

march

april

may

SPRING 2021

# immerse

in His Word



**PRE-K / K**

Ages 5-6

**TEACHER**

published by 21st century christian



# Pre-K & K

## Spring 2021



Ages 5 and 6,  
with options for 4s

# Contents

		How to Use Immerse. . . . .	1
<b>Unit 1 • Jesus Is Powerful</b>		Overview and unit activities . . . . .	21
		Bible Memory: Psalm 147:5	
Lesson	1	<b>March 7</b> . . . . .	Jesus Stops a Storm (Mark 4) . . . . . 23
	2	<b>March 14</b> . . . . .	Jesus Heals a Young Girl (Luke 8) . . . . . 31
	3	<b>March 21</b> . . . . .	Jesus Feeds a Crowd (John 6) . . . . . 39
<b>* Special Unit</b>		<b>Jesus, God's Son</b> . . . . .	Overview and unit activities . . . . . 3
			Bible Memory: Matthew 16:16
Triumphal Entry		<b>March 28</b> . . . . .	A Crowd Welcomes Jesus (Matthew 21) . . . . . 5
Jesus' Resurrection		<b>April 4</b> . . . . .	Jesus Is Alive! (Matthew 28). . . . . 13
	4	<b>April 11</b> . . . . .	Jesus Heals a Man Born Blind (John 9) . . . . . 47
	5	<b>April 18</b> . . . . .	Jesus Heals 10 Men (Luke 17) . . . . . 55
	6	<b>April 25</b> . . . . .	Jesus Brings Lazarus Back to Life (John 11) . . . . . 63
<b>Unit 2 • The Church Follows Jesus</b>		Overview and unit activities . . . . .	71
		Bible Memory: Mark 16:15	
Lesson	7	<b>May 2</b> . . . . .	The Church Follows Jesus (Acts 2, 4) . . . . . 73
	8	<b>May 9</b> . . . . .	Saul Begins to Follow Jesus (Acts 9). . . . . 81
	9	<b>May 16</b> . . . . .	Lydia Follows Jesus (Acts 16) . . . . . 89
	10	<b>May 23</b> . . . . .	The Jailer Follows Jesus (Acts 16) . . . . . 97
	11	<b>May 30</b> . . . . .	Paul Helps People Follow Jesus (Acts 28; Ephesians 4, 6; Philippians 1, 2; Colossians 4) . . 105

**\*Note:** During this quarter, this curriculum prints at the beginning of the teacher guide a special unit of lessons about Jesus' triumphal entry and Jesus' appearance to followers after His resurrection. This unit is designed for flexible use. You may choose to teach the lessons in chronological order. Be sure to use the *Resources*, *Make-n-Share* pages, and *Heart Tugs* issues that correlate with these lessons.

*Pre-K & K Teacher Guide* is published quarterly by 21st Century Christian, [www.21stcc.com](http://www.21stcc.com). Copyright © 2006–2021 by 21st Century Christian, Nashville, TN 80918. All rights reserved. Adapted by permission. Printed in Gunpo-si, Gyeonggi-do, South Korea. All Scripture quotations, unless otherwise indicated, are taken from the *International Children's Bible*®, Copyright © 1986, 1988, 1999, 2005 by Thomas Nelson, Inc. Used by permission. All rights reserved. Scripture quotations marked (*KJV*) are from the *King James Version*.

Tom Tignor, editor. Sarah Crawford, Cathy Brown, assistant editors. Jonathan Edelhuber, Creative Services Team, design and production. Ahaa! Design, typesetting. Kali9/Getty Images, cover photo.

# 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 children as they learn about God, Jesus, and the church.
- Familiarize yourself with the teacher guide. Each lesson includes material for two complete hours of teaching.
- Use all the Immerse teaching tools.

### How the lessons are organized

- 1 Getting Started:** Children are introduced to the Bible story or lesson focus
- 2 Bible Discovery:** Children sing and pray to God. They learn a Bible story and Bible verse.
- 3 Grow and Go:** Children apply the Bible story lesson to their young lives.

**2+ Hours** of material: **Extra Hour** includes the same types of activities as the first hour—**More! Getting Started, More! Bible Discovery, More! Grow and Go.**

### Important things to know

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

**God Made a World for People Lesson 1**

**Scripture:** Genesis 1:1-25  
**Bible Memory:** Psalm 139:14  
"I praise you because you make me in an amazing and wonderful way." (NIV)  
"I will praise thee, for I am fearfully and wonderfully made." (KJV)  
**Focus:** ♥ God made the world

**Heart to Heart Teacher Devotion**  
Telling who created what and when in 25 fact-filled verses, today's Scripture text provides insight into the image of our God's creativity and shows the power of His words as He speaks creation into being. What a photo album! Ask God's Spirit to guide you as you use the power of words to fill your children with wonder and awe regarding the scenes of creation.

**Bible Background for the Teacher:**  
Genesis 1 begins the account of God's relationship with man. The creation story tells us what God did, how He did it, and even hints at why—God liked to walk in the garden and have fellowship with those He had created (Genesis 3:8). The Hebrew word for create in Genesis 1 is used elsewhere only to describe an activity of God: God created an orderly world, using definite plans and unchangeable natural laws.

**Lesson 1 at a Glance**

	Quick Step	HeartShaper Materials	Other Materials
<b>1 GETTING STARTED</b> Use one or more of these opening activities to help children explore the world God made.	<ul style="list-style-type: none"><li>• <b>Quick Step:</b> What's in the World?</li><li>• It's a Big, Long List of Animals</li><li>• Touch and Guess Time</li></ul>	<ul style="list-style-type: none"><li>• HeartShaper Materials: Teaching Picture 1</li><li>• Scout puppet</li><li>• none</li></ul>	<ul style="list-style-type: none"><li>• none</li><li>• whiteboard, dry-erase marker</li><li>• paper lunch bags, gloves from nature</li></ul>
<b>2 BIBLE DISCOVERY</b> Use all of these activities to help children tell what God made for people.	<ul style="list-style-type: none"><li>• <b>Sing and Pray</b></li><li>• <b>Bible Time:</b> God Made a World for People</li><li>• <b>Bible Review</b></li><li>• <b>Bible Memory</b></li></ul>	<ul style="list-style-type: none"><li>• Resources: audio tracks, Teaching Picture 1, Resources: Bible 1, Lesson 1, God made the world cards, 8-1/2" Resources: God Made the World print, also for</li></ul>	<ul style="list-style-type: none"><li>• multi-sticker Bible</li></ul>
<b>3 GROW AND GO</b> Use one or more of these activities to help children think for the week ahead.	<ul style="list-style-type: none"><li>• <b>Quick Step:</b> Prayer Rings</li><li>• <b>Bible Memory:</b> (in Motion, unit center)</li><li>• <b>Colorful Thank-You</b></li><li>• <b>Closing the Hour</b></li></ul>	<ul style="list-style-type: none"><li>• Memory-Sharing (for lesson) and stickers</li><li>• Resources: Unit 1 Bible Memory Mats (printable file)</li><li>• none</li><li>• Mark 1:1-11</li></ul>	<ul style="list-style-type: none"><li>• hole punch, string, shirt-top scissors</li><li>• none</li><li>• unique colors of construction paper cut to 2" x 4"</li><li>• none</li></ul>

Pre-K & K Teacher Guide, Unit 1, Lesson 1 5

- **Quick Step™** activities are easy to prepare and teach. All that's needed are the curriculum materials and normal classroom supplies.
- **Option** activities are provided for Getting Started and Grow and Go. Ideas for teaching 4-year-olds are also included. YOU choose what works best for you and the different kinds of learners in your class. Use all the activities in Bible Discovery.



# Special Needs/Teaching Tools

## 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.



- When you see the symbol after a title, it means the activity will work well for all kids, including those with special needs.
- When you see the 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.
- Or this symbol may indicate that there's an adaptation in the *Resources* files that will make the activity work better for kids with special needs.

Additional helps for teaching kids with special needs can be found in the *Resources* files and at [www.21stcc.com](http://www.21stcc.com). Click on "Downloads" then on "Heartshaper Special Needs."

## Multisensory teaching tools are an integral part of Immerse!

### Pre-K & K Make-n-Share

Children will love the full-color activity pages designed just for them—including sticker and bonus coloring pages!



### Pre-K & K Resources

These multisensory teaching tools include visual, printed, and audio resources.



### Preschool/Pre-K & K Teaching Pictures

These large colorful illustrations include the Bible story printed on the back in both English and Spanish.



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

- Interactive Bible story visuals (figures, story scenes and cards, puppets)
- Photo and picture cards, games, posters



### Heart Tugs family resource

This weekly paper helps children take the lesson home. In the paper you'll find:

- Read-to-me Bible stories
- Activities for 4- to 6-year-olds
- Fun family activity ideas



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

- Audio tracks—reproducible songs and activities
- Coloring and activity pages
- Bible Memory posters and motions
- Special needs helps and teacher helps
- Scout the dog puppet patterns



## Connect<sup>2</sup> Online resources at [www.21stcc.com](http://www.21stcc.com)

Find loads of resources for teachers and families! Sign up to receive the e-Teacher Digest. Discover all the ways you can purchase your Immerse curriculum.



# Special Unit Jesus, God's Son

## Bible Memory

Matthew 16:16, *ICB*

"You are the Christ, the Son of the living God."

Matthew 16:16, *KJV*

"Thou art the Christ, the Son of the living God."

## Pre-K & K Bible Skills

Activities in this unit of lessons will help the children

- Know the Bible is God's special book to tell us about God and Jesus.
- Say Bible Words from memory.
- Retell basic facts about main Bible characters.

## Teacher Helps in Resources

### Digital Files

See the Contents document in the printable files for a complete list of files for the special unit.

## Especially for 4s!

Depending on the children's motor skills, activity suggestions geared for 4-year-olds can also be used by younger 5-year-olds.

## Special Needs Helps

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



## Online Helps

See the introductory pages for information about downloads that are available.



## Lesson

## Scripture

## Focus

### Triumphal Entry

A Crowd Welcomes Jesus

Matthew 21

♥ We can praise Jesus.

### Jesus' Resurrection

Jesus Is Alive!

Matthew 28

♥ Jesus is alive!

## Immerse Materials for Special Unit Lessons

**Pre-K & K Make-n-Share** activity pages and stickers for Triumphal Entry and Jesus' Resurrection lessons

### Pre-K & K Resources

#### Digital Files

##### Audio Tracks

"Hosanna" (track 1)

"The Son of the Living God" Bible Memory song (track 4)

"A Crowd Welcomes Jesus" Bible story activity (track 7)

##### Printable Files

Special Unit Bible Memory posters and motions (*ICB* and *KJV*)

Special Unit family letter (*ICB* and *KJV*)

Coloring pages (Triumphal Entry and Jesus' Resurrection lessons)

"Hosanna" and "The Son of the Living God" lyrics

Special needs helps (see the *Resources* Contents file for complete list)

Triumphal Entry lesson: "A Crowd Welcomes Jesus" Bible story activity; Magnifying Glasses; Palm Branch; Palm Branch, Rolled

Jesus' Resurrection lesson: Cell Phones, Scout's Surprises, Surprise!

##### Pictures

#### Visuals

Ways to Welcome pictures, palm branches, Bible story lollipop pictures (sheet 1)

**Preschool/Pre-K & K Teaching Pictures** for Triumphal Entry and Jesus' Resurrection lessons

**Heart Tugs** family resource, Triumphal Entry and Jesus' Resurrection issues  
**Scout** puppet

**Note:** These two lessons are for flexible use. You may teach them whenever you feel it is most appropriate this quarter. Be sure to use the *Resources*, *Make-n-Share* pages, and *Heart Tugs* issues that correlate with these lessons.

# Extra Moments, Extra Ideas for Special Unit

Give a copy of this page to each teacher or helper. Use the activities for early arrivers, during transition times, or whenever there is extra time.

## When Your Class Begins

Although there are only two lessons in this unit, they may be the most important lessons you teach all year. You may have children in your class who are brought to church services only once or twice a year. There may be children from out of town who are visiting relatives. You may choose to use this unit at the beginning or the end of the quarter or insert it when you feel it most appropriate. Some of these children might be hesitant to leave parents, or they may not be familiar with your class routine. Be prepared with extra materials. Decorate your room with flowers and bright colors. Have happy songs playing and Scout ready to greet all children with enthusiasm. Whisper a special message in each child's ear: "Today we are going to sing and praise Jesus" or "Today we are celebrating because Jesus is alive!"

## Special Unit Special Needs Helps

Making the activities and schedules accessible for everyone, including children and families with special needs, can be a challenge. See the *Resources* printable file for adaptive ideas you can use as you teach the Triumphal Entry and Jesus' Resurrection lessons.

## Special Unit Bible Memory Activities

Print the Bible Memory poster from the *Resources* printable files. Display the poster on a wall or bulletin board where you can refer to it. Make extra copies of the poster for children to color the letters and decorate with stickers.

Print the Bible Memory motions from the *Resources* files and use them as you sing "The Son of the Living God," the Bible Memory song. Play the song from the *Resources* audio tracks as children arrive. Let children sing the song as they wave palms and have praise parades.

Print and send home the *Resources* family letter. Ask parents to reinforce the Bible Memory words each day throughout the week.

## Special Unit Learning Center: Spirited Skits

Continue using your Spirited Skits center from unit 1 (see the unit 1 pages). During these two lessons, encourage children to act out welcoming people, praising people, surprising people, and telling people the good news that Jesus is alive.

Specific items you will need at the center:

Triumphal Entry lesson—first hour: *Resources* Palm Branch printable file, grass-green copy paper, scissors, tape, jumbo craft sticks; extra hour—welcome mat

Jesus' Resurrection lesson—box of dress-up items

## Resurrection Cupcakes

Bake cupcakes before class. Let children help frost the cupcakes. Add green sugar sprinkles to represent grass. Cut large marshmallows in half. Set one half of a marshmallow on its side on top of each cupcake to represent the empty tomb the women found. Place each cupcake in a 9-ounce plastic tumbler; then wrap each tumbler with plastic wrap and tie closed at the top with a piece of ribbon.

Encourage children to give away their cupcakes and explain the meaning of the decorations.

## Allergy Notice

Before each class session, print and fill out the Allergy Notice from the *Resources* files. Post it visibly for parents to take note. And always check your own children's information.

## Teaching Tip

The *Resources* printable files include both the *International Children's Bible* and the *King James Version* for the Bible Memory posters, Bible Memory motions, and family letters.



## Something More!

See Holiday & Seasonal Helps under Downloads/Connect<sup>2</sup>/Spring Quarter Heartshaper Connect<sup>2</sup> Feature at [www.21stcc.com](http://www.21stcc.com) for spring craft project ideas.

## Teaching Tips

When preparing food items to give away, always make extras so that children can sample what was made.



# A Crowd Welcomes Jesus

## Special Unit

See the table of contents

**Scripture:** Matthew 21:1-11

**Bible Memory:** Matthew 16:16

“You are the Christ, the Son of the living God.” (ICB)

“Thou art the Christ, the Son of the living God.” (KJV)

**Focus:** ♥ We can praise Jesus.











### Heart to Heart Teacher Devotion

The triumphal entry—what a day for our Savior! He was actively fulfilling Old Testament prophecy; He was receiving the honor He deserved. As you meditate on how Jesus might have felt at this time, thank Him for being willing to continue His ministry throughout the next days—days in which He was not revered by the crowds, days in which He, as “God in the flesh,” must have felt a wide range of emotion.

### Bible Background for the Teacher

Bethphage was near the top of the mount, about two miles from Jerusalem. Though most kings entered a city in wheeled vehicles or on horseback, Jesus rode into the city on the colt of a lowly donkey, thus fulfilling the prophecy in Zechariah 9:9. Spreading cloaks and palm branches was something people did to honor a king. *Hosanna*, literally meaning “to save” or “deliver,” was both a word of welcome and praise and a cry for help.

## Triumphal Entry Lesson at a Glance

<p><b>1 GETTING STARTED</b></p> <p>Use one or more of these learning centers to help children <i>explore ways to welcome people</i>.</p>	<div>  <b>Quick Step</b>  Welcome to Our Group </div> <div>  I See a Welcome </div> <div>  Spirited Skit (unit center) </div>	<p><b>Immerse Materials</b></p> <ul style="list-style-type: none"> <li>• Scout puppet</li> <li>• <i>Resources</i> sheet 1 Ways to Welcome pictures TEa and TEb</li> <li>• <i>Resources</i> Palm Branch printable file</li> </ul>	<p><b>Other Materials</b></p> <ul style="list-style-type: none"> <li>• whiteboard, dry-erase marker</li> <li>• magnifying glasses</li> <li>• unit center supplies, grass-green paper, scissors, tape, jumbo craft sticks, marker</li> </ul>
<p><b>2 BIBLE DISCOVERY</b></p> <p>Use all of these activities to help children <i>tell what people did when Jesus came to Jerusalem</i>.</p>	<div>  <b>Sing and Pray</b> </div> <div>  <b>Bible Time</b>  A Crowd Welcomes Jesus </div> <div>  <b>Bible Review</b> </div> <div>  <b>Bible Memory</b> </div>	<ul style="list-style-type: none"> <li>• <i>Resources</i> audio tracks, <i>Resources</i> sheet 1 palm branches, <i>Teaching Picture</i> Triumphal Entry, <i>Resources</i> “A Crowd Welcomes Jesus” printable file</li> </ul>	<ul style="list-style-type: none"> <li>• media player, Bible, 2 jumbo craft sticks, tape, palm branches made in Getting Started</li> </ul>
<p><b>3 GROW AND GO</b></p> <p>Use one or more of these learning centers to help children <i>choose a way to praise Jesus</i>.</p>	<div>  <b>Quick Step</b>  My Home Hanger </div> <div>  Singing Praise </div> <div>  Personal Praises </div> <p><b>Closing the Hour</b></p>	<ul style="list-style-type: none"> <li>• <i>Make-n-Share</i> and stickers for Triumphal Entry lesson</li> <li>• <i>Resources</i> audio tracks</li> <li>• <i>Resources</i> sheet 1 Ways to Welcome picture TEa</li> <li>• <i>Heart Tugs</i> Triumphal Entry issue</li> </ul>	<ul style="list-style-type: none"> <li>• blunt-tip scissors, washable markers, hole punch, yarn</li> <li>• media player</li> </ul>



# Getting Started (10–15 minutes)

- 1** Use one or more of these learning centers to help children **explore ways to welcome people**.

## Welcome

- Use Scout to greet the children.
- Place a name tag on each child, gather necessary information from the adult bringing the child, then guide the child to a learning center.
- Provide a container in which children can place their contribution money.

### Quick Step Welcome to Our Group



SAY: ♥ We can praise Jesus by welcoming people to our group and telling them about Jesus. Let's act out what we would say if some people came to the door of our room.

Have children name people as you write the names on the board. (Examples: friends, family members, celebrities) Point to a name, say it, and ASK: **What would you say to \_\_\_\_\_ (name of person) if he/she came to our class?** Allow responses and have Scout clap for each one.

ASK: **What can you do to welcome a visitor?**

**What can you say to welcome a visitor?**

## I See a Welcome



SAY: ♥ We can praise Jesus by welcoming people who come to visit. Let's use magnifying glasses to look at pictures of a home in Jesus' time and a home in our time. Let's see if we can find some things that we could use to welcome people.

Show the pictures, pointing out similar rooms in each. Ask questions such as, **Do you see the waterpot at the door of the home in Jesus' day? Water was used to wash people's feet because they walked everywhere and their feet got dirty.**

ASK: **What welcomes people at the door of a house today?**

**What could be used to welcome people in the kitchen? the family room? a bedroom?**

## Spirited Skit (unit center)

Before class, copy palm branches onto the green paper.

SAY: **Let's pretend someone famous is coming to town and have a parade to welcome him. When Jesus came to town, the people had a parade and laid down palm branches. Let's make palm branches for our parade. Then we will pretend Jesus is coming to town. ♥ We can praise Jesus with our parade.**

Help children make their palm branches. Write their names on the handle. Lead the parade. Have children shout "Welcome, Jesus!" and lay down their branches. Let children take turns pretending to be Jesus walking in the parade.

ASK: **What's one way to welcome a guest to town?**

**What's another way to show a guest he's welcome?**

## Focus

♥ We can praise Jesus.

**Save all visuals for reuse throughout the quarter.**

### Materials

Scout puppet, whiteboard, dry-erase marker



### Something More!

Say the greetings from different countries found in today's *Heart Tugs*. Let the children guess whose country's language you are speaking.

### Materials

*Resources* sheet 1 Ways to Welcome pictures TEa and TEb, magnifying glasses



### Teaching Tip

If you don't have magnifying glasses, use rolled-up paper tubes for spyglasses. Or use the *Resources* Magnifying Glasses printable file, and let children make pretend ones.

### Materials

unit center supplies (see special unit and unit 1 pages), *Resources* Palm Branch printable file, grass-green copy paper, scissors, tape, jumbo craft sticks, marker



### Something More!

See the *Resources* Palm Branch, Rolled printable file for a fun palm branch that older children may enjoy making.

### Cleanup

Assign a specific cleanup task to each child.



## Focus

♥ We can praise Jesus.

# Bible Discovery (20–25 minutes)

2

Use all of these activities to help children **tell what people did when Jesus came to Jerusalem.**

### Materials

*Resources* audio tracks

1 and 4, *Resources*

sheet 1 palm branches, media player, Bible, 2 jumbo craft sticks, tape (or glue), palm branches made in *Getting Started*



### Before Class

Tape a craft stick to each palm branch for a handle. If children will not be making their own during *Getting Started*, use the *Resources* Palm Branch printable file to prepare some.

### Materials

*Resources* sheet 1 palm

branches, *Teaching*

*Picture* Triumphal Entry, Bible, palm branches made in *Getting Started*



### Materials

*Resources* audio track 7

and “A Crowd Welcomes

Jesus” printable file,

media player



### Materials

Bible



### Something More!

Begin teaching the Bible Memory motions found on the *Resources* files.

## Sing and Pray

Sing “Hosanna” and “The Son of the Living God.”

PRAY: **Dear God, we thank You because we can praise You and ♥ we can praise Jesus for so many things. You are great and wonderful and good. We love You! In Jesus’ name, amen.**

Show Matthew 21. SAY: **Our Bible story is from Matthew, chapter 21. It’s all about praise. When we praise someone, we tell the person how great and wonderful and good he is.** Show palm branches. **The people in today’s Bible story used palm branches to praise Jesus. When I wave my branches, I want you to stand and wave yours and say “Jesus, You are great and wonderful and good.” Let’s practice.** Pass out branches and practice the phrase.

## Bible Time

SAY: **Jesus and His followers were walking to the city of Jerusalem, but before they got there, Jesus asked two of His followers to get Him a donkey and her colt. Let’s make the sound of a donkey? Do so. So Jesus’ followers did as Jesus asked. Then they laid their coats on the animals, and Jesus got on the back of the colt. Jesus was going to ride on the colt!**

**As Jesus rode into Jerusalem, lots of people were there.** Show the teaching picture. **Some people laid their coats on the road in front of Jesus. Some people cut branches from trees and put them on the road. The people were welcoming Jesus and honoring Him as they would honor a king.** Wave your branches. Have children respond with the practiced praise phrase.

