game by saying, "My name is ___ and I love ___." The next kid should say, "___ (your name) is ___ and she loves ___. My name is ___ and I love ___." Keep playing until everyone has had a turn. When the game is over, lead a discussion about different kinds of love.</p> <p>ASK: <b>How is the love you have for your parents different from the love you have for pizza?</b> <b>How is the love you have for a friend different from the love you have for a pet?</b></p>	<p><b>Materials</b> none</p> <p> Game</p> <p><b>Teaching Tip</b> Continue to display the poster for the quarter (<i>Resources</i> sheet 1).</p> <p> See the <i>Resources</i> Lesson 4 printable files for another way you can help kids with special needs explore and understand different kinds of love.</p>	<p>Or this symbol may indicate that there's an adaptation in the <i>Resources</i> files that will make the activity work better for kids with special needs.</p>

Additional helps for teaching kids with special needs can be found in the *Resources* files and at [www.21stcc.com](http://www.21stcc.com) under "Downloads" and "Heartshaper Special Needs." Online resources include helpful articles, suggestions to adapt activities, and the All About Me book, a resource to help children and caregivers communicate their needs to you.



# Teaching Tools

**These multisensory teaching tools are an integral part of Immerse!**

## ***Middle Elementary Activities***

Your students will love the full-color activity leaflets designed just for them—they make Bible study fun!

- Helps kids dig deeper into Scripture
- Encourages kids to think for themselves



## ***Kidz Chat® student magazine***

This weekly student magazine helps kids take home what they're learning and helps their faith grow.



### **In the magazine you'll find:**

- Short stories that kids can relate to
- Just for Fun puzzles and activities and a weekly cartoon

## ***Middle Elementary Resources***

These resources will help you engage kids with different learning styles. These multisensory teaching tools include visual, printed, and audio resources.

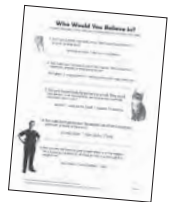


### **On the 8 sheets you'll find:**

- Bible Memory posters (1 per unit)
- Bible time lines
- Maps and other visuals

### **In the digital files you'll find:**

- Audio tracks
- Printable files for kids: activity pages for in-class use, lesson Scriptures (*KJV* and *NIV*)
- Printable files for teachers: reproducible pages for lessons, Bible Memory posters (*KJV*), special needs helps, teacher helps



## **Connect<sup>2</sup> online to [www.21stcc.com](http://www.21stcc.com)**

Go to **21stcc.com** to find loads of resources for teachers and families!

### **FREE online resources for teachers:**

- Overview by age level
- Special needs resources
- *Family Connections* quarterly letters
- Holiday helps

### **FREE online resource for families:**

- *Faith & Family* guide for family devotions

# Teaching Middle Elementary Kids

## With Immerse, middle elementary kids will grow spiritually

### Middle elementary kids can know these important facts:

- God is their creator, Jesus is God's Son, and the Holy Spirit is their helper and guide.
- God meets their needs.
- God loves them and sent His Son to die for them.
- They can tell others about Jesus.

### Middle elementary kids can show these godly attitudes:

- Be aware of the need for salvation.
- Trust God to help overcome fears and temptations.
- Desire to worship God.
- Understand that God has plans for their lives.



### Middle elementary kids can exhibit these desirable behaviors:

- Put God first in plans and activities.
- Tell the truth even when it's not easy.
- Show respect for those in authority.
- Pray regularly, including prayer for others.

See the entire Spiritual Growth Chart in the *Middle Elementary Resources* files or at [www.21stcc.com](http://www.21stcc.com). Look under "Downloads" then "Teacher Helps" for the PDF titled "SpiritualGrowthofChildren.pdf"

## With Immerse, middle elementary kids will develop Bible skills

### Middle elementary kids will build on these Bible skills:

- Begin to understand the major emphasis of the Old and New Testaments
- Learn to read and pronounce names of Old and New Testament books
- Know how to find Bible verses
- Begin to read Bible verses

### Middle elementary kids will develop these new Bible skills:

- Begin to understand the chronology of Bible events, that there's an overall story or theme to the Bible, that history is God's story
- Better understand the structure of the Bible
- Learn the major emphasis of the Old and New Testaments
- Feel increasingly confident when using the Bible

### Middle elementary kids will gain even more with optional Bible skills:

If desired and you have time, the Optional Bible Skill Builder in each lesson (provided in the *Resources* files) will help middle elementary kids learn these skills:

- Memorize Old and New Testament books
- Memorize Old and New Testament divisions
- Learn more about the theme of each of the Bible divisions
- Locate on a Bible map where key Bible events took place

See the entire Bible Skills Plan in the *Middle Elementary Resources* files or at [www.21stcc.com](http://www.21stcc.com). Look under "Downloads" then "Teacher Helps" for the PDF titled "SpiritualGrowthofChildren.pdf"



# The Ultimate Miracle

## Special Lesson

See Table of Contents

**Scripture:** Mark 14:43, 45, 46; 15:16-20, 33, 34, 37-39, 43, 46; 16:1-7










**Bible Memory:** Matthew 28:19, 20

**Focus:** ♥ Celebrate Jesus' resurrection!

### Heart to Heart Teacher Devotion

Which is the ultimate miracle—that Jesus rose from the dead or that in spite of being the divine Son of God, He suffered and died as a human? It's amazing that God in human form died. Jesus' resurrection proved He truly is the Son of God, powerful enough to break the bonds of death. Both events show the power, the justice, and the grace of God. Most important, He did it for you. Will you thank God for sending Jesus, praise Jesus for His amazing power, or tell someone the good news about Jesus? How about all three . . . and more?

## Special Lesson at a Glance

		Immerse Materials	Other Materials
<b>1 FOCUS IN</b> Use one or both of these activities to help students <i>relate how they honor Jesus' death and resurrection.</i>	 <b>Quick Step</b> Picture It!   <b>Option</b> New Life		• paper, pencils, paper lunch bag, whiteboard, dry-erase marker and eraser  • hard boiled eggs, stuffed rabbit, fake grass, bright colored clothing
<b>2 EXPLORE HIS WORD</b> Use these activities to help students <i>tell about Jesus' death and resurrection.</i>	 <b>Bible Exploration</b> Mark 14:43, 45, 46; 15:16-20, 33, 34, 37-39, 43, 46; 16:1-7   <b>Bible Memory</b> Matthew 28:19, 20   <b>Optional Bible Skill Builder</b>	• <i>Resources</i> sheets 2 and 6 (map), Bible time lines from previous quarters, <i>Activities</i> for special lesson  • <i>Resources</i> sheet 4  • <i>Resources</i> Optional Bible Skills special lesson and Bible Library printable files	• Bibles, pencils, roll paper, scissors, markers, reusable adhesive  • Bibles  • Bibles
<b>3 MAKE IT REAL</b> Use one of these activities to help students <i>discover what Jesus' death and resurrection mean for them.</i>	 <b>Quick Step</b> Sum It Up!   <b>Option</b> He Took Our Sins	• <i>Resources</i> audio tracks, <i>Activities</i> for special lesson	• media player, pencils, Bibles  • container of colored water, saucer, towel, matches, short candle, glass, coin, Bibles
<b>4 LIVE IT OUT</b> Use one of these activities to help students <i>celebrate Jesus' resurrection.</i>	 <b>Quick Step</b> Good News Worth Sharing   <b>Option</b> Paid in Full	• <i>Activities</i> for special lesson  • Crosses reproducible page	• roll paper, markers, scissors, reusable adhesive, colored paper, favorite snack  • card stock, pennies, glue, scissors, fine-tip markers, snack

## Focus In (10–15 minutes)

- 1** Use one or both of these activities to help students **relate how they honor Jesus' death and resurrection.**

### Welcome

- Welcome each student warmly by name.
- Early arrivers will enjoy doing one or more of the additional activities described on the unit page.

### Quick Step Picture It!

Before class, write the following words on separate slips of paper: cross, empty tomb, angels, guards, stone. Add any other words you find appropriate for your class.

Give each student a blank slip of paper and pencil. SAY: **What comes to your mind when you think of Jesus' resurrection? On your slip of paper, write a word or phrase about one of those things. Fold it in half and put it in the bag.** After students have put their papers in the bag, look at what they wrote. If their papers didn't include some of the things on your prepared slips of paper, put those papers in the bag also. Have students take turns selecting a slip of paper. As a student draws a picture of the word or phrase on the board, the other students will guess what's being drawn. The first student to guess correctly may choose the next word to draw. Be sure that each student who wants to has an opportunity to draw.

ASK: **What do these words remind you of?** (Jesus resurrection)  
**How does your family celebrate the resurrection of Jesus?**

SAY: **Many people today do not know that every Sunday Christians ♥ celebrate Jesus' resurrection from the dead. We meet together every Sunday to honor Him. Let's dive into God's Word and see what it says about what Jesus did for us.**

### Option New Life

SAY: **Many people celebrate Easter. It was established centuries ago to help people celebrate the end of winter and the beginning of spring. It was originally a celebration of new life on earth. How do these Easter symbols help people think about new life?**

- Easter eggs—eggs will soon hatch into new life as a baby chick
- Bunny—rabbits are known for having lots of baby rabbits
- Fake grass—reminder that dead grass will soon turn green again
- Colorful, bright clothes—the dark, drab days of winter will soon turn into bright, sunny days of spring.

SAY: **Every Sunday we ♥ celebrate Jesus' resurrection from the dead. His resurrection took Him from death to new life. Because of that, we have the possibility of new life in Him. Let's dive into God's Word and see what it says about why we celebrate every week.**

## Focus

♥ Celebrate Jesus' resurrection!

### Materials

slips of paper, pencils,  
paper lunch bag (or  
basket), whiteboard, dry-erase  
marker and eraser



### Teaching Tip

Continue to display the poster for the quarter (*Resources* sheet 1).



### Materials

hard boiled eggs, stuffed  
rabbit, fake green grass,  
bright colored clothing



Have kids work in pairs to  
accommodate any special  
needs.

### Media Option

Let students go online and  
search for “Easter traditions.”  
They'll find information on how  
some Easter traditions began.



## Focus

♥ Celebrate Jesus' resurrection!

# Explore His Word (25 minutes)

**2** Use these activities to help students **tell about Jesus' death and resurrection.**

## Bible Background for the Teacher

After the Passover meal, Jesus and His disciples went to the Mount of Olives, east of Jerusalem. Judas had gone to make the final arrangements to betray Jesus (John 13:30). As Jesus prayed, Judas and a crowd of men came to arrest Jesus. Judas's kiss was meant to identify Jesus in the darkness. The kiss was a customary greeting between a disciple and a rabbi. Jesus' trials that night were fixed, and Pilate, the procurator (provincial governor), sentenced Jesus to crucifixion, a particularly gruesome capital punishment. A "whole company of soldiers" (Mark 15:16), as many as 200, took Jesus and beat and mocked Him. The sky darkened as Jesus hung on the cross, symbolic of God's disapproval of people's sinfulness. Jesus quoted the first line from Psalm 22, helping us to understand how far He felt from God as He paid the price of our redemption. Then Jesus finally and willingly laid down His life for ours. Early Christians recognized that the torn temple curtain symbolized the direct access to God that Christ made possible (Hebrews 10:20). The centurion in charge of the crucifixion confessed his belief that Jesus was no ordinary man.

Early on Sunday morning, a group of women, disciples of Jesus, went to the tomb. Spices were used to prepare bodies for burial, but this had been skipped in the rush to bury Jesus before the Sabbath. The women were mainly concerned about gaining entry to the tomb, but the tomb was already open. The man at the tomb, undoubtedly an angel, had an unexpected message: Jesus was dead, but is now risen! The women, like the other disciples, would soon know the certainty of this fact that would forever change their lives—and ours!

## Materials

Resources sheets 2 and 6 (map), Bible time lines from previous quarters, Bibles, Activities for special lesson, pencils, roll paper, scissors, markers, reusable adhesive



## Note

The Scripture text is provided in the Resources printable files in both the *New International Version* and the *King James Version*, if you want kids to read from the same Bible version.

## Bible Exploration Mark 14:43, 45, 46; 15:16-20, 33, 34, 37-39, 43, 46; 16:1-7

Before class, cut a long length of roll paper so that kids can illustrate today's Scripture verses. Divide the paper into four equal sections, and draw a line to separate the sections. Write the following Scripture references in this order on the paper, one per section: 1—Mark 15:33, 34, 37-39; 2—Mark 15:43, 46; 3—Mark 16:1-3; 4—Mark 16:4-7.

Refer to all the Bible time lines. SAY: **All these events are part of history—His story, God's story. For thousands of years, God prepared for salvation. Then God sent salvation when He sent Jesus to earth. Jesus taught people about God and performed miracles. Many people loved Him and followed Him. But some people didn't like Him. Some people even hated Him. This is where we pick up God's story. After only three years, Jesus' ministry was coming to a close.** Ask a volunteer to stand by the map and point out Jerusalem. Tell kids that today's story takes place in Jerusalem. Have kids turn in their Bibles to Mark 14:43, 45, 46. Have volunteers read those verses aloud. **One of Jesus' followers, Judas, betrayed Him, leading to the arrest of Jesus. Let's discover what happened that evening and in the days that followed. First, let's see how Jesus was treated.** Have volunteers read Mark 15:16-20 aloud.

SAY: **In the next scene, it is Friday, and Jesus was on the cross.** Have volunteers read verses 33, 34 and 37-39. **Even the Roman centurion knew at that moment that Jesus is God's Son. In the next scene, we see what happened after Jesus died.** Have volunteers read verses 43 and 46. **Joseph put Jesus' lifeless body into a tomb, rolling a stone over the**

**entrance. The next scene takes place three days later on a Sunday morning.** Have volunteers read Mark 16:1-3. **The women knew about the stone over the opening in the tomb and wondered who would move it for them.** Have volunteers read verses 4-7. **The angel told the women the best news of all—that Jesus was no longer dead but had risen from the grave! The women went and told the disciples what had happened!**

Distribute the activity leaflets, and have kids look at He Has Risen! Read the directions. Ask a volunteer to read the first sentence and choose the correct answer (the Son of God). Do the same with the other sentences. (Answers: 2=in a tomb cut out of rock; 3=had been rolled away; 4=Jesus had risen and was no longer in the tomb; 5=go tell Jesus' disciples)

ASK: **If you had been one of Jesus' disciples, how do you think you might have felt, or what would you have thought, after Jesus died on the cross and was buried in the tomb?** (I would have felt sad. I might have wondered why I had followed Him.)  
**If you had been one of Jesus' disciples, how do you think you would have felt, or what would you have thought, after Jesus rose from the dead?** (happy, surprised, couldn't believe it)

SAY: **The women told the disciples that Jesus was alive! Now it's your turn to tell that same good news. Today you get to tell about Jesus' resurrection by illustrating what happened.** Divide the class into four groups (or pairs). If you have a large class, divide into additional small groups and give each group a smaller Scripture portion. Assign each group one of the following Scripture passages to illustrate: 1. Mark 15:33, 34, 37-39 (Jesus on the cross); 2. Mark 15:43, 46 (Joseph burying Jesus); 3. Mark 16:1-3 (women going to the tomb); 4. Mark 16:4-7 (angel talking to the women). Lay out the roll paper where everyone can work on it. When the groups are finished, display the paper on a wall, commenting on what the groups drew. SAY: **We can ♥ celebrate Jesus' resurrection because it's the ultimate miracle! Jesus died and rose to show His power over sin and death. And that's worth celebrating!**

## **Bible Memory** Matthew 28:19, 20

"Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you. And surely I am with you always, to the very end of the age."

Continue to display the Matthew 28:19, 20 poster on a wall or bulletin board. Have kids turn in their Bibles to Matthew 28:19, 20, and ask volunteers to read the verses aloud. Then ask everyone to read the verses together.

ASK: **What is the first command Jesus gives us?** (make disciples of all nations)  
**What other commands does Jesus give us?** (baptize and teach people)  
**What promise does Jesus give us?** (He will always be with us.)

Divide the class into two groups. Have the groups stand several feet apart, facing each other. Tell one group to read together until the first punctuation mark. The other group will pick up from there and read to the next punctuation mark. Have the groups continue until the Bible Memory is read. Do again, but let the other group start.

### **Materials**

Bibles, *Resources*  
sheet 4



### **Note**

The Bible Memory in the *King James Version* is included in the *Resources* printable files.

### **Optional Bible Skill Builder**

Print and use with kids the *Resources* Optional Bible Skills special lesson printable file.



## Focus

♥ Celebrate Jesus' resurrection!

## Make It Real (10–15 minutes)

**3** Use one of these activities to help students **discover what Jesus' death and resurrection mean for them.**

### Materials

Resources audio track 1, media player, *Activities* for special lesson, pencils, Bibles (optional: Resources "What's the Big Deal?" printable file)



### Teaching Tip

Print two copies of the "What's the Big Deal?" script. Ask an adult and a student volunteer (or two students) to present the skit to the class.

### Materials

container of colored water, saucer, towel, short candle, matches (or lighter), glass, coin, Bibles



Object lessons and experiments can help students who struggle to understand abstract concepts.

### Teaching Tip

Always try experiments before class!

### Quick Step Sum It Up!

**SAY: You may be thinking that you've heard a lot about Jesus' death and resurrection, and you're wondering what the big deal is. Let's listen in as Kevin and his dad talk about that.** Play track 1.

**ASK: How did Kevin first feel about going to worship?** (bored)  
**What changed his mind?** (He realized Jesus did something awesome for him by dying on the cross.)

Ask students to turn in their activity leaflets to Sum It Up!, and read the instructions. Help kids pair up (or get into small groups), and assign each pair of kids a Scripture to look up so they can complete the sentences. When students are ready, have the pair with John 3:16, 17 read that Scripture. Then they should read the sentence, filling in the blanks. Encourage all the kids to fill in the blanks. Do the same with the other sentences. (Answers: 1=believes, eternal, save; 2=Jesus, die, loves; 3=victory, firm, Lord; 4=cross, die, live; 5=sins, loved, love)

**ASK: How would you sum up what Jesus' death and resurrection mean for you?** Accept responses, guiding kids to include points from the Scripture verses.

**SAY: What Jesus did means that when you are baptized and accept Jesus as your Savior, one day you too can rise from the dead and live in Heaven.**

### Option He Took Our Sins

Do this experiment where everyone can see the action. Place the saucer on a towel. Place the coin on the edge of the saucer. **SAY: The coin represents us. The colored water represents our sins.** Pour the water onto the saucer until the coin is submerged. **The candle represents Jesus.** Stand the candle in the middle of the saucer and light it. **The flame represents the life of Christ.** Tell kids to watch carefully, as you take the glass and place it over the lighted candle. Within a few seconds, the flame will consume all the oxygen in the glass and go out. However, it will have created a vacuum, which, in turn, will draw the water up inside the glass (thus surrounding the candle), leaving the coin dry and "free." **On the cross, Jesus gave up His life, taking our sins on Himself, so we could go free.** Have kids turn in their Bibles to John 3:16, 17. Have a volunteer read the verses aloud.

**ASK: Based on these verses, what does Jesus' death and resurrection mean for you?** (God sent Jesus because He loves us. When I become a Christian, I'll be saved and have eternal life in Heaven.)

Have volunteers read 1 Corinthians 15:56-58 and 1 John 4:10, 11 aloud. Ask the above question after reading both Scripture passages. Then **SAY: What Jesus did means that when you are baptized and accept Jesus as your Savior, one day you too can rise from the dead and live in Heaven.**

## Live It Out (10 minutes)

- 4** Use one of these activities to help students **celebrate Jesus' resurrection**.

### Focus

♥ Celebrate Jesus' resurrection!

### Quick Step Good News Worth Sharing

Before class, cut a large cross from roll paper. Display it on a wall.

SAY: **The angel told the women at the tomb to go and tell that Jesus was no longer in the grave. We too are to go and tell about Jesus. Let's think about how we can ♥ celebrate Jesus' resurrection by telling others about Jesus.** Distribute the colored paper and markers. Tell kids to tear a paper shape and write on it something they know about Jesus that they could tell others. Let kids enjoy a favorite snack as they work. When they're ready, kids can attach their papers to the cross.

When all the papers are on the cross, ask kids to gather around the cross. Read what the students wrote. SAY: **The good news of Jesus is worth sharing! And the best thing we can tell others is that Jesus died on the cross for all people, then rose from the tomb. Anyone who believes in Jesus and is baptized can live with Him in Heaven someday. As Christians, we not only ♥ celebrate Jesus' resurrection today, but every day!** Close with a time of prayer and praise. Have students turn in their activity leaflets to He Did Not Stay! Divide the class into two groups. Have one group read the lines in green and the other the lines in purple. Then encourage volunteers to thank Jesus for dying on the cross and saving us from our sins.

### Option Paid in Full

Before class, copy the Crosses reproducible page onto card stock. Cut out the crosses.

SAY: **The angel told the women at the tomb to go and tell that Jesus was no longer in the grave. We too are to go and tell about Jesus. Let's make something that can help us ♥ celebrate Jesus' resurrection by telling others about Him.** Distribute the supplies, and let kids enjoy a snack while working. Tell students to glue six pennies onto their crosses. Then they should write on the backs of their crosses: "Paid in Full!"

ASK: **Why would we write "Paid in Full!" on the crosses?** (Jesus paid the price for our sins on the cross. We don't have to pay for our sins, because Jesus did.)

**To whom could you give this cross to help that person know about Jesus?**

Close with a time of prayer and praise. Give each student a penny. SAY: **Put the penny in your pocket. I hope it helps you remember to ♥ celebrate Jesus' resurrection because He paid for our sins in full!** Close with a time of prayer. Encourage volunteers to thank Jesus for dying on the cross and saving us from our sins.

### Materials

roll paper, markers, scissors, reusable adhesive, colored paper, favorite snack, *Activities* for special lesson



### Teaching Tip

If you have any guests or other kids who aren't sure what to write, quietly offer ideas to them.



Some children with special needs may have difficulty formulating ideas or writing their ideas on paper. Be ready to offer assistance as needed.

### Materials

copies of Crosses reproducible page (1 cross per student), card stock, pennies (7 per student), glue, scissors, fine-tip markers, favorite snack



### Note

See the teacher guide contents page for the location of reproducible pages. Reproducible pages are also provided in the *Resources* printable files.

### Kidz Chat

Give each student a *Kidz Chat* to take home.

Be sure parents know about the *Faith & Family* pages available online to print and use with their children at home. Go to [www.21stcc.com](http://www.21stcc.com), and click on Downloads/Connect<sup>2</sup>/Spring Quarter Heartshaper Connect<sup>2</sup> Feature.





# Unit 1

## Jesus' Later Ministry

### Bible Memory

Matthew 22:37-39

Jesus replied: “‘Love the Lord your God with all your heart and with all your soul and with all your mind.’ This is the first and greatest commandment. And the second is like it: ‘Love your neighbor as yourself.’”



### Bible Skills

Bible skills are intentionally integrated into each lesson. You'll help kids learn how to use their Bibles so they are immersed in God's Word.

### Optional Bible Skill Builders

Use the Optional Bible Skill Builder activities whenever you have time—before, during, or at the end of your class time.

Look for this symbol throughout the teacher guide to identify activities that work well for all kids, including those with special needs. Additional helps can be found in the *Resources* files and at [www.21stcc.com](http://www.21stcc.com).



**See the next page for notes about the Bible time lines.**

### Lesson

### Scripture

### Focus

#### Lesson 1

Peter's Confession

Matthew 16

♥ Jesus is the Son of God.

#### Lesson 2

Jesus' Transfiguration

Luke 9

♥ Jesus is worth listening to.

#### Lesson 3

Jesus Raises Lazarus

John 11

♥ Jesus' power helps us believe in Him.

#### Lesson 4

The Greatest Commandments

Matthew 22

♥ Jesus wants us to love God and others.

#### Lesson 5

Parable of the 10 Virgins

Matthew 25

♥ Jesus wants us to be ready for His return.

### Immerse Materials for Unit 1

**Middle Elementary Activities**, lessons 1-5

#### Middle Elementary Resources

##### Visuals

Sheet 1—poster for the quarter

Sheet 2—Bible time lines

Sheet 3—Matthew 22:37-39 Bible Memory poster

Sheet 6—map and photo cards

##### Digital Files

Audio Track

Track 2: Advice, Please!, lesson 4

Printable Files

Unit 1: Prayer Request Cards, *King James Version* Bible Memory

Lessons 1-5: *King James Version* Scripture texts, *New International Version* Scripture texts, Optional Bible Skill Builders

Lesson 1: Faithful unto Death, “Peter’s Confession,” Peter’s Confession Name Signs

Lesson 2: Listening Pack Cards

Lesson 3: There’s a Believer!, Who Would You Believe In?

Lesson 5: Bible Library

Bible Skills (Bible time lines (from fall and winter quarters)

Special Needs Helps (see the Contents file for complete list)

Teacher Helps (Bible Skills Plan, Classroom Management, Extra

Time Activities, Have a Plan, *Leading Young Hearts Into the*

*Lord’s Church* guide, What Middle Elementary Kids Are Like, Spiritual Growth Chart, Why Put the Cherries on Top?)

**Kidz Chat** student magazine, issues 1-5

# Additional Activities for Unit 1

Offer these activities for early arrivers, for kids who finish activities quickly, or whenever there is extra time.

## Unit Service Project—Bible Live!

Help your students dig into this unit's lessons on Jesus' life, and make the stories come alive. Encourage students to create a short skit after each lesson, then combine the skits at the end of the unit. Students could create skits set in Bible times or in present day. Involve all students through script writing, acting, preparing scenery, or gathering props and costumes. Brainstorm a title for the skit. At the end of the unit, have the kids practice and then perform the skit for a children's worship service, another class, their parents, or a local retirement home. Be sure to record the skit too!

## Bible Time Line Fun

Challenge students to memorize, in order, the events shown on the Bible time lines. Then have them say the events to each other. For more fun, encourage kids to create for each event one motion that would help them remember the events.

## Prayer Time

Make copies of the Prayer Request Cards reproducible page. (See the teacher guide contents page for the location of reproducible pages. Reproducible pages are also provided in the *Resources* printable files.) When a student has a private request she would like you to pray about, she can write it on the "Dear teacher" request card and place it in a box labeled "Prayer Requests for the Teacher." If a student has a request he would like his classmates to pray about, he can write it on the "Dear friends" request card and attach the card to a bulletin board or poster board created to display public prayer requests.



## Notes About the Bible Time Lines

If you used Immerse Curriculum last year, you may have kept the Bible time lines provided in the *Resources* pack. If so, that's great! Since the same Bible time lines are also used this year, you could share the extra time lines with another class of kids (possibly 5th/6th graders), display them where kids gather for worship, or display them in a hallway. Help all the kids in your church family understand that history is God's story and that God had a plan. (Teens and adults will benefit from seeing the time lines too!) Also, since one of the time lines of Jesus' life is repeated from last quarter, you may end up with two of these. Find a creative way to use this great resource!

# Peter's Confession

## Lesson 1



**Scripture:** Matthew 16:13-17










**Bible Memory:** Matthew 22:37-39

**Focus:** ♥ Jesus is the Son of God.

### Heart to Heart Teacher Devotion

Jesus was such a great question asker; He knew how to cut through issues and get to the heart of matters. Why are you anxious? Where is your faith? Why do you worry? The question in this week's Scripture is one that Jesus asks us too: "Who do you say I am?" (Matthew 16:15). Since your answer is no doubt the same as Peter's—that Jesus is the Son of the living God—that means that living for Jesus is top priority in your life. In other words, you're living for Jesus and there's no plan B!

## Lesson 1 at a Glance

		Immerse Materials	Other Materials
<b>1 FOCUS IN</b> Use one or both of these activities to help students <i>explore who Jesus is</i> .	 <b>Quick Step</b> Who Are You?   <b>Option</b> This Is Who I Am		• slips of paper, pencils
<b>2 EXPLORE HIS WORD</b> Use these activities to help students <i>tell how Peter answered Jesus' question</i> .	 <b>Bible Exploration</b> Matthew 16:13-17   <b>Bible Memory</b> Matthew 22:37-39   <b>Optional Bible Skill Builder</b>	• <i>Resources</i> sheets 2 and 6 (map), Bible time lines from fall and winter quarters, "Peter's Confession" reproducible page, <i>Resources</i> Peter's Confession Name Signs printable file, <i>Activities</i> for lesson 1  • <i>Resources</i> sheet 3  • <i>Resources</i> Optional Bible Skills 1 printable file	• Bibles, pencils, reusable adhesive   • Bibles, reusable adhesive, whiteboard, dry-erase marker  • Bibles, beach ball, masking tape
<b>3 MAKE IT REAL</b> Use one of these activities to help students <i>discover reasons why we know Jesus is God's Son</i> .	 <b>Quick Step</b> How Do You Know?   <b>Option</b> Faithful unto Death	• <i>Activities</i> for lesson 1  • <i>Resources</i> Faithful unto Death printable file	• whiteboard, dry-erase marker, pencils, Bibles  • scissors, tape, gavel
<b>4 LIVE IT OUT</b> Use one of these activities to help students <i>express who they believe Jesus is</i> .	 <b>Quick Step</b> How About You?   <b>Option</b> Convincing Posters	• <i>Activities</i> for lesson 1	• pencils  • roll paper, markers, reusable adhesive

## Focus In (10–15 minutes)

- 1** Use one or both of these activities to help students **explore who Jesus is**.

### Welcome

- Welcome each student warmly by name.
- Early arrivers will enjoy doing one or more of the additional activities described on the unit page.

### Quick Step Who Are You?

Tell students to get up and interview several other people in the room.  
SAY: **Ask each person: Who are you? Everyone should answer with one or two words, such as “soccer player” or “daughter.” Be sure to remember what you hear.** When the interviews are done, have a volunteer share what was learned about the people interviewed. Try to give all students the opportunity to share what they learned.