**The people shouted, “Hosanna!” That means “Save us now!” And they shouted, “Praise God!”** Have girls repeat both phrases. **Some shouted, “God bless the one who is coming in His name!”** Have boys repeat phrase. **Everyone was excited about seeing Jesus. “Who is this man?” some people asked. Do you know the answer to that question? Yes, He is Jesus! ♥ We can praise Jesus just as the people did. Let’s wave our branches and praise Jesus.** Wave branches and say the praise phrase.

## Bible Review

Before class, print a copy of “A Crowd Welcomes Jesus” activity. Listen to the activity and be ready to lead the motions.

Play the Bible story activity and lead children in the motions.

## Bible Memory Matthew 16:16

SAY: **The Bible has two parts, the Old Testament and the New Testament.** Show the two parts. **Today’s Bible story is from the New Testament book of Matthew. That’s where our Bible Memory is found also.** Show Matthew 16:16. **Let’s say the Bible Memory together.** Do so, repeating several times.

## Grow and Go (15-20 minutes)

- 3** Use one or more of these learning centers to help children **choose** a way to praise Jesus.

### Focus

♥ We can praise Jesus.

### Quick Step My Home Hanger

SAY: **It's fun to praise Jesus! ♥ We can praise Jesus in all the rooms in our homes. Let's add stickers to some rooms to show how ♥ we can praise Jesus. Then we will add yarn so we can hang up our hangers in the homes where we live. The pictures will remind us to praise Jesus in all the rooms of our homes.**

Have children color and cut out the homes. Discuss where stickers should go. Add stickers; then attach yarn hangers.

ASK: **How will you choose to praise Jesus in the kitchen? your bedroom?**

**What is another way you can praise Jesus?**

### Singing Praise

Say: **When you say that someone is great and wonderful and good, you are praising the person. We praise Jesus when we give thanks to Him and tell Him how great and wonderful and good He is. Our Bible Memory praises Jesus. Let's learn our Bible Memory by singing it.**

**Singing is a way ♥ we can praise Jesus.**

Sing "The Son of the Living God" together several times.

ASK: **What is a way to praise Jesus?**

**Can you think of another way to praise Jesus?**

### Personal Praises

Show the picture of the modern-day house. SAY: **There are many ways to praise Jesus. ♥ We can praise Jesus when we pray. Think of a prayer you can pray in each room pictured in our house.**

Have children tell you what they can pray that will praise Jesus. Use the various rooms to prompt the children to think about ways Jesus is good and provides for them. Guide children to pray.

ASK: **What can you pray to praise Jesus?**

**How will you praise Jesus tomorrow when you are at your house?**

#### ***Especially for 4s!***



Ask children to repeat specific prayer sentences as you point to various rooms in the house: **Jesus, You are good. You give me food to eat. You are great. You keep me safe at night. You are wonderful. You love me wherever I am. In Jesus' name, amen.**

### Closing the Hour

• Be sure children who are leaving have their projects and this week's *Heart Tugs*. Encourage parents to invite a guest over this week and to have their children help prepare for the guest's arrival. Note: A *Family Together Time* family page is available online for families to download. 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.

### Materials

*Make-n-Share* and stickers for Triumphal Entry lesson, blunt-tip scissors, washable markers (or crayons), hole punch, yarn



### Materials

*Resources* audio track 4, media player



### Materials

*Resources* sheet 1 Ways to Welcome picture TEa







# A Crowd Welcomes Jesus

## Special Unit Extra Hour

**Scripture:** Matthew 21:1-11

**Bible Memory:** Matthew 16:16

“You are the Christ, the Son of the living God.” (*ICB*)

“Thou art the Christ, the Son of the living God.” (*KJV*)

**Focus:** ♥ We can praise Jesus.

**See the table of contents**

### Heart to Heart Teacher Devotion

The triumphal entry—what a day for our Savior! He was actively fulfilling Old Testament prophecy; He was receiving the honor He deserved. As you meditate on how Jesus might have felt at this time, thank Him for being willing to continue His ministry throughout the next days—days in which He was not revered by the crowds, days in which He, as “God in the flesh,” must have felt a wide range of emotion.

### Bible Background for the Teacher

Bethphage was near the top of the mount, about two miles from Jerusalem. Though most kings entered a city in wheeled vehicles or on horseback, Jesus rode into the city on the colt of a lowly donkey, thus fulfilling the prophecy in Zechariah 9:9. Spreading cloaks and palm branches was something people did to honor a king. *Hosanna*, literally meaning “to save” or “deliver,” was both a word of welcome and praise and a cry for help.

## Triumphal Entry Lesson at a Glance—Extra Hour

### 1 MORE! GETTING STARTED

Use one or more of these learning centers to help children *explore ways to welcome people*.



Family Living

**Quick Step**  
Spirited Skit (unit center)



Food

Welcome Snack



Art

Welcome Mats

### Immerse Materials

- Scout puppet
- *Resources* sheet 1 Ways to Welcome picture TEa

### Other Materials

- unit center supplies, welcome mat
- individually wrapped snacks, drinks, cups, wet wipes, napkins
- modeling dough, rolling pins, plastic knives, toothpicks, whiteboard, dry-erase marker

### 2 MORE! BIBLE DISCOVERY

Use all of these activities to help children *tell what people did when Jesus came to Jerusalem*.



Sing & Pray

**More! Sing and Pray**  
**Bible Time—Another Way!**  
A Crowd Welcomes Jesus



Bible Time



Bible Review

**More! Bible Review**



Bible Memory

**More! Bible Memory**

- *Resources* audio tracks, *Teaching Picture* Triumphal Entry, *Resources* “A Crowd Welcomes Jesus” and Special Unit Bible Memory Motions printable files

- media player, Bible, palm branches from first hour

### 3 MORE! GROW AND GO

Use one or more of these learning centers to help children *choose a way to praise Jesus*.



Scout

**Quick Step**  
Scout Puppet Story



Puzzles

Let's Praise Jesus!

**Saying Good-bye**

- Scout puppet, *Teaching Picture* Triumphal Entry

- *Heart Tugs* Triumphal Entry issue

- *Heart Tugs* Triumphal Entry issue

- colored pencils

# More! Getting Started (10–15 minutes)

- 1** Use one or more of these learning centers to help children **explore ways to welcome people**.

## Transition Time

- Greet new arrivers, giving each a name tag.
- Choose a child to stand in the center of the group. Ask the child to state his name. SAY: **We welcome you, \_\_\_\_\_** (child's name)! Lead the group in applause. Continue, using other children.
- Serve a snack. Follow your congregation's policy for restroom breaks.

## Quick Step Sprited Skit (unit center)

SAY: ♥ **We can praise Jesus by welcoming people. When we welcome people, we let them know we are glad they are here. Let's pretend to welcome visitors.**

Choose two children, one to be himself and the other to be a visitor, to meet at the mat. Have the visitor knock. Have the other child say or do something to welcome the visitor.

ASK: **What can you say to welcome someone new?**

**What can you do to help someone new feel comfortable?**

### ***Especially for 4s!***



Choose a child to be the visitor, and you be the person who is welcoming people. As children become familiar with the activity, use two children.

## Welcome Snack

SAY: ♥ **We can praise Jesus by welcoming people. When we welcome people, we let them know we are glad they are here. Offering someone a snack can help the person feel welcome. Let's take turns welcoming one another. Scout will watch.**

Divide children into two lines. Give each child in the first line a snack. Have these children say "We welcome you!" and give their snacks to the children in the second line. Have Scout applaud. Have children in the second line place their snacks elsewhere and then welcome the children in the first line the same way. Have Scout applaud again. Distribute drinks and napkins. Pray and allow children to enjoy their snacks.

ASK: **What made you feel welcome when you were pretending to be a visitor?**

**What are other ways to welcome people?**

## Welcome Mats

Point to mat on the house picture. SAY: **This is a welcome mat. Have you seen mats like this? Allow responses. Let's make mats out of modeling dough and write "Welcome" on them. When we welcome someone, the person knows we are happy he is visiting. ♥ We can praise Jesus by showing love and welcoming others.**

Write "Welcome" on the board. Distribute modeling dough, rolling pins, and knives. Demonstrate how to roll the dough, cut out mats, and how to use toothpicks to etch the word "Welcome" in the dough.

ASK: **How can you make someone feel welcome when he visits you?**

**What can you say to make someone feel welcome?**

## Focus

♥ We can praise Jesus.

**Save all visuals for reuse throughout the quarter.**

### Materials

unit center supplies (see special unit and unit 1 pages), welcome mat



### Teaching Tip

Ways to welcome visitors: shake hands, hug, high-five, fist-bump, bow.

### Materials

Scout puppet, individually wrapped snacks, drinks, cups, wet wipes, napkins



### Teaching Tip

Check all food allergies and have alternative snacks available.

### Materials

Resources sheet 1 Ways to Welcome picture

TEa, modeling dough, rolling pins, plastic knives, toothpicks, whiteboard, dry-erase marker



Children who have difficulty with writing might be able to draw a heart or smiley face, or assist them in writing the word "Hi!" on their mats.

## Focus

♥ We can praise Jesus.

# More! Bible Discovery (20–25 minutes)

**2** Use all of these activities to help children **tell what people did when Jesus came to Jerusalem.**

### Materials

Resources audio track 1,  
media player, Bible,  
Teaching Picture Triumphal Entry



### Materials

Resources audio track 7  
and “A Crowd Welcomes  
Jesus” printable file, media  
player



### Materials

palm branches from first  
hour



### Teaching Tip

Have several palm branches  
ready to give to children who  
did not make them during first  
hour Getting Started.

### Materials

Resources Special Unit  
Bible Memory Motions  
printable file, Bible



## More! Sing and Pray

Sing “Hosanna.”

PRAY: **Dear God, we praise You because You are great and wonderful and good. Jesus, we praise You too because You are great and wonderful and good. Thank You for loving us. In Jesus’ name, amen.**

Show Matthew 21. SAY: **Today’s lesson comes from the New Testament Bible book of Matthew, chapter 21. Let’s listen and learn how ♥ we can praise Jesus. Show the teaching picture. That’s what these people are doing—praising Jesus. They’re telling Jesus how great and wonderful and good He is!**

## Bible Time—Another Way!

Before class, print a copy of “A Crowd Welcomes Jesus” activity. Listen to the activity and be ready to lead the motions.

SAY: **Jesus was going into the big city of Jerusalem. There were lots of people waiting for Him when He got there. Let’s listen and act out our Bible story to see what happened the day Jesus rode a colt into Jerusalem.** Play the Bible story activity and lead children in the motions.

## More! Bible Review

Ask questions about the Bible story. Have children wave their palm branches when the answer is yes and hold their branches still when the answer is no.

ASK: **Were the people outside Jerusalem mad at Jesus?** (no)

**Were the people excited to see Jesus?** (yes)

**Did Jesus ride a camel into the city?** (no)

**Did Jesus ride a colt into Jerusalem?** (yes)

**Did the people praise Jesus?** (yes)

## More! Bible Memory Matthew 16:16

Before class, print and practice the Bible Memory motions.

Show the Bible. SAY: **Do you remember the names of the two parts of the Bible? Allow responses. Let’s say the parts together. Do so. Today’s Bible Memory is written in the New Testament book of Matthew. Open the Bible to Matthew 16:16. I’ll read the Bible Memory. After that, you can say it with me. ♥ We can praise Jesus as we say these words.** Lead children in saying the verse and doing the motions.



## More! Grow and Go (15-20 minutes)

### Focus

♥ We can praise Jesus.

- 3** Use one or more of these learning centers to help children **choose a way to praise Jesus**.

### Quick Step Scout's Day to Praise

Bring Scout out, carrying the teaching picture. SAY: **Today we are learning about praise. What does it mean to praise someone?** Allow responses. **When you praise someone, you are telling that person how great and wonderful and good he is, right?** Have Scout nod.

**Scout would like to praise three people. First** (Scout barks once), **Scout would like to praise the dad in his people family. He scratches Scout's ears** (scratch behind Scout's ears) **and throws balls for Scout to chase.**

**Second** (Scout barks two times), **Scout would like to praise the mom. She makes sure his water bowl is filled with cool, clean water.** Scout pretends to drink.

**And third** (Scout barks three times), **Scout would like to praise his doctor. He gives Scout shots to help him stay well. He checks Scout's feet and ears and eyes.** Scout points to each.

**Scout, thanks for reminding us how important it is to praise.** Scout whispers to you and then points to the teaching picture. **Scout wants to know what those people are doing.** Have children answer, "Praising Jesus!"

ASK: **What are some different ways to praise Jesus?** (singing, praying, saying praise phrases, living as Jesus said we should)

**What is a way you can praise Jesus?**

### Let's Praise Jesus!

SAY: **Jesus loves to hear our praises. ♥ We can praise Jesus in a lot of ways. Let's count some children who are praising Jesus. We will name the ways they are praising Jesus. Then we will choose a way to praise Him too.**

As children do the *Heart Tugs* activity, talk about the shown ways to praise Jesus. Lead them in praising Jesus, using one of the ways.

ASK: **What's your favorite way to praise Jesus?**

**How will you choose to praise Jesus this week?**

#### ***Especially for 4s!***



Teach children what *praise* means (to tell how great someone or something is). Encourage them to praise Jesus in some way as they finish coloring the pictures.

### Saying Good-bye

- Describe a child without using his name. When he recognizes that you are describing him, have him stand and say his name. ASK: \_\_\_\_\_ (child's name), **will you remember to praise Jesus this week?** Allow the child to answer. Continue, choosing other children.

- Be sure children have projects made in class and this week's *Heart Tugs*. Encourage parents to help their children choose ways to praise Jesus throughout the week.

#### Materials

Scout puppet, *Teaching Picture* Triumphal Entry



#### Materials

*Heart Tugs* Triumphal Entry issue, colored pencils



#### Cleanup

Sing "Cleanup Song," found in the *Resources Teacher* Helps printable files, as you encourage children to join you in cleaning the room.





# Jesus Is Alive!

**Special Unit**  
See the table of contents

**Scripture:** Matthew 28:1-10

**Bible Memory:** Matthew 16:16

“You are the Christ, the Son of the living God.” (*ICB*)

“Thou art the Christ, the Son of the living God.” (*KJV*)

**Focus:** ♥ Jesus is alive!











## Heart to Heart Teacher Devotion

Both the angel and Jesus instructed the two Marys to not be afraid. We probably do not fully understand the fear Jesus’ followers experienced during His arrest, trials, and crucifixion, but we surely understand the joy the ladies were filled with as they spread the news about Jesus’ return to life. Communicate that joy to your children as you share this miracle—we serve a risen Savior!

## Bible Background for the Teacher

The Jewish Sabbath ended at sundown on Saturday. From the other Gospels, we know the women came with spices they had prepared for use on Jesus’ body (Mark 16:1; Luke 24:1). It was dawn when the women reached the tomb. Jesus’ tomb had a large stone covering the entrance—probably a flat stone shaped so that it could be rolled into place. Such a stone seal could be reopened only with extreme effort. Yet the stone was no hindrance for the angel who descended from Heaven to roll it away.

## Jesus’ Resurrection Lesson at a Glance

<b>1 GETTING STARTED</b> Use one or more of these learning centers to help children <i>explore surprises</i> .	<div>  <b>Quick Step</b> Surprise Your Eyes              Spirited Skit (unit center)              Surprise Bag         </div>	<b>Immerse Materials</b> • Scout puppet	<b>Other Materials</b>  • unit center supplies, box of dress-up items  • paper lunch bag, small gift items
<b>2 BIBLE DISCOVERY</b> Use all these activities to help children <i>tell what happened when the women went to the tomb</i> .	<div>  <b>Sing and Pray</b>    <b>Bible Time</b> Jesus Is Alive!              <b>Bible Review</b>    <b>Bible Memory</b> </div>	• <i>Resources</i> audio tracks, <i>Resources</i> sheet 1 Bible story lollipop pictures JRa-JRd, <i>Teaching Picture</i> Jesus’ Resurrection	• media player, Bible, 4 jumbo craft sticks, tape
<b>3 GROW AND GO</b> Use one or more of these learning centers to help children <i>share the news that Jesus is alive</i> .	<div>  <b>Quick Step</b> Guess What? Game              Who Is Jesus?              Phone Fun             <b>Closing the Hour</b> </div>	• <i>Teaching Picture</i> Jesus’ Resurrection, <i>Make-n-Share</i> and stickers for Jesus’ Resurrection lesson • <i>Resources</i> Special Unit Bible Memory Poster printable file  • <i>Heart Tugs</i> Jesus’ Resurrection issue	• washable markers, blunt-tip scissors, glue, jumbo craft sticks  • Bible  • various types of phones

# Getting Started (10–15 minutes)

- 1** Use one or more of these learning centers to help children explore surprises.

## Welcome

- Use Scout to greet the children.
- Place a name tag on each child, gather necessary information from the adult bringing the child, then guide the child to a learning center.
- Provide a container in which children can place their contribution money.

## Quick Step Surprise Your Eyes

Gather children in a circle. SAY: **There was a surprise in today's Bible story for the people who lived in Jesus' time—♥ Jesus is alive! Let's play a game with some surprises in it. We'll make a circle and close our eyes. I will change something about the way one of you looks. Then I will say "1, 2, 3, open your eyes. Let's work together and find the surprise." Scout wants to play too!**

Take each child out one at a time and change something about him. Make some changes obvious, such as rolling up a sleeve. Make other changes less obvious, such as holding Scout in a different position.

ASK: **Were you surprised when I changed something?**  
**What surprise is in our Bible story? (♥ Jesus is alive!)**

## Spirited Skit (unit center)

SAY: **There was a surprise in today's Bible story for people who lived in Jesus' time—♥ Jesus is alive! Let's act out times we might be surprised at home.**

Talk about times when the children and their families are surprised. Have pairs of children act out a surprise for the rest of the children. (Examples: surprise birthday party, getting a new pet, having a guest come to visit)

ASK: **When have you been surprised?**  
**How have you surprised someone else?**

### ***Especially for 4s!***

Talk about surprises. Then play with younger children as a group to act out one or two specific surprise situations.

## Surprise Bag

SAY: **There is a surprise in today's Bible story—♥ Jesus is alive! That's a great surprise, isn't it? I have some surprises in this bag. How good are you at guessing? You can take turns putting your hand in, feeling one item, and guessing what it is.**

Choose a child to proceed as above. After the child has chosen an item, tell him to hold that item behind his back until the game ends. Continue, choosing other children. As you finish the game, SAY: **I have one last surprise for you. You may each take home the item you chose!**

ASK: **Were you surprised at the way this game ended?**  
**When are other times you have been surprised?**

## Focus

♥ Jesus is alive!

**Save all visuals for reuse throughout the quarter.**

### Materials

Scout puppet



For children who need something more tangible, add jewelry or other clothing accessories.

Always ask permission to change something, or allow the child with special needs to make a choice of what to change.

### Materials

unit center supplies (see special unit and unit 1 pages), box of dress-up items



### Something More!

Decorate the room for a surprise party, complete with balloons, streamers, and so on.

### Materials

paper lunch bag, small gift items children can keep



### Teaching Tip

To reinforce the Bible story content, use items decorated with resurrection symbols or stickers.

### Cleanup

Have Scout give an animal sticker to each child who is helping.





## Focus

♥ Jesus is alive!

# Bible Discovery (20–25 minutes)

**2** Use all these activities to help children **tell what happened when the women went to the tomb.**

### Materials

*Resources* audio tracks 1 and 4, media player, Bible



## Sing and Pray

Sing “Hosanna” and “The Son of the Living God.”

**PRAY:** Dear God, today we are celebrating that ♥ Jesus is alive! Thank You that ♥ Jesus is alive. In Jesus’ name, amen.

**SAY:** The Bible tells us that Jesus died on a cross and His body was buried in a tomb. But then there was a big surprise—Jesus did not stay dead! Show your palms up. **What’s in my hands?** Allow responses. **That’s what was in Jesus’ tomb three days after He was buried. Nothing! What a surprise!** Show Matthew 28. **This story is in the book of Matthew, chapter 28. Let’s find out what happened and who was surprised.**

### Materials

*Resources* sheet 1 Bible story lollipop pictures JRa–JRd, 4 jumbo craft sticks, tape (or glue), *Teaching Picture* Jesus’ Resurrection



### Before Class

Tape a craft stick to the back of each lollipop picture.



## Bible Time

Show Jesus. **SAY:** Jesus did many wonderful things, and the people loved Him. Review last week’s story. **But this happy day was followed by a sad day. On Friday, some men who did not love Jesus put Him on a cross to die.** Point to the crosses on teaching picture. **But the Bible teaches that this was all part of God’s plan to save people from their sins. Jesus loved us enough to die for us. We should always remember what Jesus did. After He died, His body was placed in a tomb, and a big stone covered the opening. Jesus’ body was in the tomb for three days. The people who loved Jesus were sad. Their friend Jesus had died on a cross.** Remove Jesus.

Show Mary figures. **Two of Jesus’ friends were both named Mary. The Sunday morning after Jesus was buried, these ladies went to His tomb. Suddenly, there was an earthquake and the earth shook. Show me how you would feel if you felt the earth shake.** Have children show fearful faces.

**The two Marys were afraid. But then something wonderful happened. Show angel. God had sent an angel to roll the stone away! When the two Marys saw the angel, the angel said, “Jesus is not here. He’s alive!” The ladies were afraid, but they were happy too because God has power over death. Show me your afraid faces and then your happy faces. Do so.**

**The two Marys ran to tell other followers of Jesus what the angel had said. Suddenly the two Marys saw Jesus! Show Jesus and the two Marys. Jesus told the ladies to go and tell His followers to go to Galilee to see Him there. And that’s just what the two Marys did! They told everyone ♥ Jesus is alive! They were happy.** Have children show happy faces.

### Materials

*Resources* sheet 1 Bible story lollipop pictures JRa–JRd



### Something More!

Review the Bible Memory motions from the *Resources* files.

### Materials

Bible; *Resources* sheet 1 Bible story lollipop pictures JRa, JRb, and JRd



## Bible Review

Place the pictures in three areas of the room: the angel, the two Marys, Jesus. **SAY:** When I call your name, run and stand by one of the pictures and tell us something from our Bible story about the person in that picture. Play until each child has had a turn.

## Bible Memory Matthew 16:16

Say Matthew 16:16 together. Have three children hold the Jesus and Mary figures. The children holding the Marys can say the verse to the person holding the Jesus figure. Repeat until each child has participated.

## Grow and Go (15-20 minutes)

**3** Use one or more of these learning centers to help children **share the news that Jesus is alive.**

### Focus

♥ Jesus is alive!