ASK: **Using one or two words, who would you say Jesus is?** Accept responses.

**How do you know who Jesus is?**

SAY: **Let’s keep thinking about who Jesus is as we dig into God’s Word.**

### Option This Is Who I Am

Distribute paper and pencils. SAY: **Let’s play a game called This Is Who I Am. Make a list of words that describe who you are, such as son, daughter, baseball player, good friend. Try to write at least four or five things.** Give kids a minute or so to do this. When time is up, collect the papers. Tell kids that after you read the first paper, they should guess who wrote it. When a correct guess is made, the person whom the paper describes should say, “This is who I am.” The person who is the first to guess it correctly can read the next paper. Keep playing in the same way, making sure that all the kids who want to read have the opportunity to do so.

ASK: **Using one or two words, who would you say Jesus is?** Accept responses.

**How do you know who Jesus is?**

SAY: **Let’s keep thinking about who Jesus is as we dig into God’s Word.**

## Focus

♥ Jesus is the Son of God.

### Materials

none



### Teaching Tip

Display the poster for the quarter (*Resources* sheet 1). It will help kids think about the main focus of each lesson this quarter.



### Materials

slips of paper, pencils



For kids who have language issues, creating a “This Is Who I Am” list (or drawing) may be easier than the “Who Are You?” *Quick Step* guessing activity. Offer assistance with writing as needed. Post the kids’ lists in the room after the game.



## Focus

♥ Jesus is the Son of God.

# Explore His Word (25 minutes)

**2** Use these activities to help students **tell how Peter answered Jesus' question.**

## Bible Background for the Teacher

Jesus was not only extremely well-known but was also frequently discussed at all levels of Jewish society. People offered some interesting suggestions. The first suggestion, that Jesus was John the Baptist, was offered by Herod the tetrarch (Matthew 14:1, 2). The idea that Jesus was Elijah was a very important one for the Jews. Elijah was prophesied to return and bring in the "great and dreadful day of the LORD" (Malachi 4:5). However, while the identification of Jesus with Elijah shows that some people recognized His significance, it was wrong. Jesus very clearly connected the prophecy of Elijah to the work of John the Baptist (Matthew 17:11-13). The suggestions that Jesus was Jeremiah or one of the other prophets also recognize the importance of Jesus' work, but miss the significance of who He really is.

Then Jesus came more directly to the point. He wanted to know who the disciples thought He was. They had the most opportunity to hear Him teach. They had seen more miracles than anyone else. They had spent the most time with Him. What was their answer? We don't know whether the question was in some way directed to Peter, but he was the first to respond to Jesus. He boldly proclaimed that Jesus is the Messiah, God's Son. Jesus commended Peter's response and pointed out that his understanding didn't come from human reasoning, as the other suggestions had, but from being in tune with God. Peter's confession didn't mean that he understood everything about Jesus, but it did mean that he had caught the main point. In the same way, we must grasp this basic understanding of who Jesus is before we can obey the gospel.

## Materials

Resources sheets 2 and 6 (map), Bible time lines from fall and winter quarters (or print those time lines from the Resources Bible Skills printable files), Bibles, 5 copies of "Peter's Confession" reproducible page, Resources Peter's Confession Name Signs printable file, Activities for lesson 1, pencils, reusable adhesive (optional: tape)



## Notes

The Scripture text is provided in the Resources printable files in both the *New International Version* and the *King James Version*, if you want kids to read from the same Bible version.

See the teacher guide contents page for the location of reproducible pages. Reproducible pages are also provided in the Resources printable files.

## Bible Exploration Matthew 16:13-17

Refer to all the Bible time lines displayed on a wall or bulletin board.

**SAY: All these events are part of history—His story, God's story. For thousands of years, God prepared for salvation. Then God sent salvation when He sent Jesus to earth. Jesus taught people about God and did miracles, showing people that He is God's Son.**

Ask kids to look at the table of contents in their Bibles (either a printed Bible or a Bible on a tablet computer, phone, or e-reader) and find the book of Matthew. Have students turn to Matthew 16:13-17. Ask volunteers to read the verses aloud. Then have a volunteer point out Caesarea Philippi on the map and another volunteer point out the "Peter's confession" icon on the Bible time line. SAY while referring to the icons on the time line: **Jesus did many miracles when He lived on earth. He healed a man who couldn't walk. He also fed over 5,000 people with only five loaves of bread and two fish. This is where we pick up God's story.**

**SAY: Let's dig a little deeper into this event in the life of Jesus.** Choose five volunteers who are willing to read, and give them each a copy of the "Peter's Confession" skit along with a name sign to hold or wear. Have them stand and read the skit. When finished, thank them for their participation.

Distribute the activity leaflets, and have students look at Peter's Confession. Read the directions, and have volunteers read the three sentences, filling in the blanks. (Answers: 1=servant; 2=spoke; 3=5,000) **SAY: Peter and the other disciples had heard Jesus teach about God and had seen Him do miracles.**

ASK: **When Jesus asked His disciples who people thought He was, how did they answer?** (John the Baptist, Elijah, Jeremiah, another prophet)

**Why do you think people thought Jesus might be one of those men?** (Those men also spoke for God. Those men also had power from God.)

**How did Peter answer Jesus?** Have a volunteer read the last sentence, filling in the blanks. (Messiah, Son, living)

**How was Peter able to know that Jesus is the Messiah, the Son of the living God?** (God told him.)

SAY: **Jesus, being the Messiah, the Son of the living God, is what makes Him different than anyone else who has ever lived. Jesus is not just a good teacher or a prophet. Jesus is God's Son, the Savior for all people. Let's dig deeper to discover reasons why we know that ♥ Jesus is the Son of God.**

## Bible Memory Matthew 22:37-39

Jesus replied: "'Love the Lord your God with all your heart and with all your soul and with all your mind.' This is the first and greatest commandment. And the second is like it: 'Love your neighbor as yourself.'"

Display the Matthew 22:37-39 poster on a wall or bulletin board. Write "Matthew 22:37-39" on the board. Ask a volunteer to come to the board and tell what each part of the Scripture reference means. (Matthew is the name of the book, 22 is the chapter number, the colon separates the chapter and verse number, and 37-39 are the verse numbers.) Have students turn to Matthew 22:37-39, and ask a volunteer to read the verses aloud. SAY: **Let's back up a few verses and see why Jesus said this.** Have a volunteer read verses 35 and 36.

ASK: **According to Jesus, what is the greatest commandment?** (love God)  
**What did Jesus say is the second greatest commandment?** (love your neighbor)

Ask students to create a few motions they can do for some of the key words while saying the Bible Memory. Once you agree on the motions, have kids say the Bible Memory together while doing the motions.



### Materials

Bibles, *Resources* sheet 3, reusable adhesive, whiteboard, dry-erase marker



### Note

The Bible Memory in the *King James Version* is included in the *Resources* printable files.

### Media Option

If kids would like to learn sign language for key words, go online to find a website that shows American Sign Language.

### Optional Bible Skill Builder

Print and use with kids the *Resources* Optional Bible Skills 1 printable file.



## Focus

♥ Jesus is the Son of God.

# Make It Real (10–15 minutes)

**3** Use one of these activities to help students **discover reasons why we know Jesus is God's Son.**

### Materials

whiteboard, dry-erase marker, *Activities* for lesson 1, pencils, Bibles



### How do you know that . . .

1. **the sun rises in the east and sets in the west?** (can see it)
2. **blue and yellow make green?** (can try it)
3. **10 + 10 equals 20?** (learned it in school)
4. **ice cream is yummy?** (Everyone knows that!)

### Materials

*Resources* Faithful unto Death printable file (cut apart the name tags), scissors, tape, gavel (or something that will work as a gavel)



### Teaching Tip

If you don't have enough students to portray each apostle, after the first group of apostles is put on trial, have kids remove those name tags and put on other ones. Continue the trial.



Be sure to give the kids some background information about trials and how things worked in Jesus' time. Emphasize that this activity is pretend, as it could be scary for some children who deal with anxiety issues.

## Quick Step How Do You Know?

Group the class into two teams. SAY: **Let's play a game called How Do You Know?** Ask each team to send one player to stand by you. The player who says "I know!" first, gets to answer. If correct, that team gets 10 points. If not, the other team can answer and get the points. Keep score on the board. Continue for a few rounds. The narrow column has a few possible questions. **Now let's discover some reasons why we know ♥ Jesus is the Son of God.** Have students turn in their activity leaflets to Jesus Is God's Son. Divide the class into three groups (or pairs). Assign one group the Jesus Fulfilled Old Testament Prophecies section; another, the Jesus Called God His Father section; and the last, the Jesus Did Miracles section. Groups should work together to look up the Scriptures and finish their sentences. When ready, let the groups read their sentences. All students can write the correct answers in their leaflets. (Answers: 1=Bethlehem; 2=shepherd; 3=Son; 4=Father; 5=God; 6=name; 7=healed; 8=storm; 9=fish)

ASK: **When someone asks you why you believe that Jesus is God's Son, what can you say?** (Jesus fulfilled the Old Testament prophecies about a ruler. Jesus called God His Father. Jesus did amazing miracles.)

SAY: **These are just a few of the many reasons why we know that ♥ Jesus is the Son of God.**

## Option Faithful unto Death

ASK: **Who did Peter say Jesus is?** (the Messiah, the Son of the living God) **What great thing did Jesus do after He was crucified that showed He is God's Son?** (He rose from the dead.) **Did Jesus' apostles believe that He came back to life?** (yes)

SAY: **We're going to have a mock trial.** Choose two volunteers to serve as guards. Distribute the name tags, and have everyone except the guards tape name tags onto their shirts. **The guards will, one at a time, bring you to me since I'm the judge. I will ask you two questions. You must answer yes to each question. I will read the verdict and punishment for each apostle. Let's find out what early church historians wrote about what happened to Jesus' followers.** Conduct the trial, using the questions and information on the printable file.

ASK: **Why do you think Jesus' apostles were willing to die for Jesus?** (They believed Jesus is God's Son, and Jesus told His followers to tell others about Him, no matter what.) **Why do you think that Christians today, especially in other countries, are willing to be treated badly and even die for Jesus?**

SAY: **No one would be willing to die for a lie! But the apostles were willing to die since they knew that ♥ Jesus is the Son of God. That reason helps us know that ♥ Jesus is the Son of God.**

# Live It Out (10 minutes)

- 4** Use one of these activities to help students **express who they believe Jesus is**.

## Focus

♥ Jesus is the Son of God.

### Quick Step How About You?

SAY: **Peter confessed that Jesus is the Messiah, the Son of the living God. Did you know that many times when people choose to accept Christ as their Savior through baptism, they are asked to say the same words that Peter said to Jesus?**

SAY: **Now it's your turn to answer Jesus' question. Who do you believe Jesus is? Have students turn in their activity leaflets to How About You? Take a moment and write on the lines how you choose to respond to Jesus' question. If you're not sure, be honest about it. No one else will look at your response. Give kids time to do this. Look at what you wrote and silently talk to God about it.** After a short time of silence, close in prayer. **Dear Father God, thank You for giving us the Bible and for the examples of Bible people like Peter, who confessed that Jesus is Your Son. May we also confess to others that ♥ Jesus is the Son of God. In Jesus' name we pray, amen.**

### Option Convincing Posters

SAY: **Peter confessed that Jesus is the Messiah, the Son of the living God. Did you know that many times when people choose to accept Christ as their Savior through baptism, they are asked to say the same words that Peter said to Jesus?**

Divide the class into small groups (or pairs). Give each group a length of roll paper and markers. SAY: **Now it's your turn to answer Jesus' question. Who do you believe Jesus is? Each group's challenge is to create the best poster with convincing statements about who you believe Jesus is. Talk as a group about it; then create your poster.** When groups are done, have them display their papers on the wall. Ask everyone to gather around the papers. Let group members read what they wrote.

SAY: **You have a choice to make—to believe that ♥ Jesus is the Son of God or to believe that He is not. I hope and pray that each of you will truly believe that ♥ Jesus is the Son of God and live for Him every day of your life.** Close with a time of prayer. Ask for volunteers to pray. Encourage them to express in their prayers who they believe Jesus is.

## Materials

Activities for lesson 1, pencils



## Teaching Tip

You may have some students interested in learning more about God's gift of salvation. See the *Resources Leading Young Hearts Into the Lord's Church* printable file for help in discussing this with your students.

## Materials

roll paper, markers, reusable adhesive



Consider having each group make their poster without telling them to create the “best” poster. Non-competitive environments for art activities are important, especially for kids with special needs.

## Kidz Chat

Give each student a *Kidz Chat* to take home.

Be sure parents know about the *Faith & Family* pages available online



to print and use with their children at home. Go to [www.21stcc.com](http://www.21stcc.com), and click on Downloads/Connect<sup>2</sup>/Spring Quarter Heartshaper Connect<sup>2</sup> Feature.



# Jesus' Transfiguration

## Lesson 2



**Scripture:** Luke 9:28-36










**Bible Memory:** Matthew 22:37-39

**Focus:** ♥ Jesus is worth listening to.

### Heart to Heart Teacher Devotion

Do you like to listen to country music or gospel? ball games or talk shows? preachers on the radio or online? There sure is a lot to listen to each day—and some of it really isn't worth listening to! Through the clutter of noise comes the voice of the one who is truly worth listening to. With authority, yet compassion, comes the voice of Jesus: "I love you. Trust me. Follow me. I'm preparing a place in Heaven for you." Thank God that ♥ Jesus is worth listening to.

## Lesson 2 at a Glance

		Immerse Materials	Other Materials
<b>1 FOCUS IN</b> Use one or more of these activities to help students <i>explore how they know whom to listen to.</i>	 <b>Quick Step</b> Wad and Toss   <b>Option</b> Listen to My Voice		<b>Other Materials</b> • paper, pencils, whiteboard, dry-erase marker, trash can  • masking tape, objects for obstacle course (see activity), blindfold
<b>2 EXPLORE HIS WORD</b> Use these activities to help students <i>describe the events of Jesus' transfiguration.</i>	 <b>Bible Exploration</b> Luke 9:28-36   <b>Bible Memory</b> Matthew 22:37-39   <b>Optional Bible Skill Builder</b>	• <i>Resources</i> sheet 2, <i>Activities</i> for lesson 2  • <i>Resources</i> sheet 3  • <i>Resources</i> Optional Bible Skills 2 printable file	• Bibles, pencils  • Bibles, reusable adhesive, roll paper, markers  • Bibles, beach ball, masking tape
<b>3 MAKE IT REAL</b> Use one of these activities to help students <i>discover ways to listen to Jesus.</i>	 <b>Quick Step</b> Repeat the Beat   <b>Option</b> Let's Do It!	• <i>Activities</i> for lesson 2	• pencils  • paper, pencils
<b>4 LIVE IT OUT</b> Use one of these activities to help students <i>plan to listen to Jesus.</i>	 <b>Quick Step</b> The Listening Challenge   <b>Option</b> Listening Packs	• <i>Activities</i> for lesson 2  • <i>Resources</i> Listening Pack Cards printable file, <i>Activities</i> for lesson 2	• Bibles  • Bibles, paper, pencils, scissors, paper lunch bags

## Focus In (10–15 minutes)

- 1** Use one or more of these activities to help students **explore how they know whom to listen to.**

### Welcome

- Welcome each student warmly by name.
- Early arrivers will enjoy doing one or more of the additional activities described on the unit page.

### Quick Step Wad and Toss



Give each student a half sheet of paper and a pencil. Tell kids to tear their papers into five pieces. Write these words on the board: parents, friends, experts, teachers, coaches. Tell kids to write each word on a separate piece of paper. Put the trash can someplace where kids can have easy access to it. SAY: **I will call out a situation you might be in someday. Look at your papers and decide which person you would be most likely to listen to in that situation. Wad up that paper and toss it into the trash can. There are no right or wrong answers.**

SAY: 1. **You'd like to win the spelling bee.** Give time between situations for kids to toss their papers into the trash can. 2. **You want to make the soccer team.** 3. **You're trying to learn to play a musical instrument.** 4. **You want to know if the new video game is worth buying.** 5. **You're afraid of going to the new after-school program.**

ASK: **How do you decide whom to listen to in various situations?**

SAY: **Let's see what God's Word says about who is worth listening to.**

### Option Listen to My Voice

Before class, create a simple obstacle course in your room. Use masking tape to identify the edges. Put a few chairs (or trash cans, etc.) on the outside of the taped path.

Show kids the obstacle course. Choose a volunteer who is willing to try the obstacle course. Blindfold the volunteer and turn the person around a few times. SAY: **If you listen to my voice, I will get you through the obstacle course. Sounds easy, doesn't it? Well, it won't be because everyone else will be talking too. But remember—listen only to my voice.** Tell the rest of the kids they can say anything they want, including giving wrong instructions to the blindfolded person, but they can only talk using their "indoor" voices. When finished, ask the volunteer whether it was hard to listen to the right voice. If time permits, let another volunteer try the obstacle course.

ASK: **When are some times it's hard to know whom to listen to?** Accept responses.

**How do you decide whom to listen to?**

SAY: **Let's see what God's Word says about who is worth listening to.**

## Focus

♥ Jesus is worth listening to.

### Materials

paper, pencils, whiteboard, dry-erase marker, trash can



### Teaching Tip

Continue to display the poster for the quarter (*Resources* sheet 1).



If possible, provide pictures that visualize the various categories of people. Give assistance with writing as needed.

Be sure to have rules for how to throw the papers. and allow a few practice shots.

### Materials

masking tape, chairs and other objects for obstacle course, blindfold



### Note

Safety first—don't let the blindfolded volunteer run into anything.

## Focus

♥ Jesus is worth listening to.

# Explore His Word (25 minutes)

**2** Use these activities to help students **describe the events of Jesus' transfiguration.**

## Bible Background for the Teacher

Eight days after Peter's confession of Jesus as the Son of God, Jesus gave three of His followers another reason for believing that fact. Jesus took Peter, James, and John with Him to a mountain to pray, where He gave them a glimpse of His true glory. Unlike many of the miracles that the disciples witnessed, this one involved the very person of Jesus. Perhaps this difference in the nature of the miracle explains the terror of the disciples that is mentioned in the description of the event given in Matthew 17:1-8 and Mark 9:2-8. Jesus' change of form was a visible transformation. The true glory of Jesus was presented in a manner that the apostles could see with their own eyes. It wasn't a vision or a dream.

Moses (Israel's great lawgiver) and Elijah (one of Israel's great prophets) appeared with Jesus. These two knew the plan of God and the mission of Jesus. Just as in the Garden of Gethsemane, Peter, James, and John found it difficult to stay awake while Jesus was praying. However, the nature of the scene woke them up quickly, and as usual, Peter felt that he needed to say something. We aren't told exactly what was wrong with what Peter said, but Luke makes clear that the response wasn't appropriate (Luke 9:33), and Mark explains that fear was clouding Peter's thinking (Mark 9:6). Some have suggested that the problem was in Peter's seeming to make Jesus, Moses, and Elijah equal rather than recognizing Jesus' superiority. Others have guessed that the problem was that Peter seemed to be trying to stop the forward movement of events. Notice that he spoke as the men were leaving. In any case, the voice of God brought the scene back to its proper focus: Jesus. Jesus is clearly identified as God's Son, God's chosen, and the one to listen to.

### Materials

Resources sheet 2, Bibles, Activities for lesson 2, pencils



### Note

The Scripture text is provided in the *Resources* printable files in both the *New International Version* and the *King James Version*, if you want kids to read from the same Bible version.

## Bible Exploration Luke 9:28-36

Refer to the Bible time lines displayed on a wall. Ask a volunteer to point out the icon for "Peter's confession," and tell what Peter said about Jesus. (that Jesus is the Messiah, the Son of the living God) SAY: **This is where we pick up God's story.** Ask students to turn in their Bibles to the contents page and look at the New Testament section.

ASK: **What do we call the books of Matthew, Mark, Luke, and John when we talk about them as a group?** (the Gospels)  
**Who do the Gospels mainly focus on?** (Jesus)

Have students turn in their Bibles to Luke 9:28, and have a volunteer read the verse aloud. SAY: **About eight days earlier, Peter had confessed that Jesus is God's Son. Jesus had told His disciples that He would soon have to suffer. As I tell you more about what happened that day on the mountain, I'll stop once in a while. When I stop, make the face you think that person might have made at that moment, and freeze your face.** Read Luke 9:28, 29. SAY: **As Jesus prayed to His Father, something miraculous happened. Show on your face how Jesus might have looked as His face changed, and freeze your face!** Look at the kids' faces. **While we don't know how Jesus' face changed, it must have been something to see!**

Read verses 30, 31. SAY: **As Jesus' appearance changed, or transfigured, two men appeared with Him: Moses and Elijah. Moses had been a great leader of the Israelites. Elijah had been a great prophet for God. Both had been dead for quite a long time. Show on your face how Moses and**

**Elijah might have looked as they talked with Jesus, and freeze your face!** Look at the kids' faces. **They might have been concerned because they knew what would soon happen to Jesus.**

Read verse 32. SAY: **Show on your face how Peter, John, and James looked as they woke up and saw Jesus transfigured, standing with Moses and Elijah.** Look at the kids' faces. **They may have been afraid, confused, amazed, or maybe all those emotions!** Read verse 33. **Peter just had to say something! He suggested putting up three shelters, or buildings, for Jesus, Moses, and Elijah. Show on your face how Peter might have looked as he said this, and freeze your face!** Look at the kids' faces. **It seems as if Peter didn't want the men to leave.**

Read verse 34. SAY: **Peter was still speaking, when a cloud covered them. Show on your face how the disciples felt, and freeze your face!** Look at the kids' faces. **They were afraid!** Read verse 35. **The voice was the voice of God! God told the disciples to listen to His Son, Jesus.** Read verse 36. **After God spoke, Moses and Elijah were gone. Show on your face how the disciples might have looked after everything that had just happened, and freeze your face!** Look at the kids' faces. **We don't know, but we can imagine what they were thinking and feeling. They had seen Jesus changed, or transfigured, standing with two men of God who had been dead for a long time. They had heard God say that Jesus was His Son and that they should listen to Him. What a day it had been!** Thank students for their participation.

Distribute the activity leaflets and pencils, and have kids look at Jesus' Transfiguration. Ask kids to explain what *transfiguration* means. (change in form or appearance) Have volunteers read the questions and answer them. (Answers: 1=c; 2=b, c; 3=b, c; 4=a, b, c) SAY: **God said that Jesus is His Son and that ♥ Jesus is worth listening to. Will you listen to Jesus?**

## **Bible Memory** Matthew 22:37-39

Jesus replied: "Love the Lord your God with all your heart and with all your soul and with all your mind.' This is the first and greatest commandment. And the second is like it: 'Love your neighbor as yourself.'"

Before class, draw a large heart on two lengths of roll paper. Title one paper, "Love God" and the other, "Love Neighbors."

Continue to display the Matthew 22:37-39 poster on a wall or bulletin board. Have students turn in their Bibles to Matthew 22:37-39, and ask volunteers to read the verses aloud. Divide the class into two groups. Give each group a prepared length of roll paper and markers. The group with "Love God" should write inside its heart ways to love God. The group with "Love Neighbors" should write inside its heart ways to love neighbors. After several minutes, display the papers on the wall. Let groups share what they wrote. SAY: **When we believe that ♥ Jesus is worth listening to, we'll obey these commandments.** Encourage kids to work on memorizing these important Bible verses.

### **Materials**

Bibles, *Resources* sheet 3, reusable adhesive, 2 prepared lengths of roll paper, markers



### **Note**

The Bible Memory in the *King James Version* is included in the *Resources* printable files.

### **Optional Bible Skill Builder**

Print and use with kids the *Resources* Optional Bible Skills 2 printable file.



## Focus

♥ Jesus is worth listening to.

## Make It Real (10–15 minutes)

- 3 Use one of these activities to help students **discover ways to listen to Jesus**.

### Materials

Activities for lesson 2, pencils



### Note

Tell kids that listening to others who believe in Jesus can, many times, help us understand His Word better. Listening to songs about Jesus can help us want to know Him better and bring to our minds truths from His Word.

### Materials

paper, pencils (optional: wrapped candies)



Modify the activity so that kids who function on a more concrete level can create a mural about ways they can listen to Jesus. Provide pictures they can choose from to add to the mural. (Possible pictures: book by a Christian author, Bible, minister, Sunday school teacher, person praying)

### Quick Step Repeat the Beat

Clap a short and simple rhythmic beat. Have kids repeat the beat. Try a few more, each beat getting a little more complicated. Comment on the students' listening skills. SAY: **God wants us to have good listening skills also, not so we can repeat beats, but to listen to Jesus, because ♥ Jesus is worth listening to. Let's discover ways to do that.** Have students turn in their activity leaflets to How Can You Listen to Jesus? Read the directions, and have a volunteer read the first situation. **If you were in that situation, how could you listen to Jesus? Look at the list of ideas at the bottom of the page.** Read the ideas and explain them. See the narrow column.

SAY: **Choose one way or several ways that you could listen to Jesus in the first situation. Write those key words on the blank lines.** Have volunteers share what they wrote. Then let students complete the other three situations individually or in pairs. When kids are ready, let volunteers read the situations and tell what key words they wrote down. **God told us to listen to Jesus. So let's be sure to do it!**

### Option Let's Do It!

Have students arrange their chairs in a circle. Join them. Tell kids they're going to help create a story, but they have to be good listeners to do so. SAY: **There once was a young boy who lived in a big city.** Tell a student sitting next to you to add a sentence to the story. Keep going around the circle, letting every student add one sentence. (For every added sentence, you could offer a piece of candy.) Of course, the story will end up being rather silly! **God wants us to have good listening skills, not so we can create silly stories, but to listen to Jesus, because ♥ Jesus is worth listening to.**

Divide the class into small groups (or pairs). Give each group a sheet of paper and a pencil. SAY: **Since God told us to listen to Jesus, there must be ways we can do that. As you think of ways we can listen to Jesus, write those ideas on your papers.** After a few minutes, choose a group to tell one of their ideas. (If it's a good idea, you could give each group member a piece of candy.) Let groups keep sharing until they run out of ideas. (Possible responses: read the Bible to find out what Jesus said and did; pray, and consider truths about Jesus that come to mind as you do so; listen to songs about Jesus; listen to what other Christians have to say about Jesus; listen to those who teach and preach about Jesus) **God told us to listen to Jesus. So let's do it!**



## Live It Out (10 minutes)

- 4** Use one of these activities to help students **plan to listen to Jesus**.

### Focus

♥ Jesus is worth listening to.

### Quick Step The Listening Challenge

SAY: **When you need to know what you should do in a situation, ♥ Jesus is worth listening to. When you're sad or worried about something, ♥ Jesus is worth listening to. When someone is sick, ♥ Jesus is worth listening to. Anytime is a good time to listen to Jesus!** Have kids turn in their activity leaflets to The Listening Challenge. Ask students to turn in their Bibles to the first Scripture, Mark 8:34-38, and have a volunteer read those verses aloud.

ASK: **What is Jesus saying in these verses that we need to listen to?**  
Guide kids to think about what these verses mean.

Do the same with a few more Scriptures. Then challenge students to look up the rest of the Scriptures during the week. SAY: **As you read these Scriptures, listen to what Jesus is saying to you through them. Maybe He is asking you to do something for Him or helping you to know how you should treat others. Whatever He is saying, ♥ Jesus is worth listening to.** Have kids gather for a time of prayer. PRAY: **Dear God, thank You for listening to us as we talk to You. Help us to always take time to listen to You. Bring to our minds people we should pray about and things You want us to do. In Jesus' name, amen.**

### Option Listening Packs



SAY: **When you need to know what you should do in a situation, ♥ Jesus is worth listening to. When you're sad or worried about something, ♥ Jesus is worth listening to. When someone is sick, ♥ Jesus is worth listening to. Anytime is a good time to listen to Jesus!** Distribute the supplies, and ask kids to cut apart the Listening Pack Cards. SAY: **Look at the Matthew 5:43-47 card. Let's see how you can use these cards to help you listen to Jesus.** Have a volunteer read Matthew 5:43-47.

SAY: **Think about what these verses mean. Maybe there's someone you don't like very much, but Jesus wants you to show love to that person, even if that person is an enemy. You can write on the card some ideas about how to do that.** Give kids time to do this. Provide support and give assistance with writing ideas on the cards as needed. **This is a great way that you can use Scripture to listen to Jesus.** Tell kids to put all the cards in their bags and use them at home as they listen to Jesus. **After you've used all these cards, make some more!** Ask kids to turn in their activity leaflets to The Listening Challenge. **If you want to, you can use these Bible verses to make more cards.** Close with a time of prayer.

### Materials

Activities for lesson 2,  
Bibles



### Materials

Bibles, paper, pencils, copies of *Resources* Listening Pack Cards printable file (1 per student), scissors, paper lunch bags, *Activities* for lesson 2



### Kidz Chat

Give each student a *Kidz Chat* to take home.

Be sure parents know about the *Faith & Family* pages available online to print and use with their children at home. Go to [www.21stcc.com](http://www.21stcc.com), and click on Downloads/Connect<sup>2</sup>/Spring Quarter Heartshaper Connect<sup>2</sup> Feature.



# Jesus Raises Lazarus

## Lesson 3



**Scripture:** John 11:1-3, 6, 7, 17, 34-36, 38-45


**Bible Memory:** Matthew 22:37-39

**Focus:** ♥ Jesus' power helps us believe in Him.

### Heart to Heart Teacher Devotion

God's Word presents Jesus as one who is humble and meek, yet can control sickness, storms, and death itself. Jesus had compassion on people, yet commanded evil spirits to depart. Jesus showed His power to help us know who He is and to believe in Him. As you consider the challenges facing you this week, remember the power of the one who brings the dead to life, and renew your belief and faith in Jesus.

## Lesson 3 at a Glance

<p><b>1 FOCUS IN</b> Use one or more of these activities to help students <i>explore people they believe in</i>.</p>	<p> <b>Quick Step</b> Who Would You Believe In?</p> <p> <b>Option</b> Blanket Stand</p>	<p><b>Immerse Materials</b></p> <ul style="list-style-type: none"> <li>• Who Would You Believe In? reproducible page</li> </ul>	<p><b>Other Materials</b></p> <ul style="list-style-type: none"> <li>• pencils</li> <li>• blanket</li> </ul>
<p><b>2 EXPLORE HIS WORD</b> Use these activities to help students <i>describe the events surrounding the raising of Lazarus</i>.</p>	<p> <b>Bible Exploration</b> John 11:1-3, 6, 7, 17, 34-36, 38-45</p> <p> <b>Bible Memory</b> Matthew 22:37-39</p> <p> <b>Optional Bible Skill Builder</b></p>	<ul style="list-style-type: none"> <li>• <i>Resources</i> sheets 2 and 6 (map and tomb), <i>Activities</i> for lesson 3</li> <li>• <i>Resources</i> sheet 3</li> <li>• <i>Resources</i> Optional Bible Skills 3 printable file</li> </ul>	<ul style="list-style-type: none"> <li>• Bibles, pencils</li> <li>• Bibles</li> <li>• Bibles, beach ball, masking tape</li> </ul>
<p><b>3 MAKE IT REAL</b> Use one of these activities to help students <i>discover why they can believe in Jesus</i>.</p>	<p> <b>Quick Step</b> Thinking About Jesus' Power</p> <p> <b>Option</b> Power Breath</p>	<ul style="list-style-type: none"> <li>• <i>Activities</i> for lesson 3</li> </ul>	<ul style="list-style-type: none"> <li>• pencils, Bibles</li> <li>• straws, cups of water, paper towels, whiteboard, dry-erase marker</li> </ul>
<p><b>4 LIVE IT OUT</b> Use one of these activities to help students <i>believe in Jesus</i>.</p>	<p> <b>Quick Step</b> Choose a Challenge</p> <p> <b>Option</b> There's a Believer!</p>	<ul style="list-style-type: none"> <li>• <i>Activities</i> for lesson 3</li> <li>• <i>Resources</i> There's a Believer! printable file</li> </ul>	<ul style="list-style-type: none"> <li>• pencils</li> <li>• scissors</li> </ul>

## Focus In (10–15 minutes)

- 1** Use one or more of these activities to help students **explore** people they believe in.

### Welcome

- Welcome each student warmly by name.
- Early arrivers will enjoy doing one or more of the additional activities described on the unit page.

### Quick Step Who Would You Believe In?

ASK: **Who do you believe in? Who do you trust and have faith in?** Accept responses.

Distribute copies of the reproducible page and pencils. Read the instructions. Tell kids to complete the page on their own. When everyone is done, let volunteers read the situations and tell who they circled.

ASK: **Who is someone you would *always* believe in or have trust in?**

Accept responses.

**What kind of person would you probably *never* believe in?** Tell kids not to name anyone specifically.

SAY: **We believe in and trust people when they care about us and help us. We don't believe in or trust in bullies because they *don't* care about us at all. But we can believe in or trust parents, family, and good friends because they *do* care about us. Now let's discover some reasons to believe in Jesus.**

### Option Blanket Stand

ASK: **Who do you believe in? Who do you trust and have faith in?** Accept responses.

Place the blanket on the floor, and ask all the kids to stand on it. SAY: **If I fold the blanket in half, do you believe, or trust, that all of you can work together to stand on it? Let's try it!** Have kids move off the blanket. Fold it in half and then kids can step back onto it. Encourage the kids to work together. **If I fold it in half again, do you believe, or trust, that all of you can work together to stand on it?** Do so, encouraging the kids to work together. Keep folding until it's too small for all the kids to stand on. **It was good to see you all believing in and trusting each other to figure out how to stand on the blanket each time.**

ASK: **Who are some people you would *always* believe in, or have trust in?** Accept responses.

SAY: **We believe in and trust people when they care about us and help us. Now let's discover some reasons to believe in Jesus.**

## Focus

♥ Jesus' power helps us believe in Him.

### Materials

copies of Who Would You Believe In? reproducible page (1 per student), pencils



### Note

See the teacher guide contents page for the location of reproducible pages. Reproducible pages are also provided in the *Resources* printable files.

### Teaching Tip

Continue to display the poster for the quarter (*Resources* sheet 1).

### Materials

blanket large enough for everyone to comfortably stand on (or use masking tape or rope to mark off an area in which kids can stand)



### Teaching Tip

If you have a really large class, you'll need more than one blanket.



Trust can be a tricky concept, especially for kids whose trust in adults or peers has been damaged. As an alternative, create on a whiteboard a “trust web” that lists qualities of people who are trustworthy. Have students reflect on who in their lives are trustworthy people, based on the qualities listed.

## Focus

♥ Jesus' power helps us believe in Him.

# Explore His Word (25 minutes)

**2** Use these activities to help students **describe the events surrounding the raising of Lazarus.**

## Bible Background for the Teacher

Mary, Martha, and Lazarus were very close to Jesus. Many people believe that their home was Jesus' home whenever He was in the area of Bethany, which was just west of Jerusalem. We know for certain that Jesus was their honored guest at dinner on at least two occasions (see Luke 10; John 12). We also know that the family was dearly loved by Jesus (John 11:5). In spite of this close connection, Jesus waited two days before responding to the plea from Mary and Martha to come visit Lazarus, who was ill. Finally, Jesus announced His intention to go to Judea, but His disciples objected, knowing that people—especially those in power—were starting to turn against Jesus. The disciples wanted to hide from danger.

Most people would say that Jesus arrived in Bethany too late. In fact, some of the people who were gathered to comfort Mary and Martha criticized Him for not getting there earlier so that He could have healed Lazarus (John 11:37). Interestingly, Martha, whom Jesus earlier rebuked for her lack of focus on Him, showed the greatest faith in this circumstance. She was convinced not only that Jesus could have kept Lazarus from dying but also that He still could do something to change the situation (v. 22). We see Jesus' deep compassion as He saw the suffering of others (v. 33) and His own tears joined theirs (v. 35). Even more importantly, we see Jesus' power. Just by speaking, He called Lazarus out of the tomb and back from the dead. Lazarus's return proves Christ's victory over the grave, a victory that would be extended to Jesus' own resurrection. This display of Jesus' power helped many believe in Him.

### Materials

Resources sheets 2 and 6 (map and tomb), Bibles, Activities for lesson 3, pencils (optional: Bible-times costumes)



### Note

The Scripture text is provided in the Resources printable files in both the *New International Version* and the *King James Version*, if you want kids to read from the same Bible version.

### Media Option

You can go to a website such as [www.biblegateway.com](http://www.biblegateway.com) and play a dramatized reading of the Bible verses.

## Bible Exploration John 11:1-3, 6, 7, 17, 34-36, 38-45

Stand by the Bible time lines. Point to the "Transfiguration" icon. SAY: **After Jesus' transfiguration, He told several parables to teach people about God. This is where we pick up God's story. Remember, all these events are part of history—His story, God's story.** Ask a volunteer to stand by the map and point out Bethany. Tell kids that Bethany is where today's Bible story takes place. Ask kids to turn in their Bibles to John 11. Have volunteers read verses 1-3, 6, 7, 17, 34-36, 38-45. Show students the empty tomb photo from sheet 6. **Lazarus was buried in a tomb similar to this one. Tombs were cut from stone. The body would be laid inside, and a stone covered the opening.**

ASK: **How long had Lazarus been dead when Jesus raised him back to life?** (four days)

**How did Jesus feel about His friend's death?** (Jesus cried, so He must have been sad. We know Jesus loved Lazarus.)

Choose volunteers to act out the parts of some of the Bible characters in this story (Jesus, Lazarus, Mary, Martha). One or more students can be Jesus' disciples, and one or more students can be the Jewish people. (If possible, provide Bible-times costumes for kids to wear.) You can tell the story in your own words, read it from your Bible, or play a dramatized version of it from the Internet. Whatever you do, give time for kids to act. If the actors want to, they can repeat their lines after you. When finished, thank the students for their participation.

Distribute the activity leaflets, and have students look at Jesus Raises Lazarus. Read the directions. Let kids pair up and do the page together.

When students are done, let pairs of volunteers read the sentences, saying what they changed to make the sentences true. (Answers: 1=cross out “left right away” and write “stayed where He was for two more days”; 2=cross out “hated” and write “loved”; 3=cross out “Peter” and write “God”; 4=cross out “stay put” and write “come out”; 5=cross out “had no faith” and write “believed”)

ASK: **How did this miracle show how powerful Jesus is and that Jesus is God’s Son?** (Jesus called God His Father. Only God or His Son has enough power to raise someone from the dead.)

SAY: **The miracles Jesus did helped the people in His time believe in who He is. The same is true for us. Knowing ♥ Jesus’ power helps us believe in Him too. When we realize just how powerful Jesus was when He was on earth—and still is—it helps us believe in Him.**

## **Bible Memory** Matthew 22:37-39

Jesus replied: “‘Love the Lord your God with all your heart and with all your soul and with all your mind.’ This is the first and greatest commandment. And the second is like it: ‘Love your neighbor as yourself.’”

Continue to display the Matthew 22:37-39 poster on a wall or bulletin board. Have students turn to Matthew 22:37-39, and ask volunteers to read the verses aloud. Using the Bible Memory poster, ask all the kids to read the verses together.

If you and your students created motions to go with some of the words in lesson 1, review those now. If not, let students help create motions for some of the key words. Then encourage all the kids to do the motions while saying the Bible Memory together. SAY: **Knowing about ♥ Jesus’ power helps us believe in Him, and it helps us to love Him and God too.**

### **Materials**

Bibles, *Resources*  
sheet 3



### **Note**

The Bible Memory in the *King James Version* is included in the *Resources* printable files.

### **Optional Bible Skill Builder**

Print and use with kids  
the *Resources* Optional Bible  
Skills 3 printable file.





## Focus

♥ Jesus' power helps us believe in Him.

## Make It Real (10–15 minutes)

- 3** Use one of these activities to help students **discover why they can believe in Jesus.**

### Materials

Activities for lesson 3,  
pencils, Bibles



### Materials

straws and cups of water  
(1 each per student),  
paper towels (torn into  
pieces approximately 2" x 2"),  
whiteboard, dry-erase marker



Be aware that kids with asthma or cystic fibrosis (or other limiting conditions) may not be able to participate fully in this activity. Offer a variety of roles, such as judges, encouragers, and so on.

### Quick Step Thinking About Jesus' Power

Divide the class into small groups. SAY: **In your groups, come up with one good reason that you could give others to help them believe in Jesus.** Give kids a minute to work on this. Call time, and have groups share their reasons. Lead a discussion about the reasons kids gave. Then have students turn in their activity leaflets to Thinking About Jesus' Power. Assign each small group to look up one of the Scriptures and finish the caption. If you don't have six small groups, assign more than one Scripture to each group. When groups are done, let them tell how they finished the captions. Invite all the kids to finish the captions in their leaflets as they are discussed. (Possible answers: 1=Jesus healed many people. 2=Jesus healed a centurion's servant. 3=Jesus calmed a storm. 4=Jesus healed a man of an impure spirit. 5=Jesus fed over 5,000 people with five loaves of bread and two fish. 6=Jesus healed a man who couldn't see.)

ASK: **What's one big reason you can believe in Jesus?** (Jesus is powerful.)  
**Over what does Jesus have power?** (sickness, nature, death, everything)  
**How powerful would you say Jesus is?** (He has more power than anyone or anything.)

SAY: **There are lots of reasons to believe in Jesus. Knowing about ♥ Jesus' power helps us believe in Him.**

### Option Power Breath

Set a cup of water in front of each student, along with a straw and a small piece of paper towel. Tell kids to wad up their paper towel pieces. Kids should hold the paper wads in one hand, ready to drop them into the cup. They should use their other hands to put their straws into their cups; they should also keep their mouths close to the straws. SAY: **When I say "Go," take a deep breath, drop the ball into the cup, and blow with as much power as you can through the straw to keep your paper wads afloat on only this one breath. When you run out of air, cheer for those who are still going strong.** After all kids are out of breath, praise them for their powerful lungs.

ASK: **What's the most powerful thing you've ever done or seen anyone do?**  
**What are some of the powerful things we know Jesus did?** As kids give ideas, list them on the board. (Possible responses: healed people, calmed a storm, walked on water, fed over 5,000 people with just a little bit of food, raised Lazarus, rose from the dead)  
**Why would you say that knowing about ♥ Jesus' power helps us believe in Him?** (The miracles He did proved that He's God's Son.)

## Live It Out (10 minutes)

- 4** Use one of these activities to help students **believe in Jesus**.

### Focus

♥ Jesus' power helps us believe in Him.

### Quick Step Choose a Challenge

**SAY: After Jesus raised Lazarus from the dead, many of the people who had seen the miracle believed in Jesus. They saw Jesus' power and then they believed in Him. ♥ Jesus' power helps us believe in Him too! Jesus doesn't ask us to believe in Him without giving us some great reasons. One of the reasons we can believe in Jesus is because of His awesome power. No one but God's Son could do the things He did and the things He continues to do.**

**ASK: How about you? Do you believe in Jesus? If you do, how will you show it?** Accept responses.

**SAY: If you have not yet confessed publicly that you believe in Jesus and accepted Jesus as your Savior through baptism, I hope you're thinking about that and will talk to your parents about it.** Tell kids that you'll also be glad to talk to them about accepting Jesus as their Savior through baptism. Ask students to turn in their activity leaflets to Choose a Challenge. **Decide how you will show that you believe in Jesus. Choose at least one of these ways, or come up with your own ideas. Write on the lines what you will do.** If kids want to tell what they're choosing to do, let them share that with everyone. Close with a time of prayer. Encourage volunteers to pray, expressing their belief in Jesus.

### Option There's a Believer!



Before class, cut apart the situations on the printable file.

**SAY: Picture Lazarus walking around Bethany after Jesus raised him from the dead. Don't you imagine everyone wanted to talk to him and ask him lots of questions? I can only guess that Lazarus told everyone what Jesus had done for him. Lazarus was a walking, talking, real-life advertisement for Jesus' power! Everyone knew that Lazarus believed in Jesus. How about you and me? Do people know that we believe in Jesus? Let's think about that.**

Choose up to three pairs of volunteers who would like to do some acting. Give each pair one of the situations from the There's a Believer! printable file. Ask pairs to read their situations and decide how to act them out. When the volunteers are ready, let them act out the situations. Discuss each situation. Help kids realize how important it is to show by our actions that we believe in Jesus.

**SAY: If you have not yet confessed publicly that you believe in Jesus and accepted Jesus as your Savior through baptism I hope you're thinking about that and will talk to your parents about it.** Tell kids that you'll also be glad to talk to them about accepting Jesus as their Savior through baptism. Close with a time of prayer. Encourage volunteers to express their belief in Jesus and thank Jesus for giving us so many great reasons to believe in Him.

### Materials

Activities for lesson 3,  
pencils



### Teaching Tip

See the *Resources Leading Young Hearts Into the Lord's Church* printable file.

### Materials

Resources There's a Believer! printable file,  
scissors



### Teaching Tip

See the *Resources Leading Young Hearts Into the Lord's Church* printable file.

### Kidz Chat

Give each student a *Kidz Chat* to take home.

Be sure parents know about the *Faith & Family* pages available online



to print and use with their children at home. Go to [www.21stcc.com](http://www.21stcc.com), and click on Downloads/Connect<sup>2</sup>/Spring Quarter Heartshaper Connect<sup>2</sup> Feature.

# The Greatest Commandments Lesson 4



**Scripture:** Matthew 22:34-40










**Bible Memory:** Matthew 22:37-39

**Focus:** ♥ Jesus wants us to love God and others.

## Heart to Heart Teacher Devotion

Sometimes we think that living the Christian life is a complicated process. Jesus took special care to make His instructions as concise and as simple as possible: love God with all your being, and love your neighbor as you love yourself. When we follow these commands, the rest will fall into place.

## Lesson 4 at a Glance

		Immerse Materials	Other Materials
<b>1 FOCUS IN</b> Use one or more of these activities to help students <i>explore different kinds of love</i> .	 <b>Quick Step</b> I Love This, You Love That   <b>Option</b> Love Posters		• roll paper, reusable adhesive, markers
<b>2 EXPLORE HIS WORD</b> Use these activities to help students <i>name the two greatest commandments</i> .	 <b>Bible Exploration</b> Matthew 22:34-40   <b>Bible Memory</b> Matthew 22:37-39   <b>Optional Bible Skill Builder</b>	• <i>Resources</i> sheet 2, <i>Activities</i> for lesson 4  • <i>Resources</i> sheet 3  • <i>Resources</i> Optional Bible Skills 4 printable file	• Bibles, Bible concordances, pencils  • Bibles, dark paper, scissors, reusable adhesive  • Bibles, beach ball, masking tape
<b>3 MAKE IT REAL</b> Use one of these activities to help students <i>discover ways they can love God and others</i> .	 <b>Quick Step</b> Loving God and Others   <b>Option</b> Advice, Please!	• <i>Activities</i> for lesson 4  • <i>Resources</i> audio tracks	• paper, scissors, pencils, clear tape  • feathers, timer, media player
<b>4 LIVE IT OUT</b> Use one of these activities to help students <i>commit to showing love to God and others</i> .	 <b>Quick Step</b> My Top 3   <b>Option</b> Love Commitment Bracelets	• <i>Activities</i> for lesson 4	• pencils  • plastic lacing, scissors, tape

## Focus In (10–15 minutes)

- 1** Use one or more of these activities to help students **explore** different kinds of love.

### Welcome

- Welcome each student warmly by name.
- Early arrivers will enjoy doing one or more of the additional activities described on the unit page.

### Quick Step I Love This, You Love That

Ask students to sit in a circle. SAY: **Think of someone or something you love. When it's your turn, you will say what those before you said. Then say your name and add the name of a person or thing you love.** You can start the game by saying, "My name is \_\_\_\_ and I love \_\_\_\_." The next kid should say, "\_\_\_\_ (your name) is \_\_\_\_ and she loves \_\_\_\_." My name is \_\_\_\_ and I love \_\_\_\_." Keep playing until everyone has had a turn. When the game is over, lead a discussion about different kinds of love.

ASK: **How is the love you have for your parents different from the love you have for pizza?**

**How is the love you have for a friend different from the love you have for a pet?**

SAY: **We use the word *love* to describe how we feel about a lot of things. Let's find out what Jesus said about love.**

### Option Love Posters



Before class, display on the classroom walls two lengths of roll paper. Label one paper, "People We Love." Title the other paper, "Things We Love."

SAY: **Think of people you love. I'm sure that includes family members and friends. Also think about things you love, from stuff you own to food to places you like to go.** Draw kids' attention to the papers. **On the "People We Love" poster, draw at least one person you love. On the "Things We Love" poster, draw at least one thing you love.** When time is up, comment on the people and things the kids drew.

ASK: **How is the love you have for your parents different from the love you have for pizza?**

**How is the love you have for a friend different from the love you have for a pet?**

SAY: **We use the word *love* to describe how we feel about a lot of things. Let's find out what Jesus said about love.**

## Focus

♥ Jesus wants us to love God and others.

### Materials

none



### Teaching Tip

Continue to display the poster for the quarter (*Resources* sheet 1).



See the *Resources*

lesson 4 printable files for another way you can help kids with special needs explore and understand different kinds of love.

### Materials

roll paper, reusable adhesive, markers



### Teaching Tip

If you have a large class, display more than 2 lengths of roll paper.

## Focus

♥ Jesus wants us to love God and others.

# Explore His Word (25 minutes)

**2** Use these activities to help students **name the two greatest commandments.**

## Bible Background for the Teacher

This day in Jesus' life, which came very near the time of His crucifixion, He was asked a lot of questions. First, the Pharisees and the Herodians tried to trap Jesus with their most controversial issue: loyalty to the Roman government. Then the Sadducees gave Him what they considered an unanswerable question, based on their belief that there is no life after death. Finally, the Pharisees came back to their own favorite topic: law. Jesus' ability to answer all questions and out-think all opponents made sure that He wasn't asked any more such questions after this (Matthew 22:46).

Notice that the Pharisee who questioned Jesus was an expert in the law himself (Matthew 22:35). From the description of this incident as recorded in Mark 12, we get the idea that, unlike some of the other questions, this one was motivated by a real desire for an answer. The question literally asks, "What kind of commandment is greatest?" The Pharisees debated whether the negative (what not to do) or the positive (what to do) commandments were more important. Therefore, the question tested two things: Jesus' knowledge of the law and His conformity to the thinking of the Pharisees. In His answer, Jesus tried to get the Pharisees' focus away from observable actions and onto the training of their hearts and minds and wills.

Jesus' answer (quoting Deuteronomy 6:5) indicates not only the importance of this particular command but also the reason for obeying all God's commands: complete, wholehearted love for Him. Jesus also quoted Leviticus 19:18 to make clear the importance of loving other people. If we have God's love in our hearts, following His way will come naturally.

### Materials

Resources sheet 2,  
Bibles, Bible  
concordances, *Activities* for  
lesson 4, pencils



### Notes

The Scripture text is provided in the *Resources* printable files in both the *New International Version* and the *King James Version*, if you want kids to read from the same Bible version.

Some concordances are laid out with subsections or other variations. Before class, review the concordances you plan to use.

### Media Option

If you have Internet access, show kids how to use online Bibles and concordances.

## Bible Exploration Matthew 22:34-40

Stand by the Bible time line from sheet 2. Refer to the icons as you briefly summarize Jesus' life. SAY: **God sent salvation when Jesus came to earth. After Jesus was baptized, He began His ministry of teaching people about God. He called disciples to follow Him and learn from Him. He performed miracles to help people know that He is God's Son. Jesus even raised Lazarus from the dead and made a man who couldn't see be able to see! This is where we pick up God's story.**

Have students turn in their Bibles to Matthew 22:37-40. Ask volunteers to read the verses aloud. Ask kids whether the verses sound familiar. (They should; they are the Bible Memory verses.) Then ask a volunteer to read verses 35, 36. SAY: **This Scripture gives us the context, or the setting, in which Jesus said these important words.**

ASK: **What was the man who was asking the question an expert in?** (the law, he was a lawyer) Have a volunteer read verse 37.

ASK: **From where did Jesus get His answer?** (the Old Testament)  
**How can we find out where in the Old Testament Jesus got His answer?** (look it up)

Have kids get in small groups (or pairs), giving each group a Bible concordance. SAY: **We can use a Bible concordance to help us find what we're looking for in a Bible.** Have kids open up the concordances and find



the word *love*. **You'll see that there are lots of verses with the word *love*. So let's try *heart*.** Again, they will see that there are a lot of verses with that word in them. Suggest that kids next try *soul*. This should be easier. Hopefully they'll find Deuteronomy 6:5. Have a volunteer read the verse. **Jesus said that this is the first and greatest commandment.**

Ask a volunteer to read verse 39. Help students use the concordances to find this verse in the Old Testament (Leviticus 19:18). SAY: **Jesus said that this is the second greatest commandment.** Distribute the activity leaflets, and have students look at The Greatest Commandments. Read the directions. Work together as a class on this. Let volunteers read the Bible commands, matching them to the greatest commandments. (Answers: 1=B; 2=A; 3=B; 4=B; 5=B; 6=A; 7=A; 8=B; 9=A; 10=B)

ASK: **Do you think that we could obey all the commands God has given us simply by loving God and loving others?** (it seems like it, yes)

SAY: ♥ **Jesus wants us to love God and others, because when we do, we'll live at peace with God and with those around us. ♥ Jesus wants us to love God and others, because when we do, we'll live the best kind of life possible—a life lived for God!**

## **Bible Memory** Matthew 22:37-39

Jesus replied: "Love the Lord your God with all your heart and with all your soul and with all your mind.' This is the first and greatest commandment. And the second is like it: 'Love your neighbor as yourself.'"

Before class, cut paper into pieces to cover some of the words on the Bible Memory poster.

Continue to display the Matthew 22:37-39 poster on a wall or bulletin board. Have students turn to Matthew 22:37-39, and ask volunteers to read the verses aloud. Using the Bible Memory poster, ask all the kids to read the verses together. Then attach a few of the paper pieces to cover words on the poster. See who can say the verses even with the words covered up. Attach a few more pieces, and see who can say the verses. Do a few more times. Then have all the kids say the verses together.

### **Materials**

Bibles, *Resources* sheet 3, paper (dark enough to cover words on the Bible Memory poster), scissors, reusable adhesive



### **Note**

The Bible Memory in the *King James Version* is included in the *Resources* printable files.

### **Optional Bible Skill Builder**

Print and use with kids the *Resources* Optional Bible Skills 4 printable file.



## Focus

♥ Jesus wants us to love God and others.

## Make It Real (10–15 minutes)

- 3 Use one of these activities to help students **discover ways they can love God and others.**

### Materials

paper cut into long strips (1 per student), scissors, pencils, clear tape, *Activities* for lesson 4



### Note

When completed, the paper is known as a Mobius strip. You can go online and read more about this.

### Materials

feathers (1 per student), timer, *Resources* audio track 2, media player



Before distributing the feathers, model what the children are to do so they will see how difficult the task is. For kids with breathing issues, offer roles such as timekeepers and judges.

### Quick Step Loving God and Others

Give each student a prepared paper strip and a pencil. Holding their strips the tall way, they should label the top left corner *A*, the top right corner *B*, the bottom left corner *C*, and the bottom right corner *D*. They should give the strips a twist and tape the ends together so that *A* touches *D* and *B* touches *C*. SAY: **Draw a line around your strips.** Kids won't be able to—it's impossible. **It seems as though that would have been an easy thing to do, but it wasn't. It can seem easy to love God and others, but sometimes it isn't.**

Have kids turn in their activity leaflets to Loving God and Others. Read the directions, and have kids complete the page on their own. They can get some ideas from the first page of their leaflets. When everyone is done, have volunteers share what they wrote. (Possible answers: 1=getting out of bed, or obeying mom; 2=being kind to her, or not getting even with her; 3=having parents pick you up so you can go to church services, or not going to the sleepover; 4=telling the truth; 5=not using God's name as a curse word)

ASK: **When are times that it may be hard to love God?**  
**When are times that it's hard to love others?**

SAY: **Even when it's not easy, ♥ Jesus wants us to love God and others. When we do, we'll be keeping the greatest commandments!**

### Option Advice, Please!

Give each kid a feather. SAY: **Just by blowing with your mouth, keep your feather in the air for one minute. You can't touch your feather in any way. Ready? Go!** Keep time. Congratulate those who completed this very hard task. Have kids get into small groups as they sit down.

SAY: **It seems like that would have been easy to do, but it wasn't. It can seem easy to love God and others, but sometimes it isn't. Listen as two kids tell you their stories; then you'll give your advice. The advice should be based on the fact that ♥ Jesus wants us to love God and others.** Play the first situation; then pause the recording. Tell the groups to huddle up.

ASK: **What can Diego do and not do to show love to Isaac?** When groups are ready, let them share their answers. Talk about how showing love for others can sometimes be hard.

Play Diego's next situation; then pause the recording to ask the question again and discuss. Do the same with the two situations about Jasmine.

ASK: **When are times that it may be hard to love God?**  
**When are times that it's hard to love others?**

SAY: **Even when it's not easy, ♥ Jesus wants us to love God and others. When we do, we'll be keeping the greatest commandments!**

## Live It Out (10 minutes)

- 4** Use one of these activities to help students **commit to showing love to God and others.**

### Focus

♥ Jesus wants us to love God and others.

### Quick Step My Top 3

Have students turn in their activity leaflets to My Top 3. SAY: **Since we know that ♥ Jesus wants us to love God and others, let's plan on doing that. Write three ways you plan on showing love to God and others this week.** When kids are done, let volunteers share what they wrote. Challenge students to follow through with their plans.

Close with a time of prayer. Tell kids that you'll lead them in praying Matthew 22:37-39. Invite them to pray aloud as a group when you pause, repeating the prayer after you. PRAY: **Dear God, I love you with all my heart.** Pause. **I love you with all my soul.** Pause. **I love you with all my mind.** Pause. **Help me to love my neighbors.** Pause. **In Jesus' name, amen.**

### Option Love Commitment Bracelets



**Since we know that ♥ Jesus wants us to love God and others, let's plan on doing that. As you make love commitment bracelets, think about specific ways you'll show love to God and others this week. One color of lacing will help you remember to love God, another color will help you remember to love others, and the third color will help you remember that you are the one loving God and others.**

Each student needs three 12" lengths of plastic lacing, each in a different color. Here are the directions: **Hold the three strands together and tie a knot at one end. Tape the knot to the table, and lay the three lengths of plastic lacing straight out. Braid the three lengths together and tie a knot at the end.** Offer help with the fine-motor aspects of this task as needed. Students can help each other put on their bracelets and tie the two ends together.

Ask kids to wear their bracelets as they gather for a time of prayer. SAY: **Wear your bracelets this week and let them remind you to love God and others. Let's talk to God right now about that. Silently talk to God and tell Him some ideas you have for loving Him and others. Ask for His help too.** Ask kids to bow their heads and silently talk to God. After a short time of silence, close in prayer.

### Materials

Activities for lesson 4,  
pencils



### Materials

plastic lacing (or string)  
in 3 colors, scissors, tape



### Media Option

Go online to find different kinds  
of bracelets kids can make.

### Kidz Chat

Give each student a *Kidz Chat* to  
take home.