### Quick Step Guess What? Game

SAY: **When Jesus came back to life, this was God's way of showing us that only His Son, Jesus, has power over death.** Show the teaching picture. **People who thought Jesus was not alive were surprised—♥ Jesus is alive! Let's make a craft and then play a surprise Guess What? game.**

Have children color and add stickers to their *Make-n-Share* pages. Guide them in cutting out the two pieces and gluing the smaller piece on top of the larger one. Glue a craft stick to the back as a handle. Demonstrate how to hold the stick and ASK: **Can you guess what an angel told two women?** Show how to lift the small piece and say ♥ "Jesus is alive!" Allow children to play the game in pairs.

ASK: **What surprise did the two Marys hear?** (♥ Jesus is alive!)  
**Who will you play Guess What? with to share the surprise?**

### Materials

Teaching Picture Jesus' Resurrection, *Make-n-Share* and stickers for Jesus' Resurrection lesson, washable markers (or crayons), blunt-tip scissors, glue, jumbo craft sticks



### Materials

Bible, *Resources* Special Unit Bible Memory Poster printable file



### Teaching Tip

Small class? Let children take turns asking the questions in leading a response from the entire group.

### Who Is Jesus?

Before class, print a copy of the Bible Memory poster.

Show Matthew 16:16 in the Bible. SAY: **Our Bible Memory tells who Jesus is. Let's say the verse together. Then we'll share the news of Jesus with each other.**

Teach the Bible Memory as you point to the words on the poster. Have the children divide into two groups, and lead in the following question-and-answer activity. Group 1: **What good news do you have?** Group 2: **Jesus is alive!** Group 1: **Who is Jesus?** Group 2: **Jesus is the Christ, the Son of the living God!**

ASK: **What is the news in our Bible story?** (♥ Jesus is alive!)  
**Who will you tell the good news to?**

### Phone Fun

SAY: **When you hear surprising news, you want to tell other people. The best news to share is ♥ Jesus is alive! Let's pretend to call someone and tell this news.**

Guide children to have phone conversations. Have them hold a phone and pretend to call a number. Start a conversation and tell the news about Jesus; say good-bye.

ASK: **What is the news in our Bible story?** (♥ Jesus is alive!)  
**Who can you tell the news to?**

### Especially for 4s!



Call children on a phone to answer questions about the Bible lesson. ASK: **Who was your Bible story about? What news did you learn about Jesus?**

### Materials

various types of phones



### Teaching Tip

Not enough phones? Print Cell Phones from the *Resources* files for the children to make.

### Closing the Hour

• Be sure children who are leaving have their projects and this week's *Heart Tugs*. Encourage parents to have a week of celebration with their children, using the ideas in Family Talk. Note: A *Family Together Time* family page is available online for families to download. 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 Is Alive!

**Scripture:** Matthew 28:1-10

**Bible Memory:** Matthew 16:16

“You are the Christ, the Son of the living God.” (*ICB*)

“Thou art the Christ, the Son of the living God.” (*KJV*)

**Focus:** ♥ Jesus is alive!

## Special Unit Extra Hour

See the table of contents

### Heart to Heart Teacher Devotion

Both the angel and Jesus instructed the two Marys to not be afraid. We probably do not fully understand the fear Jesus’ followers experienced during His arrest, trials, and crucifixion, but we surely understand the joy the ladies were filled with as they spread the news about Jesus’ return to life. Communicate that joy to your children as you share this miracle—we serve a risen Savior!

### Bible Background for the Teacher

The Jewish Sabbath ended at sundown on Saturday. From the other Gospels, we know the women came with spices they had prepared for use on Jesus’ body (Mark 16:1; Luke 24:1). It was dawn when the women reached the tomb. Jesus’ tomb had a large stone covering the entrance—probably a flat stone shaped so that it could be rolled into place. Such a stone seal could be reopened only with extreme effort. Yet the stone was no hindrance for the angel who descended from Heaven to roll it away.

## Jesus’ Resurrection Lesson at a Glance—Extra Hour

### 1 MORE! GETTING STARTED

Use one or more of these learning centers to help children *explore surprises*.



Game

**Quick Step**  
Surprise! Game



Food

Surprise Snack Party



Art

Surprise! Pictures

#### Immerse Materials

- Scout puppet

#### Other Materials

- tray, 5 or 6 familiar classroom items
- individually wrapped snacks, drinks, cups, napkins, wet wipes
- washable markers, blunt-tip scissors, stapler

### 2 MORE! BIBLE DISCOVERY

Use all these activities to help children *tell what happened when the women went to the tomb*.



Sing & Pray

**More! Sing and Pray**



Bible Time

**Bible Time—Another Way!**



Bible Review

Jesus Is Alive!

**More! Bible Review**



Bible Memory

**More! Bible Memory**

- *Resources* audio tracks, *Teaching Picture Jesus’ Resurrection*, *Resources* sheet 1 Bible story lollipop pictures JRa–JRd, *Resources* Special Unit Bible Memory Motions printable file

- media player, Bible, scarf

### 3 MORE! GROW AND GO

Use one or more of these learning centers to help children *share the news that Jesus is alive*.



Scout

**Quick Step**  
Scout Puppet Story



Puzzles

Share the News

**Saying Good-bye**

- *Resources* Scout’s Surprises printable file, Scout puppet
- *Heart Tugs* Jesus’ Resurrection issue
- *Heart Tugs* Jesus’ Resurrection issue, lollipop picture from More! Bible Review

- scissors

- pencils

# More! Getting Started (10–15 minutes)

- 1** Use one or more of these learning centers to help children explore surprises.

## Transition Time

- Greet new arrivers, giving each a name tag.
- Have children pass around a newspaper, taking turns telling about the most surprising news they have heard.
- Serve a snack. Follow your congregation's policy for restroom breaks.

## Quick Step Surprise! Game

SAY: **There is a surprise in today's Bible story—♥ Jesus is alive! Let's play a surprise game. I'll show you some items; then you will close your eyes. Show Scout. Scout will take something away. You will have to guess what is missing.**

Place items on the tray. Choose someone to name each item. Then have children close their eyes, and have Scout remove one item. After the children open their eyes, SAY: **Surprise! What's missing?** Have children name the missing item. Have Scout applaud. Continue, removing different items.

ASK: **What's the surprise in this game?** (something missing)  
**What's the surprise in today's Bible story?** (♥ Jesus is alive!)

## Surprise Snack Party

Before the activity, hide the snack items.

SAY: **Let's have a surprise party to help us remember the surprise in today's Bible story—♥ Jesus is alive! At our surprise party, you have to find your own snack, cup, and napkin. Show one of each item. You may start looking when I say, "Surprise!" Then we'll have a party!**

Give children the cue to look for the items. Gather to say a prayer of thanks for the food. Then allow children to enjoy their snack.

ASK: **What kind of party are we having?** (a surprise party)  
**What's the surprise in today Bible story?** (♥ Jesus is alive!)

## Surprise! Pictures

Before class, print a copy of the Surprise! Pictures for each child.

SAY: **There is a surprise in today's Bible story—♥ Jesus is alive! Let's make surprise pictures to show each other.**

Hand out supplies. Show how to cut out and staple the pages so that the cover page is over the drawing page. Encourage children to color the ribbons and bows on their cover pages. Show how to keep a drawing hidden by lifting the cover page only slightly as you draw. Pair children sitting across the table from each other and have them draw surprise pictures for one other. Have pairs exchange their papers and present the surprises. Children who drew can explain what their surprises are.

ASK: **How can you surprise someone this week?**  
**What can you draw for someone?**  
**What is the surprise in today's Bible story?** (♥ Jesus is alive!)

### Especially for 4s!

Have the activity cut out and assembled before class begins. Give one to each child. Secretly suggest simple items for younger children to draw.

## Focus

♥ Jesus is alive!

Save all visuals for reuse throughout the quarter.

### Materials

Scout puppet, tray, 5 or 6 familiar classroom items (crayon, can of modeling dough, small ball)



If you have students who will struggle with recall, simplify the game. Scout can switch items with new (more obvious) ones. ASK: **What's new?**

### Materials

individually wrapped snacks, drinks, cups, napkins, wet wipes

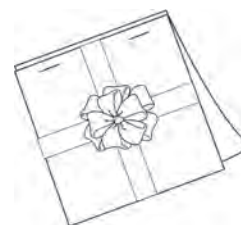


### Teaching Tip

Post your snack ingredients where parents can read them. Ask them to inform you of any food allergies their children have.

### Materials

Resources Surprise! Pictures printable file, washable markers (or crayons), blunt-tip scissors, stapler





## Focus

♥ Jesus is alive!

# More! Bible Discovery (20–25 minutes)

**2** Use all these activities to help children **tell what happened when the women went to the tomb.**

### Materials

Resources audio track 1,  
media player, Bible,  
scarf



## More! Sing and Pray

Sing “Hosanna.”

PRAY: **Dear God, thank You for the special surprise in our story today—♥ Jesus is alive! We want to tell others this news. In Jesus’ name, amen.**

Show Matthew 28. SAY: **I’m going to tell you a story from the Bible book of Matthew, chapter 28. Put on a scarf. I’m going to pretend to be a lady named Mary. This Mary had another friend named Mary. You can help me tell the story.**

**When I whisper “Boys,” I want the boys to say “Jesus isn’t dead; He is alive!” When I whisper “Girls,” the girls say “Jesus isn’t dead; He is alive!” Practice. The boys will pretend to be the angel, and the girls will be my friend Mary. Remember, there are two Marys—my friend and me.**

### Materials

scarf, Teaching Picture  
Jesus’ Resurrection



## Bible Time—Another Way!

Continue wearing the scarf. SAY: **Jesus did many wonderful things, and the people loved Him. Review last week’s story. But some men who did not love Jesus put Him on a cross to die. Point to the crosses on the picture. God’s Word teaches that this was part of God’s plan to save people from their sins. After Jesus died, His body was placed in a tomb, and a stone covered the opening. Jesus’ body was in the tomb for three days.**

**Early Sunday morning Mary and I went to the tomb where Jesus’ body was buried after they took Him down from the cross. We were sad. Suddenly the earth started shaking. Show the teaching picture. Then we saw an angel God had sent. The angel rolled away the big stone and said . . . Whisper, “Boys.” The angel said, “You will see Jesus soon.” We hurried away. We were afraid and happy because we believed the angel when he said . . . Whisper, “Boys.”**

**Suddenly, we saw Jesus! Jesus was alive because God has power over death. We were so excited! We hugged His feet! Jesus told us to go and tell His other followers to go to Galilee to see Him there. We did. We told everyone . . . Whisper, “Girls.” We said that over and over. Whisper, “Girls.”**



### Teaching Tip

If you have a small class, don’t divide the class between the boys and girls, but have them say the phrase together as one group.

### Materials

Resources sheet 1 Bible  
story lollipop pictures  
JRa–JRd



## More! Bible Review

Place the angel, the women, and Jesus in three different areas. SAY: **When I say something that someone did in the story, run and stand by the picture of the person who did it. Give statements and allow children to respond.**

- **I rolled away a big stone.** (angel)
- **We hugged Jesus’ feet.** (two Marys)
- **I died on a cross, but now I’m alive!** (Jesus)

### Materials

Resources audio track 4  
and Special Unit Bible  
Memory Motions  
printable file, Bible, media player



## More! Bible Memory Matthew 16:16

Before class, print and practice the Bible memory motions.

Show Matthew 16:16. SAY: **Do any of you have more than one name? Encourage responses. Jesus has many names that describe who He is—God’s Son, Lord, Christ, and the Son of the living God. Let’s sing our Bible Memory song and tell some other names of Jesus.** Play “The Son of the Living God” and lead children in singing as they do the motions.

## More! Grow and Go (15–20 minutes)

- 3** Use one or more of these learning centers to help children **share the news that Jesus is alive.**

### Focus

♥ Jesus is alive!

### Quick Step Scout's Surprising News

Before class, print, cut apart, and hide the pictures in obvious spots.

Scout points around room and claps his paws. SAY: **Children, Scout wants to surprise you. He hid three pictures and wants you to find them. Then he will tell us some surprising news about the pictures.** After the children find all the pictures, ask them to give the pictures to you.

SAY: **Scout, what's the news about these pictures?** Have Scout hold the ribbon picture and whisper to you. **Scout won first place in a dog contest. Of all the dogs in the contest, he was the best barker.** Scout barks, picks up the trophy card, and whispers to you. **Scout got a trophy for being the best at walking on his back paws.** Scout walks on his hind legs, picks up the cupcake picture, and whispers to you. **And this picture shows that today is Scout's birthday! Let's sing to him.** Have children sing a birthday song to Scout. **It's fun to share surprise news. Let's tell Scout the surprise news from our Bible story today.** Lead children in saying, ♥ "Jesus is alive!"

ASK: **What surprising news about Jesus do you know?** (♥ Jesus is alive!)

**Who can you tell this news to?**

### Share the News

SAY: **When Jesus came back to life, this was God's way of showing us that only His Son, Jesus, has power over death. ♥ Jesus is alive! That surprising news was something that the angel told Mary and Mary. Then Mary and Mary told the same news to Jesus' followers. Who can we tell this news to? Let's follow a path to find out.**

As children follow the path, guide them in naming people they can tell the good news about Jesus to.

ASK: **Who are some people you see every day?** (friends, neighbors, community workers, teachers, church family, family members)

**What surprising news about Jesus could you tell these people?** (♥ Jesus is alive!)

### Saying Good-bye

- Hand a lollipop picture from More! Bible Review to a child and

ASK: **What was the surprising news in the Bible story?** After the child answers, have him hand the picture to someone else and ask the same question. Continue in this way.

- Be sure children have projects made in class and this week's *Heart Tugs*. Encourage parents to talk to their child about sharing Jesus' news with others. Note: A *Family Together Time* family page is available online for families to download. 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.

### Materials

Resources Scout's Surprises printable file, scissors, Scout puppet



Children with special needs may identify with Scout as the recurring character in class each week. Consider using the puppet at the same time in each lesson, or during a transition that seems particularly difficult.

### Materials

Heart Tugs Jesus' Resurrection issue, pencils



### Cleanup

Sing "Cleanup Song," found in the *Resources Teacher Helps* printable files, as you encourage children to join you in cleaning the room.



# Unit 1

# Jesus Is Powerful

## Bible Memory

Psalm 147:5, *ICB*

“Our Lord is great and very powerful. There is no limit to what he knows.”

Psalm 147:5, *KJV*

“Great is our Lord, and of great power: his understanding is infinite.”

## Pre-K & K Bible Skills

Activities in this unit of lessons will help the children

- Know how to open and hold the Bible correctly.
- Begin to sequence events in main Bible stories.
- Begin to recognize names of Bible books.

## Teacher Helps in Resources

### Digital Files

See the Contents document in the printable files for a complete list of files for unit 1.

## Especially for 4s!

Activity suggestions given for 4-year-olds can also be used for younger 5-year-olds.

## Special Needs Helps

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



## Online Helps

See the introductory pages for information about downloads that are available.

**See the inside cover of this book for suggested dates for when you can teach this special unit.**



## Lesson

## Scripture

## Focus

### Lesson 1

Jesus Stops a Storm

Mark 4

♥ Jesus has power to stop a storm.

### Lesson 2

Jesus Heals a Young Girl

Luke 8

♥ Jesus has power to help families.

### Lesson 3

Jesus Feeds a Crowd

John 6

♥ Jesus has power to give us what we need.

### Lesson 4

Jesus Heals a Man Born Blind

John 9

♥ Jesus has power to help people.

### Lesson 5

Jesus Heals 10 Men

Luke 17

♥ Jesus has power to heal people.

### Lesson 6

Jesus Brings Lazarus Back to Life

John 11

♥ Jesus is God's Son.

## Immerse Materials for Unit 1, Lessons 1-6

**Pre-K & K Make-n-Share** activity pages and stickers for lessons 1-6

### Pre-K & K Resources

#### Digital Files

Audio Tracks

“We Are Important to Jesus” (track 2)

“Our Lord Is Great” Bible Memory song (track 5)

“Jesus Feeds a Crowd” Bible story activity (track 8)

Wind and Wave Sounds (track 10)

“Jesus Heals 10 Men” story song (track 11)

Printable Files

Unit 1 Bible Memory posters, motions, and family letters (*ICB* and *KJV*);

Flower Bouquets; Jesus Is Powerful Bulletin Board; song lyrics

Lesson 2: Family Safety Rules, Feelings Cards, Special Needs Photos

Lesson 3: “Jesus Feeds a Crowd” Bible story activity

Lesson 4: Jesus’ Helping Hands

Lesson 5: “Jesus Heals 10 Men” lyrics

Lesson 6: Friendship Game

#### Visuals

Stand-ups, flip picture scenes (sheet 2); Jesus stand-up figure with easel, basket pieces, fish, bread; Man Born Blind turnaround puppet; Sharing puppet (sheet 3); 10 Men stand-up figures (sheets 3 and 4); sequence cards (sheet 4); story-in-a-bag scenes (sheet 7); Scout poster (sheet 8)

### Preschool/Pre-K & K Teaching Pictures 1-6

**Heart Tugs** family resource paper, issues 1-6

**Scout** puppet

# Extra Moments, Extra Ideas for Unit 1

Give a copy of this page to each teacher or helper. Use the activities for early arrivers, during transition times, or whenever there is extra time.

## Unit 1 Bible Memory Activities

Spring into this unit's Bible Memory with some flower power. Use poster board to build a bouquet on. From green paper, cut several stems and glue them to the board. Print the Bible Memory across the top of the board. Using the *Resources* Flower Bouquets printable file, print flowers on colored paper, and cut them out. When children say the Bible Memory, have them print their name on a flower and glue it to on of the stems. Challenge children to make the bouquet as large as possible.

Print Unit 1 Bible Memory Motions from the *Resources* files to teach motions that will help children learn the Bible Memory. Use the motions as children sing the Bible Memory song, "Our Lord Is Great" from the *Resources* audio tracks.

Print copies of Unit 1 Bible Memory Poster, also in the printable files. As children color the posters, review the Bible Memory. Then let children take their posters home as reminders to keep practicing their Bible Memory.

The *Resources* audio tracks are reproducible. Provide copies of the files to families, so parents can sing the songs with their children all week long.

## Unit 1 Learning Center: Spirited Skit

This center can be used for unit 1 and the special unit. Set up an area with a dress-up rack, trunk, or box full of clothes. Clothing larger than the children wear is preferred, as well as colorful pieces of fabric. Include clothing that buttons, snaps, and zips. Be sure the fabrics vary in colors and textures. Children will also enjoy adding jewelry, neckties, and scarves.

Add to your center a full-length mirror, chairs, rugs, or anything else that will make the area more homelike. Specific items you will need at the center:

Lesson 1—blue and brown bedsheets, Bible-times costumes, spray bottle with water

Lesson 2—family living items (plastic food, toy doctor's kit, phone, play money, blankets and pillows, etc.)

Lesson 3—toy food

Lesson 4—dress-up clothes

Lesson 5—Bible-times costumes, *Teaching Pictures* 1-5

Lesson 6—large appliance box, washable markers (or crayons), toy phones

## Jesus Is Powerful Bulletin Board

Prepare a unit bulletin board that builds on the truth that Jesus is powerful. Cover the bulletin board with blue paper to represent the sky. Cut cloud shapes from cotton batting and tack them in the sky. Print a copy of the Jesus picture and sunrays provided on the *Resources* Jesus Is Powerful Bulletin Board printable file. Note: You may want to print these on yellow card stock. Print several copies of the starbursts. Cut out all pieces.

Throughout the unit, the class will be building a sun. Start by placing the circle with the picture of Jesus in the center of the bulletin board. Each week add that lesson's sunray. Children can draw pictures on the starbursts of what they remember from each week's Bible story. Post the starbursts around the sun.

### Allergy Notice

Before each class session, print and fill out the Allergy Notice from the *Resources* files. Post it visibly for parents to take note. And always check your own children's information.

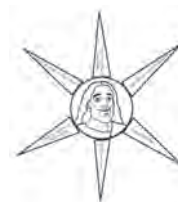


### Teaching Tip

The *Resources* printable files include both the *International Children's Bible* and the *King James Version* for the Bible Memory posters, Bible Memory motions, and family letters.

### Teaching Tip

Be sure to display the Scout quarter poster in your classroom.



### Something More!

See Holiday & Seasonal Helps under Downloads/Connect<sup>2</sup>/Spring Quarter Heartshaper Connect<sup>2</sup> Feature at [www.21stcc.com](http://www.21stcc.com) for some spring craft projects.



# Jesus Stops a Storm

## Lesson 1

**Scripture:** Mark 4:35-41

**Bible Memory:** Psalm 147:5

“Our Lord is great and very powerful. There is no limit to what he knows.” (*ICB*)

“Great is our Lord, and of great power: his understanding is infinite.” (*KJV*)

**Focus:** ♥ Jesus has power to stop a storm.











### Heart to Heart Teacher Devotion

*Power* can be a scary word to young children, who sometimes feel powerless in the life situations they experience or see on TV. Think about how God has used His power to help you. As you teach this unit of lessons, assure children that because God is good and He loves us, we can trust Him to use His power for our good in all situations.

### Bible Background for the Teacher

After an extremely busy day, Jesus sought rest by going to a thinly settled district on the east side of the Sea of Galilee. The Sea of Galilee is low in altitude and surrounded by mountains. Violent storms can come up with great suddenness as winds sweep down the hillsides and across the sea. Jesus rebuked the winds and sea as though they were people, thus demonstrating His power over the forces of nature. (See also Matthew 8:23-27 and Luke 8:22-25.)

## Lesson 1 at a Glance

<p><b>1 GETTING STARTED</b> Use one or more of these learning centers to help children <i>explore wind and waves</i>.</p>	 <b>Quick Step</b> Moving Like Wind and Waves   Exploring Waves   Spirited Skit (unit center)	<p><b>Immerse Materials</b></p> <ul style="list-style-type: none"> <li>• <i>Resources</i> audio tracks</li> </ul>	<p><b>Other Materials</b></p> <ul style="list-style-type: none"> <li>• media player</li> <li>• dishpan, water, plastic smocks, spoons, whisks, toy boats, straws</li> <li>• unit center supplies, blue and brown bedsheets, Bible-times costumes, spray bottle with water</li> </ul>
<p><b>2 BIBLE DISCOVERY</b> Use all these activities to help children <i>tell what happened when Jesus was in the boat</i>.</p>	 <b>Sing and Pray</b>   <b>Bible Time</b> Jesus Stops a Storm   <b>Bible Review</b>   <b>Bible Memory</b>	<ul style="list-style-type: none"> <li>• <i>Resources</i> audio tracks, <i>Resources</i> sheet 2 flip picture Bible story scenes 1a-1c, <i>Teaching Picture</i> 1</li> </ul>	<ul style="list-style-type: none"> <li>• media player, Bible, 2 metal rings, Bible-times costumes</li> </ul>
<p><b>3 GROW AND GO</b> Use one or more of these learning centers to help children <i>praise Jesus for His power</i>.</p>	 <b>Quick Step</b> Bible Memory in Motion   Praising Jesus Game   Praise Waves  <b>Closing the Hour</b>	<ul style="list-style-type: none"> <li>• <i>Resources</i> Unit 1 Bible Memory Motions printable file</li> <li>• <i>Make-n-Share</i> for lesson 1</li> <li>• <i>Heart Tugs</i> issue 1</li> </ul>	<ul style="list-style-type: none"> <li>• blue bedsheet</li> <li>• washable markers, blunt-tip scissors, paper fasteners</li> </ul>



# Getting Started (10–15 minutes)

- 1** Use one or more of these learning centers to help children **explore wind and waves**.

## Welcome

- Use Scout to greet the children.
- Place a name tag on each child, gather necessary information from the adult bringing the child, then guide the child to a learning center.
- Provide a container in which children can place their contribution money.

## Quick Step Moving Like Wind and Waves

**SAY:** Have you felt strong winds or seen big waves during a storm? The wind and waves in a storm can be very powerful. In today's Bible story, we will hear how ♥ Jesus has power to stop a storm. Let's move to sounds of wind and waves.

Play Wind and Wave Sounds from the audio track. Have children be the wind by spinning or pushing the air around them. Have them move like waves by bending up and down at the knees. Whenever you pause the sound track, children should suddenly stop their stormy actions.

**ASK:** Did you feel powerful as you moved like wind and waves? What sound do winds make? What about waves?

## Exploring Waves

**SAY:** Can you tell me about a time when you saw powerful waves move things in water? Allow responses. In today's Bible story, we will learn how ♥ Jesus has power to stop a storm. Let's make waves and see how hard it is to stop them.

Place the toy boats in the water. Have the children use spoons and whisks or their hands to create currents, swirls, and waves in the water. Encourage them to try to make the water calm by moving the water slower. Have children use straws to blow on the water to make waves.

**ASK:** What happened to the boats when you made powerful waves in the water? Was it easy or hard to stop the waves? Why?

## Spirited Skit (unit center)

**SAY:** ♥ Jesus has power to stop a storm—even a storm with powerful wind and waves. Let's pretend we are in a boat with Jesus and His followers. How would a storm move the people in the boat?

Invite the children to share. Encourage them to create a boat on a lake, placing the brown sheet on top of the blue one. Let children dress up and pretend they are in the brown boat. Have them take turns being in the boat or shaking the blue sheet to create waves. Using the spray bottle, mist water over the children's heads.

**ASK:** How would powerful wind and waves make you feel? What part of the storm did you like the most? dislike the most? Why?

### Especially for 4s!

Provide younger children with toy boats or pictures of boats, and play alongside them.

## Focus

♥ Jesus has power to stop a storm.

**Save all visuals for reuse throughout the quarter.**

### Materials

Resources audio track 10, media player



Be sure to help children make the connection between sound and movement by modeling the movement yourself.

### Materials

dishpan filled with water, plastic smocks, spoons, whisks, toy boats, straws



### Teaching Tip

Control movement of water by limiting this activity to two or three children at a time.

### Materials

unit center supplies (see unit 1 pages), blue and brown bedsheets, Bible-times costumes, spray bottle with water (optional: toy boats or pictures of boats)



### Something More!

Use brown towels so children can have individual boats, or make a large boat by covering several chairs with brown roll paper.

### Cleanup

Assign a specific cleanup task to each child.



## Focus

♥ Jesus has power to stop a storm.

# Bible Discovery (20–25 minutes)

**2** Use all these activities to help children **tell what happened when Jesus was in the boat.**

### Materials

Resources audio tracks 2 and 5, media player, Bible



## Sing and Pray

Sing “We Are Important to Jesus” and “Our Lord Is Great.”

**PRAY:** Dear God, thank You that You use Your power in ways that are great and wonderful and good. We praise You. In Jesus’ name, amen.

**ASK:** Have you ever been afraid? Show me the face you make when you are afraid. Comment on the children’s expressions. **Our Bible story today is from the Bible book of Mark, chapter 4. It’s about a time when Jesus’ followers were afraid while they were in a boat. Let’s find out what Jesus did to help His followers.**

### Materials

Bible, Resources sheet 2 flip picture Bible story scenes 1a–1c, 2 metal rings (or yarn)



## Bible Time

Before class, stack the Bible story scenes in order a–c. Assemble the scenes into a flip book, using metal rings.

Show 1a. **SAY:** Jesus was sitting in a boat, teaching a crowd of people who were sitting on the shore, listening to Him. Then Jesus and His followers left in the boat so they could be alone. It was evening and the waters were quiet.

Show 1b. **Suddenly, a very strong wind came over the water, and there were big waves all around the boat. Jesus’ followers were afraid. The boat rocked back and forth. The water splashed over the sides of the boat.** Invite children to show frightened faces and move back and forth as though they were Jesus’ followers.

**But Jesus was not afraid of the wind. He was not afraid of the waves. Where was Jesus? Jesus was sleeping. Jesus’ followers woke Him. They wanted Jesus to help them.**

Show 1c. **Jesus stood. He said to the wind, “Be quiet!” Jesus said to the waves, “Be still.”** Show 1a again. **Immediately, the water was calm. Even powerful winds and waves obey Jesus. ♥ Jesus has power to stop a storm.**



### Materials

Teaching Picture 1, Resources audio track 10, Bible-times costumes, media player



## Bible Review

Show the teaching picture and have the children whisper to each other what the picture shows about today’s Bible story. Allow children to take turns dressing in Bible-times clothing to retell the story. Use the Wind and Wave Sounds recording in the retelling as well.

**ASK:** What frightened Jesus’ followers? (a storm with strong winds and big waves)

**What happened when Jesus was awakened?** (He stopped the storm.)

**Why wasn’t Jesus afraid?** (♥ Jesus has power to stop a storm.)

### Teaching Tip

If you have a large class, give the children time to repeat the retelling of the story so that they can have different parts.

### Materials

Bible



## Bible Memory Psalm 147:5

**SAY:** The Bible tells us that ♥ Jesus has power to stop a storm. Let’s read a Bible verse that tells about Jesus’ power. Show the children how to carefully hold the Bible. Find Psalm 147:5. Read the verse aloud and then ask the children to say the verse with you.

## Grow and Go (15–20 minutes)

- 3** Use one or more of these learning centers to help children **praise Jesus for His power.**

### Focus

♥ Jesus has power to stop a storm.

### Quick Step Bible Memory in Motion

Before class, print and practice the Bible Memory the motions.

SAY: **Our Bible Memory praises Jesus. We praise Jesus when we give thanks to Him and tell Him how great and wonderful and good He is. Let's learn motions for our Bible Memory. We will praise Jesus as we say the verse and do the motions.**

One at a time, teach the motions. After children have learned them, do the motions as you say the verse.

ASK: **How did Jesus show His power in the Bible story we heard today?** (Jesus stopped the wind and waves of a storm.)

**Why do we praise Jesus?** (Jesus is very powerful. He is God's Son.)

### Praising Jesus Game



SAY: **We are going to praise Jesus. We praise Jesus when we give thanks to Him and tell Him how great and wonderful and good He is. Let's make waves with this sheet. When I say "Stop!," we will hold the sheet still and it will be someone's turn to praise Jesus.**

Have the children work together to make waves with the sheet. Practice starting and stopping. Ask the children to stop, and then call on a child to praise Jesus, naming something that is great about Jesus.

ASK: **How can we praise Jesus?** (singing, praying, telling others)

**What power did Jesus show in our Bible story today that we can praise Him for?** (♥ Jesus has power to stop a storm.)

### Praise Waves

SAY: **Jesus is powerful enough to calm strong winds and big waves. ♥ Jesus has power to stop a storm. Let's make a picture of a stormy sea that will remind us to praise Jesus for His power. When we move the wave, we can praise Jesus and tell Him that He is great and powerful. He is God's Son.**

Have children color their boats and then cut out their pictures and waves. Show how to attach the wave to the picture, using a paper fastener. Guide children in saying the praise words to Jesus.

ASK: **How will this picture remind you to praise Jesus?**

**What else can you praise Jesus for?**

#### *Especially for 4s!*

Cut out the waves ahead of time. Then help 4s to cut out their own pictures. Praise all efforts in this developing skill.

### Closing the Hour

• Be sure children who are leaving have their projects and this week's *Heart Tugs*. Encourage parents to praise Jesus for His power together with their children this week. Note: A *Family Together Time* family page is available online for families to download. See [www.21stcc.com](http://www.21stcc.com).

### Materials

Resources Unit 1  
Bible Memory Motions  
printable file



### Materials

blue bedsheet



### Materials

Make-n-Share for  
lesson 1, washable  
markers (or crayons), blunt-tip  
scissors, paper fasteners





# Jesus Stops a Storm

## Lesson 1 Extra Hour

**Scripture:** Mark 4:35-41

**Bible Memory:** Psalm 147:5

“Our Lord is great and very powerful. There is no limit to what he knows.” (*ICB*)

“Great is our Lord, and of great power: his understanding is infinite.” (*KJV*)

**Focus:** ♥ Jesus has power to stop a storm.

### Heart to Heart Teacher Devotion

*Power* can be a scary word to young children, who sometimes feel powerless in the life situations they experience or see on TV. Think about how God has used His power to help you. As you teach this unit of lessons, assure children that because God is good and He loves us, we can trust Him to use His power for our good in all situations.

### Bible Background for the Teacher

After an extremely busy day, Jesus sought rest by going to a thinly settled district on the east side of the Sea of Galilee. The Sea of Galilee is low in altitude and surrounded by mountains. Violent storms can come up with great suddenness as winds sweep down the hillsides and across the sea. Jesus rebuked the winds and sea as though they were people, thus demonstrating His power over the forces of nature. (See also Matthew 8:23-27 and Luke 8:22-25.)

## Lesson 1 at a Glance—Extra Hour

### 1 MORE! GETTING STARTED

Use one or more of these learning centers to help children *explore wind and waves*.



**Quick Step**  
“Stormy Wind and Waves”



Wind Painting



Blowing Bubbles

### Immerse Materials

- *Heart Tugs* issue 1

### Other Materials

- art smocks, washable tempera paint, tape, paper, straws
- child-safe electric fan, bottles of bubbles with wands

### 2 MORE! BIBLE DISCOVERY

Use all these activities to help children *tell what happened when Jesus was in the boat*.



**More! Sing and Pray**



**Bible Time—Another Way!**

Jesus Stops a Storm



**More! Bible Review**



**More! Bible Memory**

- *Resources* audio tracks, Scout puppet, *Teaching Picture 1*, *Resources* Unit 1 Bible Memory Motions printable file

- media player, Bible

### 3 MORE! GROW AND GO

Use one or more of these learning centers to help children *praise Jesus for His power*.



**Quick Step**  
Scout Puppet Story



Build a Boat

**Saying Good-bye**

- Scout puppet

- *Heart Tugs* issue 1

- doll's umbrella

- large blocks
- unit center supplies

# More! Getting Started (10–15 minutes)

- 1** Use one or more of these learning centers to help children **explore wind and waves**.

## Transition Time

- Greet new arrivers, giving each a name tag.
- Gather children to play in the Spirited Skit unit center. Children can reenact Bible stories from today and previous weeks.
- Serve a snack. Follow your congregation's policy for restroom breaks.

## Quick Step “Stormy Wind and Waves”

SAY: ♥ Jesus has power to stop a storm. Have you ever been afraid of a storm? Allow children to share. Jesus’ followers were scared of the wind and waves in a storm. Let’s sing and act out a song about the storm.

Sing the song included in *Heart Tugs*. Repeat the song until the children are comfortable with the words and motions.

ASK: How do you feel during a storm?

Why would the storm make Jesus’ followers afraid? (Jesus’ followers thought the boat might tip over and they would drown.)

## Wind Painting

SAY: Can you make a powerful sound with your blowing? Have children try. Wind can be very powerful, but Jesus is even more powerful than wind. ♥ Jesus has power to stop a storm. Carefully listen to the powerful wind that comes from your breath as you gently blow air through a straw and push paint across your paper.

Put a few drops of tempera paint on a piece of paper that is taped down to the table. Give each child a straw. Let them each blow a drop of paint across the paper.

ASK: What powerful sound does wind make?

How far could you push the paint?

**Especially for 4s!**



Have children practice blowing onto their hands or blowing crumpled pieces of paper across a table before having them blow on the paint.

## Blowing Bubbles

SAY: Wind can be very powerful. It can move and push things. But Jesus is even more powerful. ♥ Jesus has power to stop a storm. Let’s use our breath as wind to make bubbles. And we’ll use wind from a fan to push the bubbles. Let’s see how far wind can push the bubbles.

Have the children blow bubbles with wands and watch to see how far the bubbles go. Have them put the bubble wand next to a running fan. Vary the speed of the fan, if possible.

ASK: How far did the wind push the bubbles?

Why do you think some of the bubbles broke? (The wind was too strong.)

What other things might powerful winds push?

## Focus

♥ Jesus has power to stop a storm.

Save all visuals for reuse throughout the quarter.

## Materials

*Heart Tugs* issue 1



## Materials

art smocks, washable tempera paint, tape, paper, straws



## Something More!

Put waterdrops on construction paper so children can blow through a straw to make lines.

## Materials

child-safe electric fan, bottles of bubbles with wands



## Something More!

Place a fan at one end of a table and let children guess if the fan is strong enough to blow different things off the table. (Examples: ball, block, pretend food)

## Teaching Tip

Do not leave fan unattended. Review with the children safety procedures for being around electrical equipment.



## Focus

♥ Jesus has power to stop a storm.

# More! Bible Discovery (20–25 minutes)

- 2 Use all these activities to help children **tell what happened when Jesus was in the boat.**

### Materials

Resources audio track 2,  
media player, Scout  
puppet, Bible



### Materials

Teaching Picture 1



### Teaching Tip

Display the teaching picture where the children can see it as you tell the story. This will help the children focus on the story.

### Materials

Scout puppet



### Materials

Resources Unit 1 Bible  
Memory Motions  
printable file, Bible



## More! Sing and Pray

Sing “We Are Important to Jesus.”

PRAY: **Thank You, God, for letting us listen to our Bible story. Thank You for Jesus and that He has power to stop a storm. In Jesus’ name, amen.**

Have Scout whisper to you. SAY: **Scout wants to know what it would be like in a boat.** Allow children to share. **Our Bible story today is from the Bible book of Mark, chapter 4. It’s about a time when Jesus was in a boat with His followers.**

## Bible Time—Another Way!

Show the teaching picture. SAY: **Jesus and His followers were in a boat. The wind hardly blew and the waves hardly splashed.** Invite children to blow softly and make little waves with their hands. **Jesus decided to lie down and rest. While Jesus was sleeping, strong winds began to blow loudly and gigantic waves splashed.** Ask children to make loud wind sounds and show big wave motions. **Jesus’ followers went to wake Him. The winds blew loudly and the gigantic waves splashed.** Have children make the sounds and motions again. **Could Jesus use His power to take care of His followers? The winds blew loudly and the gigantic waves splashed.** Make the sounds and motions. **Then Jesus said “Be quiet!” to the wind. He said “Be still” to the waves. Suddenly the wind did not blow and the waves did not splash.** Have children fold hands. ♥ **Jesus has power to stop a storm.**

## More! Bible Review

Scout whispers to you. SAY: **Scout is going to ask me some questions about our Bible story. If the answer to Scout’s questions are yes, I want you to rock back and forth like you are sailing on a boat. If the answer is no, sit as still as you can.** Have Scout whisper questions to you to say aloud. When children respond correctly, Scout can clap or give hugs.

ASK: **Was Jesus in the boat with His family?** (no)

**Was Jesus in the boat with His followers?** (yes)

**Was there a storm with wind and waves?** (yes)

**Did Jesus put on His raincoat and pass out umbrellas?** (no)

**Did Jesus make the storm stop?** (yes)

## More! Bible Memory Psalm 147:5

Before class, print and practice the Bible Memory motions.

SAY: **The Bible is God’s special book that tells us about God and Jesus. It tells us that ♥ Jesus has power to stop a storm.** Open the Bible to Psalm 147:5 and read the verse aloud. Repeat the verse together with the children as you teach them the motions.

Invite the children to play a game similar to Duck, Duck, Goose. Have them form a circle. Choose one child to go around and tap heads, saying, “Storm. Storm. Storm. Stop!” When the child says stop, have all the children say the verse together. The last child tapped can be the next tapper.

## More! Grow and Go (15–20 minutes)

- 3** Use one or more of these learning centers to help children **praise Jesus for His power**.

### Focus

♥ Jesus has power to stop a storm.

### Quick Step Scout and the Storm

Scout comes out with the umbrella and whispers to you. SAY: **Really? There was a storm in your neighborhood? Was your family afraid? Let's tell the children about it.**

**Last night there was a storm in Scout's neighborhood. Scout and his people family had to go inside. The wind blew so hard that it made loud noises. Scout covers his ears with his paws. The limbs on the trees blew back and forth. Scout moves back and forth. Suddenly the lights went off. Scout and the children were afraid. Scout covers his eyes and shivers. The parents turned on flashlights. They prayed to God, asking Him to keep their family safe. Then they sang songs to praise Jesus because He cares for them. Soon the storm stopped and the lights came back on. Scout uncovers his eyes. The father said, "Jesus, You are great. You protected us from the storm. Thank You. We pray in Your name, amen." The children were not scared anymore—and Scout felt good too.** Scout claps.

ASK: **What did the family do during the storm?** (sang songs and praised Jesus)

**What can you do to praise Jesus for His power?** Lead children in singing or praying. Tell Jesus He is great and wonderful and good.

### Build a Boat

SAY: **When you say that someone is great and wonderful and good, you are praising the person. We praise Jesus when we give thanks to Him and tell Him how wonderful He is. In our Bible story today, Jesus and His followers were on a boat during a storm. Let's build a boat like the one Jesus was on. Each time we add a block to our boat, we will praise Jesus for His power.**

Let the children take turns adding blocks to make a boat. As blocks are added, have children say praise words or name things Jesus does for them.

ASK: **How can you praise Jesus at home this week?**

**How many things were we able to praise Jesus for?** Count the blocks with the children.

### Especially for 4s!

Prompt 4s by asking, **What does Jesus give to you?**

### Saying Good-bye

- Allow the children to play in the Dynamic Drama unit center. Children can reenact today's Bible story.
- Be sure children have projects made in class and this week's *Heart Tugs*. Encourage parents to complete the code puzzle and sing "Stormy Wind and Waves" with their children. Note: A *Family Together Time* family page is available online for families to download. 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.

### Materials

Scout puppet, doll's (or child's) umbrella



### Materials

large blocks



Providing perimeters can benefit all children.

Before class, draw the outline of the bottom of a boat on a large sheet of paper. Children can cover the outline as they add blocks to build their boat.

### Cleanup

Sing "Cleanup Song," found in the *Resources Teacher Helps* printable files, as you encourage children to join you in cleaning the room.



# Jesus Heals a Young Girl

## Lesson 2



**Scripture:** Luke 8:41, 42, 49-56

**Bible Memory:** Psalm 147:5

“Our Lord is great and very powerful. There is no limit to what he knows.” (*ICB*)

“Great is our Lord, and of great power: his understanding is infinite.” (*KJV*)

**Focus:** ♥ Jesus has power to help families.

### Heart to Heart Teacher Devotion

We can be assured that our Lord does care about us and those we love. Not only can He work a miracle in our physical bodies, but Jesus can work a miracle in our spiritual lives as well. Pray that Jesus will breathe a spirit of healing and new life into every part of you—body, soul, and spirit—so that you will be better prepared to minister to the children in your class.

### Bible Background for the Teacher

Synagogues were local sites where Jewish people assembled to worship God. The ruler of the synagogue was the official responsible for the arrangement of the services. Though prominent in the community, Jairus bowed before Jesus and begged for help. Jesus said the girl was only sleeping, implying that He could raise the girl from death as easily as her parents could awaken her from sleep. (See also Matthew 9:18-26 and Mark 5:35-43.)

## Lesson 2 at a Glance

### 1 GETTING STARTED

Use one or more of these learning centers to help children *explore feelings*.



Active Play

**Quick Step**  
Feelings Charades



Craft

Feeling Faces



Books

Special Needs, Special Feelings

### Immerse Materials

• *Resources* Feelings Cards printable file

• *Make-n-Share* for lesson 2

• *Resources* Special Needs Photos printable file

### Other Materials

• washable markers, blunt-tip scissors, paper fasteners

### 2 BIBLE DISCOVERY

Use all these activities to help children *tell what Jesus did for Jairus and his family*.



Sing & Pray

**Sing and Pray**



Bible Time

**Bible Time**  
Jesus Heals a Young Girl



Bible Review

**Bible Review**



Bible Memory

**Bible Memory**

• *Resources* audio tracks, *Resources* sheet 2 Bible story stand-ups 2a-2c and sheet 7 story-in-a-bag road and house scenes, *Resources* Unit 1 Bible Memory Motions printable file, *Teaching Picture 2*

• media player, Bible, bottle of medicine, 9" x 12" gift bag, 3 jumbo craft sticks, tape, highlighter

### 3 GROW AND GO

Use one or more of these learning centers to help children *name ways Jesus helps their families*.



Active Play

**Quick Step**  
Family Safety Rules



Family Living

Spirited Skit (unit center)



Game

Bible Memory Balance

**Closing the Hour**

• *Resources* Family Safety Rules printable file, Scout puppet

• scissors

• unit center supplies, family living items (see activity)

• Bible, beanbags

• *Heart Tugs* issue 2

# Getting Started (10–15 minutes)

- 1 Use one or more of these learning centers to help children explore feelings.

## Welcome

- Use Scout to greet the children.
- Place a name tag on each child, gather necessary information from the adult bringing the child, then guide the child to a learning center.
- Provide a container in which children can place their contribution money.

## Quick Step Feelings Charades

SAY: **Tell me about a time when it was hard to understand how someone in your family was feeling. Have you ever seen your mother cry? Maybe you did not know why your brother was afraid. Allow responses. ♥ Jesus has power to help families. He can help us understand how each other feels. Let's act out what we do when we have different feelings.**

Show a child one of the cards. Have the child act out that feeling for the other children to guess. Continue with other children.

ASK: **Which feelings were hard to guess? Which were easy? When do you have some of these feelings?**

### Especially for 4s!

After showing a card to a younger child, whisper a way to act out the feeling. Model the feeling with the child so that he feels confident.

## Feeling Faces

SAY: ♥ **Jesus has power to help families. He helps us share our feelings with our families. Is it ever hard for you to share your feelings? Let's make wheels that show some feelings we might have.**

Help children as they make their crafts. As they turn the wheels, talk about various feelings seen in the open-window area. Have children tell about times when they have experienced the various feelings.

ASK: **When have you felt sad? happy? afraid? What is your favorite feeling?**

## Special Needs, Special Feelings



Before class, print the special needs photos.