Be sure parents know  
about the *Faith & Family*  
pages available online



to print and use with their  
children at home. Go to  
[www.21stcc.com](http://www.21stcc.com), and click on  
Downloads/Connect<sup>2</sup>/Spring  
Quarter Heartshaper Connect<sup>2</sup>  
Feature.

# Parable of the 10 Virgins

## Lesson 5



**Scripture:** Matthew 25:1-13










**Bible Memory:** Matthew 22:37-39

**Focus:** ♥ Jesus wants us to be ready for His return.

### Heart to Heart Teacher Devotion

We get ready for work and the day's activities. We get ready for meetings. We get ready for dinner. We get ready to go to bed. Seems as though we're in a state of constantly getting ready for something. For the Christian, that's even more true. Each day finds us getting ready for the return of Jesus: praying, reading God's Word, serving others, and living out our faith. Help your students know that although the journey on this earth is sometimes hard, the reward of Heaven is greater than we can imagine.

## Lesson 5 at a Glance

		Immerse Materials	Other Materials
<b>1 FOCUS IN</b> Use one or more of these activities to help students <i>practice getting ready</i> .	 <b>Quick Step</b> Getting Ready Charades   <b>Option</b> Get Ready Relay		• timer  • 2 sets of identical items (see activity)
<b>2 EXPLORE HIS WORD</b> Use these activities to help students <i>explain Jesus' parable</i> .	 <b>Bible Exploration</b> Matthew 25:1-13   <b>Bible Memory</b> Matthew 22:37-39   <b>Optional Bible Skill Builder</b>	• <i>Resources</i> sheets 2 and 6 (lamp and jar of oil), <i>Activities</i> for lesson 5 • <i>Resources</i> sheet 3  • <i>Resources</i> Optional Bible Skills 5 and Bible Library printable files	• Bibles, pencils  • Bibles
<b>3 MAKE IT REAL</b> Use one of these activities to help students <i>desire to be ready for Jesus' return</i> .	 <b>Quick Step</b> Ready or Not?   <b>Option</b> Recipe Risk	• <i>Activities</i> for lesson 5	• Bibles, pencils  • mixing bowl, spoon, ingredients for recipe (see activity), paper plates, index card, pen, Bible
<b>4 LIVE IT OUT</b> Use one of these activities to help students <i>plan to live ready for Jesus' return!</i>	 <b>Quick Step</b> Take the Challenge   <b>Option</b> Live Ready Jars	• <i>Activities</i> for lesson 5	• whiteboard, dry-erase marker, paper, pencils, Bibles  • whiteboard, dry-erase marker, Bibles, foil, paper, scissors, pencils

## Focus In (10–15 minutes)

- 1** Use one or more of these activities to help students **practice getting ready**.

### Welcome

- Welcome each student warmly by name.
- Early arrivers will enjoy doing one or more of the additional activities described on the unit page.

### Quick Step Getting Ready Charades

**SAY: Let's play a game of charades. I'll whisper to the first player what to act out. The player will act it out without talking. The rest of you have one minute to correctly guess what the person is doing. All the charades are about people getting ready for something. Who'd like to go first?**

Choose a volunteer, and whisper one of these situations in her ear to act out: getting ready to go to school, getting ready to make cookies, getting ready to take a math test, getting ready to try out for the basketball team, getting ready to eat lunch, or getting ready to go to bed. Choose different volunteers to act out each situation.

**ASK: How well do you like getting ready to go to school? getting ready to take a test? getting ready to eat lunch? getting ready to go to bed?**

**SAY: In today's lesson, Jesus tells a parable about getting ready. Let's see what God's Word says.**

### Option Get Ready Relay

Have kids get into two teams and line up. Tell each team to select a person they will get ready for school. Ask those selected to go to the opposite side of the room, and place a set of the gathered items by each person. **SAY: Time for the Get Ready Relay! Each team has a friend who needs to get ready for school—and your teams will help the friend do just that. When I say "Go," the first person in line should walk over to your team's friend and quickly choose an item that will help your friend get ready for school. If it's a toothbrush, brush your friend's teeth; then bring me the toothbrush. If it's a washcloth, pretend to wash your friend's face; then bring me the washcloth. Do something similar with each item.** Tell students that the team wins who first uses all the items. **Ready? Go!**

**ASK: How well do you like getting ready to go to school? getting ready to take a test? getting ready to eat lunch? getting ready to go to bed?**

**SAY: In today's lesson, Jesus tells a parable about getting ready. Let's see what God's Word says.**

## Focus

♥ Jesus wants us to be ready for His return.

### Materials

timer



### Teaching Tip

Continue to display the poster for the quarter (*Resources sheet 1*).



If you have a student with special needs, suggest a situation that the person is able to do alone or with a partner.

### Materials

2 sets of identical items needed to get ready for school (toothbrushes, washcloths, combs, small bowls of cereal, plastic spoons, shirts, books, backpacks)





## Focus

♥ Jesus wants us to be ready for His return.

# Explore His Word (25 minutes)

2

Use these activities to help students **explain Jesus' parable**.

## Bible Background for the Teacher

Matthew 24 includes a discussion of the second coming of Christ. In chapter 25, Jesus tells three related parables, stressing the importance of being ready for Jesus' return. The first story Jesus told involves 10 virgins taking part in a marriage celebration. They were part of the group that would accompany the groom to the wedding feast. The lamp bowl held a wick that had been soaked in oil and would burn when lit, drawing on the oil supply. The young women fit into two groups: the wise (those who were prepared) and the foolish (those who were not). The difference was the jars of oil brought by the wise. The wise women were ready even if things didn't go exactly as planned. The foolish women may have been just as eager for the celebration and just as happy to be participating, but they were not ready for the delay that took place.

Unfortunately, when the foolish women realized that they weren't ready, it was too late. While they were away trying to buy more oil, the groom came and the wedding feast began. By the time they arrived at the feast, no more guests were being admitted. They were left on the outside—in the dark, away from the groom, missing the feast. Jesus finished the parable with a clear statement of its message: "Therefore keep watch, because you do not know the day or the hour (Matthew 25:13)." All Christians eagerly await Christ's return. But we must be ready for His return at any moment, and we must help others prepare. We don't want anyone to be on the outside—in the dark, without Jesus, for eternity.

### Materials

Resources sheets 2 and 6  
(lamp and jar of oil),  
Bibles, *Activities* for lesson 5,  
pencils



### Media Option

Record kids acting. They'll love seeing themselves in action!

### Notes

The Scripture text is provided in the *Resources* printable files in both the *New International Version* and the *King James Version*, if you want kids to read from the same Bible version.



See the *Resource* lesson 5 printable files for a helpful way to review this story with kids who deal with anxiety or have other learning issues.

## Bible Exploration Matthew 25:1-13

ASK: **What have we been learning about history?** (It's *His* story. It's God's story.)

Ask a volunteer to stand by the Bible time line and point out the icons for "Jesus raises Lazarus" and the "Greatest commandments." Ask volunteers to summarize each of those Bible stories. Then SAY: **This is where we pick up God's story. Jesus did miracles, like the time when He raised Lazarus, to help people know that He is God's Son. Jesus taught people about God, like the time He taught about the greatest commandments. Today's lesson is about another time Jesus taught about God. This time, Jesus taught using a parable.**

ASK: **What is a parable?** (a story that has a deeper meaning, a story that helps people think about things in a new or different way)

SAY: **Jesus' parable, His story with a deeper meaning, is about a wedding celebration. Wedding celebrations in Jesus' time were different than weddings today. In this story, there were 10 young women, 10 virgins, who would accompany the groom to the wedding feast. The young women would hold lamps, or lamp bowls, with wicks soaked in oil that would burn when lit.** Show students the photos of the lamp and jar of oil from sheet 6. **Keep all this in mind as we read this parable.** Ask students to turn in their Bibles to Matthew 25:1-13. Have volunteers read the verses aloud.

ASK: **Who does the groom in the story represent?** (Jesus)  
**Who do the women in the story represent?** (people, both wise and foolish)

SAY: **Let's do some acting. You won't be acting alone, but acting as part of a group.** Divide the class into two groups. Have the groups stand together. Designate one group as the foolish women and the other group as the wise women. **When your group is talked about, all of you in that group should pretend to do what was said. Or when your group says something, all of you in that group should say those words after me.** **Ready?** Read Matthew 25:1-13. Pause in places where kids should act out what's happening. In places where groups will say something, read it in short phrases so kids can repeat the words. When finished, thank everyone for participating, and have kids sit down.

Distribute the activity leaflets, and have students look at Digging Deeper. Read the directions. Ask volunteers to read the sentences, telling which are the correct answers. (Answers: 1=a; 2=b; 3=a; 4=a)

ASK: **Why did Jesus tell this parable?** (to help people get ready for His return, because we don't know when Jesus will come back)  
**According to this parable, how can we be wise and not foolish?** (be ready for Jesus' return)  
**Why is it important to be ready for Jesus' return?** (People who aren't ready won't go to Heaven.)

SAY: ♥ **Jesus wants us to be ready for His return—that's why He told this story. Jesus wants us to live forever with Him in Heaven. I want that, and I hope you do too!**

## **Bible Memory** Matthew 22:37-39

Jesus replied: "Love the Lord your God with all your heart and with all your soul and with all your mind.' This is the first and greatest commandment. And the second is like it: 'Love your neighbor as yourself.'"

Continue to display the Matthew 22:37-39 poster on a wall or bulletin board. Have students turn to Matthew 22:37-39, and ask volunteers to read the verses aloud. See if any students would like to say the verses from memory.

If you and your students created motions to go with some of the words in lessons 1 or 3, review those now. If not, let students help create motions for some of the key words. Then encourage all the kids to do the motions while saying the Bible Memory together. SAY: ♥ **Jesus wants us to be ready for His return. Let's do it by loving God and others!**

### **Materials**

Bibles, *Resources*  
sheet 3



### **Note**

The Bible Memory in the *King James Version* is included in the *Resources* printable files.

### **Optional Bible Skill Builder**

Print and use with kids the *Resources* Optional Bible Skills 5 printable file.



## Focus

♥ Jesus wants us to be ready for His return.

## Make It Real (10–15 minutes)

**3** Use one of these activities to help students **desire to be ready for Jesus' return.**

### Materials

Activities for lesson 5,  
pencils, Bibles



### Teaching Tip

You may have some students interested in learning more about Jesus as their Savior. See the *Resources Leading Young Hearts Into the Lord's Church* printable file for help in discussing this with your students.

### Materials

large mixing bowl, spoon,  
¾ cup softened margarine,  
¾ cup sugar, 3 tbs unsweetened  
cocoa powder, ½ tsp vanilla,  
1 tbs water, 2 cups crispy rice  
cereal, confectioners' sugar,  
paper plates, index card, pen,  
Bible



### Before Class

Write the directions on an index card.



Be sure to check for food allergies. Have an alternative snack available.

### Quick Step Ready or Not?

Have students turn in their activity leaflets to Ready or Not?

ASK: **What happens when you're not ready for the vocabulary test because you forgot to study?** (won't get a good grade, will maybe fail it)

Ask volunteers to read questions 2, 3, and 4, letting kids respond. SAY: **Not being ready for some things can be a big problem.** Draw students' attention to the next page, reading the question. Accept their responses. Ask kids to turn in their Bibles to Matthew 25:10-13, and have volunteers read those verses aloud. **As I read these next sentences, call out the words that go in the blanks.** (Answers: door, day, hour, ready)

SAY: ♥ **Jesus wants us to be ready for His return; that's why He told this parable. Let's plan to be ready!**

### Option Recipe Risk

Make sure kids wash their hands. Keep the cereal hidden from students. Display all the other ingredients. Ask different students to read the recipe steps and follow them.

#### Directions:

1. Put softened margarine in bowl. 2. Add sugar. 3. Mix well. 4. Add cocoa, vanilla, and water. 5. Add cereal. 6. Shape mixture into small balls. 7. Roll in confectioners' sugar. Keep in refrigerator.

When you come to #5, SAY: **Oops! I knew I forgot something! I'm sorry; we can't make this after all!** Apologize for not being prepared with all the ingredients. Let students complain for a while. **See what happens when you're not prepared? You can't do what you need to do. It's the same way with the return of Jesus. It would be very upsetting not to be ready for that—a lot more upsetting than not having all the ingredients you need for a recipe. After all, we want to spend eternity in Heaven with Jesus! Fortunately, I do have the missing ingredient, so let's continue making the snack.** As kids finish making the snack and enjoy it, read Matthew 25:10-13.

ASK: **If people aren't ready when Jesus returns, what won't be open to them?** (the door to Heaven)

**What don't we know about Jesus' return?** (We don't know the day or hour when He will return.)

SAY: ♥ **Jesus wants us to be ready for His return; that's why He told this parable. So don't be foolish—be ready!**

## Live It Out (10 minutes)

- 4** Use one of these activities to help students **plan to live ready for Jesus' return!**

### Focus

♥ Jesus wants us to be ready for His return.

### Quick Step Take the Challenge

SAY: **The wise young women in Jesus' parable were ready, waiting for the groom to return. I also want to be ready as I wait for Jesus to return. How can I do that?** Write "Goal: Heaven" on the board. **My goal is to be ready for Jesus to return so I can live in Heaven with Him. Let's see. Maybe I should worry about it.** Start to toss a wadded up sheet of paper to hit the words on the board, but then toss it so it's way off the goal. **That won't help me get to Heaven. Maybe I should get on the Internet and see what everyone else thinks.** Do the same with another sheet of paper. **That won't help me get to Heaven either.**

ASK: **What do you all think? How can you and I live ready for Jesus to return?** Accept responses. Then allow kids to each throw a paper wad, aiming at the words on the board.

Have students turn in their activity leaflets to Take the Challenge. SAY: ♥ **Jesus wants us to be ready for His return. Let's find out how to live ready!** Assign the Scriptures to different students to look up. When everyone has found their Scriptures, have the students with John 3:16 and Acts 2:38 read those verses. Ask kids to tell what those verses say that we are to do to live ready for Jesus' return. (believe, repent, be baptized) Encourage kids to write those words on the lines provided. Do the same with the other two sections. **Let's all take the challenge, the ultimate challenge, and live ready for Jesus' return!** Close in prayer. Ask God to help you and your students live ready for Jesus' return.

### Option Live Ready Jars

SAY: **The wise young women in Jesus' parable were ready, waiting for the groom to return. ♥ Jesus wants us to be ready for His return. Let's find out how to live ready!** In a column, write these Scripture references on the board: John 3:16; Acts 2:38; Galatians 6:9, 10; Ephesians 6:18; 1 Timothy 3:14-17; 1 John 4:19-21. Ask volunteers to find and read these Bible verses. After each passage is read, ask kids to call out what is said about how we are to live ready for Jesus' return. Write key words beside each Scripture reference.

Distribute the supplies, giving each student enough foil to make a small jar. Tell kids to shape their foil pieces into a small jar to remind them of the jars of oil that the wise women in the parable had. When the jars are done, students should cut small strips of paper to fit into the jars. On the papers, challenge kids to write some of the things listed on the board that they should do in order to live ready for Jesus' return. When students are done, close with a time of prayer. Encourage volunteers to pray, asking God to help them live ready for Jesus' return.

### Materials

whiteboard, dry-erase marker, paper, *Activities* for lesson 5, pencils, Bibles



For some students, the idea of going to Heaven is not appealing because it sounds scary to be separated from family, friends, and so on. The idea that they have to be ready for Jesus' return can create a high level of anxiety. While we don't want to shield kids from biblical truths, we don't want to frighten them either. The Live Ready Jars activity may be the better choice for these students.

### Materials

whiteboard, dry-erase marker, Bibles, foil, paper, scissors, pencils



### Kidz Chat

Give each student a *Kidz Chat* to take home.

Be sure parents know about the *Faith & Family* pages available online to print and use with their children at home. Go to [www.21stcc.com](http://www.21stcc.com), and click on Downloads/Connect<sup>2</sup>/Spring Quarter Heartshaper Connect<sup>2</sup> Feature.



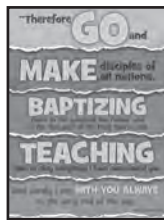
# Unit 2

## Jesus' Last Days on Earth

### Bible Memory

Matthew 28:19, 20

"Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you. And surely I am with you always, to the very end of the age."



### Bible Skills

Bible skills are intentionally integrated into each lesson. You'll help kids learn how to use their Bibles so they are immersed in God's Word.

### Optional Bible Skill Builders

Use the Optional Bible Skill Builder activities whenever you have time—before, during, or at the end of your class time.

Look for this symbol

throughout the teacher guide to

identify activities that

work well for all kids, including those with special needs.

Additional helps can be found in the *Resources* printable files and at [www.21stcc.com](http://www.21stcc.com).



### Lesson

### Scripture

### Focus

#### Lesson 6

The Lord's Supper

Mark 14

♥ Jesus wants us to remember Him.

#### Lesson 7

Jesus Appears to Many

John 20

♥ Jesus showed Himself alive.

#### Lesson 8

The Road to Emmaus

Luke 24

♥ Jesus gives us hope.

#### Lesson 9

Great Commission and Ascension

Matthew 28;  
Acts 1

♥ Jesus commands His disciples to go and make disciples.

### Immerse Materials for Unit 2

**Middle Elementary Activities**, lessons 6–9

**Middle Elementary Resources**

#### Visuals

Sheet 1—poster for the quarter

Sheet 2—Bible time lines

Sheet 4—Matthew 28:19, 20 Bible Memory poster

Sheet 6—map and photo cards

Sheet 7—empty tomb poster, Jesus' ascension poster

#### Digital Files

Audio Tracks

Track 3: The Lord's Supper, lesson 6

Track 4: Jesus' Commands, lesson 9

Printable Files

Unit 2: Prayer Request Cards, *King James Version* Bible Memory

Lessons 6–9: *King James Version* Scripture texts, *New Inter-*

*national Version* Scripture texts, Optional Bible Skill Builders

Lesson 6: It Helps Us Remember, Remembering

Lesson 7: Living/Nonliving

Lesson 8: Emoticons, Hope in Jesus Skits, Wheel-of-Themes!

Lesson 9: Bible Skills Quiz

Bible Skills (Bible time lines from fall and winter quarters)

Special Needs Helps (see Contents file for complete list)

Teacher Helps (Bible Skills Plan, Classroom Management, Extra

Time Activities, Have a Plan, *Leading Young Hearts Into the*

*Lord's Church* guide, What Middle Elementary Kids Are Like,

Spiritual Growth Chart, Why Put Cherries on Top?)

**Kidz Chat** student magazine, issues 6–9

# Additional Activities for Unit 2

Offer these activities for early arrivers, for kids who finish activities quickly, or whenever there is extra time.

## Unit Service Project—Eggs of Kindness

Provide fillable plastic eggs, paper, scissors, and markers. Brainstorm with students some acts of kindness they could do for others. These should be things kids could do for their family, friends, church family, neighbors, or people in the community. Write these on a piece of roll paper, and display it on a wall. Some ideas include taking out the trash, making a brother's or sister's bed, taking care of a pet, leaving a kind note for someone, holding a door open for someone, sweeping the floor, making something special for someone, cleaning up someone else's mess, and sending a get-well card to someone who's sick. Hopefully, you'll have a long list of ideas. Tell kids to cut small strips of paper that will fit into the eggs. For each act of kindness that they want to try during the week, they should write it on a strip of paper. Then they should put all their papers into an egg and take home their "eggs of kindness." Encourage students to follow through and do their acts of kindness.

## Matthew 28:19, 20 Collage

Let students make collages to illustrate the unit Bible Memory. The collages could be pictures students draw and/or pictures they find in magazines or online. Encourage kids to include the text of Matthew 28:19, 20 on their collages. Display the collages, and be sure kids have the opportunity to show and talk about their collages sometime during the unit.

## Prayer Time

Make copies of the *Resources* Prayer Request Cards printable file. When a student has a private request she would like you to pray about, she can write it on the "Dear teacher" request card and place it in a box labeled "Prayer Requests for the Teacher." If a student has a request he would like his classmates to pray about, he can write it on the "Dear friends" request card and attach the card to a bulletin board or poster board created to display public prayer requests.





# The Lord's Supper

## Lesson 6



**Scripture:** Mark 14:12-26










**Bible Memory:** Matthew 28:19, 20

**Focus:** ♥ Jesus wants us to remember Him.

### Heart to Heart Teacher Devotion

What helps you remember good times—photos, special objects, a journal? What helps you remember all the things you need to do each day—an app on your phone, a calendar, a paper and pencil list? We need things to jog our memories, and Jesus knew that. Bread and fruit of the vine were the items Jesus chose—simple items available to anyone, anywhere. ♥ Jesus wants us to remember Him and what He did on the cross for us. We do so humbly, with love and gratefulness in our hearts.

## Lesson 6 at a Glance

<b>1 FOCUS IN</b> Use one or more of these activities to help students <i>explore ways they remember special people and events.</i>	 <b>Quick Step</b> Remembering   <b>Option</b> Memory Game	<b>Immerse Materials</b> <ul style="list-style-type: none"> <li>Remembering reproducible page</li> </ul>	<b>Other Materials</b> <ul style="list-style-type: none"> <li>items to wear and hold (see activity), pencils</li> <li>whiteboard, dry-erase marker</li> </ul>
<b>2 EXPLORE HIS WORD</b> Use these activities to help students <i>explain how Jesus planned for us to worship and remember Him.</i>	 <b>Bible Exploration</b> Mark 14:12-26   <b>Bible Memory</b> Matthew 28:19, 20   <b>Optional Bible Skill Builder</b>	<ul style="list-style-type: none"> <li><i>Resources</i> sheets 2 and 6 (map), <i>Resources</i> audio tracks, <i>Activities</i> for lesson 6</li> <li><i>Resources</i> sheet 4</li> <li><i>Resources</i> Optional Bible Skills 6 and Bible Library printable files</li> </ul>	<ul style="list-style-type: none"> <li>Bibles, media player, Communion emblems, pencils</li> <li>Bibles, reusable adhesive, self-stick notes, pencils</li> <li>Bibles, pencils</li> </ul>
<b>3 MAKE IT REAL</b> Use one of these activities to help students <i>discover why the Lord's Supper is important to Christians.</i>	 <b>Quick Step</b> It Helps Us Remember   <b>Option</b> There's Only One Way	<ul style="list-style-type: none"> <li>It Helps Us Remember reproducible page</li> </ul>	<ul style="list-style-type: none"> <li>timer, Bibles</li> <li>liquid dish soap, red food coloring, container, clear bowl, water, black pepper, paper towels</li> </ul>
<b>4 LIVE IT OUT</b> Use one of these activities to help students <i>observe the Lord's Supper appropriately.</i>	 <b>Quick Step</b> A Guide to the Lord's Supper   <b>Option</b> Communion Helps	<ul style="list-style-type: none"> <li><i>Activities</i> for lesson 6</li> <li><i>Activities</i> for lesson 6</li> </ul>	<ul style="list-style-type: none"> <li>pencils, Bibles, Communion emblems</li> <li>Bibles, roll paper, markers, reusable adhesive, pencils</li> </ul>

## Focus In (10–15 minutes)

- 1 Use one or more of these activities to help students **explore ways they remember special people and events.**

### Welcome

- Welcome each student warmly by name.
- Early arrivers will enjoy doing one or more of the additional activities described on the unit page.

### Quick Step Remembering



Before class, put on one item of clothing that you can take off (such as a sweater or hat). Hold a couple items such as a glue bottle, stapler, or paper clip. Greet the kids as they come in. Then, as kids are talking to each other, quietly put those items where kids can't see them.

ASK: **Who remembers what I was wearing at first that I no longer have on? How about what I was holding that I'm no longer holding?**  
Accept responses.

SAY: **Sometimes it's easy to remember things, while other times it's pretty hard.** Give each student a copy of the reproducible page and a pencil. Read the instructions. Tell kids to complete the page on their own or pair up with someone. When kids are done, let volunteers tell how they matched Column A to Column B. (Answers: 1=c; 2=e; 3=a; 4=b; 5=d) **It's good to have things to help us remember special people and events. Let's find out how ♥ Jesus wants us to remember Him.**

### Option Memory Game

Divide the class into two teams. Ask each team to send a player to stand by you and answer a question. Tell the two players that whoever raises their hand first and correctly answers the question wins 10 points for their team. Award 10 points for each correct answer. Keep track of points on the board. Play each round with new players.

Questions:

- ASK: **What holiday would a heart make you think of?** (Valentine's Day)  
**If you were eating cake that had candles on top of it, what special day might you be celebrating?** (birthday)  
**When you think of fireworks, what holiday comes to mind?** (July 4)  
**If you were wearing a party hat and a noisemaker, what holiday might you be celebrating?** (New Year's Day)  
**What holiday would a rabbit make you think of?** (Easter)  
**When you think of turkey, what holiday comes to mind?** (Thanksgiving)  
**What holiday would a decorated evergreen make you think of?** (Christmas)

SAY: **It's good to have things to help us remember special people and events. Let's find out how ♥ Jesus wants us to remember Him.**

## Focus

♥ Jesus wants us to remember Him.

### Materials

items to wear and hold, copies of Remembering reproducible page (1 per student), pencils



### Note

See the teacher guide contents page for the location of reproducible pages. Reproducible pages are also provided in the *Resources* printable files.

### Teaching Tip

Continue to display the poster for the quarter (*Resources* sheet 1).

### Materials

whiteboard, dry-erase marker



See the *Resources* lesson 6 printable files for an adaptive activity that can help students who might have difficulty grasping the abstract concept of what the Communion emblems represent.

## Focus

♥ Jesus wants us to remember Him.

# Explore His Word (25 minutes)

**2** Use these activities to help students **explain how Jesus planned for us to worship and remember Him.**

## Bible Background for the Teacher

At the close of His earthly ministry, Jesus chose the celebration of Passover for a very special teaching time with His disciples. He also used the event to institute a very special observance, which has come to be known as the Lord's Supper, or Communion. The preparation for the Passover was a major undertaking for the Jewish people, since Passover was the primary holy day. It commemorated the time when the death angel passed over the Israelites yet killed the firstborn of each Egyptian household (see Exodus 12).

Jesus sent two of His disciples to prepare for the Passover. Luke tells us that the two chosen were Peter and John (Luke 22:8). Jesus' instructions to them included following a man carrying a jar of water. While this may seem vague to us, it would have been very unusual to see a man carrying a jar of water since, during that time, women typically performed this task. Jesus' reference to "my guest room" (Mark 14:14) may mean that He had made prior arrangements with the man. Jesus knew that the room would be adequate for the feast and that it was ready, possibly implying that all yeast had been removed, which was one requirement for the place where the feast was held.

Jesus knew that His time with His disciples was short. John 13 gives a much more detailed version of the teaching that takes place, but Mark focuses on two topics of discussion: Jesus' betrayal and the institution of the Lord's Supper. One attempts to end Jesus' ministry, while the other continually calls it to memory. Luke stresses the idea that the Lord's Supper is a remembrance of Jesus (Luke 22:19). In addition, Jesus points out that the Lord's Supper looks forward to His followers' eternal connection to Him (Matthew 26:29).

## Materials

Resources sheets 2 and 6 (map), Bibles, *Resources* audio track 3, media player, *Activities* for lesson 6, pencils, a few pieces of bread and a cup of grape juice (that your congregation uses for Communion)



## Note

The Scripture text is provided in the *Resources* printable files in both the *New International Version* and the *King James Version*, if you want kids to read from the same Bible version.



## Bible Exploration Mark 14:12-26

**SAY: Holidays have special meanings attached to them. The Jewish people had a special holiday to remember a special event—it was, and still is, called Passover. Passover reminded the Jewish people of the time when God rescued the Israelites from slavery in Egypt. This was an important holiday to Jesus too. During the last Passover celebration that Jesus was a part of, He gave His disciples a new feast to celebrate so they could remember something very important.**

Ask a volunteer to stand by the map and point to the city of Jerusalem. Tell students that Jerusalem is the city where today's Bible story took place. **SAY: Jesus helped people know God, whether through His teachings or through the miracles He performed. Jesus' teachings included parables—one about 10 young virgins and another about bags of gold.** Have a volunteer stand by the Bible time line and point out those icons. **This is where we pick up God's story.** Ask students to turn in their Bibles to Mark 14:12-16, and have volunteers read those verses aloud.

**SAY: It was time for Jesus and His disciples to celebrate the Passover. Jesus told two of His disciples, Peter and John, to go into Jerusalem. There they would find a man who would show them a large upstairs room where they could prepare for Passover. And that's what they did. Let's pretend that you all are Jesus' disciples, there in that upstairs room with Him.** If possible, have kids sit on the floor. Another adult or a student can pretend to be Jesus, or you can do it. **When you hear that the**

**disciples did something, either do it or pretend to do it.** Tell kids and the person portraying Jesus to recline, to lay back propped up on one arm. **When you hear that the disciples expressed emotion, show it on your face or with other gestures.** Play track 3. When finished, thank everyone for participating, and have kids return to their seats.

Distribute the activity leaflets, and ask kids to look at Remember Jesus. Have volunteers read each sentence aloud and tell whether it's true or false. If a sentence is false, ask a volunteer to make it true. (Answers: 1=F (Passover); 2=T; 3=F (bread); 4=T; 5=T; 6=F (cup of juice); 7=T)  
SAY: **Eating bread and drinking grape juice were parts of the Passover meal. Jesus took those two parts and made a new celebration**

ASK: **What do we call that celebration?** (Communion, the Lord's Supper)  
**What does the bread help us remember?** (Jesus' body) Show kids the Communion emblems your congregation uses.  
**What does the juice help us remember?** (Jesus' blood)  
**Why do we participate in Communion, or the Lord's Supper?** (to remember what Jesus did for us by dying on the cross)

SAY: **Christians today continue to participate in Communion, or the Lord's Supper, because ♥ Jesus wants us to remember Him. Let's discover why it's such an important thing to do.**

## **Bible Memory** Matthew 28:19, 20

"Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you. And surely I am with you always, to the very end of the age."