SAY: **Sometimes families have special needs. Maybe someone in the family has difficulty seeing or hearing or walking. Maybe someone in the family is sick. In today's Bible story, we will learn how ♥ Jesus has power to help families. Let's look at some pictures of people with special needs. We will talk about how the people in their families might feel.**

Let children look at the photos and talk about the various feelings family members might have. Guide the conversation carefully if a child in your class has a disability or if you know of children who have family members with special needs.

ASK: **How might you feel if someone in your family had a special need? Why would we be happy for a person who is able to use a wheelchair?** Many answers can be given, including that the person can now do some things for himself.

## Focus

♥ Jesus has power to help families.

Save all visuals for reuse throughout the quarter.

### Materials

Resources Feelings Cards printable file



See the *Resources* lesson 2 printable files for tips about talking with children who learn differently about emotions and how to communicate them.

### Materials

Make-n-Share for lesson 2, washable markers (or crayons), blunt-tip scissors, paper fasteners



### Materials

Resources Special Needs Photos printable file (or books and pictures showing people who have disabilities or other special needs)



### Cleanup

Move around the room with Scout. He can bark when he sees something that needs to be cleaned. Thank children who come to help.



## Focus

♥ Jesus has power to help families.

# Bible Discovery (20–25 minutes)

2

Use all these activities to help children **tell what Jesus did for Jairus and his family.**

### Materials

Resources audio tracks 2 and 5, media player, Bible, bottle of medicine



## Sing and Pray

Sing “We Are Important to Jesus” and “Our Lord Is Great.”

PRAY: **Thank You, Jesus, for caring about how we feel. Thank You for helping our families. In Jesus’ name, amen.**

Show the bottle of medicine. ASK: **How many of you have ever been sick? Did you feel happy? scared? sad? Our Bible story today is from the book of Luke, chapter 8. Show Luke 8. It’s about a young girl who was very, very sick. Let’s listen and learn how Jesus helped this girl and her family.**

### Materials

Resources sheet 2 Bible story stand-ups 2a–2c and sheet 7 story-in-a-bag road and house scenes, 9" x 12" gift bag, 3 jumbo craft sticks, tape (or glue)



## Bible Time

Before class, tape the scenes on opposite sides of the bag. Attach a craft stick to the back of each stand-up and place them in the bag.

SAY: **The Bible tells us that one day a man named Jairus came to Jesus. Show Jesus and Jairus at road scene. Jairus was an important man who was in charge of activities at the local synagogue-church. Jairus bowed before Jesus. Then Jairus asked Jesus to come to his house. Jairus told Jesus that his only daughter was very, very sick. She was 12 years old, and she was so sick that she was dying.**

**Jesus started toward Jairus’s house. Many people were crowding around Jesus. Move Jesus and Jairus along the road. Then someone from Jairus’s house came and met them. The person told Jairus that his daughter had died and that Jesus did not need to come to the house now.**

**Jesus heard what the person had told Jairus. Jesus told Jairus not to be afraid but that he should believe in Jesus. Show the house scene. Place Jesus and Jairus at the house scene. Jesus went to Jairus’s house. Jesus told the people not to cry. Show daughter lying down. Inside the house, Jesus took the girl by the hand and told her to get up—and she did! Stand daughter. Jesus brought the girl back to life. Jairus and his wife were amazed. They were happy. Jesus helped Jairus and his family. ♥ Jesus has power to help families all the time.**



### How to Say It

Jairus JYE-rus

### Materials

Resources audio track 2, Teaching Picture 2, media player



## Bible Review

Have children sit in a circle. Pass the teaching picture as you play “We Are Important to Jesus.” Pause the song. The child who is holding the teaching picture can answer a question about the Bible story.

ASK: **Who came to Jairus’s house?** (Jesus)

**What was wrong with Jairus’s daughter?** (so sick she died)

**How did Jesus help Jairus’s family?** (made the girl alive)

**How did Jairus and the girl’s mother feel?** (amazed, happy)

### Materials

Resources Unit 1 Bible Memory Motions printable file, Bible, highlighter



## Bible Memory Psalm 147:5

Before class, print and practice the Bible Memory motions. Highlight Psalm 147:5 in the Bible.

Show children the verse. Let them take turns holding the Bible and pointing to the words as you say them together. Demonstrate the motions. Have children do the motions as you say the verse. Reverse roles.

### Something More!

Print Psalm 147:5 on adhesive bandages and give one to each child who says the verse.



## Grow and Go (15–20 minutes)

- 3** Use one or more of these learning centers to help children **name ways Jesus helps their families.**

### Focus

♥ Jesus has power to help families.

### Quick Step Family Safety Rules

Before class, print and cut apart the rules pictures.

Show Scout holding the pictures. ASK: **Scout, why do you have those pictures?** Scout whispers to you. **Your people family has been talking about how important it is to follow rules?** Have him whisper again. **Children, did you know that Jesus can help families follow rules to keep them safe? ♥ Jesus has power to help families. Let's give Scout some ideas about some rules we need to follow.**

As Scout shows each picture, talk about rules people need to follow, such as “Take your turn on the swings.” Let children act out the rules.

ASK: **What rules are easy to follow? Which are difficult?**

**How can Jesus help you follow some rules?**

### Spirited Skit (unit center)

SAY: ♥ **Jesus has power to help families. Jesus helped Jairus and his daughter. Let's act out ways Jesus helps our families.**

Using the items in the skit center, have the children act out ways that Jesus can help families. Help children understand that Jesus helps families have food, houses, clothes, jobs, medicine, and so on.

ASK: **How did Jesus help Jairus's family?** (Jesus made Jairus's daughter alive again.)

**How can Jesus help your family?**

### Bible Memory Balance



SAY: **It's important for us to know and be able to tell other people that ♥ Jesus has power to help families. Jesus can help families even when they have hard things to do. We can tell others what Jesus does for our families by telling them our Bible Memory. Let's say our Bible Memory while doing something hard—balancing beanbags on our heads.**

Review Psalm 147:5. Then have the children say the verse as they take turns walking straight or curved lines with beanbags on their heads. If children have trouble repeating the entire verse, break it down into two-word phrases that they repeat after you. Whenever a child drops a beanbag, have the child (or a group) name a way Jesus helps families.

ASK: **Tell me how Jesus uses His power to help your family.**

**Who can you share our Bible Memory with?**

### Closing the Hour

• Be sure children who are leaving have their projects and this week's *Heart Tugs*. Encourage parents to help their children memorize the Bible Memory. Note: A *Family Together Time* family page is available online for families to download. 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.

### Materials

*Resources* Family Safety Rules printable file, scissors, Scout puppet



### Materials

unit center supplies (see unit 1 pages), family living items (plastic food, toy doctor's kit, phone, play money, blankets and pillows, etc.)



### Materials

Bible, beanbags



### Teaching Tip

Use large beanbags or beanbags with heavier beans so that it will be easier for the children to feel a sense of accomplishment as they practice balancing. You can also use washcloths or folded dish towels.

### Something More!

Let the children do the Bible Memory motions from the *Resources* unit 1 printable file—while they balance the beanbags on their heads!



# Jesus Heals a Young Girl

## Lesson 2 Extra Hour

**Scripture:** Luke 8:41, 42, 49-56

**Bible Memory:** Psalm 147:5

“Our Lord is great and very powerful. There is no limit to what he knows.” (*ICB*)

“Great is our Lord, and of great power: his understanding is infinite.” (*KJV*)

**Focus:** ♥ Jesus has power to help families.










### Heart to Heart Teacher Devotion

We can be assured that our Lord does care about us and those we love. Not only can He work a miracle in our physical bodies, but Jesus can work a miracle in our spiritual lives as well. Pray that Jesus will breathe a spirit of healing and new life into every part of you—body, soul, and spirit—so that you will be better prepared to minister to the children in your class.

### Bible Background for the Teacher

Synagogues were local sites where Jewish people assembled to worship God. The ruler of the synagogue was the official responsible for the arrangement of the services. Though prominent in the community, Jairus bowed before Jesus and begged for help. Jesus said the girl was only sleeping, implying that He could raise the girl from death as easily as her parents could awaken her from sleep. (See also Matthew 9:18-26 and Mark 5:35-43.)

## Lesson 2 at a Glance—Extra Hour

<p><b>1 MORE! GETTING STARTED</b> Use one or more of these learning centers to help children <i>explore feelings</i>.</p>	<p> <b>Quick Step</b> Find the Feelings</p> <p> Expressing Feelings with Clay</p> <p> Doll Doctors</p>	<p><b>Immerse Materials</b></p> <ul style="list-style-type: none"> <li>• <i>Heart Tugs</i> issue 2</li> </ul>	<p><b>Other Materials</b></p> <ul style="list-style-type: none"> <li>• colored pencils</li> <li>• self-hardening clay, wax paper, permanent marker, toothpicks, wet wipes</li> <li>• dolls, teddy bears, bandages, toy doctor's kit</li> </ul>
<p><b>2 MORE! BIBLE DISCOVERY</b> Use all these activities to help children <i>tell what Jesus did for Jairus and his family</i>.</p>	<p> <b>More! Sing and Pray</b></p> <p> <b>Bible Time—Another Way!</b> Jesus Heals a Young Girl</p> <p> <b>More! Bible Review</b></p> <p> <b>More! Bible Memory</b></p>	<ul style="list-style-type: none"> <li>• <i>Resources</i> audio tracks, <i>Teaching Picture 2</i>, <i>Resources</i> sheet 2 Bible story stand-ups 2a-2c and sheet 7 story-in-a-bag road and house scenes (assembled), <i>Resources</i> Unit 1 Bible Memory Motions printable file</li> </ul>	<ul style="list-style-type: none"> <li>• media player, Bible</li> </ul>
<p><b>3 MORE! GROW AND GO</b> Use one or more of these learning centers to help children <i>name ways Jesus helps their families</i>.</p>	<p> <b>Quick Step</b> Scout Puppet Story</p> <p> Fix It</p> <p><b>Saying Good-bye</b></p>	<ul style="list-style-type: none"> <li>• Scout puppet</li> <li>• <i>Heart Tugs</i> issue 2</li> </ul>	<ul style="list-style-type: none"> <li>• plastic flowers</li> <li>• toys that come apart, grocery bag, books with torn pages, tape</li> <li>• dolls</li> </ul>

## More! Getting Started (10–15 minutes)

- 1 Use one or more of these learning centers to help children explore feelings.

### Transition Time

- Greet new arrivers, giving each a name tag.
- Gather children to sing “If You’re Happy and You Know It.”
- Serve a snack. Follow your congregation’s policy for restroom breaks.

### Quick Step Find the Feelings

SAY: ♥ Jesus has power to help families. Jesus helps us and our families, no matter how we feel. Let’s look at a picture of a family and see if we can tell how various members of the family are feeling.

Pass out *Heart Tugs* and guide children to find family members experiencing various emotions. Talk about each feeling as they color their pictures.

ASK: Can you find someone who is sad? silly? afraid? happy?

What are some feelings you have?

What is your favorite feeling? What is your least favorite?

**Especially for 4s!**



Show a feeling on your face. Have the children search the picture for that feeling.

### Expressing Feelings with Clay

SAY: ♥ Jesus has power to help families. One way He helps us is by letting us explore and express our feelings in safe ways. Let’s explore and express our feelings with some clay.

Give each child a sheet of wax paper and portion of clay. Write the child’s name on the paper. Show children how to roll the clay into a ball, then flatten it with the palm of their hand. Have them each use a toothpick to draw a face that shows how they are feeling. (Examples: happy, sad, angry) Be supportive and encouraging of their feelings as you listen.

ASK: What feelings are you having today? Why?

How could you use the clay in a safe way if you were mad?

What could you make with clay to show Jesus that you are

happy and to thank Him for His power to help? (clapping hands, smiling faces)

### Doll Doctors

Give pairs of children a doll or teddy bear. SAY: ♥ Jesus has power to help families. Sometimes Jesus uses doctors and nurses to help our families when they are hurt or sick. Let’s pretend we are doctors and nurses helping these hurt toys.

Have each pair of children decide who will be the doctor and who will be the nurse, having the nurse assist the doctor. Have them pretend the dolls or bears are sick. Help them bandage a leg or an arm or pretend to take temperatures and listen to heartbeats. Talk about feelings associated with being sick or hurt. Encourage them to reverse roles.

ASK: How do you feel when you are sick or need help?

Who helps you when you are having those feelings?

How do you feel once you have been helped?

### Focus

♥ Jesus has power to help families.

Save all visuals for reuse throughout the quarter.

#### Materials

*Heart Tugs* issue 2,  
colored pencils (or  
crayons)



#### Materials

self-hardening clay, wax  
paper, permanent marker,  
toothpicks, wet wipes



#### Teaching Tip

Homemade clay: Knead together 1½ cups salt, 4 cups flour, and 1½ cups water. (Yield: enough for 8 children) Store in airtight container until ready to use. Tell parents to let their children’s creations harden overnight or bake at a low temperature.

#### Materials

dolls, teddy bears,  
bandages, toy doctor’s  
kit



## Focus

♥ Jesus has power to help families.

# More! Bible Discovery (20–25 minutes)

2

Use all these activities to help children **tell what Jesus did for Jairus and his family.**

### Materials

Resources audio track 2, media player, *Teaching Picture 2*, Bible



### Materials

*Teaching Picture 2*



### How to Say It

Jairus JYE-rus



### Teaching Tip

Have children practice the response phrase before you begin to read the Bible story rhyme. Pause and give a cue each time children are to say the phrase.

### Materials

Resources sheet 2 Bible story stand-ups 2a–2c and sheet 7 story-in-a-bag road and house scenes (assembled)



### Materials

Resources Unit 1 Bible Memory Motions printable file and audio track 5, media player, Bible



## More! Sing and Pray

Sing “We Are Important to Jesus.”

**PRAY: Thank You, Jesus, for letting us hear about Your power and love for us. Thank You that You care for our families and for us. In Your name we pray, amen.**

Show the teaching picture. SAY: **Tell me about a time when your family needed Jesus’ help.** Allow responses. Show Luke 8. **We can read in the Bible book of Luke, chapter 8, about a time when Jesus helped a family.**

## Bible Time—Another Way!

SAY: **I need your help in telling our Bible story. When I clap my hands two times, I want you to clap your hands two times and say “Jesus has power to help families.”** Practice before telling the story.

**A man named Jairus bowed before Jesus.**

**The man had a problem: “Oh, Jesus, can You help us?”**

Clap your hands two times. Children respond.

**Jairus said his daughter was so sick that she was dying.**

**“Please come and heal her,” he begged, as he was crying.**

Clap your hands two times. Children respond.

**Jesus went quickly; He went right now.**

**But someone came and said it was no use anyhow.**

Clap your hands two times. Children respond.

**The daughter had died,**

**And everyone cried.**

Clap your hands two times. Children respond.

**Jesus said, “Don’t worry. She is just sleeping.”**

**And everyone wondered what He was thinking.**

Clap your hands two times. Children respond.

**Jesus then told the girl to stand up tall.**

**He healed her right then—now she wasn’t sick at all!**

Clap your hands two times. Children respond.

## More! Bible Review

Have the children take turns retelling the story, using the stand-up figures and story bag from first hour. Be sure that each child gets a turn.

ASK: **What did Jairus ask Jesus to do?** (heal his daughter who was dying)

**How did Jesus help Jairus’s family?** (healed the girl)

## More! Bible Memory Psalm 147:5

Before class, print and practice the Bible Memory motions.

SAY: **Our Bible Memory tells us about Jesus’ power. ♥ Jesus has power to help families. Let’s do the motions to our Bible Memory as we say and sing our Bible Memory.** Open your Bible to Psalm 147:5. Encourage children to say the words with you as they do the motions. Then do the motions as they sing “Our Lord Is Great.”

## More! Grow and Go (15–20 minutes)

- 3** Use one or more of these learning centers to help children **name ways Jesus helps their families.**

### Focus

♥ Jesus has power to help families.

### Quick Step Scout's Visit

Scout comes out, carrying the flowers. SAY: **Why do you have those flowers, Scout?** Scout whispers to you. **Oh, you are taking them to the little girl in your family?** Scout nods. **Scout wants me to tell you how Jesus has been helping his family.**

**It was nighttime, and Scout heard the little girl crying.** Scout wipes away a tear. **But ♥ Jesus has power to help families.** Scout nods. **Jesus helped the mom wake up and check the girl's temperature. She had a fever. Scout got nervous.** Scout quivers. **But guess what? ♥ Jesus has power to help families.** Scout nods. **The girl's dad called their doctor, who told the dad what to do. The dad went to the store and bought some medicine that the girl needed. ♥ Jesus has power to help families.** Scout nods. **Jesus helped the family by giving them a good doctor.** Scout barks. **The girl soon felt better. This morning Scout picked some flowers to bring to the girl.** Scout shows the flowers. **The girl will be happy to get flowers, but most of all, she will be glad that ♥ Jesus has power to help families!** Scout barks.

ASK: **How did Jesus help Scout's people family?** (waking the mommy, having the daddy call the doctor and get medicine, helping the girl rest)

**What can we say to Jesus to thank Him for helping our families?**

Pray with the children.

### Materials

Scout puppet, plastic (or real) flowers



### Teaching Tip

Display *Resources* sheet 8 Scout quarter poster. Ask children to find the animal families. Talk about ways Jesus helps families.



Children with special needs may identify with Scout as the recurring character in class each week. Consider using the puppet at the same time in each lesson, or during a transition that seems particularly difficult.

### Fix It

Before class, take apart several toys and place the pieces in a bag. Gather books that need pages repaired.

SAY: **♥ Jesus has power to help families. He gives us smart minds and the ability to fix things that belong to our families. Let's fix some things that are broken. Then we'll thank Jesus for helping our families.**

Dump out the toy pieces. Invite children to sort the toys and find out how the pieces fit together. Work with children to tape torn pages in books.

ASK: **What are some things Jesus has helped your family fix at home?**

**What can you say to thank Jesus for helping your family?**

Encourage each child to pray a thank-You sentence.

### Especially for 4s!

Young children sometimes have a hard time sharing with others who might not fix the toys just right. Encourage children to work together, but give them opportunities to fix things on their own too.

### Saying Good-bye

- Have children use dolls to talk about different feelings they have throughout the day. Name specific times, such a breakfast time, rest time, or playtime.

- Be sure children have projects made in class and this weeks *Heart Tugs*. Encourage parents to talk with their children about the feelings pictured in the Find the Feelings picture.

### Materials

toys that come apart (a toy truck with wheels detached, a doll with removable arm or leg, etc.), grocery bag, books with torn pages, tape



### Something More!

Print one copy of the Bible story coloring page for lesson 2 from the *Resources* files. Draw thick lines to make it into a puzzle; print copies onto card stock. After each child colors the picture, have him cut it into puzzle pieces, put it back together, and tape it (fix it).

### Cleanup

Sing "Cleanup Song," found in the *Resources Teacher Helps* printable files. Fill in specific tasks as you sing and encourage each child to share in the work.





# Jesus Feeds a Crowd

## Lesson 3



**Scripture:** John 6:1-14

**Bible Memory:** Psalm 147:5

“Our Lord is great and very powerful. There is no limit to what he knows.” (*ICB*)

“Great is our Lord, and of great power: his understanding is infinite.” (*KJV*)

**Focus:** ♥ Jesus has power to give us what we need.











### Heart to Heart Teacher Devotion

Jesus’ power is available to give us what we need. Whether it is an easy or what seems to be an impossible need to meet, Jesus has the solution. But how many times do we refuse to give our problems to Him? We’d rather fix them ourselves than submit and ask Jesus for His help. What problem are you keeping to yourself? Ask Jesus to help you with what you need to release to Him today.

### Bible Background for the Teacher

Though the disciples had already seen Jesus perform amazing miracles, they still thought in terms of everyday earnings and expenses. The boy’s lunch in today’s Bible text consisted of barley loaves and fish. Barley was less expensive than wheat, so this would have been a typical lunch. The 5,000 men did not include women and children, who were probably sitting in another area and not counted. (See also Matthew 14:13-21; Mark 6:30-44; and Luke 9:10-17.)

## Lesson 3 at a Glance

<p><b>1 GETTING STARTED</b> Use one or more of these learning centers to help children <i>explore lunches</i>.</p>	<div>  <b>Quick Step</b> Grocery Lists         </div> <div>  Snack Bags         </div> <div>  Modeling Dough Lunches         </div>	<p><b>Immerse Materials</b></p> <ul style="list-style-type: none"> <li>• Scout puppet</li> </ul>	<p><b>Other Materials</b></p> <ul style="list-style-type: none"> <li>• family living center supplies, paper, colored pencils</li> <li>• large bowls, serving spoons, snack ingredients (see activity), resealable plastic bags, juice boxes, paper lunch bags, napkins, wet wipes</li> <li>• dog bowl, children’s plates, modeling dough</li> </ul>
<p><b>2 BIBLE DISCOVERY</b> Use all these activities to help children <i>tell how Jesus showed His power to a crowd of people</i>.</p>	<div>  <b>Sing and Pray</b> </div> <div>  <b>Bible Time</b> Jesus Feeds a Crowd         </div> <div>  <b>Bible Review</b> </div> <div>  <b>Bible Memory</b> </div>	<ul style="list-style-type: none"> <li>• <i>Resources</i> audio tracks; <i>Resources</i> sheet 3 Jesus stand-up figure 3a with easel, basket pieces 3b and 3c, fish, bread; <i>Resources</i> “Jesus Feeds a Crowd” printable file</li> </ul>	<ul style="list-style-type: none"> <li>• media player, pita bread, small toy fish, Bible, tape, bookmark</li> </ul>
<p><b>3 GROW AND GO</b> Use one or more of these learning centers to help children <i>thank Jesus for what He gives them</i>.</p>	<div>  <b>Quick Step</b> Thank-You Place Mats         </div> <div>  Spirited Skit (unit center)         </div> <div>  Bible Memory Basket Game         </div> <p><b>Closing the Hour</b></p>	<ul style="list-style-type: none"> <li>• <i>Make-n-Share</i> and stickers for lesson 3</li> <li>• <i>Heart Tugs</i> issue 3</li> </ul>	<ul style="list-style-type: none"> <li>• washable markers, blunt-tip scissors</li> <li>• unit center supplies, dress-up clothes, toy food</li> <li>• Bible, large basket, beanbags</li> </ul>

# Getting Started (10–15 minutes)

- 1** Use one or more of these learning centers to help children explore lunches.

## Welcome

- Use Scout to greet the children.
- Place a name tag on each child, gather necessary information from the adult bringing the child, then guide the child to a learning center.
- Provide a container in which children can place their contribution money.

## Quick Step Grocery Lists

SAY: ♥ Jesus has power to give us what we need, including what we need to eat. Jesus can help us make wise choices about what to eat. Let's pretend we are going to the grocery store to buy healthy things we like to eat.

As children play in the family living center, encourage them to draw pictures or write grocery lists of items needed for making lunches.