Display the Matthew 28:19, 20 poster on a wall or bulletin board. Have kids turn in their Bibles to Matthew 28:19, 20, and have volunteers read the verses aloud. Then ask everyone to read the verses together.

ASK: **What instructions did Jesus give His followers?** (make disciples, baptize and teach them)  
**Where is a place, anyplace in the world, that you'd like to go someday to teach people about God?** Tell kids to write that place on a self-stick note and place it on the left side of the Bible Memory poster.  
**Right now, who is someone in your neighborhood or school you can tell about Jesus?** Tell kids to write that person's first name on a self-stick note and place it on the right side of the poster.

SAY: **Today we're learning that ♥ Jesus wants us to remember Him until He returns. When we make disciples we're remembering what Jesus wants us to do.**

### **Materials**

Bibles, *Resources* sheet 4, reusable adhesive, self-stick notes, pencils



### **Note**

The Bible Memory in the *King James Version* is included in the *Resources* printable files.

### **Optional Bible Skill Builder**

Print and use with kids the *Resources* Optional Bible Skills 6 printable file.



## Focus

♥ Jesus wants us to remember Him.

## Make It Real (10–15 minutes)

- 3 Use one of these activities to help students **discover why the Lord's Supper is important to Christians.**

### Materials

It Helps Us Remember reproducible page, timer, Bibles (optional: bread and grape juice that your congregation uses for Communion)



### Note

See the teacher guide contents page for the location of reproducible pages. Reproducible pages are also provided in the *Resources* printable files.

### Words

**rocky**, airplane, **perfume**, pizza, basketball, headphones, cloud, **music**, monkey, **trumpet**, monster, hurricane, **banana**, apple, elephant, school, movie, clothes, **great**, **happy**, toothpaste

### Materials

liquid dish soap, red food coloring, small container, clear bowl filled with water, ground black pepper, paper towels



When talking about the blood of Jesus, use matter-of-fact terms, with the emphasis being on forgiveness. Too much “bloody talk” can become scary for kids with anxiety issues. And some students may perseverate (involuntarily overthink) about the gore of the story.

### Teaching Tip

See the *Resources Leading Young Hearts Into the Lord's Church* printable file for help in discussing salvation with students.

## Quick Step It Helps Us Remember

Tell kids that you will show them a list of 14 words, and they have 30 seconds to memorize them. Hold up the paper. After 30 seconds, hide the paper. SAY: **Now I'm going to read a list of words. Some were on your list; some weren't. Slap your hand on the table when you hear a word that was on the list. If you slap your hand for a word *not* on the list, you get a warning. After two warnings, you are out.** Read the list of words in the narrow column. Words not on the original list are in bold. When finished, talk about how hard it can be to remember everything we need to remember. That's why we need help remembering important people and events. Ask kids to turn in their Bibles to Luke 22:19, 20, and have a volunteer read it aloud. If you have Communion emblems your congregation uses, hold them up.

ASK: **Why is it important for Christians to participate in the Lord's Supper, or Communion?** (It helps us remember that Jesus' body hung on the cross and that He shed His blood for us to save us from our sins. We don't want to forget what Jesus did for us.)

SAY: ♥ **Jesus wants us to remember His dying on the cross—with bread and juice—because it helps us remember the most important thing anyone has ever done for us!**

## Option There's Only One Way

Before class combine some dish soap and red food coloring in a small container.

Set the bowl of water on the table where everyone can see it. Put some paper towels under the bowl. SAY: **This bowl of water represents our lives. The black pepper represents sin.** Ask kids to name some sins. As each sin is named, sprinkle a little pepper into the water. **Each of us sin and do wrong things. There is only one way to make our lives pure before God.** Pour or drop some of the prepared red soap into the center of the water filled with pepper. The pepper should quickly go to the sides of the bowl. **Because Jesus is God's Son, He is perfect. He took the punishment we deserve, by dying for us on the cross. His blood gets rid of our sins and makes us acceptable to God.**

ASK: **Why is it important for Christians to participate in the Lord's Supper, or Communion?** (It helps us remember that Jesus' body hung on the cross and that He shed His blood for us to save us from our sins. We don't want to forget what Jesus did for us.)

SAY: ♥ **Jesus wants us to remember His dying on the cross—with bread and juice—because it helps us remember the most important thing anyone has ever done for us!**

## Live It Out (10 minutes)

- 4 Use one of these activities to help students **observe the Lord's Supper appropriately**.

### Focus

♥ Jesus wants us to remember Him.

### Quick Step A Guide to the Lord's Supper

Have students turn in their activity leaflets to A Guide to the Lord's Supper. Read through the first set of instructions, encouraging kids to put check marks or smile faces. When kids are done, move on to the rest of the page, working through it together. SAY: **These aren't the only things you can think about or the only things you can do or pray during the Lord's Supper, but they are thoughts and ideas you should find helpful. Remember, ♥ Jesus wants us to remember Him when we participate in Communion.**

Have students turn in their Bibles to 1 Corinthians 11:23-29. Read those verses aloud, and have volunteers finish the sentences (Answers=Jesus; myself). **Participating in Communion is a serious thing to do. Our minds and hearts should be focused on what Jesus did on the cross. And we should ask for God's forgiveness for the wrong things we've done.**

Close with a time of prayer. Set the bread and grape juice where kids can either gather around them or see them. SAY: **Let's take some time to thank Jesus for what He did for us on the cross. Silently pray and thank Jesus that He shed His blood on the cross to pay for your sins.** After a brief time of silence, close in prayer.

### Option Communion Helps

Have students turn in their Bibles to 1 Corinthians 11:23-29. Have volunteers read those verses aloud. SAY: **Participating in Communion is a serious thing. Let's see if we can help each other know what we should think about, do, and pray during the Lord's Supper.** Divide the class into three groups (or pairs). Give each group a length of roll paper and markers. Ask one group to make a list of things people should *think about* during Communion. Another group should make a list of things people could *do* during Communion. The last group should write out a few prayers people could *pray* during Communion. When groups are done, have them display their papers on a wall. Read their ideas, making sure students understand that participating in the Lord's Supper is a serious time to remember what Jesus did for us on the cross. **Remember, ♥ Jesus wants us to remember Him when we participate in Communion.**

Have students turn in their activity leaflets to Prayer Prompts. Ask them to take a few moments and write a prayer that they might pray during the Lord's Supper. Encourage them to thank Jesus for dying on the cross (for taking the punishment for their sins) and to ask for forgiveness for the wrong things they've done. When students are done, encourage them to silently pray their prayers to God. After a brief time of silence, close in prayer.

### Materials

*Activities* for lesson 6, pencils, Bibles, bread and grape juice (used in Bible Exploration or Make It Real)



### Note

Even if your students have not yet obeyed the gospel, they need to be learning a proper mind set. They can learn to participate in a worshipful attitude, even if they are not yet partaking of the Lord's Supper.

### Materials

Bibles, roll paper, markers, reusable adhesive, *Activities* for lesson 6, pencils



For students who have difficulty participating in writing activities, suggest options such as drawing picture or symbols.

### Kidz Chat

Give each student a *Kidz Chat* to take home.

Be sure parents know about the *Faith & Family* pages available online to print and use with their children at home. Go to

[www.21stcc.com](http://www.21stcc.com), and click on Downloads/Connect<sup>2</sup>/Spring Quarter Heartshaper Connect<sup>2</sup> Feature.





# Jesus Appears to Many

## Lesson 7



**Scripture:** John 20:10-31










**Bible Memory:** Matthew 28:19, 10

**Focus:** ♥ Jesus showed Himself alive.

### Heart to Heart Teacher Devotion

God doesn't ask us to believe without proof that Jesus rose from the dead. Think of all the people the risen Jesus appeared to: several women, His disciples, men traveling along a road, over 500 people at once, and several other followers. ♥ Jesus showed Himself alive so we would know for certain that He broke the chains of death. Help your students know the reality of Jesus' resurrection.

## Lesson 7 at a Glance

		Immerse Materials	Other Materials
<b>1 FOCUS IN</b> Use one or more of these activities to help students <i>distinguish between living and nonliving things</i> .	 <b>Quick Step</b> I Spy   <b>Option</b> Living/Nonliving	• <i>Resources</i> Living/Nonliving printable file	• scissors, 2 envelopes
<b>2 EXPLORE HIS WORD</b> Use these activities to help students <i>describe Jesus' appearances to Mary and the disciples after His resurrection</i> .	 <b>Bible Exploration</b> John 20:10-31   <b>Bible Memory</b> Matthew 28:19, 20   <b>Optional Bible Skill Builder</b>	• <i>Resources</i> sheets 2 and 6 (map and tomb), <i>Activities</i> for lesson 7 • <i>Resources</i> sheet 4  • <i>Resources</i> Optional Bible Skills 7 and Bible Library printable files	• Bibles, pencils  • Bibles, paper, rubber band  • pencils
<b>3 MAKE IT REAL</b> Use one of these activities to help students <i>tell why they can believe the good news that Jesus rose from the dead</i> .	 <b>Quick Step</b> Discover the Evidence!   <b>Option</b> Eyewitnesses	• <i>Activities</i> for lesson 7	• pencils, Bibles  • whiteboard, dry-erase marker, candy, Bibles
<b>4 LIVE IT OUT</b> Use one of these activities to help students <i>choose a way to share the good news about Jesus</i> .	 <b>Quick Step</b> Choose a Challenge   <b>Option</b> Good News Poster	• <i>Activities</i> for lesson 7	• pencils  • roll paper, markers, reusable adhesive

## Focus In (10–15 minutes)

- 1 Use one or more of these activities to help students **distinguish between living and nonliving things**.

### Welcome

- Welcome each student warmly by name.
- Early arrivers will enjoy doing one or more of the additional activities described on the unit page.

### Quick Step I Spy

Have kids gather for a game of I Spy. SAY: **When it's your turn to spy something, look for something that's either living or not living; then whisper that to me. If you chose something living, you'll say, "I spy with my little eye something that is living." If you chose something that's not living, you'll say, "I spy with my little eye something that is not living."** The rest of you get to ask questions, one a time. You may only ask questions that can be answered with yes or no. The person who correctly guesses gets to be the next person to spy something. Be sure that all kids have the opportunity to spy something.

ASK: **How do we know when something is living?** (it grows, needs food and water, breathes, has babies)

SAY: **We don't usually have any trouble telling whether something or someone is living or not living. But there were people many years ago who had some trouble with that. Let's dig into God's Word and see what it says.**

### Option Living/Nonliving



Before class, make two copies of the printable file. Cut apart the cards and shuffle the cards of each sheet before putting them in separate envelopes.

ASK: **How do we know when something is living?** (it grows, needs food and water, breathes, has babies)

Divide the class into two teams, and have teams huddle up. Give each team an envelope with cards. Tell teams that when you say "Go," they are to work together, sorting the cards into two piles: living and nonliving. SAY: **Let's see which team can work together and get done first. Ready? Go!**

When the teams are done, check their piles of cards. SAY: **We don't usually have any trouble telling whether something or someone is living or not living. But there were people many years ago who had some trouble with that. Let's dig into God's Word and see what it says.**

## Focus

♥ Jesus showed Himself alive.



Game

### Teaching Tip

Continue to display the poster for the quarter (*Resources* sheet 1).

### Materials

2 copies of *Resources* Living/Nonliving printable file, scissors, 2 envelopes



Activity Page



If you have a student who struggles with activities that involve competition and time, consider having that person assist you in checking answers and determining which is the winning team.

## Focus

♥ Jesus showed Himself alive.

# Explore His Word (25 minutes)

**2** Use these activities to help students **describe Jesus' appearances to Mary and the disciples after His resurrection.**

## Bible Background for the Teacher

Mary Magdalene stayed at the tomb after the disciples left, perhaps thinking someone might come who could explain the absence of Jesus' body. As soon as she heard Him call her by name, she knew it was Jesus, and she knew the truth: Jesus really was alive! She did not want to lose Him again, but Jesus told her that He would be with the disciples for a while longer. When He did leave to go to Heaven, she, like the disciples, would be prepared. That evening, some of the disciples gathered together. Grieved and confused by the crucifixion and tales of resurrection, they sought shelter together. They also feared that those who crucified Jesus might hunt down His followers. Jesus appeared in the room, greeting them with the traditional Jewish greeting "Peace," an especially meaningful greeting to the grieving disciples. Jesus told them that they were to share His mission of bringing salvation to people all over the world. As the disciples would tell others about Jesus, people would either believe, repent, submit to Christ and be baptized, or they would reject Him and remain in their sins.

A week later, Jesus again appeared to His disciples. Thomas, who was not present the first time, had refused to believe the other disciples. Confronted by the risen Lord, Thomas confessed his faith in Jesus as Lord and God. Jesus gives special blessing to those who, like us, come to the same faith without seeing Jesus in person. This passage concludes with John's purpose statement for writing this Gospel. It is written so that people who live throughout the ages might learn about and believe in the Messiah, and thus receive the blessing that Jesus had promised to Thomas: eternal life!

## Materials

Resources sheets 2 and 6 (map and tomb), Bibles, Activities for lesson 7, pencils



## Note

The Scripture text is provided in the Resources printable files in both the *New International Version* and the *King James Version*, if you want kids to read from the same Bible version.

## Bible Exploration John 20:10-31

Refer to the Bible time lines. SAY: **All these events are part of history—His story, God's story.** Ask a volunteer to stand by the Bible time line, pointing out the icon for the "Lord's Supper" and summarizing that event. SAY: **Jesus died on the cross and was buried in a tomb. On the third day, Mary Magdalene went to the tomb and found that the tomb was empty! She ran to tell the disciples about it. Peter and John went with Mary back to the tomb. This is where we pick up God's story.** Ask a volunteer to stand by the map and show the city of Jerusalem. Tell kids that today's events take place in Jerusalem. Ask students to turn in their Bibles to John 20:10-31, and have volunteers read the verses aloud. Invite any questions about the Scripture passage. Then ask kids to close their Bibles and pair up.

SAY: **I'm going to retell the events we just read about. But I'm going to deliberately tell you some wrong things. When you and your partner hear something wrong, raise your hands. I'll call on a pair of you to tell what I said wrong and what I should have said. Ready? Hilda stood outside the tomb crying. (Wrong—It was Mary.) There were two angels inside the tomb. Mary was sad—Jesus' body was gone. Peter was standing behind Mary and asked who she was looking for. (Wrong—It was Jesus.) Jesus told Mary to keep it a secret that He had risen from the dead. (Wrong—Jesus told her to tell His disciples.)**

SAY: **That evening, the disciples were together. Despite locked doors, Jesus came to His disciples and said, "Be afraid." (Wrong—"Peace be with you!") The disciples knew that it was Jesus because He showed**

**them some fish He had caught.** (Wrong—He showed His hands and side.) **Jesus told them that He would send them to tell others about Him.** **Thomas was not with the others when Jesus came. When the others told Thomas about what had happened, he immediately believed them.** (Wrong—He did not believe them.) **A week later, the disciples were gathered together again, and this time Paul was with them.** (Wrong—It was Thomas.)

**Even though the doors were locked, Jesus once again came to them. Jesus told Thomas to touch His robe.** (Wrong—Jesus said to touch His hands and side.) **Jesus told Thomas to stop doubting and believe. Thomas did just that! Jesus said that anyone who has not seen Him and yet believes in Him is cursed.** (Wrong—The person will be blessed.) **Jesus did many signs and miracles, but only some of them are in God's Word. The signs and miracles written about in God's Word are there only because they are exciting stories.** (Wrong—They are written to help us believe that Jesus is God's Son so we can be saved.)

Distribute the activity leaflets and have students look at Who Said It and to Whom? Work on the page together, letting volunteers read each statement, filling in the blanks. (Answers: 1=angels, Mary; 2=Mary, angels; 3=Jesus, Mary; 4=Jesus, disciples; 5=disciples, Thomas; 6=Thomas, Jesus)

ASK: **If you had been Mary or one of the disciples, how do you think you would have felt to see Jesus alive again?**

**Why do you think Thomas said what he did when the other disciples first told him that they had seen Jesus?** (Thomas saw Jesus die on the cross. Jesus had been dead for three days.)

SAY: ♥ **Jesus showed Himself alive to Mary and the disciples to prove who He is—God's Son, the risen Savior. They believed that Jesus is the Messiah, the Son of God—and so can we!**

## **Bible Memory** Matthew 28:19, 20

"Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you. And surely I am with you always, to the very end of the age."

Continue to display the Matthew 28:19, 20 poster on a wall or bulletin board. Have kids turn in their Bibles to Matthew 28:19, 20, and have volunteers read the verses aloud. Then ask everyone to read the verses together. SAY: **Since going and making disciples for Jesus takes a team effort, let's learn these verses by working like a relay race team.** Ask kids to stand and form a big circle. Roll up a sheet of paper and secure it with a rubber band. Tell kids that when they get the "baton," they should say the next word of the Bible Memory. Continue as time permits. ♥ **Jesus showed Himself alive, proving that He's God's Son. Let's work as a team, telling everyone that good news!**

### **Materials**

Bibles, *Resources* sheet 4, paper, rubber band



### **Note**

The Bible Memory in the *King James Version* is included in the *Resources* printable files.

### **Optional Bible Skill Builder**

Print and use with kids the *Resources* Optional Bible Skills 7 printable file.



## Focus

♥ Jesus showed Himself alive.

# Make It Real (10–15 minutes)

- 3 Use one of these activities to help students **tell why they can believe the good news that Jesus rose from the dead.**

## Materials

Activities for lesson 7, pencils, Bibles



## Quick Step Discover the Evidence!

Ask kids to stand for a game of Simon Says. Tell students that when you tell them to do an action that begins with “Simon says,” they should do it. If they do the action and you did *not* say “Simon says,” they are out. SAY: **Simon says, if you believe the sun will rise tomorrow, reach for the sun.** Pause after each sentence. **Simon says, if you believe apples come from apple trees, pretend you’re eating an apple. If you believe our tongues help us enjoy food, stick out your tongue.** Kids who do so are out. **Simon says, if you believe we need water to live, pretend you’re drinking a glass of water. If you believe chickens lay eggs, cluck like a chicken.** Kids who do so are out. Add other instructions as you have time. Then have kids sit down and turn in their activity leaflets to Discover the Evidence! Read the directions, and do the first one together. Have kids look up and read Matthew 16:21. Have a volunteer read the sentence, filling in the blanks. (Answers: third, life) Do the rest of the page together or let kids pair up to do it. (Answers: 2=Peter, tomb; 3=tomb, Mary, Lord; 4=Thomas; 5=fish; 6=Peter, God; 7=500)

ASK: **Why can you believe the good news that Jesus rose from the dead?** Encourage several students to respond.

SAY: ♥ **Jesus showed Himself alive to many eyewitnesses after His resurrection. Those eyewitness accounts can help us believe the good news that Jesus rose from the dead!**

## Materials

whiteboard, dry-erase marker, candy, Bibles



## Option Eyewitnesses

Before class, write these numbered Scripture references on the board: 1. John 20:2-7; 2. John 21:5-7; 3. Acts 2:14, 32, 41; 4. 1 Corinthians 15:6.

Ask a few kids to stand outside your classroom. Give a piece of candy to one kid in your room. Tell him to not say anything, but to express his pleasure by facial expressions and motions. Whisper to the other kids to watch the candy eater. When the candy is gone, have the students outside come back in. First, interview those who did not see the candy eater.

ASK: **Who just ate some candy? What kind of candy was it? Did he like it? How do you know?** Then interview those who saw the candy eater, asking the same questions.

SAY: **Those of you who saw the candy eater are called eyewitnesses. Only the eyewitnesses knew the facts.** Assign each Scripture reference to a pair or group of kids. Tell students to read their Scriptures and be prepared to tell who the eyewitnesses were and what or whom they saw. As they work, let everyone enjoy some candy! (Answers: 1=Peter and the other disciple [understood to be John], empty tomb; 2=disciples, Jesus performing a miracle; 3=Peter, he had seen Jesus; 4=500 people, Jesus) ♥ **Jesus showed Himself alive to many eyewitnesses after His resurrection. Those eyewitness accounts can help us believe the good news that Jesus rose from the dead!**

## Teaching Tip

If it’s not possible for kids to leave the room, have them move away from the group, turning their backs so they can’t see the action.



Check food allergies. Make sure each person gets a piece of candy (or alternative snack)!

## Live It Out (10 minutes)

- 4** Use one of these activities to help students **choose a way to share the good news about Jesus.**

### Focus

♥ Jesus showed Himself alive.

### Quick Step Choose a Challenge

SAY: **As we share the good news about Jesus' resurrection, remember that ♥ Jesus showed Himself alive to many eyewitnesses. Those eyewitness accounts can help us and others believe the good news that Jesus rose from the dead!** Ask students to turn in their activity leaflets to Choose a Challenge. Ask volunteers to read the questions aloud. Tell students that these are just a few questions they could ask their friends when they want to share the good news about Jesus. Ask a volunteer to stand by you. Ask the volunteer one of the questions, prompting the volunteer to answer yes. Then give a response. **That's one way you could start a conversation about Jesus. Pretty easy, isn't it?** Ask kids to pair up. **Take turns asking each other these questions. You'll see how easy it can be to start a conversation about Jesus.** When pairs are done, ask students to write in their leaflets the questions they think they would use the most.

Have students gather for a time of prayer. Ask students to get in mind people they want to share the good news of Jesus with. Invite kids to silently pray, asking for God's help as they share the good news. After a brief time of silence, PRAY: **Dear God, thank You that Jesus willingly died on the cross for our sins. Thank You for the good news that Jesus rose from the grave. Thank You for the eyewitnesses who saw Jesus alive, so that we don't have to have any doubts. Thank You that we too can one day rise from the dead and live in Heaven with you. Help us to share this great news with others. In Jesus' name, amen.**

### Option Good News Poster



Put a long length of roll paper where kids can work on it. SAY: **As we share the good news about Jesus' resurrection, remember that ♥ Jesus showed Himself alive to many eyewitnesses. Those eyewitness accounts can help us and others believe the good news that Jesus rose from the dead!**

Ask students to think of at least one person with whom they want to share the good news about Jesus. When they're ready, tell kids to write the first names of those people across the middle of the paper. Offer assistance with writing as needed. Invite several students to work together to title the poster "Let's share the good news about Jesus with . . ." Under the names, the rest of the kids could draw scenes of the cross, Jesus' empty tomb, and people Jesus appeared to. When kids are done, display the poster on a wall, and have everyone gather around it. Encourage kids to pray silently, asking for God's help in sharing the good news of Jesus with their friends. After a brief time of silence, close in prayer.

### Materials

Activities for lesson 7,  
pencils



### Materials

roll paper, markers,  
reusable adhesive



### Kidz Chat

Give each student a *Kidz Chat* to take home.

Be sure parents know about the *Faith & Family* pages available online

to print and use with their children at home. Go to [www.21stcc.com](http://www.21stcc.com), and click on Downloads/Connect<sup>2</sup>/Spring Quarter Heartshaper Connect<sup>2</sup> Feature.





# The Road to Emmaus

## Lesson 8



**Scripture:** Luke 24:13-35










**Bible Memory:** Matthew 28:19, 20

**Focus:** ♥ Jesus gives us hope.

### Heart to Heart Teacher Devotion

The book of Psalms is a good one to turn to when we're searching for hope. "We wait in hope for the LORD; he is our help and our shield" (Psalm 33:20). "Why, my soul, are you downcast? Why so disturbed within me? Put your hope in God, for I will yet praise him, my Savior and my God" (42:5). Of course, the greatest source of hope is Jesus. "Praise be to the God and Father of our Lord Jesus Christ! In his great mercy he has given us new birth into a living hope through the resurrection of Jesus Christ from the dead" (1 Peter 1:3).

### Lesson 8 at a Glance

		Immerse Materials	Other Materials
<b>1 FOCUS IN</b> Use one or more of these activities to help students <i>discuss things they hope for</i> .	 <b>Quick Step</b> Draw It Fast!  <b>Option</b> Thumbs-Up or Thumbs-Down		<b>Other Materials</b> • whiteboard, dry-erase markers, timer
<b>2 EXPLORE HIS WORD</b> Use these activities to help students <i>tell what happened on the road to Emmaus</i> .	 <b>Bible Exploration</b> Luke 24:13-35  <b>Bible Memory</b> Matthew 28:19, 20  <b>Optional Bible Skill Builder</b>	• <i>Resources</i> sheets 2 and 6 (map), Emoticons reproducible page, <i>Activities</i> for lesson 8 • <i>Resources</i> sheet 4 • <i>Resources</i> Optional Bible Skills 8, Bible Library, and Wheel-of-Themes! printable files	• scissors, Bibles, pencils • Bibles • whiteboard, dry-erase marker, scissors, paper fasteners
<b>3 MAKE IT REAL</b> Use one of these activities to help students <i>understand why Jesus' resurrection gives us hope</i> .	 <b>Quick Step</b> Jesus Gives Hope  <b>Option</b> Real Hope	• <i>Resources</i> sheet 7 (empty tomb poster), <i>Activities</i> for lesson 8	• pencils, Bibles, markers • Bibles
<b>4 LIVE IT OUT</b> Use one of these activities to help students <i>express their hope in Jesus</i> .	 <b>Quick Step</b> Expressions of Hope  <b>Option</b> Hope in Jesus	• <i>Activities</i> for lesson 8 • <i>Resources</i> Hope in Jesus Skits printable file	• pencils, paper • scissors

## Focus In (10–15 minutes)

- 1** Use one or more of these activities to help students **discuss things they hope for**.

### Welcome

- Welcome each student warmly by name.
- Early arrivers will enjoy doing one or more of the additional activities described on the unit page.

### Quick Step Draw It Fast!

SAY: **Think about something you hope for. It might be something you hope to buy, something you hope will happen, or something you hope you get to do. Get that in mind as we play a game of Draw It Fast!** Divide the class into two teams. Have a volunteer from one of the teams whisper to you what she's going to draw. Tell the volunteer to start drawing something she hopes for. Her team has 30 seconds to guess what it is. Award 10 points for right answers. If her team doesn't guess correctly, let the other team guess. Play as time permits.

ASK: **What is hope?** Accept responses. **The dictionary says that hope is “to expect with confidence” or “to desire with expectation of obtaining something.” Hope is the “feeling of excitement about something we are waiting for.”**

SAY: **Today's Bible story is one about hope. Let's dig into God's Word and see how two men found out that ♥ Jesus gives us hope.**

### Option Thumbs-Up or Thumbs-Down

ASK: **What is hope?** Accept responses. SAY: **The dictionary says that hope is “to expect with confidence” or “to desire with expectation of obtaining something. Hope is the “feeling of excitement about something we are waiting for.”**

SAY: **I'm going to read some statements that have to do with hope. When you hear something that you hope for, give a thumbs-up. When you hear something that you don't hope for, give a thumbs-down. Ready?**

SAY: **I hope to go to an amusement park this summer.** Pause after each statement for kids to give thumbs-up or thumbs-down.

**I hope to have asparagus for dinner.**

**I hope to see the new movie this weekend.**

**I hope to buy a really cool bike this year.**

**I hope I have lots of homework tonight.**

**I hope to become the most popular kid at school.**

**I hope to grow a beard someday.**

**I hope to become a millionaire someday.**

SAY: **Seems like we all have lots of hopes! Today's Bible story is one about hope. Let's dig into God's Word and see how two men found out that ♥ Jesus gives us hope.**

## Focus

♥ Jesus gives us hope.

### Materials

whiteboard, dry-erase markers, timer



### Teaching Tip

Continue to display the poster for the quarter (*Resources* sheet 1).

### Materials

none



If possible, pair the statements with pictures to provide context. Be sure to give enough wait time for students with learning delays to weigh in with their responses.

## Focus

♥ Jesus gives us hope.

# Explore His Word (25 minutes)

**2** Use these activities to help students **tell what happened on the road to Emmaus.**

## Bible Background for the Teacher

Some followers of Jesus were leaving Jerusalem, perhaps to avoid the danger from the Jews (see John 20:19). As two of them walked toward the village of Emmaus, they discussed the events of the week, trying to make sense of all that had happened. They were joined by Jesus but did not recognize Him. They were amazed that the stranger did not seem to know about Jesus' trial and death. Their description of the events reveals that their understanding of the crucifixion was limited because of their expectations for the Messiah. Their hope was that Jesus would redeem Israel by restoring the Davidic kingdom—with accompanying power, wealth, and glory—while ridding the promised land of all foreigners, especially the Romans. That was their hope, and they had spent the last three days thinking about how Jesus' death had dashed that hope.

Jesus spoke to them, using the Scriptures to show that the Old Testament writers had described a Messiah who would suffer and die before establishing His kingdom. Luke does not tell us which Scriptures Jesus used, but Isaiah 53 and Zechariah 12 come to mind as possible examples. When the followers reached Emmaus, they persuaded Jesus to accept their hospitality and stay for a meal. Even though He was a guest, Jesus took the role of host, breaking the bread for distribution. Immediately they recognized Jesus' presence, perhaps by the way He broke the bread. Christians today recognize Jesus' presence in the breaking of bread of the Lord's Supper on the Lord's Day. The two disciples immediately returned to Jerusalem, even though it was dark. There they found the disciples rejoicing in the knowledge that Jesus was indeed risen!

### Materials

Resources sheets 2 and 6 (map), copies of Emoticons reproducible page (1 per student), scissors, Bibles, Activities for lesson 8, pencils



### Media Option

You can go to a website such as [www.biblegateway.com](http://www.biblegateway.com) and play a dramatized reading of the Bible verses.

### Notes

The Scripture text is provided in the Resources printable files in both the *New International Version* and the *King James Version*, if you want kids to read from the same Bible version.

See the teacher guide contents page for the location of reproducible pages. Reproducible pages are also provided in the Resources printable files.

## Bible Exploration Luke 24:13-35

ASK: **What New Testament books tell us about Jesus?** (Matthew, Mark, Luke, and John)

**What do we call Matthew, Mark, Luke, and John when we refer to them as a group of books?** (Gospels)

**How did Jesus help people get to know who He is and know God?** (He taught them. He did miracles.)

Ask a volunteer to stand by the map and point out Emmaus and Jerusalem. Tell kids that today's Bible story takes place in these locations. Ask another volunteer to stand by the Bible time lines and point out the icon for "Jesus appears to many." SAY: **As you can see, we're nearing the end of the Bible time lines about Jesus. After His resurrection, Jesus appeared to many people. This is where we pick up God's story.** Ask students to turn in their Bibles to Luke 24:13, 14. Have volunteers read those verses aloud.

ASK: **What were the two men talking about?** (Jesus' death, burial, and resurrection)

SAY: **In today's Bible story, there are lots of feelings expressed.** Give each student a copy of the Emoticons reproducible page and scissors, and tell them to cut on the dotted lines. **When you think someone was sad, hold up that card. When you think someone was happy, confused, or overjoyed, hold up one of those cards. Follow along as I read, or**

**just listen to the rest of this story. Be sure to hold up your emoticon cards during the story.** Read Luke 24:15-35. Pause in places where kids should hold up their cards. When finished, ask kids to turn in their activity leaflets to On the Road. Do the page together, or let students complete it on their own. (Answers: 1=Jesus, hoped; 2=women, tomb; 3=Scriptures, bread; 4=Jerusalem, risen) **Cleopas and the other man were disciples of Jesus. But they lost hope because they didn't really understand who Jesus is.** Note: If time allows, ask two volunteers to act out this eyewitness account of what happened on the road to Emmaus. The actors can use the completed activity as a script.

ASK: **How do you think you would have felt had you been on the road that day with Cleopas and the other disciple?**

**What brought hope back to the two men?** (Jesus explaining the Scriptures to them. Seeing Jesus alive again.)

**How did the two men show their restored hope?** (They returned to Jerusalem to tell the disciples that Jesus had risen.)

SAY: **After Jesus showed himself alive and explained the Scriptures to Cleopas and the other disciple, their hope was restored. They were beginning to understand, in the right way, how ♥ Jesus gives us hope.**

## **Bible Memory** Matthew 28:19, 20

"Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you. And surely I am with you always, to the very end of the age."

Continue to display the Matthew 28:19, 20 poster on a wall or bulletin board. Have kids turn in their Bibles to Matthew 28:18-20, and have a volunteer read the verses aloud.

ASK: **Who is talking in verses 19 and 20?** (Jesus)

Ask a volunteer to stand by the Bible Memory poster and point out the assignment Jesus gives us (go and make disciples). Ask another volunteer to stand by the poster and point out the work location (all nations). Ask another volunteer to stand by the poster and point out the specific job duties (baptize, teach). Ask another volunteer to stand by the poster and point out the job benefits (Jesus is always with us). SAY: **This job benefit—of Jesus' always being with us—is one way that ♥ Jesus gives us hope.** Invite everyone to say the Bible Memory together.

### **Materials**

Resources sheet 4,  
Bibles



### **Note**

The Bible Memory in the *King James Version* is included in the *Resources* printable files.

### **Optional Bible Skill Builder**

Print and use with kids the *Resources* Optional Bible Skills 8 printable file.



## Focus

♥ Jesus gives us hope.

# Make It Real (10–15 minutes)

- 3 Use one of these activities to help students **understand why Jesus' resurrection gives us hope.**

### Materials

Resources sheet 7 empty tomb poster, *Activities* for lesson 8, pencils, Bibles, markers



### Materials

Bibles



Acknowledge that going to Heaven is a very hard thing to imagine. It can even be scary for some adults to think about. Remind and reassure students that in Heaven we will have everything and everyone we want and need. It is a place where we will never have to worry or be afraid.



## Quick Step Jesus Gives Hope

Show kids the empty tomb poster, and read the question on the poster. SAY: **Let's dig into God's Word to find out the answer to this important question.** Have kids turn in their activity leaflets to *Hope Through Jesus' Resurrection*. Assign one or more of the Scriptures to a pair of kids to look up. Pairs should also work together to complete their sentences. When students are ready, have each pair read its Scripture and sentence. Encourage all kids to check the right ending to each sentence. (Answers: 1=a; 2=b; 3=a; 4=a; 5=b) SAY: **These are just a few of the reasons why Jesus' resurrection gives us hope.**

Draw kids' attention back to the poster. SAY: **Why does Jesus' resurrection give you hope? Choose one of the ideas from the activity leaflet or come up with your own. When you have your idea, use a marker to write it on the bottom of the poster.** When kids are done, read their ideas aloud.

SAY: **We said earlier that hope is the "feeling of excitement about something we are waiting for." Because of His death and resurrection, ♥ Jesus gives us hope, real hope, that one day we will live with Him in Heaven. Now that's exciting!**

## Option Real Hope

Ask kids to stand up. SAY: **Since we all hope to go to Heaven, let's try to get there by jumping as high as we can, keeping our arms at our sides.** After a while, tell kids to stop jumping. **That didn't work. Let's try jumping and raising our arms up high.** After a while, tell kids to stop jumping. **That didn't work either.** Ask kids for their ideas, trying a few of those. Then have kids sit down. **As you probably know, we can't get to Heaven by jumping or doing anything crazy like that. But there are people who hope to go to Heaven by doing certain things. Does God's Word say that? Let's find out.** Ask a third of the kids to turn in their Bibles to Romans 6:23; another third should turn to 1 Corinthians 15:20, 22; and the last third should turn to 1 Peter 1:3, 4. Ask volunteers from each group to read those Scriptures aloud. (If your class is small, just ask three kids to read.)

ASK: **Who gives eternal life?** (God)

**Through whom can we have eternal life?** (Jesus)

**Who came back to life?** (Jesus)

**Through whom will all be made alive?** (Jesus Christ)

**Through what do we have an inheritance in Heaven?** (Jesus' resurrection)

SAY: **We can't earn our way to Heaven; it's God's gift to those who follow Him. We said earlier that hope is the "feeling of excitement about something we are waiting for." Because of His death and resurrection, ♥ Jesus gives us hope, real hope, that one day we will live with Him in Heaven. Now that's exciting!**

## Live It Out (10 minutes)

- 4** Use one of these activities to help students **express their hope in Jesus**.

### Focus

♥ Jesus gives us hope.

### Quick Step Expressions of Hope

**SAY: Right now you have the opportunity to write a poem, prayer, song, or rap expressing your hope in Jesus, thanking Him that His resurrection gives us the hope of someday living in Heaven with Him.** Have students turn in their activity leaflets to Expressions of Hope. They can write their creations there, or they might want to create them first on paper before writing them in their activity leaflets. Let students work either alone or with a partner. When kids are finished, ask volunteers to read their poems and prayers or perform their songs and raps for the rest of the class.

Ask students to gather for a time of prayer, bringing along their leaflets. Encourage the kids to silently pray to God the words of their poems, prayers, songs, and raps. After a brief time of silence, **PRAY: Dear God, thank You that just as Jesus was raised from the dead, we too can live new lives. Thank You that because of Jesus' resurrection, we have an inheritance in Heaven that will never go away. Thank You that ♥ Jesus gives us hope. In Jesus' name, amen.**

### Option Hope in Jesus

Before class, cut apart the skits on the printable file.

**SAY: When we truly believe that ♥ Jesus gives us hope, we'll want to share that hope with others. Let's act out ways we could do that.** The size of your class will determine how you want to do the skits. If you have a small class, you might want to choose one or two of the skits for the entire group to do. If you have a large class, you might want to divide the class into four groups to work on the skits, then present them to the class. When finished with the skits, thank students for their participation.

Have students gather for prayer. Lead them in a time of directed prayer. Tell kids that you'll pray, pausing at certain points. Encourage them to pray the same things that you pray, either aloud or silently. **PRAY: Dear Heavenly Father, thank You for hope. Pause. Thank You that just as Jesus was raised from the dead (pause), we too can live new lives. Pause. Thank You that because of Jesus' resurrection (pause), we have an inheritance in Heaven. Pause. Thank You that ♥ Jesus gives us hope. Pause. In Jesus' name, amen.**

### Materials

Activities for lesson 8,  
pencils, paper



Rather than limiting this activity to writing, offer a few more choices. Here are some ideas: Choose from pre-printed Scriptures and pictures. Make greeting cards that symbolize messages of hope. Choose a worship audio track to play and listen to it quietly. Pray for someone who needs the hope of Christ.

### Materials

Resources Hope in Jesus  
Skits printable file,  
scissors



### Kidz Chat

Give each student a *Kidz Chat* to take home.

Be sure parents know about the *Faith & Family* pages available online to print and use with their children at home. Go to [www.21stcc.com](http://www.21stcc.com), and click on Downloads/Connect<sup>2</sup>/Spring Quarter Heartshaper Connect<sup>2</sup> Feature.





# Great Commission and Ascension

## Lesson 9



**Scripture:** Matthew 28:16-20; Acts 1:6-11










**Bible Memory:** Matthew 28:19, 20

**Focus:** ♥ Jesus commands His disciples to go and make disciples.

### Heart to Heart Teacher Devotion

As Jesus spoke the final words to His faithful disciples, He promised them His abiding presence. That promise is for us too! As we go and make disciples, the Holy Spirit is with us, giving help and guidance. As you go and make disciples week by week, teaching the students in your class, the Holy Spirit is with you, giving help and guidance. May you continue to be faithful to this life-changing mission!

## Lesson 9 at a Glance

<p><b>1 FOCUS IN</b> Use one or more of these activities to help students <i>explore what a disciple of Jesus does</i>.</p>	<div>  <b>Quick Step</b> What Do Disciples Do?         </div> <div>  <b>Option</b> A Disciple or Not?         </div>	<p><b>Immerse Materials</b></p> <ul style="list-style-type: none"> <li>• <i>Activities</i> for lesson 9</li> </ul>	<p><b>Other Materials</b></p> <ul style="list-style-type: none"> <li>• pencils, Bible</li> <li>• wrapped candies, Bible</li> </ul>
<p><b>2 EXPLORE HIS WORD</b> Use these activities to help students <i>tell about Jesus' last day on earth</i>.</p>	<div>  <b>Bible Exploration</b> Matthew 28:16-20; Acts 1:6-11         </div> <div>  <b>Bible Memory</b> Matthew 28:19, 20         </div> <div>  <b>Optional Bible Skill Builder</b> </div>	<ul style="list-style-type: none"> <li>• <i>Resources</i> sheets 2, 6 (map), 7 (Jesus' ascension poster); <i>Resources</i> audio tracks; <i>Activities</i> for lesson 9</li> <li>• <i>Resources</i> sheet 4</li> <li>• <i>Resources</i> Optional Bible Skills 9 and Bible Skills Quiz lesson 9 printable files</li> </ul>	<ul style="list-style-type: none"> <li>• Bibles, media player, pencils</li> <li>• Bibles, foam ball</li> <li>• pencils, Bible</li> </ul>
<p><b>3 MAKE IT REAL</b> Use one of these activities to help students <i>tell why everyone needs to be a disciple of Jesus</i>.</p>	<div>  <b>Quick Step</b> It's Easy to Mess Up!         </div> <div>  <b>Option</b> When You're a Disciple         </div>		<ul style="list-style-type: none"> <li>• whiteboard, dry-erase marker, Bibles</li> <li>• 2 helium-filled balloons, 2 regular balloons, ribbon, Bibles</li> </ul>
<p><b>4 LIVE IT OUT</b> Use one of these activities to help students <i>plan to go and make disciples</i>.</p>	<div>  <b>Quick Step</b> Making Plans         </div> <div>  <b>Option</b> I Can         </div>	<ul style="list-style-type: none"> <li>• <i>Activities</i> for lesson 9</li> </ul>	<ul style="list-style-type: none"> <li>• pencils</li> <li>• roll paper, pencils, markers, reusable adhesive</li> </ul>

## Focus In (10–15 minutes)

- 1** Use one or more of these activities to help students **explore what a disciple of Jesus does**.

### Welcome

- Welcome each student warmly by name.
- Early arrivers will enjoy doing one or more of the additional activities described on the unit page.

### Quick Step What Do Disciples Do?

**SAY: Raise your hand if you know something that a disciple of Jesus does.** Let those with their hands up share their ideas. Distribute the activity leaflets, and have students look at What Do Disciples Do? Ask volunteers to read the stories.

**ASK: What does Anthony do that shows he's a disciple of Jesus?**  
(practices to do his best, prays, invites friends to church services, gives of his time to help a boy read better, gave a Bible to the kid)  
**What does Isabella do that shows she's a disciple of Jesus?** (uses her time and musical ability to bring joy to others, prays, spends time talking with the woman)  
**What else do disciples of Jesus do?** Accept responses.

**SAY: Sometimes we think disciples of Jesus have to go to different countries to tell about Jesus or they have to risk their lives doing something great for Jesus. But disciples of Jesus are people who believe that He's God's Son, obey His commands, and follow Him.** Read 1 John 5:1-3. **Let's dig into God's Word to see what it says about disciples.**

### Option A Disciple or Not?

Have kids pair up, and have candy ready to hand out. **SAY: I'm going to read you some situations. If you think the kid in the situation is a disciple of Jesus, make a capital D with your fingers.** Have kids try that. **If you think the person is *not* a disciple of Jesus, make an X with your fingers.** Have kids try that. Tell kids to work together in pairs because when the correct answer is a *D* and *both* of them make that letter, they each get a piece of candy.

Situations: 1. **Landon made friends with the new kid in class and invited him to church services.** Pause for kids to make a *D*; give them candy. 2. **Gabriella gossiped about her best friend.** Pause for kids to make an *X*. 3. **Isaac told a lie. He then told his mom about it, asked her to forgive him, and asked God to forgive him.** (*D*) 4. **Allison chose to share some of her toys and clothes with some kids who don't have much.** (*D*) 5. **Luke forgot to study for the test, so he looked on a friend's paper.** (*X*) 6. **Destiny loves to draw pictures. Every week she and her mom take her drawings to people who live in a nursing home.** (*D*)

**SAY: Disciples of Jesus are people who believe that He's God's Son, obey His commands, and follow Him.** Read 1 John 5:1-3. **Let's dig into God's Word to see what it says about disciples.**

## Focus

♥ Jesus commands His disciples to go and make disciples.

### Materials

Activities for lesson 9, pencils, Bible



### Teaching Tip

Continue to display the poster for the quarter (*Resources* sheet 1).

### Materials

wrapped candies, Bible



## Focus

♥ Jesus commands His disciples to go and make disciples.

# Explore His Word (25 minutes)

**2** Use these activities to help students **tell about Jesus' last day on earth.**

## Bible Background for the Teacher

The disciples were to meet Jesus in Galilee. Much of Jesus' ministry had occurred in that region, and the mountain was probably familiar to the disciples. Judas was not with them, since by this time he had hanged himself (Matthew 27:5). The doubts of some reflect their questions about the meaning, not the fact, of Jesus' resurrection. Their question in Acts 1:6 shows that their uncertainty stemmed from questions about the establishment of a political kingdom.

Jesus' claim of authority is significant. Because of His authority, His instructions to His disciples are nonnegotiable. The word translated "make disciples" is an imperative and is the primary focus of the command. The words "go," "baptizing," and "teaching" derive their force from the command to "make disciples" and describe how the disciples are to do it. "In the name of" means that in baptism new disciples identify themselves with the person, character, and purpose of God. Disciples of Jesus make every effort possible to go and tell friends, neighbors, and strangers the good news about Jesus; to baptize; and to teach them about living for Christ.

Jesus promised His continuing presence with the disciples as they went to do what would sometimes be difficult work. In Acts, Jesus reveals that the Holy Spirit would be the agent for His continued presence, empowering them to go and make disciples in Jerusalem and throughout the entire world. After giving His final instructions, Jesus was taken up into Heaven. As a cloud obscured Him from view, the men continued to stare up into the sky. The appearance of the "two men" leaves no doubt that they were angels. Their question to the disciples is meant as a reminder that Jesus had given them, and us, work to do.

## Materials

Resources sheets 2, 6 (map), and 7 (Jesus' ascension poster); Bibles; Resources audio track 4; media player; Activities for lesson 9; pencils



## Note

The Scripture text is provided in the Resources printable files in both the *New International Version* and the *King James Version*, if you want kids to read from the same Bible version.



## Bible Exploration Matthew 28:16-20; Acts 1:6-11

Ask a volunteer to stand by the map and point out Galilee. Tell kids that today's Bible story takes place somewhere in Galilee. Ask another volunteer to stand by the Bible time lines and point out the icon for "Jesus' resurrection." SAY: **As you can see, we're nearing the end of the Bible time lines about Jesus. After His resurrection, Jesus appeared to many people, including the two men on the road to Emmaus. This is where we pick up God's story.**

ASK: **What New Testament books tell us about Jesus?** (Matthew, Mark, Luke, and John)

Ask students to turn in their Bibles to Matthew 28:16-20, and have volunteers read the verses aloud. SAY: **This story is about Jesus' last day on earth. Jesus had told His 11 disciples to meet Him in Galilee. Let's pretend that we're part of that group of disciples and go to the mountain. We'll imagine that we actually see Jesus. React as you think you might have if you had been one of the 11 disciples that day.** Ask kids to stand and move to another part of the room. **We're here at the mountain Jesus asked us to come to. Look, there's Jesus! We worship You, Jesus.** Encourage kids to worship Jesus by lifting their hands to Him, bowing, or saying something like "We praise You, Jesus!" Play the first segment of track 4; then press pause.

Look at the kids and SAY: **We now know for sure that Jesus is God's Son, the Savior. He wants us to go everywhere and tell everyone that**

**message. And it's so great that Jesus promises to always be with us!** Pretend to look at Jesus as you SAY: **"Lord, are You at this time going to restore the kingdom to Israel?"** Play the next segment of track 4; then press pause. As you look at the kids, SAY: **Jesus wants us to go everywhere and tell about Him.** Hold up or have a student hold up the ascension poster from sheet 7. **Look! Look up! Jesus is leaving! A cloud is hiding Him.** Pause briefly. **Who's that?** Play the last segment of track 4. **The angels are right. We need to get busy making disciples! After Jesus went back to Heaven, the disciples did go back to Jerusalem. From there, they went into all the world, taking the good news of Jesus with them.**

ASK: **If you had really been one of Jesus' disciples, how do you think you would have felt, or what would you have thought, after Jesus gave you those final instructions and then you watched Him go up into Heaven?** Accept responses.

Have students return to their seats. Ask students to turn in their activity leaflets to Great Commission and Ascension. Read the instructions. Assign each student or pair of students one of the sentences to rewrite to make it true. When kids are ready, let them read their sentences and tell how to make them true. (Answers: 1=cross out "30" and write "11"; 2=cross out "were afraid of" and write "worshipped"; 3=cross out "enemies" and write "disciples"; cross out "cookies" and write "disciples"; 4=cross out "share" and write "baptize"; 5=cross out "never" and write "always"; 6=cross out "money" and write "power"; 7=cross out "New York" and write "Jerusalem"; 8=cross out "rainbow" and write "cloud"; 9=cross out "purple" and write "white"; 10=cross out "Moses" and write "Jesus") SAY: **We call Jesus' last words the Great Commission. It's a command, or instruction. This command, though, wasn't just for those 11 disciples. ♥ Jesus commands His disciples—all His disciples—to go and make disciples. And that includes us!**

## Bible Memory Matthew 28:19, 20

"Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you. And surely I am with you always, to the very end of the age."

Continue to display the Matthew 28:19, 20 poster on a wall or bulletin board. Have kids turn in their Bibles to Matthew 28:18-20, and have a volunteer read the verses aloud. Ask kids to stand in a circle. Hold the ball. SAY: **Let's toss the ball from one person to the next to remind us that ♥ Jesus commands His disciples to go and make disciples, from person to person to person. When you get the ball, say the next word of the Bible Memory.** Tell kids that if they need help, they can look at the Bible Memory poster. After a few rounds, invite all the kids to say the Bible Memory together.

### Materials

Bibles, *Resources* sheet 4, foam ball (or ball of yarn)



### Note

The Bible Memory in the *King James Version* is included in the *Resources* printable files.

### Optional Bible Skill Builder

Print and use with kids the *Resources* Optional Bible Skills 9 printable file.



## Focus

♥ Jesus commands  
His disciples to go and  
make disciples.

## Make It Real (10–15 minutes)

- 3 Use one of these activities to help students **tell why everyone needs to be a disciple of Jesus.**

### Materials

whiteboard, dry-erase  
marker, Bibles



### Tongue Twisters

Selfish shellfish  
Six sharp smart sharks  
Friendly Fran flips fine flapjacks

### Materials

2 helium-filled balloons,  
2 regular balloons,  
ribbon, Bibles



Consider the kids in your class when talking about being in Heaven for eternity. Some kids with separation anxiety may be frightened by this concept. Rephrasing and simply saying that we will always be with Jesus may be more reassuring to them.

### Quick Step It's Easy to Mess Up!

Write the tongue twisters on the board (see the narrow column). Ask each kid to choose a tongue twister and say it out loud five times, all at the same time. SAY: **How did you do? Did your tongue get caught and twisted in the words?** Then let kids choose another one and try it again. **It's pretty easy to mess up tongue twisters!**

ASK: **How do you think tongue twisters might be like sins?** (It's easy to mess up tongue twisters, and it's easy to mess up and sin. Tongue twisters can trip us up, and so do sins.)

**Who sins?** Accept responses. Then have kids turn in their Bibles to Romans 3:23, and have a volunteer read it aloud.

Have students turn to Acts 2:38 and Romans 6:23, and have volunteers read those verses aloud. SAY: **When you accept Christ as your Savior through baptism and become one of His disciples, your sins are forgiven and you receive the Holy Spirit. Without forgiveness of sins, a person would receive death. But when you're a disciple, you'll have eternal life in Heaven. That's why ♥ Jesus commands His disciples to go and make disciples.**

ASK: **Why does everyone need to be a disciple of Jesus?** (People who are not disciples of Jesus are not guaranteed of going to Heaven. The Bible says that only those people whose sins are forgiven will have eternal life in Heaven.)

### Option When You're a Disciple



Before class, purchase two helium-filled balloons with ribbons. Fill two regular balloons with air and tie a length of ribbon to each balloon. Hold the balloons so kids can't tell that some are filled with air and some are filled with helium.

ASK: **Why does everyone need to be a disciple of Jesus?** Accept responses.

SAY: **When Jesus told His disciples to go and make disciples of all nations, it wasn't a suggestion; it was a command.** Have students turn in their Bibles to Acts 2:38 and Romans 6:23, and have volunteers read those verses aloud. **When you accept Christ as your Savior through baptism and become one of His disciples, your sins are forgiven and you receive the Holy Spirit. Without forgiveness of sins through baptism, a person would receive death.** Release the balloons filled with air. **But when you're a disciple, you'll have eternal life in Heaven.** Release the balloons filled with helium. **That's why ♥ Jesus commands His disciples to go and make disciples. He wants everyone to spend eternity with Him in Heaven!**

## Live It Out (10 minutes)

- 4** Use one of these activities to help students **plan to go and make disciples**.

### Focus

♥ Jesus commands His disciples to go and make disciples.

### Quick Step Making Plans

SAY: **Since ♥ Jesus commands His disciples to go and make disciples, let's plan some ways to do that.** Have kids turn in their activity leaflets to Make Disciples for Jesus. Ask kids to look at the ways listed of making disciples. **Think about a few people who don't know God or know much about God, people whom you could serve. Write their names on the lines by the word "serve." Maybe those people will become disciples of Jesus because of how you served them. That would be so exciting!** Tell kids to do the same for the others. As they work, discuss these questions:

ASK: **How could praying help others become disciples of Jesus?**  
**Who could you teach about Jesus?** Help students think into the future a little too.  
**How could showing kindness or offering friendship help others become disciples of Jesus?**

When kids are finished, encourage them to follow through on their plans. Then PRAY: **Dear God, we are so glad to know You. Thank You for what Jesus did for us so that our sins could be forgiven and that one day we can live with You in Heaven. God, we want all our friends and family members to be in Heaven too. Help us to do all we can to help others become disciples of Yours. In Jesus' name, amen.**

### Option I Can

Before class, prepare a long length of roll paper. Title it, "I Can." Put the following words and phrases in different places on the paper: pray, invite friends to church services, give of my time to help others, share, use my abilities for Jesus, offer friendship, give money, show kindness, teach about Jesus, serve God and others, and tell about Jesus.

SAY: **Since ♥ Jesus commands His disciples to go and make disciples, let's plan some ways to do that.** Show students the prepared roll paper. Put it where all the kids can work on it. **Listed on this paper are some ways that we can make disciples for Jesus. Most of these are things we can do at school, home, church, and in our neighborhoods and communities. Look at the list and decide which ones you could do in the next several weeks. When you've decided on some, put your name beside those things.** Give kids time to think and work. Encourage them to think about whom they could serve, pray for, show kindness to, and so forth. When they are done, display the paper on a wall, and have students gather around it. Invite kids to silently pray and ask for God's help in doing the things they put their names beside. After a brief time of silence, close in prayer.

### Materials

Activities for lesson 9,  
pencils



### Materials

roll paper, pencils,  
markers, reusable  
adhesive



Provide large self-adhesive notes for students to affix to the mural. Using the notes will allow for mistakes and do-overs and can lessen frustration for students who struggle with writing and drawing.

### Kidz Chat

Give each student a *Kidz Chat* to take home.

Be sure parents know about the *Faith & Family* pages available online to print and use with their children at home. Go to [www.21stcc.com](http://www.21stcc.com), and click on Downloads/Connect<sup>2</sup>/Spring Quarter Heartshaper Connect<sup>2</sup> Feature.





# Unit 3

# The Early Days of the Church

## Bible Memory

1 Peter 3:15

“But in your hearts revere Christ as Lord. Always be prepared to give an answer to everyone who asks you to give the reason for the hope that you have. But do this with gentleness and respect.”



## Bible Skills

Bible skills are intentionally integrated into each lesson. You'll help kids learn how to use their Bibles so they are immersed in God's Word.

## Optional Bible Skill Builders

Use the Optional Bible Skill Builder activities whenever you have time—before, during, or at the end of your class time.

Look for this symbol throughout the teacher guide to

identify activities that work well for all kids, including those with special needs. Additional helps can be found in the *Resources* printable files and at [www.21stcc.com](http://www.21stcc.com).



## Lesson

## Scripture

## Focus

### Lesson 10

Stephen Stoned

Acts 6-8

♥ God helps us to be faithful.

### Lesson 11

Philip and the Ethiopian

Acts 8

♥ God helps us to explain His Word to others.

### Lesson 12

Saul's Conversion

Acts 9

♥ God is a life changer!

## Immerse Materials for Unit 3

*Middle Elementary Activities*, lessons 10-12

## Middle Elementary Resources

### Visuals

Sheet 1—poster for the quarter

Sheet 2—Bible time lines

Sheet 3—Matthew 22:37-39 Bible Memory poster

Sheet 4—Matthew 28:19, 20 Bible Memory poster

Sheet 5—1 Peter 3:15 Bible Memory poster

Sheet 6—map

Sheet 8—How to Get the Most from the Bible poster

### Digital Files

Printable Files

Unit 3: Prayer Request Cards, *King James Version* Bible Memory

Lessons 10-12: *King James Version* Scripture texts, *New International Version* Scripture texts, Optional Bible Skill Builders

Lesson 10: Bible Skills Quiz, Faithfulness Skits

Lesson 11: Finding Info and Answers, Pop Quiz

Bible Skills (Bible dictionary, Bible time lines (from fall and winter quarters))

Special Needs Helps (see Contents file for complete list)

Teacher Helps (Bible Skills Plan, Classroom Management, Extra Time Activities, Have a Plan, *Leading Young Hearts Into the Lord's Church* guide, What Middle Elementary Kids Are Like, Spiritual Growth Chart, Why Put the Cherries on Top?)

**Kidz Chat** student magazine, issues 10-12

# Additional Activities for Unit 3

Offer these activities for early arrivers, for kids who finish activities quickly, or whenever there is extra time.

## Unit Service Project—Thank-You Challenge

Encourage your students to thank those who serve them, whether at home, school, church, or in the community. This could include parents, teachers, custodians, librarians, ministers, postal carriers, coaches, firefighters, police officers, doctors, and so forth. Provide different kinds of paper, different colors of pencils and pens, envelopes, and decorating supplies such as stickers. Brainstorm with kids what they could write on their notes, including Scripture verses. Challenge students to write and deliver lots of thank-you notes throughout this unit.

## Bible Time Line Fun

Challenge kids to memorize, in order, the events shown on the Bible time lines. Then have them say the events to each other. For more fun, encourage kids to create one motion for each event that would help them remember the events.

## Prayer Time

Make copies of the *Resources* Prayer Request Cards printable file. When a student has a private request she would like you to pray about, she can write it on the “Dear teacher” request card and place it in a box labeled “Prayer Requests for the Teacher.” If a student has a request he would like his classmates to pray about, he can write it on the “Dear friends” request card and attach the card to a bulletin board or poster board created to display public prayer requests.



# Stephen Stoned

## Lesson 10



**Scripture:** Acts 6:8-15; 7:51-60; 8:1a










**Bible Memory:** 1 Peter 3:15

**Focus:** ♥ God helps us to be faithful.

### Heart to Heart Teacher Devotion

Maybe you've heard of Jim Elliot, Nate Saint, Ed McCully, Peter Fleming, and Roger Youderian. These faithful young men were killed in 1956 while trying to evangelize the Huaorani people in Ecuador. But God doesn't just ask *missionaries* to be faithful—that's job No. 1 for *all* Christians. While we have many cares and concerns in this life, the one that matters most is our relationship to God. May your faithfulness to God shine brightly so your students can see it and model it.