ASK: **Where do you get food?** (market, grocery, garden)

**How do you and your parents decide what to eat?**

### Especially for 4s!



Commend children's attempts at writing, or invite them to dictate a grocery list to you so that they can see their ideas written down.

## Snack Bags

Before class, contact another teacher about your class coming to visit. Place each ingredient in a bowl, along with a spoon.

SAY: **Have you ever shared your lunch or snack with someone?** Allow responses. **We're going to make snacks for ourselves and snacks to share with others because ♥ Jesus has power to give us what we need.**

Have children clean their hands. Show how to place ingredients in plastic bags; then assemble snacks with a juice box and napkin in paper bags. Have children work independently. Prepare enough for your class and another group. Take the extra bags to another group of children or adults. Then allow children in your class to enjoy their snacks.

ASK: **What do you like to eat for a snack or lunch?**

**Where are some places you eat?**

## Modeling Dough Lunches

SAY: ♥ Jesus has power to give us what we need. Jesus gives us good food to eat. Show Scout with the bowl and plate. ASK: **Scout, why do you have this bowl and plate?** Scout whispers to you. **Scout wants you to pretend to make something for us to eat. Let's use this dough to make food for us and treats for Scout.**

Have the children shape various food items. Be sure to shape some dog bones. Place in Scout's bowl the items that dogs would like. Other foods can be placed on each child's plate. Scout can bark at foods he likes. He can shake his head at foods he would not eat.

ASK: **What kinds of food do you like?**

**How is your lunch different from Scout's?**

## Focus

♥ Jesus has power to give us what we need.

Save all visuals for reuse throughout the quarter.

### Materials

family living center  
supplies, paper, colored  
pencils (or crayons)



### Teaching Tip

Read Learning Centers in the *Resources* Teacher Helps files for ideas in setting up a family living center.

### Materials

large bowls, serving  
spoons, snack ingredients  
(such as cheese cubes, pretzels,  
dried apple chips), resealable  
snack-size plastic bags, juice  
boxes, paper lunch bags,  
napkins, wet wipes



### Teaching Tip

Check all food allergies, including those for the class you will be visiting, and have alternative snacks available.

### Materials

Scout puppet, dog bowl,  
children's plates, modeling  
dough



### Cleanup

Give children lunch bags. Encourage them to put away toys. If they see items that need thrown away, they can put those things in their bags.



## Focus

♥ Jesus has power to give us what we need.

# Bible Discovery (20–25 minutes)

2

Use all these activities to help children **tell how Jesus showed His power to a crowd of people.**

### Materials

*Resources* audio tracks 2 and 5, media player, Bible, pita bread (or English muffin), small toy fish



### Materials

*Resources* sheet 3 Jesus stand-up figure 3a with easel, basket pieces 3b and 3c, fish and bread figures; pita bread (or English muffin); tape (or glue)



### Before Class

Tape the easel to the back of the Jesus figure. Tape the basket front to the basket back. Place all the bread and fish figures in the basket, displaying only five bread loaves at the top.



### Teaching Tips

Pause and give a cue each time children are to say the phrase.

Remember to check food allergies.

### Materials

*Resources* audio track 8 and “Jesus Feeds a Crowd” printable file, media player



### Materials

Bible, bookmark



### Something More!

Review the Bible Memory motions from the *Resources* file.

## Sing and Pray

Sing “We Are Important to Jesus” and “Our Lord Is Great.”

**PRAY: Jesus, thank You for Your power to give us what we need. You are great and very powerful. In Your name we pray, amen.**

Show the bread and fish. SAY: **Would a lunch of five loaves and two small fish be enough to feed everyone in our class? in our church building? Allow responses. Would it be enough to feed 5,000 people? Our Bible story is from the book of John, chapter 6. Show John 6. It’s about a time when Jesus fed 5,000 people. Let’s learn how.**

## Bible Time

Each time you say “Jesus has power to give us what we need,” have the children respond “Yes, He does!” Practice the response.

Show Jesus. SAY: **Many people had watched Jesus heal sick people. Now they followed Jesus as He climbed a hill and sat down with His friends. About 5,000 men and their families came to see Jesus. The people knew that ♥ Jesus has power to give us what we need.** Allow responses.

**Jesus knew the people would be hungry. He knew they would need food. ♥ Jesus has power to give us what we need. Just to see what Philip would say, Jesus asked His friend where they could get bread for the people to eat. But Philip said they did not have enough money to feed all these people.**

**Another friend of Jesus, Andrew, said that one boy in the crowd had five loaves of bread and two fish. Take out two fish and five loaves from the basket. Was that enough? These people were hungry! ♥ Jesus has power to give us what we need.**

**Jesus prayed and thanked God for the bread and fish. Then Jesus began to give bread to the people. Hand one piece of pita bread to each child. Guess what happened? There was enough food for everyone! ♥ Jesus has power to give us what we need.** Continue taking out the bread figures from the basket.

**After the people ate as much fish and bread as they wanted, Jesus’ followers gathered up 12 baskets of leftover bread. That day everyone knew that ♥ Jesus has power to give us what we need!**

## Bible Review

Before class, print a copy of “Jesus Feeds a Crowd” activity. Listen to the activity and be ready to lead the motions.

Play the Bible story activity and lead children in the motions.

## Bible Memory Psalm 147:5

Place a bookmark at Psalm 147:5. Ask a child to open up the Bible at the bookmark. Point to the verse and invite children to say the words after you. Let each child have a turn opening the Bible.

## Grow and Go (15-20 minutes)

- 3** Use one or more of these learning centers to help children **thank Jesus for what He gives them.**

### Focus

♥ Jesus has power to give us what we need.

### Quick Step Thank-You Place Mats

SAY: ♥ Jesus has power to give us what we need. He gives us people who care about us. He gives us food, homes, and clothes. What are some other things that Jesus gives us? Allow responses. Let's make place mats to use at home to help us remember to thank Jesus for His power to give us what we need.

Guide children as they complete their place mats. Besides placing stickers, children may want to draw things they are thankful for. Then pray as a group, thanking Jesus for the food that the children selected. When the place mats are finished, you may want to cover them with clear adhesive covering to make them more durable.

ASK: **What are your favorite foods to eat?**

**What other things are you thankful for?**

**How will this place mat remind you to thank Jesus before you eat?**

### Materials

*Make-n-Share* and stickers for lesson 3, washable markers (or crayons), blunt-tip scissors (optional: clear adhesive covering)



### Something More!

Provide paper plates, napkins, and plastic tableware for children to match onto their place mats.

### Spirited Skit (unit center)

SAY: In our Bible story, Jesus knew the people would be hungry. ♥ Jesus has power to give us what we need, so He gave food to the people. Let's pretend we are hungry and thank Jesus for giving us food.

Have the children dress up and pretend to be hungry. Then have them prepare and share a meal together. Pray before the meal, thanking Jesus for how He provides for us.

ASK: **What are some ways we can show Jesus we are thankful?**

**What are some things Jesus gives you?**

### Especially for 4s!

Guide pretend play with conversation starters. Dress up and play a role with the children. They will be delighted to have you join them.

### Materials

unit center supplies (see unit 1 pages), dress-up clothes, toy food



### Bible Memory Basket Game



SAY: ♥ Jesus has power to give us what we need. Our Bible Memory reminds us of Jesus' power. Let's say our Bible Memory together. After you say it, toss a beanbag into the basket; then name something Jesus gives you.

Show Psalm 147:5 and repeat the verse in phrases. Cheer children on as they toss the bags into the basket. Ask children to name something Jesus gives them. Say a thank-You prayer for the things mentioned.

ASK: **What are some ways Jesus shows us that He is great and very powerful?**

**When can you thank Jesus for the things He gives you?**

### Materials

Bible, large basket, beanbags (or foam balls)



### Something More!

Tape the bread from *Resources* sheet 3 onto the beanbags to emphasize that ♥ Jesus has power to give us what we need.

### Closing the Hour

• Be sure children who are leaving have their projects and this week's *Heart Tugs*. Encourage parents to name things with their children that they are thankful for. Note: A *Family Together Time* family page is available online for families to download. 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 Feeds a Crowd

## Lesson 3 Extra Hour

**Scripture:** John 6:1-14

**Bible Memory:** Psalm 147:5

“Our Lord is great and very powerful. There is no limit to what he knows.” (*ICB*)

“Great is our Lord, and of great power: his understanding is infinite.” (*KJV*)

**Focus:** ♥ Jesus has power to give us what we need.










### Heart to Heart Teacher Devotion

Jesus’ power is available to give us what we need. Whether it is an easy or what seems to be an impossible need to meet, Jesus has the solution. But how many times do we refuse to give our problems to Him? We’d rather fix them ourselves than submit and ask Jesus for His help. What problem are you keeping to yourself? Ask Jesus to help you with what you need to release to Him today.

### Bible Background for the Teacher

Though the disciples had already seen Jesus perform amazing miracles, they still thought in terms of everyday earnings and expenses. The boy’s lunch in today’s Bible text consisted of barley loaves and fish. Barley was less expensive than wheat, so this would have been a typical lunch. The 5,000 men did not include women and children, who were probably sitting in another area and not counted. (See also Matthew 14:13-21; Mark 6:30-44; and Luke 9:10-17.)

## Lesson 3 at a Glance—Extra Hour

<p><b>1 MORE! GETTING STARTED</b> Use one or more of these learning centers to help children <i>explore lunches</i>.</p>	<div>  <b>Quick Step</b> The Foods We Need         </div> <div>            Lunchtime Collages         </div> <div>            Where We Get Our Lunches         </div>	<p><b>Immerse Materials</b></p> <ul style="list-style-type: none"> <li>• <i>Heart Tugs</i> issue 3</li> </ul>	<p><b>Other Materials</b></p> <ul style="list-style-type: none"> <li>• crayons</li> <li>• magazines, grocery ads, blunt-tip scissors, glue sticks, paper plates</li> <li>• blocks; toy farm animals, people, cars, and trucks</li> </ul>
<p><b>2 MORE! BIBLE DISCOVERY</b> Use all these activities to help children <i>tell how Jesus showed His power to a crowd of people</i>.</p>	<div>  <b>More! Sing and Pray</b> </div> <div>  <b>Bible Time—Another Way!</b> Jesus Feeds a Crowd         </div> <div>  <b>More! Bible Review</b> </div> <div>  <b>More! Bible Memory</b> </div>	<ul style="list-style-type: none"> <li>• <i>Resources</i> audio tracks, <i>Teaching Picture 3</i>, <i>Resources</i> “Jesus Feeds a Crowd” and Unit 1 Bible Memory Motions printable files, Scout puppet</li> </ul>	<ul style="list-style-type: none"> <li>• media player, Bible</li> </ul>
<p><b>3 MORE! GROW AND GO</b> Use one or more of these learning centers to help children <i>thank Jesus for what He gives them</i>.</p>	<div>  <b>Quick Step</b> Scout Puppet Story         </div> <div>            Pass the Basket         </div> <p><b>Saying Good-bye</b></p>	<ul style="list-style-type: none"> <li>• Scout puppet</li> <li>• <i>Heart Tugs</i> issue 3, Scout puppet</li> </ul>	<ul style="list-style-type: none"> <li>• bag of bells, chenille wire</li> <li>• basket</li> </ul>



## More! Getting Started (10–15 minutes)

- 1** Use one or more of these learning centers to help children explore lunches.

### Transition Time

- Greet new arrivers, giving each a name tag.
- Gather children to sing some of their favorite praise songs.
- Serve a snack. Follow your congregation's policy for restroom breaks.

### Quick Step The Foods We Need



SAY: **What do you like to eat for lunch? Who makes your lunch?** Allow responses. **The people who take care of us know we need a variety of foods to stay healthy. Let's color a picture and discover something healthy we might eat for lunch. I'm thankful that ♥ Jesus has power to give us what we need.**

Work with the children to find the crayons they need to match the colors of dots on the picture, encouraging them to share the crayons. Guide them as they color according to the dot color code.

ASK: **What is your favorite food to eat for lunch?**  
**Why do you think God made different foods?**

### Lunchtime Collages

SAY: ♥ **Jesus has power to give us what we need. One thing Jesus gives us is healthy food. Let's find pictures of food and glue them to our plates.**

Allow children to cut out pictures and glue them to their plates.

ASK: **What is your favorite lunch food?**

**How are the foods you chose different from your friends' plates?**

**How are they the same as your friends' plates?** Encourage the children to thank Jesus for the variety of food He gives us to choose from.

#### **Especially for 4s!**



Thin magazine paper is sometimes difficult for some children to cut. If they become frustrated, allow them to tear out the pictures. Or you could cut out pictures before class and have the children select pictures to glue onto their plates.

### Where We Get Our Lunches

SAY: **Some people go to farm stands and market stands to get food. Where do you get the food for your lunches?** Allow children to share. Remind them of grocery stores and how trucks bring things from farms to the stores. **Let's build a town and pretend to take food from the farm to the store and then to people's homes.**

Allow children to build farms, stores, and homes with the blocks. Have children think about how much food is needed to feed a large group of people, such as the population in a town. Children may also build drive-through or carry-out restaurants.

ASK: **Have you ever grown food like farmers do?**  
**Where does your lunch come from?**

### Focus

♥ Jesus has power to give us what we need.

Save all visuals for reuse throughout the quarter.

#### Materials

Heart Tugs issue 3,  
crayons



#### Materials

cooking, home, and  
garden magazines;  
grocery ads; blunt-tip scissors;  
glue sticks; paper plates



#### Teaching Tip

Ads in magazines can be distracting to children, so tear out food pictures for children to cut out.

#### Materials

blocks; toy farm animals,  
people, cars, and trucks



## Focus

♥ Jesus has power to give us what we need.

# More! Bible Discovery (20–25 minutes)

- 2 Use all these activities to help children **tell how Jesus showed His power to a crowd of people.**

### Materials

Resources audio track 2,  
media player, Bible,  
Teaching Picture 3



## More! Sing and Pray

Sing “We Are Important to Jesus.”

PRAY: **Dear God, thank You for caring for us and for using Your power to give us just what we need. In Jesus’ name, amen.**

Show the teaching picture. ASK: **Have you ever been in a large, large group of people?** Allow responses. **A large group of people is called a crowd. Today’s Bible story is from the Bible book of John, chapter 6.** Show John 6. **It’s about a time when Jesus was with a crowd of people. Let’s see how Jesus showed His power to the people.**

### Materials

Resources audio track 8  
and “Jesus Feeds a  
Crowd” printable file, media  
player



## Bible Time—Another Way!

Before class, print a copy of “Jesus Feeds a Crowd” activity. Listen to the activity and be ready to lead the motions.

SAY: **A crowd of people had come to see Jesus. Jesus knew the people would be hungry—and they were! Let’s listen to and act out our Bible story to see what happened when Jesus fed the crowd.** Play the Bible story activity and lead children in the motions.

### Materials

Teaching Picture 3



## More! Bible Review

Show the children the teaching picture. Ask each child to act out one thing that happened in the Bible story.

ASK: **Tell me some ways that Jesus is special.**

**What was the problem in this story?** (A crowd of people was hungry. Jesus and His followers did not have enough food to feed the crowd.)

**How did Jesus fix the problem?** (Jesus took a boy’s lunch of two fish and five small loaves of bread. Jesus prayed to God, and then Jesus made the bread and fish become enough food to feed the crowd.)



### Materials

Resources Unit 1 Bible  
Memory Motions  
printable file, Bible, Scout  
puppet



## More! Bible Memory Psalm 147:5

Before class, print and practice the Bible Memory motions.

SAY: **In today’s Bible story, Jesus showed His power to a crowd of people. ♥ Jesus has power to give us what we need. We can tell other people about how powerful Jesus is by telling them our Bible Memory.** Point to the word *Bible* on the front of the Bible. Have the children tell you what the word is. Open your Bible to Psalm 147:5. Have the children say the verse with you as they do the motions. Then invite them to try to say the verse to Scout. Have Scout clap and bark to encourage their efforts.

## More! Grow and Go (15–20 minutes)

- 3** Use one or more of these learning centers to help children **thank Jesus for what He gives them.**

### Focus

♥ Jesus has power to give us what we need.

### Quick Step Thankful All the Time

Scout comes in, carrying the bag of bells. SAY: **Scout, what do you have in your bag?** Scout whispers to you. **Scout wants to tell you about all the wonderful things that happened to his people family. He wants you to ring a bell each time you hear something to thank Jesus for.** Scout gives a bell to each child. **I'm thankful ♥ Jesus has power to give us what we need. Can you ring your bells for that?** Have children practice ringing bells. **Now let me tell you about Scout's family.**

**Scout's family slept well in their house last night. Ring bells. When the mom woke up, she heard birds singing and it made her happy. Ring bells. When the boy woke, he brought the newspaper to his dad. His dad was pleased to see his son helping. Ring bells. After breakfast, the family took Scout to play in the park. They ran on strong legs. Scout runs. They climbed trees, using healthy arms. They had so much fun!** Scout jumps excitedly. Ring bells. **But then the little boy wanted to go first on the slide, so he pushed his sister. But then he said he was sorry, and his sister forgave him. Ring bells. When the family went home, they enjoyed juicy apples. Ring bells.**

ASK: **What were some of the things Scout's people family could thank Jesus for today?** (a house, birds singing, helpful children, healthy bodies, being forgiven, good food)

**What can you thank Jesus for?** Lead children in a prayer, thanking Jesus for His power to give us what we need.

### Materials

Scout puppet, bag of bells  
(1 bell per child), chenille  
wire



### Teaching Tips

Tie small bells on chenille wire loops for children to ring.

Give children a specific procedure for sitting down, such as having them sit with their legs crossed and hands on laps. If you do this, children will be more inclined to listen without distracting their peers.

### Pass the Basket

Have children sit in a circle. SAY: **Today we learned that Jesus fed a large crowd of people. ♥ Jesus has power to give us what we need too. Let's thank Jesus for the things He gives us. Let's sing a song as we pass this basket. If you have the basket at the end of the song, you can name something Jesus gives you that you are thankful for.**

Sing "Jesus Gives Us What We Need" as the basket is passed. After a child names something, lead in prayer, thanking Jesus for what was named.

ASK: **What does Jesus give you that you are thankful for?**  
**Can you say thank You to Jesus for what He gives you?**

### Materials

basket



### Jesus Gives Us What We Need

(Tune: "Here We Go 'Round the Mulberry Bush")

Jesus gives us what we need,  
What we need, what we need.  
Jesus gives us what we need,  
We thank Him every day.

### Saying Good-bye

- Invite children to talk to Scout, telling Scout all the things that Jesus gives them. Have Scout respond by licking or hugging the children.
- Be sure children have projects made in class and this week's *Heart Tugs*. Encourage parents to ask their children to share what they have learned about Jesus' power.



Saying Good-bye is an excellent time to revisit any activity that was particularly favored by children with special needs.

### Cleanup

Give each child a cloth dampened with water from a spray bottle. Ask the children to help you clean your classroom.



# Jesus Heals a Man Born Blind

## Lesson 4



**Scripture:** John 9:1-11

**Bible Memory:** Psalm 147:5

“Our Lord is great and very powerful. There is no limit to what he knows.” (*ICB*)

“Great is our Lord, and of great power: his understanding is infinite.” (*KJV*)

**Focus:** ♥ Jesus has power to help people.

### Heart to Heart Teacher Devotion

Jesus has power to help people because Jesus is God. Jesus can use His power to help people in dramatic and miraculous ways, as He did for the man who was blind. Or Jesus can (and does) help people in quiet, everyday ways. For some of the little ones you teach, their help from Jesus may be found in you. Teach them to see how Jesus helps them as they face challenges from day to day.

### Bible Background for the Teacher

The city of Jerusalem received little rainfall and was located miles away from any large water source. To solve the problem, tunnels were built to channel water from local springs into the city. The water was then collected in large pools built throughout the city. The Pool of Siloam lay near the southeast corner of Jerusalem. When questioned by the people, the man who had been blind from birth readily gave credit to Jesus for receiving his sight.

## Lesson 4 at a Glance

### 1 GETTING STARTED

Use one or more of these learning centers to help children *explore colors*.



Art

**Quick Step**  
Colors in Your World



Art

Surprise Colors



Food

Tasty Colors

### Immerse Materials

- *Make-n-Share* bonus coloring page for lesson 4

### Other Materials

- crayons
- white glue in bottles, white construction paper, 2 or 3 different colors of powdered drink mixes, bowls
- graham crackers, white frosting, paper plates, craft sticks, food coloring, spoon, napkins, wet wipes

### 2 BIBLE DISCOVERY

Use all these activities to help children *tell what Jesus did for the man who was blind*.



Sing & Pray

**Sing and Pray**



Bible Time

**Bible Time**  
Jesus Heals a Man Born Blind



Bible Review

**Bible Review**



Bible Memory

**Bible Memory**

- *Resources* audio tracks, *Resources* Unit 1 Bible Memory Motions printable file, *Resources* sheet 3 Man Born Blind turnaround puppet 4a and 4b, *Teaching Picture* 4

- media player, Bible, paint-stirring stick, glue, toilet paper tubes

### 3 GROW AND GO

Use one or more of these learning centers to help children *share times when Jesus helps them*.



Craft

**Quick Step**  
Bible Story Bags



Active Play

Spirited Skit  
(unit center)



Game

Memory Glasses

**Closing the Hour**

- *Make-n-Share* and sticker for lesson 4

- colored pencils, blunt-tip scissors, tape

- *Resources* audio tracks
- *Heart Tugs* issue 4

- unit center supplies, dress-up clothes

- Bible, media player, sunglasses

# Getting Started (10–15 minutes)

- 1** Use one or more of these learning centers to help children explore colors.

## Welcome

- Use Scout to greet the children.
- Place a name tag on each child, gather necessary information from the adult bringing the child, then guide the child to a learning center.
- Provide a container in which children can place their contribution money.

## Quick Step Colors in Your World

SAY: **Point to something red. Now point to something blue. Isn't it wonderful we can use our eyes to see color? People who are blind cannot see color. In today's Bible story, we'll learn how Jesus helped a man who was blind. ♥ Jesus has power to help people. Let's create some colorful pictures of things we see in our world.**

As children color their pictures, talk about the different colors they choose for the flowers, grass, sky, sun, water, butterfly, bee, and duck.

ASK: **What is your favorite color?**  
**What items are that color?**

## Surprise Colors

SAY: **Did you know that people who are blind cannot see colors? We're going to learn how Jesus helped a man who could not see. ♥ Jesus has power to help people. Let's make a picture full of color surprises.**

Hand out the paper and glue bottles. Have the children use the glue to draw simple designs. Sprinkle one color of powdered drink mix onto the glue. Dump excess powder into bowls for reuse. Have the children draw with the glue again and repeat, using a different color of drink mix.

ASK: **What colors do you see in your picture?**  
**What is your favorite color?**

### ***Especially for 4s!***

Place some glue on paper plates. Your 4s will have more control over what they draw with glue when using cotton swabs as paintbrushes.