## Lesson 10 at a Glance

		Immerse Materials	Other Materials
<b>1 FOCUS IN</b> Use one or more of these activities to help students <i>explore situations that require us to be faithful</i> .	 <b>Quick Step</b> Why Be Faithful?   <b>Option</b> Faithfulness Skits	• <i>Resources</i> Faithfulness Skits printable file	• scissors
<b>2 EXPLORE HIS WORD</b> Use these activities to help students <i>explain what happened to Stephen</i> .	 <b>Bible Exploration</b> Acts 6:8-15; 7:51-60; 8:1a   <b>Bible Memory</b> 1 Peter 3:15   <b>Optional Bible Skill Builder</b>	• <i>Resources</i> sheets 2 and 6 (map), <i>Activities</i> for lesson 10 • <i>Resources</i> sheet 5  • <i>Resources</i> Optional Bible Skills 10 and Bible Skills Quiz lesson 10 printable files	• Bibles, pencils  • Bibles, reusable adhesive  • Bibles, pencils
<b>3 MAKE IT REAL</b> Use one of these activities to help students <i>identify specific situations in which they need to be faithful to God</i> .	 <b>Quick Step</b> Faithful to God   <b>Option</b> Be Faithful	• <i>Activities</i> for lesson 10	• Bibles  • plastic spoons, markers, scrap paper
<b>4 LIVE IT OUT</b> Use one of these activities to help students <i>name a situation in which they need help being faithful and ask for God's help</i> .	 <b>Quick Step</b> Praying Well   <b>Option</b> Stone Prayers	• <i>Activities</i> for lesson 10	• pencils  • smooth stones, permanent fine-tip black markers

## Focus In (10–15 minutes)

- 1** Use one or more of these activities to help students **explore situations that require us to be faithful.**

### Welcome

- Welcome each student warmly by name.
- Early arrivers will enjoy doing one or more of the additional activities described on the unit page.

### Quick Step Why Be Faithful?

ASK: **What does it mean to be faithful?** (keep promises, do what you're supposed to do, show support, be loyal)

Ask kids to stand up. SAY: **Let's think about situations that require us to be faithful.** Tell kids that you'll name a situation. Tell kids to squat low if it only requires a little bit of faithfulness, stand up more if it requires some faithfulness, and stand on tiptoes if it requires a whole lot of faithfulness. (Note: Each situation can be different for each student.) 1. **Playing an instrument.** Pause between situations for kids to change positions. 2. **Keeping your promises.** 3. **Doing your chores at home.** 4. **Being a student.** 5. **Playing on a team.** 6. **Being a friend.**

ASK: **Why do you need to be faithful when playing an instrument or playing on a team?** (You have to practice and keep at it to be the best you can be.)

**Why do you need to be faithful when keeping your promises?** (If you don't keep your promises, no one will ever trust you.)

SAY: **Let's dig into God's Word and see what it says about being faithful to Him.**

### Option Faithfulness Skits

Before class, cut apart the cards on the printable file.

ASK: **What does it mean to be faithful?** (keep promises, do what you're supposed to do, show support, be loyal)

Have a volunteer who would like to do some acting choose one of the Faithfulness Skits cards. As shown on the card, the volunteer should choose one other person to help act it out. When finished, ask whether the person showed faithfulness, and how. Then have other volunteers act out the other situations. After each situation, ask whether the person showed faithfulness, and how.

ASK: **Why do you need to be faithful when playing an instrument or playing on a team?** (You have to practice and keep at it to be the best you can be.)

**Why do you need to be faithful when keeping your promises?** (If you don't keep your promises, no one will ever trust you.)

SAY: **Let's dig into God's Word and see what it says about being faithful to Him.**

## Focus

♥ God helps us to be faithful.

### Materials

none



If you have students with physical limitations, be sure to give options for motions they can do.

### Teaching Tip

Continue to display the poster for the quarter (*Resources* sheet 1).



### Materials

*Resources* Faithfulness Skits printable file, scissors



## Focus

♥ God helps us to be faithful.

# Explore His Word (25 minutes)

**2** Use these activities to help students **explain what happened to Stephen.**

## Bible Background for the Teacher

Stephen was one of the men chosen to help carry out the ministry of the church in Jerusalem. He was “full of God’s grace and power” (Acts 6:8) and was actively engaged in preaching the gospel. Stephen’s message also showed that because of Jesus’ sacrifice, the temple and its sacrifices were not enough to reconcile sinful people to a holy God. This message was strongly opposed by many Jews since the temple was the center of their worship. The “Synagogue of the Freedmen” (v. 9) was made up of Jews who had migrated to Jerusalem from North Africa and the province of Asia in modern Turkey, and its members were among Stephen’s most vocal critics. Unable to refute the gospel message, they resorted to false witnesses to bring charges against him to the Sanhedrin (the Jewish ruling council). As the charges were made, Stephen’s face reflected the peace of someone who knows the comfort of God’s presence.

As Stephen defended his message, he reminded the members of the Sanhedrin that God had dealt with the Jews throughout the centuries (Acts 7:1-50). As he reached the culmination of his defense (beginning with v. 51), he accused the Jewish leaders of being just like their ancestors, who repeatedly resisted God’s attempts to bring them closer to Him. Their ancestors had responded by killing the prophets, while the leaders of Stephen’s day had responded by killing Jesus. The charge that the leaders were disobedient to God’s law, followed by Stephen’s description of Jesus at God’s right hand, was too much. Acting as a mob, they were determined to kill Stephen. Stephen remained faithful and full of God’s grace, even as he faced death. Stephen stands as a remarkable example for us all.

## Materials

Resources sheets 2 and 6 (map), Bibles, *Activities* for lesson 10, pencils



## Note

The Scripture text is provided in the *Resources* printable files in both the *New International Version* and the *King James Version*, if you want kids to read from the same Bible version.



## Bible Exploration Acts 6:8-15; 7:51-60; 8:1a

Ask a volunteer to find Jerusalem on the map. Tell students that this is where today’s Bible story takes place. Stand by the Bible time line that starts with “The Church Begins.” SAY: **After Jesus’ ascension back to Heaven, His church began.** Point to the icons as you talk. **On Pentecost, Peter preached to a large crowd, and 3,000 people became Christians. Peter, along with John, healed a man who couldn’t walk. They were arrested for telling about Jesus, but that didn’t stop them from telling everyone about Him. This is where we pick up God’s story.** Ask students to turn in their Bibles to Acts 6:8-10. Have volunteers read the verses aloud.

SAY: **Stephen was one of the men chosen to help carry out the ministry of the church in Jerusalem. He was full of God’s grace and power. Stephen taught that it was Jesus’ sacrifice—not the temple or any sacrifices made there—that forgives sin. But there were some men who didn’t like Stephen’s saying that. However, these men couldn’t stand up against Stephen since the Holy Spirit was guiding him.** Tell kids that the rest of this Bible story has some high points—meaning that something good happens. When they hear a high point, they should raise their hands up high. Have kids do that. When they hear some low points—meaning that something not so good happens—they should put their hands down low. Have kids do that. When they hear about so-so times—meaning that something not really good or bad happens—they should put their hands in between. Have kids do that.

Ask for a volunteer or two to stand in front and lead everyone in doing the motions. Read Acts 6:8-15; 7:51-60; and 8:1a aloud. Pause as needed so

kids can do the motions. Emphasize and explain any parts that kids seem confused about. When finished, SAY: **There seemed to be a lot of low points in that story. But really, they turned out to be high points. God helped Stephen remain faithful to Him. When it would have been easier for Stephen to quit preaching about Jesus, Stephen kept preaching. He told the people what they needed to hear. God rewarded Stephen's faithfulness by allowing him to look into Heaven, seeing the glory of God and Jesus standing at the right hand of God. Even while being stoned to death, Stephen asked God to forgive the people doing it.**

Distribute the activity leaflets, and have students look at Stephen Is Faithful. Let pairs of kids do the page together, or do it as a class. (Answers: 1=power, great; 2=False, bad; 3=not obeyed, murdered; 4=Jesus, hand; 5=prayed, forgive)

ASK: **Why do you think Stephen stayed faithful to God?** (Stephen loved God and was close to God. He knew that the most important thing he could do was to stay faithful to God.)

SAY: **Just as God helped Stephen be faithful, ♥ God helps us to be faithful too.**

## **Bible Memory** 1 Peter 3:15

"But in your hearts revere Christ as Lord. Always be prepared to give an answer to everyone who asks you to give the reason for the hope that you have. But do this with gentleness and respect."

Remove the word cards from the 1 Peter 3:15 poster. Display the poster on a wall or bulletin board. Have kids turn in their Bibles to 1 Peter 3:15, and have a volunteer read the verse aloud. Have volunteers place the word cards in their correct places on the poster.

ASK: **What does the word *revere* mean?** (to show honor, respect, and devotion)

**How does this verse say that we can show honor and respect to Jesus?**

SAY: **♥ God helps us to be faithful, and that includes being prepared to share Jesus with others.** Take the word cards off the poster and shuffle them. Let other volunteers place the word cards back onto the poster, and ask all the kids to say the verse together.

### **Materials**

Bibles, *Resources* sheet 5, reusable adhesive



### **Note**

The Bible Memory in the *King James Version* is included in the *Resources* printable files.

### **Optional Bible Skill Builder**

Print and use with kids the *Resources* Optional Bible Skills 10 printable file.





## Focus

♥ God helps us to be faithful.

## Make It Real (10–15 minutes)

**3** Use one of these activities to help students **identify specific situations in which they need to be faithful to God.**

### Materials

Activities for lesson 10,  
Bibles



If you have kids who struggle with transitions and staying on task, you may want to go straight into the role play and skip the board activity. This can help the kids manage behavior and remain on track.

### Teaching Tip

Some kids don't like to act. If no one in the group wants to act, let kids read their situations and talk about their ideas.

### Materials

plastic spoons, markers,  
scrap paper



### Teaching Tip

If balancing the marker on the spoon is too easy for kids, tell them to also stand on one leg.

## Quick Step Faithful to God

Have kids stand up. SAY: **Be faithful to me; obey what I say. Stare at the board for 30 seconds without blinking.** Comment on how they do. Then SAY: **Be faithful to me; obey what I say. Stare at the board for 30 seconds without talking, laughing, or blinking.** Again, comment on how they do. **Aren't you glad God doesn't ask us to be faithful in such silly ways?** Have kids turn in their activity leaflets to Faithful to God. Divide the class into small groups (or pairs). Assign each group one of the situations to read and to come up with an ending or response showing the kids being faithful to God. When ready, let groups act out their situations. After each group has finished, discuss the situation and talk about why it can be hard to be faithful. After all groups have performed, ask these questions:

ASK: **What is a number between 1 and 10, with 10 being the highest, to describe how important is it to be faithful to God?** Accept responses. Hopefully, kids will say 10.

**Why do you say that?** After kids have responded, ask them to turn in their Bibles to Revelation 2:10. Have a volunteer read the verse aloud, starting with "Be faithful."

SAY: **Being faithful to God is what the Christian life is all about. That's why ♥ God helps us to be faithful to Him.**

## Option Be Faithful

Have students pair up. Give each pair a spoon, a marker, and some scrap paper. Tell kids to make paper wads. Then ask pairs to stand up. One person in each pair will hold the spoon, lay a marker on it, and try to balance the marker so it doesn't fall off. The other person in each pair will throw paper wads at the person's hand, trying to make the marker fall. SAY: **Let's see who can "be faithful" and balance the marker the longest!** Then let kids switch roles.

SAY: **That was a only a game, but think about Stephen being faithful even while people stoned him. He was faithful until his death!** Tell kids you'll read two situations. In their pairs they should come up with a way the kid in each situation could be faithful to God. Situations: 1. **You know you should pray and read your Bible every day. But you're so busy, especially now that you're on the gymnastics team.** Tell pairs to discuss this, then raise their hands when they have an idea of how the kid could be faithful to God. Let several pairs respond. 2. **You and a good friend watch a movie. Then your friend switches channels to a TV show you know you shouldn't watch.** Let several kids respond.

ASK: **What are some other situations in which you need to be faithful to God?** (obeying parents, when tempted to use bad language, keeping promises, loving others, doing right things)

SAY: **Being faithful to God is what the Christian life is all about. That's why ♥ God helps us to be faithful to Him.**

## Live It Out (10 minutes)

- 4** Use one of these activities to help students **name a situation in which they need help being faithful and ask for God's help.**

### Focus

♥ God helps us to be faithful.

### Quick Step Praying Well

SAY: **I hope you're beginning to understand how important it is for us to stay faithful to God. No matter the situation or how hard it is, ♥ God helps us to be faithful.** Ask students to stand in the middle of the room. **Think of a situation in which you need help being faithful to God. If it's with a friend, go to \_\_\_\_ (point to a corner). If it's with a brother, sister, or cousin, go to \_\_\_\_ (point to a different corner). If it's with parents, go to \_\_\_\_ (point to a different corner). If it's with someone else or a situation that involves only you, go to \_\_\_\_ (point to a different corner). Now that everyone is in a corner, bow your head and pray silently about your situation. Ask God to help you stay faithful to Him.**

After a brief time of silence, have students sit down and turn in their activity leaflets to Praying Well. Encourage them to write their prayers, asking for God's help in staying faithful. Close in prayer.

### Option Stone Prayers



SAY: **I hope you're beginning to understand how important it is for us to stay faithful to God. No matter the situation or how hard it is, ♥ God helps us to be faithful.** Hold up a stone.

ASK: **What did stones have to do with today's story?** (People used stones to kill Stephen.)

SAY: **Let's use these stones to help us remember how faithful Stephen was, and how ♥ God helps us to be faithful.** Tell kids to write on their stones, "Be faithful," "God will help me be faithful," or something similar. Offer to assist with writing as needed. Allow kids to decorate their stones, if there is time and you have provided the markers to do so. Then ask kids to hold their stones and move away from each other as much as possible. **Think about a situation in which you need help in being faithful to God. Maybe it's a situation with a family member or friend or someone else. Or maybe it's a situation that involves only you. Talk to God about it. Bow your head, and pray silently about your situation. Ask God to help you stay faithful to Him.** After a brief time of silence, close in prayer.

### Materials

Activities for lesson 10,  
pencils



### Materials

smooth stones (1 per student), permanent fine-tip black markers (optional: glitter markers or colored permanent markers)



### Kidz Chat

Give each student a *Kidz Chat* to take home.

Be sure parents know about the *Faith & Family* pages available online

to print and use with their children at home. Go to [www.21stcc.com](http://www.21stcc.com), and click on Downloads/Connect<sup>2</sup>/Spring Quarter Heartshaper Connect<sup>2</sup> Feature.



# Philip and the Ethiopian

## Lesson 11



**Scripture:** Acts 8:26-40










**Bible Memory:** 1 Peter 3:15

**Focus:** ♥ God helps us to explain His Word to others.

### Heart to Heart Teacher Devotion

For thousands of years, God prepared for salvation. When salvation came through Jesus, His disciples were given the command of spreading the gospel throughout the world. That's our command too, and what a wonderful privilege and honor it is! As you prepare to teach the kids in your class, ask for His help in understanding passages that aren't easy to understand. And thank God that He helps you explain His Word to the students He has entrusted to you.

## Lesson 11 at a Glance

		Immerse Materials	Other Materials
<b>1 FOCUS IN</b> Use one or more of these activities to help students <i>identify what they know about the Bible</i> .	 <b>Quick Step</b> Tic-Tac-Toe Bible!   <b>Option</b> Pop Quiz!	• Pop Quiz! reproducible page	<b>Other Materials</b> • whiteboard, dry-erase markers and erasers  • pencils
<b>2 EXPLORE HIS WORD</b> Use these activities to help students <i>tell about Philip's meeting with the Ethiopian</i> .	 <b>Bible Exploration</b> Acts 8:26-40   <b>Bible Memory</b> 1 Peter 3:15   <b>Optional Bible Skill Builder</b>	• <i>Resources</i> sheets 2 and 6 (map), <i>Activities</i> for lesson 11  • <i>Resources</i> sheet 5  • <i>Resources</i> Optional Bible Skills 11 printable file	• Bibles, sheet of paper, pencils, Bible with cross-references  • Bibles, clear tape, reusable adhesive  • Bibles
<b>3 MAKE IT REAL</b> Use one of these activities to help students <i>know how to find information and answers in the Bible</i> .	 <b>Quick Step</b> How to Get the Most from the Bible   <b>Option</b> Finding Info and Answers	• <i>Resources</i> sheet 8, <i>Activities</i> for lesson 11  • <i>Resources</i> Finding Info and Answers printable file, <i>Resources</i> sheet 8	• reusable adhesive, Bible tools (see activity), pencils  • scissors, Bibles, Bible tools (see activity), pencils
<b>4 LIVE IT OUT</b> Use one of these activities to help students <i>look for opportunities to explain God's Word to someone</i> .	 <b>Quick Step</b> Zach's Story   <b>Option</b> Heart-Shaped Snack Fun		• snack cut into heart shapes, resealable plastic bags, colored index cards, markers, clear tape, Bible

## Focus In (10–15 minutes)

- 1** Use one or more of these activities to help students **identify what they know about the Bible**.

### Welcome

- Welcome each student warmly by name.
- Early arrivers will enjoy doing one or more of the additional activities described on the unit page.

### Quick Step Tic-Tac-Toe Bible!

Make a large tic-tac-toe grid on the board. Divide the class into two teams. Teams are to huddle up and come up with one answer for each question. Assign one team to be Xs and the other team Os. SAY: **Let's see what you know about God's Word, the Bible.** When teams give a correct answer, let them add an X or O. The first team with three in a row, wins.

1. **The Bible was written by about 40 men. True or false?** (T)
2. **How many books are in the Old Testament?** (39)
3. **The Bible says, "God helps those who help themselves." True or false?** (F)
4. **What's the last book in the Bible?** (Revelation)
5. **How many books are in the New Testament?** (27)
6. **The earliest Bibles were written as scrolls. True or false?** (T)
7. **Who are the four Gospels about?** (Jesus)
8. **The Bible says, "The love of money is a root of all kinds of evil." True or false?** (T)
9. **What are the first words in the Bible?** ("In the beginning God created the heavens and the earth.")
10. **The Bible says about itself that "all Scripture is God-breathed." True or false?** (T)

ASK: **How have you learned about the Bible?**  
**How can you keep learning about God's Word?**

SAY: **We're here so we can learn more about God's Word! Since there's so much to discover, let's get to it!**

### Option Pop Quiz!

Distribute copies of the reproducible page. SAY: **Let's see what you know about the Bible. Don't worry if you don't know much about the Bible yet. That's why we're here—so all of us can learn more!** Read the statements aloud as kids mark their papers. Tell kids that no one has to see their papers. When done, let volunteers read the statements and give their answers. (Answers: 1=N; 2=Y [1 Timothy 6:10]; 3=Y [Genesis 1:1]; 4=N; 5=T; 6=F; 7=T; 8=T; 9=Y [2 Timothy 3:16]; 10=Y [1 Peter 1:25])

ASK: **How have you learned about the Bible?**  
**How can you keep learning about God's Word?**

Be sure to personalize this next part to fit you. SAY: **The more I read and study the Bible, the more I learn. When I was younger, I didn't understand some things I understand now. And I'm sure there are things that I will understand better in the future. The same can be true for you!**

## Focus

♥ God helps us to explain His Word to others.

### Materials

whiteboard, dry-erase markers and erasers



### Teaching Tip

Continue to display the poster for the quarter (*Resources* sheet 1).



Games and quizzes that require retrieving information can be worrisome for many kids with special needs. Consider having the class work together to find answers to the questions, or divide into groups and have the groups answer and report their information to each other.

### Materials

copies of Pop Quiz!  
reproducible page (1 per student), pencils



### Note

See the teacher guide contents page for the location of reproducible pages. Reproducible pages are also provided in the *Resources* printable files.

## Focus

♥ God helps us to explain His Word to others.

# Explore His Word (25 minutes)

**2** Use these activities to help students **tell about Philip's meeting with the Ethiopian.**

## Bible Background for the Teacher

Philip was one of the first men to serve in the ministry of the church. He was "full of the Spirit and wisdom" (Acts 6:3). His ministry included evangelism, telling others about Jesus Christ. The first part of chapter 8 tells of Philip's work among the Samaritans. As that work concluded, an angelic messenger sent Philip from Samaria to one of the less traveled roads that ran southwest from Jerusalem toward Gaza. Along the road he observed a man traveling in a chariot. The occupant of the vehicle was a treasury officer for Kandake (or Candace), the queen of Ethiopia. He had traveled far from his home to worship at Jerusalem. The man was likely African. He probably was quite wealthy, since he had his own copy of Scripture (which was quite a luxury in the first century!) and probably had a driver for his chariot.

The man was reading, but not understanding, Isaiah 53. His interest in spiritual matters allowed Philip to approach and offer to help him understand the Scriptures. Philip showed that the text predicted a Messiah who would suffer and offer himself on behalf of His people, and Philip explained that Jesus fulfilled that prophecy. The actual words of Philip are not preserved in the text, but he evidently discussed baptism, for the Ethiopian immediately asked to be baptized when they came to a place with water. Note that some later manuscripts include an additional verse (Acts 8:37). God called on Philip to go out from where he was working and look for an opportunity to tell someone about Jesus. Because Philip did what God wanted him to do, the Ethiopian became a Christian. As God led Philip north to Azotus, the Ethiopian went home rejoicing. He was returning home with forgiven sins, a new life in Christ, a personal relationship with God, and hope for eternity.

## Materials

Resources sheets 2 and 6 (map), Bibles, sheet of paper (rolled up as a scroll), Activities for lesson 11, pencils, Bible with cross-references (optional: 2 Bible-times costumes)



## Media Option

If you have a laptop or tablet computer, show kids how they can go to a Bible website such as [www.biblegateway.com](http://www.biblegateway.com) to do searches. Type in part of Acts 8:32, 33; it will reference Isaiah 53:7, 8.

## Note

The Scripture text is provided in the Resources printable files in both the *New International Version* and the *King James Version*, if you want kids to read from the same Bible version.

## Bible Exploration Acts 8:26-40

Have a volunteer stand by the map and point out Jerusalem, Gaza, and Azotus. Tell kids that these places are in today's Bible story. Have another volunteer stand by "The Church Begins" Bible time line, and briefly tell about the first four icons. SAY: **This is where we pick up God's story.** Have kids turn in their Bibles to the contents page.

ASK: **What do we call the books of Matthew, Mark, Luke, and John when we refer to them as a group of books?** (Gospels)

**The next book is Acts. What type of book is the book of Acts?** (history)

SAY: **The book of Acts tells the history of the early church. Philip was one of the men chosen to help take care of the people in the church who were needy. Philip became a great preacher, telling many people about Jesus.** Ask students to turn in their Bibles to Acts 8:26, and have a volunteer read it aloud. Refer again to the map. **Now God had another job for Philip. One of God's angels told that message to Philip.**

Choose two volunteers who would like to pantomime the action while you read the Scripture; one can portray Philip and the other can portray the Ethiopian. Give the volunteer portraying the Ethiopian a paper scroll. (Provide Bible-times costumes, if desired.) Tell the rest of the class to listen for Philip obeying God or doing something good. When they hear that, they should say, "Way to go, Philip!" Read Acts 8:26-40, pausing for the kids to act and for the rest of the kids to respond. When finished,

thank everyone for participating. Distribute the activity leaflets, and have students look at Philip Explains God's Word. Read the directions, and let students complete the page on their own or in pairs. When kids are done, let volunteers read the sentences, including the right endings. (Answers: 1=Jerusalem to Gaza; 2=the queen's treasury; 3=good news about Jesus; 4=baptized the man; 5=preaching about Jesus)

Ask students to look at Acts 8:32, 33, and have a volunteer read the verses aloud. SAY: **These are the Old Testament verses the Ethiopian was reading. I wonder how we can find out where in the Bible this passage is?** Show students the Bible with cross-references, and turn to Acts 8:32, 33. Let them see how Bible verses are referenced. Show them that this passage has a reference for Isaiah 53:7, 8. Ask a volunteer to turn to Isaiah 53:7, 8 and read it aloud. **The Ethiopian was reading from Isaiah, and Philip explained that Old Testament passage to the man. Then Philip told him about Jesus. That meant that Philip had read and studied God's Word. He was prepared to explain God's Word and share his faith in Jesus.** If time allows, ask a volunteer to read Philip's Post in the activity leaflet. Encourage kids to respond to the post.

ASK: **What about you? If you had been in that situation, would you have been prepared and ready to explain God's Word?** Accept responses.

SAY: **God gave us His Word so we could read and study it together. Like Philip, when we're in a situation to help others learn from the Bible, ♥ God helps us to explain His Word to others. I depend on His help as I teach you. And when you help others learn from the Bible, God will help you too!**

## Bible Memory 1 Peter 3:15

"But in your hearts revere Christ as Lord. Always be prepared to give an answer to everyone who asks you to give the reason for the hope that you have. But do this with gentleness and respect."

Continue to display the 1 Peter 3:15 poster on a wall or bulletin board. Have kids turn in their Bibles to 1 Peter 3:15, and have a volunteer read the verse aloud. Have volunteers place the word cards in their correct places on the poster. Then remove the word cards from the poster. Use clear tape to attach the word cards to the backs of seven volunteers. Have those students stand in front of the class, but not in the order the cards go on the poster. They should stand with their backs to the class.

SAY to the rest of the class: **Call out the name of the kid who has the poster's first missing word on his back. That student will reach onto his back, get the word, and then attach it to the poster.** The class is to do the same for the other six words. For added fun, you can time the action and see how long it takes. If you have time, do it again with other volunteers. Have all the kids read or say 1 Peter 3:15 together. ♥ **God helps us to explain His Word to others when we're prepared and when we do it with gentleness and respect.**

### Materials

Bibles, *Resources* sheet 5, clear tape, reusable adhesive (optional: stopwatch)



### Note

The Bible Memory in the *King James Version* is included in the *Resources* printable files.

### Optional Bible Skill Builder

Print and use with kids the *Resources* Optional Bible Skills 11 printable file.





## Focus

♥ God helps us to explain His Word to others.

## Make It Real (10–15 minutes)

- 3 Use one of these activities to help students **know how to find information and answers in the Bible.**

### Materials

Resources sheet 8, reusable adhesive, print or digital Bible tools (Bible dictionary, Bible with cross-references, Bible concordance, Bible with notes and commentary), *Activities* for lesson 11, pencils



This activity will work well for all kids. Offer assistance with writing as needed.

### Materials

Resources Finding Info and Answers printable file, scissors, Resources sheet 8, Bibles, print or digital Bible tools (Bible dictionary, Bible with cross-references, Bible concordance, Bible with notes and commentary), pencils



### Teaching Tip

A Bible Dictionary is included in the *Resources Bible Skills* printable files. Print a copy of this resource and keep a copy of it in the classroom for students to use with any lesson.

### Quick Step How to Get the Most from the Bible

SAY: **Let's find out how ♥ God helps us to explain His Word to others.**

Display sheet 8 so kids can see it. Ask volunteers to read the information under "Know." **These are just a few of the things we can learn about the Bible.** Have volunteers read the information under "Tips." **These are just a few tips that can help us as we read the Bible.** Then ask volunteers to read the information under "Tools." As each tool is described, show kids what you've brought (either print or digital). Let kids see what each tool looks like and how it works.

Then have kids turn in their activity leaflets to How to Get the Most from the Bible. Either do this activity together as a class or let students work in pairs or small groups to fill in the blanks. Tell students they can look at the poster as needed and use the Word Bank for help.

SAY: **I hope you'll keep this leaflet. Use some of the tips and Bible tools when you read the Bible. Remember—the God of the universe wrote just one book for us. So let's read it and learn from it so we can explain God's Word to others.**

### Option Finding Info and Answers

Before class, cut apart the cards on the printable file.

SAY: **Let's find out how ♥ God helps us to explain His Word to others.**

Display sheet 8 so kids can see it. Ask volunteers to read the information under "Know." **These are just a few of the things we can learn about the Bible.** Have volunteers read the information under "Tips." **These are just a few tips that can help us as we read the Bible.** Then have volunteers read the information under "Tools." As each tool is described, show kids the Bible tools you've brought (either print or digital). Ask a volunteer to turn to John 3:16 and read it aloud. Divide the class into small groups (or pairs). Give each group a Bible, one of the cards from the printable file, a pencil, and the Bible tool that matches its card. Give kids time to work, and help them as needed.

When groups are done, have them show their Bible tools and briefly explain how they work. Refer to the poster as you SAY: **I hope you'll use some of the tips and Bible tools when you read the Bible. Remember—the God of the universe wrote just one book for us. So let's read it and learn from it so we can explain God's Word to others.**

## Live It Out (10 minutes)

- 4** Use one of these activities to help students **look for opportunities to explain God's Word to someone.**

### Focus

♥ God helps us to explain His Word to others.

### Quick Step Zach's Story

SAY: ♥ God helps us to explain His Word to others when we look for those opportunities. Tell kids to listen as you read a short story about Zach. When they hear an opportunity Zach has for explaining God's Word to someone, they should open their hands as if holding a Bible. **Brandon is spending the weekend at Zach's. Zach has a poster on his bedroom wall that shows the armor of God. Brandon asks Zach about it.** Pause. Kids should open their hands as if holding a Bible. Ask how Zach could use this opportunity to explain God's Word. **Zach's mom bought pizzas for dinner. The boys were ready to dive in, when Zach's dad reminded them what God's Word says about being thankful.** Pause. Ask how Zach could use this opportunity to explain God's Word. **Brandon went to church services with Zach and his family. Afterward, Brandon asked Zach why everyone ate the little pieces of bread and drank grape juice.** Pause. Ask how Zach could use this opportunity to explain God's Word.