## Tasty Colors

SAY: **Everyone, close your eyes. Keep them closed and tell me what color my shirt is. Allow responses. Now open your eyes. Isn't it wonderful to be able to see colors? People who are blind cannot see colors. Today we'll learn how Jesus helped a man who was blind. ♥ Jesus has power to help people. Let's watch some colors appear.**

Have children clean their hands. Hand out plates. Place two or three separate dollops of frosting on each plate. Place a drop of different food coloring in the center of each dollop. Have the children use their craft sticks to stir the frosting and watch the colors appear. Spread the frosting on crackers and enjoy a colorful snack.

ASK: **What are names of colors you can see?**  
**What happens when you mix colors together?**

## Focus

♥ Jesus has power to help people.

**Save all visuals for reuse throughout the quarter.**

### Materials

Make-n-Share bonus coloring page for lesson 4, crayons (or washable markers)



If you have a child who struggles with fine motor skills, provide jumbo crayons that can be grasped with the whole fist.

### Materials

white glue in bottles, white construction paper, 2 or 3 different colors of powdered drink mixes, bowls (optional: paper plates, cotton swabs)



### Something More!

Have children shake bottles of water containing different colored Skittles®. Let them experiment, using two different colors to see what color forms.

### Materials

graham crackers, white frosting, paper plates, craft sticks, food coloring, spoon, napkins, wet wipes



### Teaching Tip

Check all food allergies and have alternative snacks available.

### Cleanup

Say the color of something that needs to be cleaned or put away. After children guess, they can clean or put away the item.





## Focus

♥ Jesus has power to help people.

# Bible Discovery (20–25 minutes)

**2** Use all these activities to help children **tell what Jesus did for the man who was blind.**

### Materials

Resources audio tracks 2 and 5, media player, Bible



## Sing and Pray

Sing “We Are Important to Jesus” and “Our Lord Is Great.”

**PRAY: Dear God, thank You for giving us eyes to see. Help us to use our eyes and ears to learn more about Jesus. In Jesus’ name, amen.**

Have children close their eyes and move around the room. Talk about why it was difficult. **Why was it hard for you to move around the room? Our Bible story today is from the book of John, chapter 9. Show John 9. It’s about a man who was born blind. Something very special happened to this man. Let’s find out.**

### Materials

Resources sheet 3 Man Born Blind turnaround puppet 4a and 4b, paint-stirring stick (or ruler), glue



## Bible Time

Show side 4a. SAY: **Hi! You don’t know me, but I would like to tell you my story. This is a picture of me when I was blind. I was born blind. I could not run or play by myself. I could not see colors. I could not see my family or friends. Much of my life was spent sitting and begging for money or food from people who walked by me.**

**One day a man named Jesus walked by and saw me. He stopped to help me. He spit on the ground and made some mud. Then He put the mud on my eyes. Pretend to do so. He told me to go to a nearby pool and wash the mud from my eyes.**

**I was so excited and nervous. What was going to happen? Could Jesus really help me? I washed my eyes and then . . . (turn to 4b) all of a sudden I could see! It was a miracle. Jesus had the power to help me. I could see all the colors. I could see everything. It was amazing. Other people were amazed too. They asked, “What happened to you?” I told everyone what Jesus did for me. I told them that ♥ Jesus has power to help people. Jesus helped me, and Jesus can help you too.**

### Before Class

Glue faces 4a and 4b back-to-back with a paint-stirring stick between them as a handle.



### Materials

Teaching Picture 4, toilet paper tubes



## Bible Review

SAY: **Cover your eyes and pretend to be blind. Now open your eyes.**

**Let’s use special eyes to see what we can remember from our Bible story.** Give each child a tube. Show the teaching picture. Children can look through their “glasses” as they name colors and count various objects on the picture. Encourage them to tell you what they see and remember from the Bible story.

ASK: **What did the man do all day while he was blind?** (sat and begged for food or money)

**Who stopped to help the man who was blind?** (Jesus)

**What did Jesus do for the man who was blind?** (made him see)

### Teaching Tip

If tubes aren’t available, simply have children hold their hands up to their eyes as though wearing glasses.

### Materials

Bible, Resources Unit 1 Bible Memory Motions printable file



## Bible Memory Psalm 147:5

Before class, print and practice the Bible Memory motions.

SAY: ♥ **Jesus has power to help people. Let’s read our Bible Memory. It tells us about the power that Jesus has.** Show children how to open the Bible. Find Psalm 147:5 and read it to the children. Ask the children to say the verse as they do the motions.

## Grow and Go (15–20 minutes)

- 3** Use one or more of these learning centers to help children **share times when Jesus helps them.**

### Focus

♥ Jesus has power to help people.

### Quick Step Bible Story Bags

SAY: **Today we learned that Jesus used His power to make a man who was blind to see. Let's make Bible story bags that will help us remember other times when Jesus used His power to help people. You can use your bag to tell others that ♥ Jesus has power to help people.**

Remind children of the other Bible stories from this unit: Jesus stopped a storm, Jesus helped a young girl, and Jesus fed a crowd. Assist children in cutting apart the pictures and assembling the story bags. Have children use their bags to share times when Jesus helps people.

ASK: **Tell me one way Jesus helps people.**  
**When does Jesus help you?**

### Materials

*Make-n-Share* and sticker for lesson 4, colored pencils (or washable markers), blunt-tip scissors, tape (or glue sticks)



### Materials

unit center supplies (see unit 1 pages), dress-up clothes



### Spirited Skit (unit center)

SAY: **Jesus helped a man who was blind to see. ♥ Jesus has power to help people today just as He helped the man who was blind to see. Let's act out some times when Jesus helps us. Remember that Jesus often uses other people to help us.**

Have the children work in pairs to act out ways Jesus helps them. Prompt the children as necessary with situations, such as a child who is hurt or sick receiving help, a teacher helping a child learn, a friend playing with a child. Have the pairs of children perform for the other children.

ASK: **When has Jesus helped you?**  
**How can you help other people know Jesus?**

### Especially for 4s!



Give specific situations for children to act out as a group. Suggest situations that might require them to use large muscles. (Example: A child is holding his stomach because he is sick. Now the child is jumping because Jesus used His power to make him better.)

### Memory Glasses

SAY: **Jesus helped the man who was blind to see. ♥ Jesus has power to help people. Our Bible Memory tells us about the power Jesus has. Let's say and sing our Bible Memory.**

Open the Bible to Psalm 147:5 and have children repeat the verse after you. Then have the children stand in a circle. Pass the sunglasses as you play "Our Lord Is Great." Pause the song. The child holding the sunglasses when the song is paused can put on the glasses and say the verse. Continue playing until each child has had a turn to wear the sunglasses.

ASK: **Who has great power? (Jesus)**  
**When does Jesus use His power to help you?**

### Materials

Bible, *Resources* audio track 5, media player, sunglasses



### Closing the Hour

- Be sure children who are leaving have their projects and this week's *Heart Tugs*. Encourage parents to think this week of times Jesus helps their family. Note: A *Family Together Time* family page is available online for families to download. 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 Heals a Man Born Blind

## Lesson 4 Extra Hour

**Scripture:** John 9:1-11

**Bible Memory:** Psalm 147:5

“Our Lord is great and very powerful. There is no limit to what he knows.” (*ICB*)

“Great is our Lord, and of great power: his understanding is infinite.” (*KJV*)

**Focus:** ♥ Jesus has power to help people.

### Heart to Heart Teacher Devotion

Jesus has power to help people because Jesus is God. Jesus can use His power to help people in dramatic and miraculous ways, as He did for the man who was blind. Or Jesus can (and does) help people in quiet, everyday ways. For some of the little ones you teach, their help from Jesus may be found in you. Teach them to see how Jesus helps them as they face challenges from day to day.

### Bible Background for the Teacher

The city of Jerusalem received little rainfall and was located miles away from any large water source. To solve the problem, tunnels were built to channel water from local springs into the city. The water was then collected in large pools built throughout the city. The Pool of Siloam lay near the southeast corner of Jerusalem. When questioned by the people, the man who had been blind from birth readily gave credit to Jesus for receiving his sight.

## Lesson 4 at a Glance—Extra Hour

### 1 MORE! GETTING STARTED

Use one or more of these learning centers to help children *explore colors*.



Art

**Quick Step**  
The Eyes Have It



Game

Flashy Colors



Craft

Spinning Colors

### Immerse Materials

- *Heart Tugs* issue 4

### Other Materials

- colored pencils
- flashlight; red, yellow, and blue tissue paper
- white paper plates, glue, bowls, water, multicolored tissue paper, pencils, wet wipes

### 2 MORE! BIBLE DISCOVERY

Use all these activities to help children *tell what Jesus did for the man who was blind*.



Sing & Pray

**More! Sing and Pray**



Bible Time

**Bible Time—Another Way!**



Bible Review

Jesus Heals a Man Born Blind



Bible Memory

**More! Bible Review**

**More! Bible Memory**

- *Resources* audio tracks, *Teaching Picture 4*, *Resources* Unit 1 Bible Memory Motions printable file

- media player, Bibles, blind-fold, 4 brown paper lunch bags, sandal, sunglasses, black construction paper, tape, plastic bag of dirt, bar of soap, washcloth, small cup of water, white cloth, scissors, wet wipes, permanent marker

### 3 MORE! GROW AND GO

Use one or more of these learning centers to help children *share times when Jesus helps them*.



Scout

**Quick Step**  
Scout Puppet Story



Craft

Jesus' Helping Hands

**Saying Good-bye**

- Scout puppet

- *Resources* Jesus' Helping Hands printable file

- *Heart Tugs* issue 4

- ball

- crayons, blunt-tip scissors, markers

- supplies for game (see activity)

## More! Getting Started (10–15 minutes)

- 1** Use one or more of these learning centers to help children explore colors.

### Transition Time

- Greet new arrivers, giving each a name tag.
- Gather children to continue playing Memory Glasses from the first hour. Encourage children to sing “Our Lord Is Great” as they play.
- Serve a snack. Follow your congregation’s policy for restroom breaks.

### Quick Step The Eyes Have It

SAY: **Today we are learning about a man whose eyes could not see. Jesus helped this man. ♥ Jesus has power to help people. Let’s use our eyes to look at some shapes and colors.**

Distribute this week’s issue of *Heart Tugs*. As the children complete the activity, talk about colors.

ASK: **What is your favorite color? What items are that color? How would you feel if you could not see colors?**

#### ***Especially for 4s!***

Guide 4s through the activity. Give each a purple colored pencil. Help children find and color the matching shape. Move on to the other shapes.

### Flashy Colors

Dim the lights, darkening the room as much as possible. SAY: **People who are blind cannot see. The world looks dark to them all the time. In today’s Bible story, we will learn how Jesus helped a man who was blind to be able to see. ♥ Jesus has power to help people. Let’s play a game in which colors tell us what to do.**

Explain that when children see the color red, they are to stand still. When they see blue, they can flap their arms. When they see yellow, they can do knee bends. Keep the room dark. Randomly flash different colors of tissue paper over the flashlight. Show children what happens when you mix the colors.

ASK: **Name some other colors. What colors can you see? Which is your favorite color?**

### Spinning Colors

Before class, cut the tissue paper into small pieces. In bowls, dilute glue with water, one part to one part.

SAY: **It’s wonderful to be able to see colors. People who are blind cannot see colors. Today we are learning how Jesus helped a man who was blind to be able to see. ♥ Jesus has power to help people. Let’s make picture plates that will make wonderful colors to see.**

Give each child a plate. Have the children dip their fingers in the glue to paste a layer of tissue pieces on the bottoms of the plates. When finished covering the bottom, poke a hole in the center of the plate and place a pencil through the hole. Show children how to spin the plate on the pencil.

ASK: **What colors did you see on your paper plate? Did the colors look different as they were spinning?**

**Look around the room and name the colors you can see.**

### Focus

♥ Jesus has power to help people.

**Save all visuals for reuse throughout the quarter.**

#### Materials

*Heart Tugs* issue 4, colored pencils (or crayons)



#### Materials

flashlight; red, yellow, and blue tissue paper



Reassure children that the lights will be turned back on. Have a small light on when you turn off the classroom lights.

#### Teaching Tip

If turning off the lights isn’t an option, just hold up different colors of copy paper. Or shine the flashlight on an object and ask what the color of the object is.

#### Materials

multicolored tissue paper, scissors, white paper plates, glue, bowls, water, pencils, wet wipes



## Focus

♥ Jesus has power to help people.

# More! Bible Discovery (20–25 minutes)

- 2 Use all these activities to help children **tell what Jesus did for the man who was blind.**

### Materials

Resources audio track 2, media player, Bible, blindfold (optional: blocks)



### Materials

4 brown paper lunch bags, sandal, sunglasses with no lenses, black construction paper, tape, plastic bag of dirt, bar of soap, washcloth, small cup of water, scissors, wet wipes



### Before Class

Label the lunch bags 1–4. Put these items in the bags: bag 1–sandal; bag 2–glasses with black paper taped where the lenses were; bag 3–plastic bag of dirt; bag 4–soap and washcloth.

### Teaching Tip

If your class is large, let children take turns reaching into a bag and guessing the item.

### Materials

Teaching Picture 4, blindfold



### Materials

Resources Unit 1 Bible Memory Motions printable file, white cloth, scissors, permanent marker, Bibles



## More! Sing and Pray

Sing “We Are Important to Jesus.”

PRAY: **Dear God, thank You for our eyes so we can see wonderful colors in the world You made. In Jesus’ name, amen.**

SAY: **Let’s see what it might be like to be blind.** Blindfold a child. Ask another child to help the blindfolded child complete a task, such as building a tower. **Our Bible story today is from the book of John, chapter 9. Show John 9. Let’s find out what Jesus did to help a man who was blind.**

## Bible Time—Another Way!

As each bag is passed, let children feel the item without looking in the bag. Have them wait to tell the contents until each child has felt the item.

Pass bag 1. SAY: **What’s in this bag?** Allow responses. Show the item. **The Bible tells about a time when Jesus and His followers were walking along a road. Who do you think they saw?**

Pass bag 2. Put the glasses on. **When Jesus and His followers were walking, they saw a man who was blind sitting by the road. Jesus wanted to help the man. What would Jesus do?**

Pass bag 3. Show the dirt. **Jesus took some dirt and spit in it to make mud. Then Jesus put the mud on the man’s blind eyes.** Use water to make a little mud. Put the mud on the paper covering the lenses of the glasses.

Pass bag 4. Show the soap and washcloth. **Jesus told the man to go to a pool and wash the mud off his eyes. When the man did as Jesus said, he could see!** Take the paper and mud off the glasses. Put them back on and look around. **The man could see people. He could see colors. He could see everything!** Name each child and things you see. **Jesus used His power to help the man to be able to see. ♥ Jesus has power to help people.**

## More! Bible Review

SAY: **Let’s review our Bible story by playing a game.** Show the teaching picture. Have the children take turns as you blindfold each one. While a child is blindfolded, ask a question that can be answered by looking at the picture. Children who are not blindfolded can give hints.

ASK: **Who helped the man who could not see?** (Jesus)

**What did Jesus put on the man’s eyes?** (mud)

**What did Jesus tell the man to do?** (wash the mud off his eyes)

## More! Bible Memory Psalm 147:5

Before class, print and practice the motions. Cut the white cloth into 2"x 24" strips and write on each strip: “Our Lord is great” (Psalm 147:5).

Help each child tie a strip around his or her forehead. SAY: **Our Bible Memory tells us about the power Jesus has.** Show Psalm 147:5. Then have the children lower their strips over their eyes, and SAY: **Now let’s find our Bible Memory in your Bibles.** After the children complain that they can’t see, SAY: **What? You can’t see your Bibles?** Have the children raise their strips off their eyes, and help them find the verse. Say the verse together and do the motions. Let the children take home their Bible Memory strips.



## More! Grow and Go (15–20 minutes)

- 3** Use one or more of these learning centers to help children **share times when Jesus helps them.**

### Focus

♥ Jesus has power to help people.

### Quick Step Scout and the Seeing Eye Dog

Scout rolls out a ball. SAY: **Scout, are you playing ball?** Scout whispers to you. **Scout wants me to tell you a story about a time when he was outside playing ball.** Scout sits, holding the ball.

**Scout was playing ball in his front yard, when he saw a man walking with a dog. Scout ran up to the dog** (Scout runs), **but the dog did not stop to visit with Scout.** Scouts stops quickly. **This dog was working. He was a companion dog and was wearing a special harness instead of a leash. The man with the dog could not see, so the dog was guiding the man down the street. When they came to a curb, the dog stopped so the man knew that they were about to cross a street. The dog had been trained to help the man who was blind.**

**Scout's story reminds us that ♥ Jesus has power to help people.** ASK: **Can you tell Scout about a time when you had a special need and Jesus helped you?** Scout claps and give hugs as each child shares.

ASK: **How was the working dog helping the man who was blind?**

**Who has the power to help people?** (Jesus)

### Materials

Scout puppet, ball



See the *Resources*

lesson 4 printable files for another way you can help all children in your class understand more about ways to help people who live with disabilities.

### Jesus' Helping Hands

Before class, print copies of Jesus' Helping Hands. Cut out and fold the papers in half like books.

SAY: **Jesus helped the man who was blind to see. Then the man shared with other people that ♥ Jesus has power to help people. Let's make some special books that show times when Jesus helps you. You can use your books to tell others that ♥ Jesus has power to help people.**

Give children the prepared books. Have them trace the word *help* and color the Bible picture. With each child, use the marker to trace one of his hands inside the book on one side. On the other side, encourage him to draw a picture of a time Jesus helps him. Have children show and tell each other about their pictures.

ASK: **Can you tell me about a time when Jesus helps you?**

**What can you say to thank Jesus for times He helps you?** Lead children in a thank-You prayer to Jesus.

### Materials

*Resources* Jesus' Helping Hands printable file, crayons, blunt-tip scissors, markers



As each child tells what he drew, write it under the picture so parents will know the significance of the drawing.



### Saying Good-bye

- Play Flashy Colors again as children wait for their parents, but use colored paper (see the Teaching Tip) instead so the room is not dark when children are picked up.

- Be sure children have projects made in class and this week's *Heart Tugs*. Encourage children to tell what colors their eyes can see. Note: A *Family Together Time* family page is available online for families to download. 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.

### Cleanup

Sing "Cleanup Song," found in the *Resources* Teacher Helps printable files. Fill in specific tasks as you sing and encourage each child to share in the work. Praise children as they are helpers for God.



# Jesus Heals 10 Men

## Lesson 5



**Scripture:** Luke 17:11-19

**Bible Memory:** Psalm 147:5

“Our Lord is great and very powerful. There is no limit to what he knows.” (*ICB*)

“Great is our Lord, and of great power: his understanding is infinite.” (*KJV*)

**Focus:** ♥ Jesus has power to heal people.











### Heart to Heart Teacher Devotion

Jesus has the power to heal all people, and His grace extends to everyone. Luke makes this point by emphasizing the one man who returned to thank Jesus. This man had the feared disease of leprosy and was also a Samaritan, a race despised by the Jews. By healing this man along with the others, Jesus demonstrated that everyone is worthy of His love, His grace, and His power. It is this same love, grace, and power that He extends to you and your children.

### Bible Background for the Teacher

Because there was no known cure for the leprosy in Bible times, a person with this skin disease was an outcast and forced to suffer alone or with others having the same condition. Under the law of Moses, priests functioned as health officers, determining when a person with leprosy was cleansed and able to reenter society. Though there were both Jews and Samaritans in the group of men healed by Jesus, only a Samaritan returned to thank Him.

## Lesson 5 at a Glance

<p><b>1 GETTING STARTED</b> Use one or more of these learning centers to help children <i>explore being near and far</i>.</p>	 <b>Quick Step</b> Exploring Near and Far   Bowling Near and Far   Near and Far	<p><b>Immerse Materials</b></p> <ul style="list-style-type: none"> <li>• Scout puppet</li> </ul>	<p><b>Other Materials</b></p> <ul style="list-style-type: none"> <li>• yarn, scissors, large beads</li> <li>• 10 2-liter bottles, masking tape, small ball</li> <li>• thank-you note</li> </ul>
<p><b>2 BIBLE DISCOVERY</b> Use all these activities to help children <i>tell what happened when Jesus healed 10 men</i>.</p>	 <b>Sing and Pray</b>   <b>Bible Time</b> Jesus Heals 10 Men   <b>Bible Review</b>   <b>Bible Memory</b>	<ul style="list-style-type: none"> <li>• <i>Resources</i> audio tracks; <i>Resources</i> sheet 2 Jesus stand-up for lesson 5, sheets 3 and 4 10 Men stand-ups; <i>Resources</i> “Jesus Heals 10 Men” lyrics printable file; <i>Teaching Picture</i> 5</li> </ul>	<ul style="list-style-type: none"> <li>• media player, Bible</li> </ul>
<p><b>3 GROW AND GO</b> Use one or more of these learning centers to help children <i>thank Jesus for His power</i>.</p>	 <b>Quick Step</b> Thank-You Door Hangers   Thank-You Bandages   Power Bars  <b>Closing the Hour</b>	<ul style="list-style-type: none"> <li>• <i>Make-n-Share</i> and stickers for lesson 5</li> <li>• <i>Resources</i> audio tracks</li> <li>• <i>Heart Tugs</i> issue 5</li> </ul>	<ul style="list-style-type: none"> <li>• blunt-tip scissors, washable markers</li> <li>• fabric adhesive bandages, permanent markers</li> <li>• Bible, media player, 1-lb handheld barbell</li> </ul>

# Getting Started (10–15 minutes)

- 1** Use one or more of these learning centers to help children **explore being near and far**.

## Welcome

- Use Scout to greet the children.
- Place a name tag on each child, gather necessary information from the adult bringing the child, then guide the child to a learning center.
- Provide a container in which children can place their contribution money.

## Quick Step Exploring Near and Far

Before class, cut yarn into one-yard lengths. String two lengths through a bead, and make a set for each pair of children.

SAY: **In our Bible story today, we will learn that ♥ Jesus has power to heal people. Jesus can heal people who are near Him, and He can heal people who are far away from Him. Let's explore being near or far.**

Pair children up. Have one child in each pair hold one end of both lengths of yarn. Have the second child hold the other ends. Have the first child pull his hands apart while the second child holds his together. The bead will move to the second child. Then have the second child pull the yarn apart to make the bead move back toward the first child. Continue, moving the bead back and forth. Talk about near and far.

ASK: **When you pulled your hands apart, was the bead near you or far away? How about when your hands were together? Look around the room. Name something near/something far.**

### Especially for 4s!

Have children play with you, emphasizing the words *near* and *far*.

## Bowling Near and Far



SAY: ♥ **Jesus has power to heal people. In today's Bible story, we'll learn that Jesus healed 10 men.** Have the children count to 10 as you set up the bottles in a triangle shape. **Let's bowl. We'll see if it is easier to knock the bottles down when they are near us or when they are far away from us.**

Have the children take turns bowling. Have them bowl from the 3-foot line and then the 6-foot line. Discuss near and far as the children bowl.