SAY: I don't know what *your* story will look like this week, but I hope and pray that you'll remember that ♥ God helps us to explain His Word to others. Lead the students in prayer, asking God for opportunities to explain His Word to others and for His help in doing that.

### Option Heart-Shaped Snack Fun

Before doing this activity, have kids wash their hands. SAY: ♥ God helps us to explain His Word to others when we look for those opportunities. Show kids the heart-shaped snack, and distribute supplies. **A fun way of explaining God's Word to others can be through this fun snack.** Tell kids to put a heart-shaped snack into a plastic bag. Let kids eat a snack while they work. Have each kid write the following, or something similar, on an index card: "Ask me what John 3:16 has to do with this snack." Ask for someone to say John 3:16 from memory or read it. Tell kids that they will tape their completed cards onto their bags. During the week, they are to each give a bag to someone who doesn't know God or know much about Him. **When you give away the snack, hopefully the person will ask you, "What does John 3:16 have to do with this snack?"**

ASK: **When you hear that question, what will you say?** (The snack is heart-shaped, and John 3:16 talks about God's love.)

SAY: I hope and pray that you'll remember that ♥ God helps us to explain His Word to others. Take advantage of any and all opportunities you have of explaining God's Word to others. Encourage volunteers to pray, asking God for opportunities to explain His Word to others and for His help in doing that.



Before class, search the Internet to find pictures you can print that show the various items mentioned in the story (armor of God poster, pizzas, Bible, praying hands, church worship service, Communion emblems). The pictures will help to keep the kids' attention and give them a point of reference.

### Materials

snack cut into heart shapes (cookies, brownies, or Rice Krispies Treats®), resealable plastic bags, colored index cards, markers, clear tape, Bible



### Kidz Chat

Give each student a *Kidz Chat* to take home.

Be sure parents know about the *Faith & Family* pages available online to print and use with their

children at home. Go to [www.21stcc.com](http://www.21stcc.com), and click on Downloads/Connect<sup>2</sup>/Spring Quarter Heartshaper Connect<sup>2</sup> Feature.



# Saul's Conversion

## Lesson 12



**Scripture:** Acts 9:1-19










**Bible Memory:** 1 Peter 3:15

**Focus:** ♥ God is a life changer!

### Heart to Heart Teacher Devotion

Saul (later known as Paul) was known for the threats and harm he brought on those who would dare follow Jesus. No one ever would have guessed that one day he would become one of those followers. And Paul didn't just become someone following Jesus in the shadows. No! He became a leader and one of the most vocal followers, telling everyone, everywhere about Jesus. Only God's power and grace can change a life like that!

## Lesson 12 at a Glance

<b>1 FOCUS IN</b> Use one or more of these activities to help students <i>identify ways God can change people's lives.</i>	 <b>Quick Step</b> Changed Creations   <b>Option</b> Changing Directions	<b>Immerse Materials</b>	<b>Other Materials</b> <ul style="list-style-type: none"> <li>• large and small paper clips, clear tape rolls, whiteboard, dry-erase marker</li> <li>• bedsheet, ball, timer</li> </ul>
<b>2 EXPLORE HIS WORD</b> Use these activities to help students <i>describe the changes in the lives of Saul and Ananias.</i>	 <b>Bible Exploration</b> Acts 9:1-19   <b>Bible Memory</b> 1 Peter 3:15   <b>Optional Bible Skill Builder</b>	<ul style="list-style-type: none"> <li>• <i>Resources</i> sheets 2 and 6 (map), <i>Activities</i> for lesson 12</li> <li>• <i>Resources</i> sheets 3-5</li> <li>• <i>Resources</i> Optional Bible Skills 12 printable file</li> </ul>	<ul style="list-style-type: none"> <li>• Bibles, index cards, markers, pencils</li> <li>• Bibles, reusable adhesive</li> <li>• roll paper, reusable adhesive, markers, Bibles</li> </ul>
<b>3 MAKE IT REAL</b> Use one of these activities to help students <i>identify ways they need to let God change their lives.</i>	 <b>Quick Step</b> Sum It Up!   <b>Option</b> Design an Ad	<ul style="list-style-type: none"> <li>• <i>Activities</i> for lesson 12</li> </ul>	<ul style="list-style-type: none"> <li>• self-stick notes, pencils, whiteboard, Bibles</li> <li>• paper, pencils, colored pencils, markers, Bibles</li> </ul>
<b>4 LIVE IT OUT</b> Use one of these activities to help students <i>ask God to change their lives.</i>	 <b>Quick Step</b> Ask the Life Changer!   <b>Option</b> Color-Changing Bracelets	<ul style="list-style-type: none"> <li>• <i>Activities</i> for lesson 12</li> </ul>	<ul style="list-style-type: none"> <li>• roll paper, scissors, reusable adhesive, colored paper, pencils, clear tape</li> <li>• ultraviolet color-changing beads, elastic cord, scissors, pencils</li> </ul>

## Focus In (10–15 minutes)

- 1** Use one or more of these activities to help students **identify ways God can change people's lives.**

### Welcome

- Welcome each student warmly by name.
- Early arrivers will enjoy doing one or more of the additional activities described on the unit page.

### Quick Step Changed Creations

Divide the class into small groups (or pairs). Give each group a handful of paper clips and a tape roll. Tell groups to work together to change their items into something useful or creative. After a few minutes, have all groups show their changed creations. SAY: **You changed paper clips and tape into something different. Today we're talking about change—the kind of change that happens inside people.**

ASK: **What are some ways God can change people's lives?** Accept responses and write kids' ideas on the board.

**Can God change us to be more loving, even to our brothers and sisters?**

**Can God change us to think better thoughts?**

**Can God change us to use our money wisely?**

**Can God change us so we are patient?**

**Can God change us so we say only good things about others?**

SAY: **God is in the business of changing lives. In fact, you could say that ♥ God is a life changer! Let's dig into God's Word and learn about two men who needed to make a change.**

### Option Changing Directions

Ask students to stand in a circle. Place the bedsheet in the middle of the circle and ask kids to hold it up with both hands. SAY: **This is a game about changing directions. I'll place the ball on the sheet and say "Go left." Use your arms to move the sheet so the ball will roll in a circle around the sheet to your left until I tell you to change direction and say "Go right." I'll time how long it takes for the ball to change directions. Your goal is to get faster and faster each time.** When kids understand the game, place the ball on the sheet. Play as time permits. Then have kids sit down. **That was a fun game about changing directions. But today we're talking about the kind of change that happens inside people.**

ASK: **What are some ways God can change people's lives?** Accept responses.

**Can God change us to be more loving, even to our brothers and sisters?**

**Can God change us to think better thoughts?**

**Can God change us so we are patient?**

SAY: **God is in the business of changing lives. In fact, you could say that ♥ God is a life changer! Let's dig into God's Word and learn about two men who needed to make a change.**

## Focus

♥ God is a life changer!

### Materials

large and small paper clips, clear tape rolls (or masking tape rolls; 1 per small group), whiteboard, dry-erase marker



### Teaching Tips

Continue to display the poster for the quarter (*Resources* sheet 1).

If you are not familiar with paper clip art, review some websites and be ready to help kids with ideas.

### Materials

bedsheet (or a very large towel), ball, timer



Model what kids are to do, and lead in a couple practice rounds. To help all kids (including those with impulse disorders), review rules for being gentle, keeping the ball on the sheet, and so on.

## Focus

♥ God is a life changer!

# Explore His Word (25 minutes)

**2** Use these activities to help students **describe the changes in the lives of Saul and Ananias.**

## Bible Background for the Teacher

After Stephen was killed, Saul began to enthusiastically persecute the church (Acts 8:3). He continued by “breathing out murderous threats” (9:1), which graphically describes the intense hatred that he felt toward Christ and His church. As a result of the persecution, many Christians left Jerusalem. When Saul learned that some had gone to Damascus in Syria, he went there to seek and destroy the believers. Saul sincerely believed that he was doing God’s work, based on the assumption that God hated Jesus and the church. Saul (now called Paul) retells the story of his conversion, with additional details, in Acts 22:3-21 and 26:4-23.

The trip to Damascus involved traveling about 150 miles and would have taken about six days on foot. As the group neared the city, Saul was struck down by the brilliance of a heavenly light, and Jesus spoke to him. Saul’s friends led him to Damascus, where he fasted, prayed, and waited for some further word from God.

Saul’s actions in Jerusalem had earned him a fearful reputation among Christians, and Ananias was understandably afraid of approaching him. Ananias may have thought that Saul’s supposed blindness could have been a trick to expose the Christians in Damascus. In a vision, the Lord reassured Ananias that Saul’s condition was real and that God had plans to use Saul as a missionary to the Gentiles. When Ananias did what God asked, Saul’s sight was restored and he was baptized.

### Materials

Resources sheets 2 and 6 (map), Bibles, index cards, markers, *Activities* for lesson 12, pencils



### Media Option

You can go to a website such as [www.biblegateway.com](http://www.biblegateway.com) and play a dramatized reading of the Bible verses.

### Note

The Scripture text is provided in the *Resources* printable files in both the *New International Version* and the *King James Version*, if you want kids to read from the same Bible version.

## Bible Exploration Acts 9:1-19

Give each student an index card and marker. Tell kids to draw a large arrow on their cards. Then have a volunteer show Damascus and Jerusalem on the map. Tell students that these cities are where today’s Bible story takes place. Refer to all the Bible time lines as you SAY: **All these events are part of history—His story, God’s story. For thousands of years, God prepared for salvation. Then God sent salvation when He sent Jesus to earth. Jesus taught people about God and did miracles, showing people that He is God’s Son. From that time until now, God offers salvation to all people!** Ask a couple of volunteers to stand by “The Church Begins” Bible time line and read the descriptions under the first five icons. Have students turn in their Bibles to Acts 9:1-19. **This is where we pick up God’s story. Let’s read about a man who needed a big change and another man who needed a change too.** Have kids lay their arrow cards in front of them. **Whenever you hear about someone undergoing a change, take your arrow card and point it in the opposite direction.** Ask volunteers to read Acts 9:1, 2.

ASK: **Who did Saul plan to take as prisoners?** (people who followed Jesus)

**Why do you think he was doing that?** (Saul thought he was doing God’s will. Saul hated Christ and His church.)

Have volunteers read verses 3-9. Ask kids to describe what happened to Saul. Then have volunteers read verses 10-14.

ASK: **Who was Ananias?** (disciple of Jesus)

**To whom did the Lord want Ananias to go to?** (Saul)

**Why didn't Ananias want to do it?** (He had heard what Saul was doing to Christians, and he knew that Saul had come to Damascus to do the same things.)

Have volunteers read verses 15, 16. Ask kids to put in their own words why the Lord wanted Ananias to go to Saul. Then read verse 17. Pause; see if kids turn their arrow cards to the opposite direction. SAY: **Ananias didn't want to go to Saul. But when God told him to and explained why, Ananias did. He underwent a change of heart and obeyed God.** Kids should turn the direction of their arrow cards. Read verses 18, 19. **Saul, a man who was harming Christians, became a Christian! That has to be the biggest change a person could ever make!** Kids should turn the direction of their arrow cards.

Distribute the activity leaflets, and have students look at Saul's Journal. Ask volunteers to read each sentence, filling in the blanks. (Answers: Damascus, light, ground, three, Ananias, baptized) SAY: **Saul was perhaps the church's greatest persecutor. But things changed, and Saul, who was later called Paul, became one of the church's greatest teachers. It all started in Damascus when Ananias had a change of heart. ♥ God is a life changer!**

## **Bible Memory** 1 Peter 3:15

"But in your hearts revere Christ as Lord. Always be prepared to give an answer to everyone who asks you to give the reason for the hope that you have. But do this with gentleness and respect."

Continue to display the 1 Peter 3:15 poster on a wall or bulletin board. Also be sure to display the Bible Memory posters from the previous units. Have kids turn in their Bibles to 1 Peter 3:15, and have a volunteer read the verse aloud. Have volunteers place the word cards in their correct places on the poster. SAY: **Saul became a follower of Jesus who really lived out what this verse says to do. I hope we will too!**

Have kids gather in a circle. Take the word cards off the poster, and give one card to a student. Have that student say the first word of the memory verse. He should pass the word card to the person beside him. That student should say the next word of the memory verse. Keep going like that until the kids have said the verse. The student who completes the verse can place the word card on the poster. Give another word card to a student and repeat the process. Keep going until all the word cards have been added to the poster.

Then have different students lead the rest of the class in saying or reading together all the Bible Memory verses. See whether anyone would like to say the Bible verses from memory by themselves.

### **Materials**

Bibles, *Resources* sheets 3–5, reusable adhesive



### **Note**

The Bible Memory in the *King James Version* is included in the *Resources* printable files.

### **Optional Bible Skill Builder**

Print and use with kids the *Resources* Optional Bible Skills 12 printable file.





## Focus

♥ God is a life changer!

## Make It Real (10–15 minutes)

- 3** Use one of these activities to help students **identify ways they need to let God change their lives.**

### Materials

self-stick notes, pencils, whiteboard, *Activities* for lesson 12, Bibles



### Teaching Tip

If you have a small class, give the assignments in either the *Quick Step* or Option to individual students.

### Materials

paper, pencils, colored pencils, markers, Bibles



When having kids work in groups, consider assigning roles so that everyone is included and gets to participate in the process.

### **Quick Step Sum It Up!**

**SAY: People noticed a big change in how Saul acted and spoke. That can happen for you too. When you let God change you, others will see a difference in how you act and speak too.** Have students turn in their activity leaflets to Sum It Up! Put kids in small groups. Each group of kids should look up the Bible verses and fill in the blanks. When finished, ask students to share their answers. (Answers: 1=patient, kind; 2=good; 3=truthfully; 4=obey, honor; 5=think, right; 6=forgive, Lord) **SAY: These aren't the only ways you can let God change your life, but these are important ones.**

Distribute the self-stick notes. Tell students to write on their notes the top two or three ways they need to let God change their lives. Tell them *not* to write their names on the notes, but that others *will* see what they wrote. When done, collect the notes and stick them randomly on the board. Read what the kids wrote, but don't comment. **SAY: When it's hard being patient with your sister or brother, remember that ♥ God is a life changer! When you're tempted to lie, remember that ♥ God is a life changer! When it's hard to obey and honor your parents, remember that ♥ God is a life changer!**

### **Option Design an Ad**

**SAY: People noticed a big change in how Saul acted and spoke. That can happen for you too. When you let God change you, others will see a difference in how you act and speak too.** Tell kids that they get to design an ad for a magazine or website that would help people know about ways God could change their lives. There are three things that each ad must include: the main thought from a Scripture that you will provide, at least one arrow, and the words ♥ "God is a life changer!" Let students work in small groups (or pairs). Distribute supplies. Give each group one of these Scripture references: 1 Corinthians 13:4; Galatians 6:10; Ephesians 4:25; Ephesians 6:1, 2; Philippians 4:8; Colossians 3:13. When the groups are done, let kids present their ads. After each ad is presented, ask questions such as the following, tailoring them to fit the Scriptures and thoughts presented:

**ASK: Is being patient and kind a way that you need to let God change your life?**

**In what situations do you find it hard to be patient and kind?**

**SAY: When it's hard being patient with your sister or brother, remember that ♥ God is a life changer! When you're tempted to lie, remember that ♥ God is a life changer! When it's hard to obey and honor your parents, remember that ♥ God is a life changer!**

## Live It Out (10 minutes)

- 4** Use one of these activities to help students **ask God to change their lives.**

### Focus

♥ God is a life changer!

### Quick Step Ask the Life Changer!

Before class, cut a large cross from roll paper. Display it where kids can reach it. Cut colored paper into 2" x 4" pieces, enough for each kid to have three or four pieces. Lay some tape near the cross.

SAY: **Because we know that ♥ God is a life changer, let's ask Him to change us, to make changes in our lives so we can be more like Him and live for Him every day.** Lay the pieces of colored papers on the table. Encourage kids to write on each paper a way they want to ask God to change their lives. Remind kids, as needed, about some of the things discussed during Make It Real. Tell them that no one except God will know what's on their papers. When they're finished, have kids fold their notes and tape them onto the cross.

When students are done, have them gather around the cross for a time of prayer. Tell kids to silently talk to God about what they wrote on their notes. After a brief time of silence, close in prayer. PRAY: **Dear God, thank You for being a life changer. Thank You for changing my life, giving me purpose, hope, and joy. Please change each of our lives so that we live every day for You. In Jesus' name, amen.**

### Option Color-Changing Bracelets



SAY: **Let's make bracelets to remind us that ♥ God is a life changer.** Show kids the white beads.

ASK: **What do you know about color-changing beads?** (The beads contain pigments that react with ultraviolet light from the sun. When the beads are exposed to ultraviolet light, they will change color.)

Distribute supplies. Kids should first cut elastic cord into lengths several inches larger than their wrists. Help them tie a knot on one end. Then they can string the beads onto the elastic cord. Offer assistance to students who need help with fine-motor skills. When done, kids can tie a knot in the other end. Then they can help each other tie on their bracelets.

Ask students to turn in their activity leaflets to Prayer Prompts. Encourage students to finish the prayer, asking God for His help in changing their lives in a few specific ways. When kids are finished, SAY: **Pray your prayer silently to God. Ask Him to change you, to make changes in your life so you can be more like Him and live for Him every day.** After a brief time of silence, close in prayer. Then SAY: **When you're in the sun and your beads turn colors, remember that ♥ God is a life changer. He's waiting to change your life!**

### Materials

roll paper, scissors, reusable adhesive, colored paper, pencils, clear tape (or masking tape)



### Teaching Tip

To protect the kids' promised privacy, have the group stand far enough away from the cross during prayer so no one is tempted to remove a note.

After prayer, take down the cross and notes.

### Materials

ultraviolet color-changing beads, elastic cord (or rawhide), scissors, *Activities* for lesson 12, pencils



### Teaching Tip

Ultraviolet color-changing beads can be purchased online or at a local craft supply store.

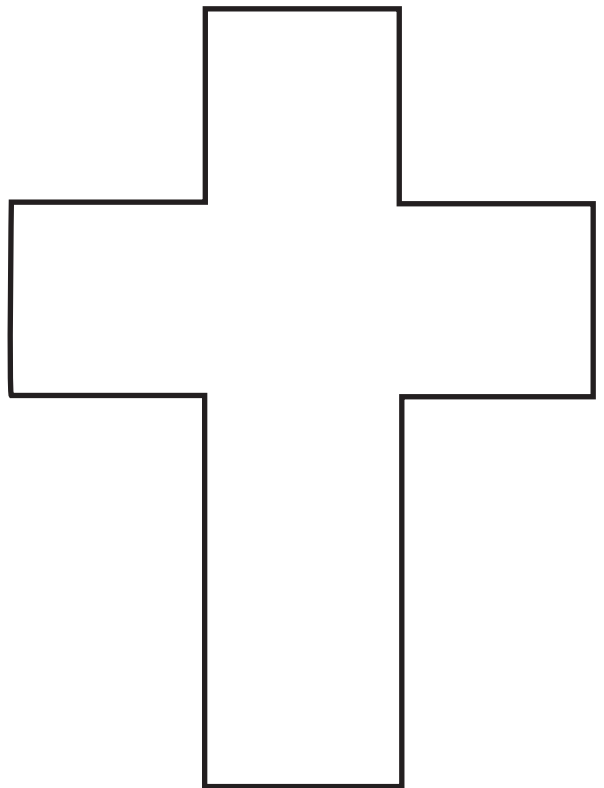
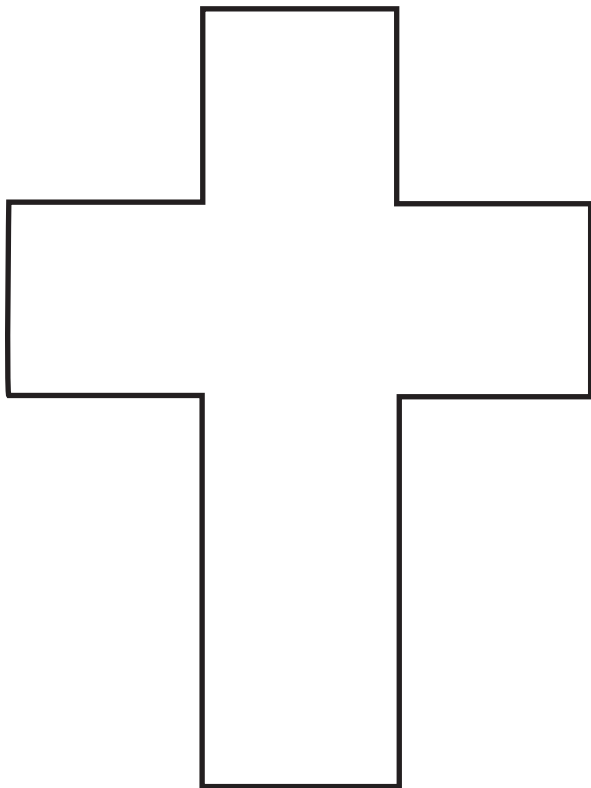
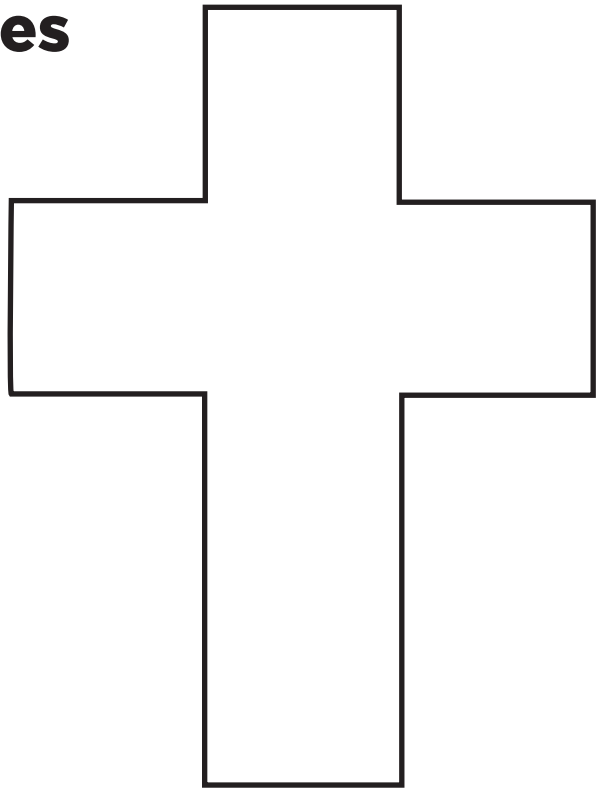
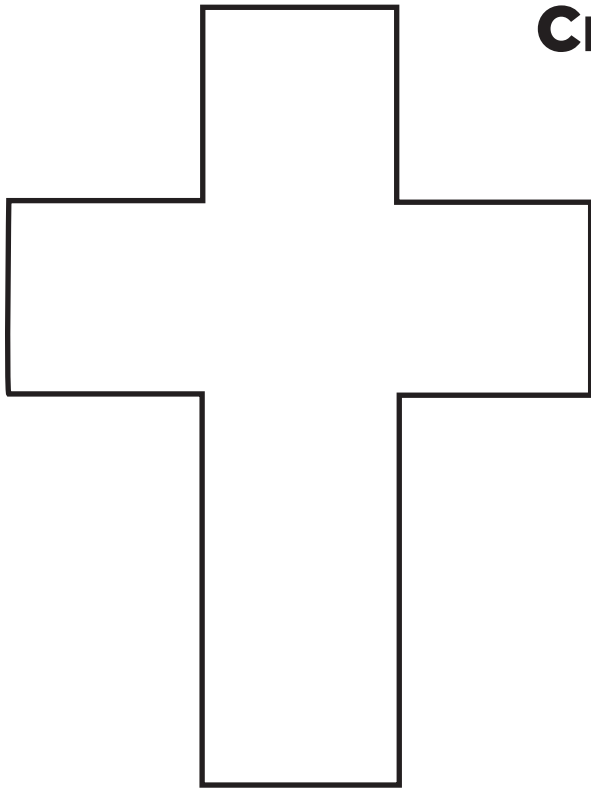
### Kidz Chat

Give each student a *Kidz Chat* to take home.

Be sure parents know about the *Faith & Family* pages available online to print and use with their children at home. Go to [www.21stcc.com](http://www.21stcc.com), and click on Downloads/Connect<sup>2</sup>/Spring Quarter Heartshaper Connect<sup>2</sup> Feature.



# Crosses



# Peter's Confession



- JESUS:** My disciples had been with me for a while. They had heard me teach. They had seen me heal many people. I needed to ask them some questions.
- DISCIPLE #1:** It sure was exciting being with Jesus! He once calmed a storm.
- DISCIPLE #2:** Almost everywhere we went, Jesus healed someone.
- DISCIPLE #3 :** Jesus had a way of teaching about God that we'd never heard before.
- JESUS:** When we came to Caesarea Philippi, it was time to ask some questions. I asked my disciples who people said I was.
- DISCIPLE #1:** I told Jesus that some people thought He was John the Baptist.
- DISCIPLE #2:** I told Jesus that some people thought He was Elijah.
- DISCIPLE #3:** I told Jesus that some people thought He was Jeremiah or one of the other prophets.
- JESUS:** I already knew that some people thought I was John the Baptist, Elijah, Jeremiah, or another prophet. Then I needed to ask my disciples the most important question of all—who do *you* say I am?
- PETER:** As usual, I jumped in ahead of everyone else.
- DISCIPLE #1:** That Peter, always the first to speak!
- DISCIPLE #2:** I wasn't sure what to say.
- DISCIPLE #3:** Peter said what I wished *I'd* said.
- PETER:** I told Jesus that He is the Messiah, the Son of the living God.
- JESUS:** Peter was right. I am the Son of God. I told Peter that God had revealed it to him.

# Who Would You Believe In?

In each situation, circle who you would believe in, or trust, the most.



1. You have a tooth that really hurts. Who would you believe in, or trust, to help you?

brother or sister / dentist / best friend

.....

2. You really want to have a solo in the musical. Who would you believe in, or trust, to help you practice?

firefighter / singing parrot / kid you know who sings really well

.....

3. You were treated badly by someone at school. Who would you believe in, or have faith in, to listen to you and help you know what to do?

parents / your cat Mr. Boots / favorite TV celebrity

.....



4. You really don't get the math homework—at all! Who would you believe in, or trust, to help you?

younger cousin / math teacher / bully

.....



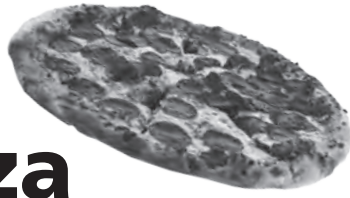
5. You are very sad because your grandmother is in the hospital. Who would you believe in, or trust, to help you through this tough time?

best friend / police officer / God

**airplane**

**hurricane**

**pizza**



**apple**

**movie**

**elephant**

**headphones**



**toothpaste**



**cloud**

**school**



**monkey**

**clothes**

**monster**



**basketball**



# Remembering

What might help you remember special people and events?  
Match Column A to Column B.

## Column A

1.



2.



3.



4.



5.



## Column B

a. My childhood

b. My family

c. Birthdays

d. Jesus' death and resurrection

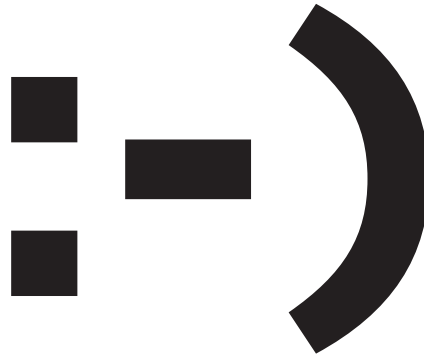
e. A special friend

# Emoticons

Cut apart on the dotted lines.



**Sad**



**Happy**



**Confused**



**Overjoyed**

# Pop Quiz!

Are these statements actually in the Bible? Circle *Y* for yes and *N* for no.



- |          |          |  |
|----------|----------|--|
| <b>Y</b> | <b>N</b> | 1. God helps those who help themselves.                    |
| <b>Y</b> | <b>N</b> | 2. The love of money is a root of all kinds of evil.       |
| <b>Y</b> | <b>N</b> | 3. In the beginning God created the heavens and the earth. |
| <b>Y</b> | <b>N</b> | 4. If life gives you lemons, make lemonade.                |

Are these statements about the Bible true or false? Circle *T* for true and *F* for false.

- |          |          |   |
|----------|----------|---|
| <b>T</b> | <b>F</b> | 5. The Bible was written by about 40 men.                             |
| <b>T</b> | <b>F</b> | 6. There are 50 books in the Old Testament.                           |
| <b>T</b> | <b>F</b> | 7. There are 27 books in the New Testament.                           |
| <b>T</b> | <b>F</b> | 8. The entire Bible has been translated into more than 500 languages. |



Does the Bible say these things about itself? Circle *Y* for yes and *N* for no.



- |          |          |   |
|----------|----------|---|
| <b>Y</b> | <b>N</b> | 9. All Scripture is God-breathed.         |
| <b>Y</b> | <b>N</b> | 10. The word of the Lord endures forever. |

**Dear friends,**

Please pray for

---

---

Thanks! \_\_\_\_\_

**Dear friends,**

Please pray for

---

---

Thanks! \_\_\_\_\_

**Dear teacher,**

Please pray for

---

---

Thanks! \_\_\_\_\_

**Dear teacher,**

Please pray for

---

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Thanks! \_\_\_\_\_

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