ASK: **Did you do better when you were near or far from the bottles? Which bottles were the easiest to knock down—nearer or farther?**

## Near and Far

Before class, hide a thank-you note in the classroom.

SAY: **Today's Bible story is about some people who were healed and someone who said "thank You." ♥ Jesus has power to heal people, whether they are near or far away. Let's play a game to learn about near and far. Scout will help us.**

Explain that you hid a thank-you note. Have the children guess where it is. Have Scout nod yes and bark loudly if their guesses are near the hiding spot, but shake his head no and whimper if the guesses are far. Continue until the children guess where the note is hidden.

ASK: **What are you near (in our classroom) right now? What are you far from?**

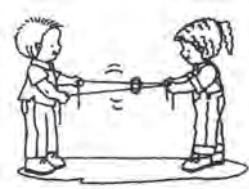
## Focus

♥ Jesus has power to heal people.

**Save all visuals for reuse throughout the quarter.**

### Materials

yarn (or string), scissors, large beads



### Something More!

Let children take turns blowing 10 cotton balls at the end of a table. Which is easier—to make the balls move when you are close to the balls, or farther away?

### Materials

10 2-liter (or water) bottles, masking tape, small ball



### Before Class

Put 10 pieces of tape on the floor to create a 10-pin triangle. Mark a start line 3 feet and another one 6 feet away from the point of the triangle shape.

### Materials

Scout puppet, thank-you note



### Cleanup

Assign both near and far cleanup tasks. Thank children for helping both near and far.



## Focus

♥ Jesus has power to heal people.

# Bible Discovery (20–25 minutes)

**2** Use all these activities to help children **tell what happened when Jesus healed 10 men.**

### Materials

*Resources* audio tracks 2 and 5, media player, Bible



## Sing and Pray

Sing “We Are Important to Jesus” and “Our Lord Is Great.”

**PRAY:** Dear God, thank You that Jesus can heal. Help us learn more about the power Jesus has. In Jesus’ name, amen.

**ASK:** Have you ever been really sick? Allow responses. When we are sick, we go to the doctor and take medicine. Then we usually get better. Sometimes people get sick and no one knows how to help them. Today’s Bible story is from the book of Luke, chapter 17. Show Luke 17. It’s about some men who could not get better. Let’s find out what happened.

### Materials

*Resources* sheet 2 Jesus stand-up for lesson 5, sheets 3 and 4 10 Men stand-ups; *Resources* audio track 11 and “Jesus Heals 10 Men” lyrics printable file; media player



## Bible Time

On a table, show the 10 men before they were healed. Place the Jesus stand-up a distance away. SAY: **The Bible tells about a time when Jesus met 10 men who had leprosy. Leprosy is a sickness that causes painful sores on your skin. These men had to live far away from their homes because the sickness could spread to other people. The men lived far away from their families. They stayed far away from other people. How many sick men lived far away? Help me count them.** Sing the first verse of “Jesus Heals 10 Men” as you tap the men.

**One day Jesus came to the town where these men lived. The sick men called out to Jesus. They asked Jesus to help them. Even though the men were far away, Jesus healed them! ♥ Jesus has power to heal people, whether they are near or are far away. How many men were healed? Help me count them.** Turn the men to show the healed side. Sing the second verse of “Jesus Heals 10 Men.” Tap the men as you sing.

**When one of the men saw that he was healed, he went near Jesus. Move one man near Jesus. The man fell on his knees and thanked Jesus for healing him. How many men thanked Jesus that day? Help me count.** Sing the third verse of “Jesus Heals 10 Men,” tapping the man as you sing.

### Before Class

Print the “Jesus Heals 10 Men” lyrics. Fold the stand-ups in half.



### Materials

*Teaching Picture* 5, stand-ups from Bible Time, *Resources* audio track 11 and “Jesus Heals 10 Men” lyrics printable file, media player



## Bible Review

Show the picture. SAY: **Let’s see what we can remember from our Bible story. As you tell me something, I’ll add one of the men.** Add the stand-ups as children tell facts they remember. Some will be repeated. When all men are showing, sing the song again.

**ASK:** Why did the men ask Jesus to help them? (They had a skin disease.)

**How many men thanked Jesus?** (one)

**Who has the power to heal people?** (Jesus)

### Materials

Bible, *Resources* audio track 5, media player



## Bible Memory Psalm 147:5

Show Psalm 147:5. SAY: ♥ Jesus has power to heal people. Our Bible Memory talks about the power Jesus has. Let’s say it together. Do so. **Let’s count people to help us sing our Bible Memory song.** Count 10 children and have them sing “Our Lord Is Great.” Select 10 different children each time you sing. If you do not have 10 children, include teachers or gather all the children and count them. Then sing the song.

### Something More!

Review the Bible Memory motions from the *Resources* file.

## Grow and Go (15–20 minutes)

- 3** Use one or more of these learning centers to help children **thank Jesus for His power**.

### Focus

♥ Jesus has power to heal people.

### Quick Step Thank-You Door Hangers

SAY: **We know ♥ Jesus has power to heal people. When Jesus healed the 10 men, one of the men went near to Jesus. That man told Jesus thank You. Let's make door hangers that will remind us of our Bible story. The hangers will help us remember that ♥ Jesus has power to heal people.**

Assist the children in completing their door hangers. Have them count the 10 men and then point to the man who thanked Jesus. Name ways Jesus shows His power (heals, provides needs, calms storms, etc.), having the children respond, "Thank You, Jesus. You are powerful!"

ASK: **What did the one man say to Jesus?** (Thank You.)

**What can we say to Jesus when we see His power?** (Thank You!)

### Thank-You Bandages

SAY: **The men in our Bible story had a sickness on their skin. They learned that ♥ Jesus has power to heal people. Sometimes people use bandages to cover their skin when it is hurt. Let's make thank-You bandages. Then we will thank Jesus for His power.**

Give each child one or two bandages to draw happy faces on. Help the children stick the bandages on the backs of their hands. Pray, thanking Jesus for His power. Tell the children that each time they see their bandages, they can thank Jesus for His power.

ASK: **How did Jesus use His power in today's Bible story?** (He healed 10 men.)

**When can you thank Jesus for His power?**

#### ***Especially for 4s!***

Have 4s put smiley face stickers on their bandages.

### Power Bars

SAY: **What do you think of when you think of the word *power*?** Allow responses. **Sometimes people think of muscles when they think of power. Show barbell. Jesus has power too. But the power that the Bible tells us Jesus has is a different kind of power. Our Bible Memory talks about the power Jesus has. Show Psalm 147:5. Have the children repeat the verse. ♥ Jesus has power to heal people like He did in today's story. In fact, Jesus has great power. Let's sing about Jesus' power as we pass this barbell around our circle.**

Stand in a circle. Play and sing "Our Lord is Great" while passing around the barbell. When the song ends, pray and thank Jesus for His power.

ASK: **Who has the greatest power?** (Jesus)

**What can you say to thank Jesus for His power?**

### Closing the Hour

- Be sure children who are leaving have their projects and this week's *Heart Tugs*. Note: A *Family Together Time* family page is available online for families to download. 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.

### Materials

*Make-n-Share* and stickers for lesson 5, blunt-tip scissors, washable markers (or crayons)



### Materials

fabric adhesive bandages, permanent markers (optional: smiley face stickers)



### Teaching Tip

Caution children to be careful as they use permanent markers. Allow time for markers to dry.



Children who are sensitive to touch may find wearing a bandage very uncomfortable. Allow them to affix their bandages to a doll or stuffed animal in the classroom.

### Materials

Bible, *Resources* audio track 5, media player, 1-lb handheld barbell







# Jesus Heals 10 Men

## Lesson 5 Extra Hour

**Scripture:** Luke 17:11-19

**Bible Memory:** Psalm 147:5

“Our Lord is great and very powerful. There is no limit to what he knows.” (ICB)

“Great is our Lord, and of great power: his understanding is infinite.” (KJV)

**Focus:** ♥ Jesus has power to heal people.

### Heart to Heart Teacher Devotion

Jesus has the power to heal all people, and His grace extends to everyone. Luke makes this point by emphasizing the one man who returned to thank Jesus. This man had the feared disease of leprosy and was also a Samaritan, a race despised by the Jews. By healing this man along with the others, Jesus demonstrated that everyone is worthy of His love, His grace, and His power. It is this same love, grace, and power that He extends to you and your children.

### Bible Background for the Teacher

Because there was no known cure for the leprosy in Bible times, a person with this skin disease was an outcast and forced to suffer alone or with others having the same condition. Under the law of Moses, priests functioned as health officers, determining when a person with leprosy was cleansed and able to reenter society. Though there were both Jews and Samaritans in the group of men healed by Jesus, only a Samaritan returned to thank Him.

## Lesson 5 at a Glance—Extra Hour

### 1 MORE! GETTING STARTED

Use one or more of these learning centers to help children *explore being near and far*.



Puzzles

Quick Step  
Near and Far



Wonder

Exploring Near and Far



Game

Near and Far Game

### Immerse Materials

- *Heart Tugs* issue 5

### Other Materials

- colored pencils
- magnifying glasses, binoculars, various small objects

### 2 MORE! BIBLE DISCOVERY

Use all these activities to help children *tell what happened when Jesus healed 10 men*.



Sing & Pray

More! Sing and Pray



Bible Time

Bible Time—Another Way!

Jesus Heals 10 Men



Bible Review

More! Bible Review



Bible Memory

More! Bible Memory

- *Resources* audio tracks, *Resources* Unit 1 Bible Memory Motions printable file, *Teaching Picture* 5

- media player, Bible, 20 sheets of construction paper, tape

### 3 MORE! GROW AND GO

Use one or more of these learning centers to help children *thank Jesus for His power*.



Scout

Quick Step  
Scout Puppet Story



Active Play

Spirited Skit  
(unit center)

Saying Good-bye

- Scout puppet

- *Teaching Pictures* 1-5

- *Heart Tugs* issue 5, *Resources* audio tracks

- thank-you card

- unit center supplies, Bible-times costumes

- media player

# More! Getting Started (10–15 minutes)

- 1** Use one or more of these learning centers to help children **explore being near and far**.

## Transition Time

- Greet new arrivers, giving each a name tag.
- Gather children in a line and talk about who is near you and who is far away.
- Serve a snack. Follow your congregation's policy for restroom breaks.

## Quick Step Near and Far

SAY: **In our Bible story, we will learn that ♥ Jesus has power to heal people. He can heal people who are near Him and He can heal people who are far away. Let's follow some paths that go from near to far.**

Hand out today's issue of *Heart Tugs*. Have the children trace the paths. Then they can color the picture of Jesus. Make a simple path around your room. Have children travel the path, going far and then coming near.

ASK: **What is near you? What is far away from you?**

**Show me how you can be near me. Show me how you can be far away from me.**

### Especially for 4s!

Talk about near and far before completing the activities. Use examples from your surroundings. Stand near the doorway; then move far away from it. Ask a child to move far from the rest of the group. Then have the child move near the group.

## Exploring Near and Far



SAY: **In today's Bible story, we will hear how Jesus healed 10 men who were standing far away from Him. ♥ Jesus has power to heal people near Him, and He has power to heal people far away from Him. Let's look at things that are near and things that are far away.**

Demonstrate how to use the magnifying glass and binoculars. Explain that a magnifying glass helps people look at items that are near and binoculars are used to see things far away. Allow children to take turns using the magnifying glasses and binoculars. Have the children tell you what they see near and what they see far away.

ASK: **Tell me one thing you see near. Tell me one thing you see far away.**

**Have you ever used a magnifying glass? binoculars?**

**When would you use a magnifying glass? binoculars?**

## Near and Far Game

SAY: **♥ Jesus has power to heal people. Jesus can heal people who are near us and people who are far away. Let's play a game to help us explore what is near and what is far away.**

Have the children stand in a straight line opposite from you. Give directions, such as "If you are wearing something red, come one step nearer to me" or "If you are 5 years old, move two steps farther from me." Continue giving directions until all children have moved in both directions.

ASK: **When we finished the game, were you near or far from me?**

**Who are you standing near? far from?**

## Focus

♥ Jesus has power to heal people.

**Save all visuals for reuse throughout the quarter.**

### Materials

*Heart Tugs* issue 5,  
colored pencils (or  
crayons)



### Something More!

Serve a snack to teach the concept of near and far. Place three chips away from you, but put two cookies near you. Remember to check for food allergies.

### Materials

magnifying glasses,  
binoculars, various small  
objects (rocks, marbles, plastic  
bugs)



### Something More!

Go outside to see nature through magnifying glasses and binoculars!

If you do not have magnifying glasses or binoculars, have children hold an object at arm's length and tell what they see. Then they can hold the object close and tell what they see.

### Materials

none



## Focus

♥ Jesus has power to heal people.

# More! Bible Discovery (20–25 minutes)

**2** Use all these activities to help children **tell what happened when Jesus healed 10 men.**

### Materials

Resources audio track 2,  
media player



### Materials

20 sheets of  
construction paper (or  
10 pairs of long socks),  
tape, Bible, *Teaching Picture 5*



### Teaching Tip

If you don't have 10 children, prepare cutout paper people (or gather stuffed animals or dolls) that you can use to represent the men. Or just include all the children you have, having one child stand away from the others to be Jesus.

### Materials

*Teaching Picture 5*



### Materials

Bible, Resources  
Unit 1 Bible Memory  
Motions printable file



## More! Sing and Pray

Sing "We Are Important to Jesus."

PRAY: **Dear God, thank You for the power of Jesus. We are glad You are always near us. In Jesus' name, amen.**

Have the children count to 10. SAY: **You did a very good job counting to 10. I'm going to need your help counting to 10 for our Bible story.**

## Bible Time—Another Way!

Before class, make paper tubes that will fit over the arms of 10 children.

SAY: **Our Bible story is from the book of Luke, chapter 17.** Show Luke 17.

**When Jesus lived on earth, sometimes people's skin would get sick. No one knew how to make the sickness go away. The Bible tells a story about 10 men who had this sickness.** Have 10 children stand. Inspect their arms and then slide the tubes over their arms. **The men needed to stay far away so that other people would not get the skin sickness.** Have the 10 children stand away from the rest of the class. Count to 10.

**One day the 10 men were standing far away, when Jesus walked into town. Choose one child to be Jesus. The sick men saw Jesus and called out His name.** Have the 10 children shout, "Jesus." Count to 10. **The 10 men asked Jesus to help them.** Have the 10 say, "Help us, Jesus." Count to 10.

**When Jesus saw the 10 men, He told them to go see the priests. Have Jesus say, "Go see the priests." The priests were men who worked at the temple-church. The priests could tell the men if their skin was better. As the 10 men left, they were healed! Their skin was not sick anymore.** Have the 10 children let the tubes fall off their arms. Count to 10. Have nine children sit with the others. Have one child stand next to the child playing the role of Jesus. **The Bible says that only one of the 10 men went back to thank Jesus.** Show the teaching picture. **Only one man bowed and praised Jesus. Jesus told this man that he was healed because he believed. The man knew ♥ Jesus has power to heal people.**

## More! Bible Review

Have the children stand in a circle. SAY: **I'm going to go around the circle and tap each of you as I count to 10. If you are number 10, then I want you to tell me one thing you remember from the Bible story.** Show the teaching picture as you randomly count the children.

ASK: **How many men were sick in our Bible story?** (10)

**What happened when Jesus healed the men?** (Nine men left and one man came back to thank Jesus.)

## More! Bible Memory Psalm 147:5

Before class, print and practice the Bible Memory motions.

SAY: **Our Bible Memory is found in the book of Psalms. Psalms is found in the Old Testament part of the Bible.** Open the Bible to Psalm 147:5 and show children the verse. **This verse tells how great the Lord's power is. Let's say our Bible Memory.** Demonstrate the motions, having children repeat after you. Then say the verse while doing the motions.

## More! Grow and Go (15–20 minutes)

- 3** Use one or more of these learning centers to help children **thank Jesus for His power.**

### Focus

♥ Jesus has power to heal people.

### Quick Step Ways to Say Thanks

Scout comes out, carrying the thank-you card. SAY: **Hi, Scout, what do you have there?** Scout gives you the card. **It's a thank-you card. Why do you have a thank-you card?** Scout whispers to you. **It reminds you of ways people say thank you? Yes, a thank-you card is one way to give thanks.** Scout whispers to you. **Scout said he has seen other ways to say thank you.**

**The boy in Scout's people family got a birthday gift from his grandmother, so he sent her a thank-you note.** Scout barks.

**Scout has heard people shout their thank-yous. The girl in Scout's family lost a necklace. When her mom found it, the girl shouted, "Thank you, Mom!"** Scout barks.

**Sometimes people clap their hands to show they are thankful. One day Scout's family was outside looking for a ball. Suddenly, Scout ran from behind the bushes with the ball in his mouth. Everyone started clapping and saying "Good boy!" to thank Scout for finding the ball.** Scout jumps excitedly.

**There are many ways to give thanks. We give thanks to God when we pray. Let's pray and thank God that ♥ Jesus has power to heal people.**

ASK: **How can we thank Jesus for His power?** (praise, sing, pray)

**When can you say thank You to Jesus for His power?**

### Materials

Scout puppet, thank-you card



### Spirited Skit (unit center)

SAY: **In our Bible story, we learned that ♥ Jesus has power to heal people. We have heard about Jesus' great power in many ways over the last several weeks. Let's explore Jesus' power and say thank You to Jesus.**

Divide children into small groups (or pairs). Give each group a teaching picture. Let each group dress up and act out the Bible story shown on its picture. If time allows, let each group perform for other groups. After each skit, pray and thank Jesus for the power He demonstrated in that story.

ASK: **How did Jesus show His power?** (stopped a storm, healed a girl, fed a crowd, healed a man's eyes, healed 10 men's skin)

**How can you say thank You to Jesus?**

#### ***Especially for 4s!***

Have younger children work on one story at a time. Show a teaching picture and review the story before children play-act a part.

### Materials

unit center supplies (see unit 1 pages), Bible-times costumes, *Teaching Pictures* 1–5



### Teaching Tips

Plan to have extra adults to help groups review their stories.

If you have a small class, work on one story at a time.



Carefully preplan roles that children with special needs will feel comfortable portraying. Let them know ahead of time what the activity will be like.

### Teaching

#### ***Teaching***

As children wait for parents to arrive, have them listen to and sing the Bible Memory song "Our Lord Is Great."

Be sure children have projects made in class and this week's *Heart Tugs*. Encourage parents to look with their children for things that are near and things that are far away. Note: A *Family Together Time* family page is available online for families to download. 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.

### Cleanup

Divide the class into teams. Give each team an area to clean. Praise team members as they complete their tasks.



# Jesus Brings Lazarus Back to Life

## Lesson 6



**Scripture:** John 11:1-7, 17-44

**Bible Memory:** Psalm 147:5

“Our Lord is great and very powerful. There is no limit to what he knows.” (*ICB*)

“Great is our Lord, and of great power: his understanding is infinite.” (*KJV*)

**Focus:** ♥ Jesus is God’s Son.











### Heart to Heart Teacher Devotion

To bring a person who was dead back to life is truly a great and powerful miracle that only the Son of God could accomplish. So why did God choose Lazarus to be the recipient of this powerful miracle? Perhaps it is because Lazarus was most like us, just an ordinary man. If you’ve forgotten the miracle of Jesus’ saving power in your life, roll away the stone and come out of your cave!

### Bible Background for the Teacher

Because of the warm climate in Palestine, burial usually took place the same day as death. The body was washed and wrapped with strips of linen. Spices were placed between the strips, and a linen napkin was placed over the face. Lazarus was buried in a cave. A stone covered the entrance. Jesus made it plain that the miracle of bringing Lazarus back to life was performed in order to cause those present to believe in Him.

## Lesson 6 at a Glance

<b>1 GETTING STARTED</b> Use one or more of these learning centers to help children <i>explore being friends</i> .	 <b>Quick Step</b> Friendship Song  Friendship Game  Spirited Skit (unit center)	<b>Immerse Materials</b> <ul style="list-style-type: none"> <li>• <i>Resources</i> Friendship Game printable file</li> </ul>	<b>Other Materials</b> <ul style="list-style-type: none"> <li>• sharpened pencils, paper clips, cups, popped popcorn, wet wipes</li> <li>• unit center supplies, large appliance box, utility knife, toy phones, washable markers</li> </ul>
<b>2 BIBLE DISCOVERY</b> Use all these activities to help children <i>tell what Jesus did for His friends</i> .	 <b>Sing and Pray</b>  <b>Bible Time</b> Jesus Brings Lazarus Back to Life  <b>Bible Review</b>  <b>Bible Memory</b>	<ul style="list-style-type: none"> <li>• <i>Resources</i> audio tracks, <i>Resources</i> sheet 4 Bible story sequence cards 6a-6d</li> </ul>	<ul style="list-style-type: none"> <li>• media player, Bible, toilet paper</li> </ul>
<b>3 GROW AND GO</b> Use one or more of these learning centers to help children <i>name ways Jesus showed He is God’s Son</i> .	 <b>Quick Step</b> Memory Match Game  Musical Miracles  Now Showing! <b>Closing the Hour</b>	<ul style="list-style-type: none"> <li>• <i>Make-n-Share</i> for lesson 6</li> <li>• <i>Resources</i> audio tracks, <i>Teaching Pictures</i> 1-6</li> <li>• <i>Heart Tugs</i> issue 6</li> </ul>	<ul style="list-style-type: none"> <li>• blunt-tip scissors, washable markers, envelopes</li> <li>• media player</li> <li>• Bible, children’s picture Bibles, Bible story picture books about Jesus</li> </ul>



# Getting Started (10–15 minutes)

- 1** Use one or more of these learning centers to help children **explore** being friends.

## Welcome

- Use Scout to greet the children.
- Place a name tag on each child, gather necessary information from the adult bringing the child, then guide the child to a learning center.
- Provide a container in which children can place their contribution money.

## Quick Step Friendship Song

SAY: ♥ **Jesus is God's Son, and He can do amazing things. In our Bible story today, we will learn what Jesus did for His friends. Let's sing a friendship song. It will remind us of being friends.**

Have the children find partners. With each verse, have the children switch to different partners. Sing "If you're friends and you know it" to the tune "If You're Happy and You Know It." Suggest a different motion each time you sing the song: give high fives, share a hug, shake a hand, and pat a back.

ASK: **Who is your friend?**

**Who is God's Son?** (Jesus)

## Friendship Game

Before class, print copies of the Friendship Game.

SAY: ♥ **Jesus is God's Son. Today we'll learn about a time when Jesus did an amazing thing for one of His friends. Let's play a game. It will be a game we can play with friends.**

Have children wipe their hands before playing this game. Have each child find a partner. Give each pair a copy of the Friendship Game, two cups, a pencil, and a paper clip. Demonstrate how to use the pencil and paper clip on the spinner. Put 10 pieces of popcorn in each cup and place 5 more pieces in front of each child. Have the children take turns spinning the spinner and following the directions for the spaces they land on.

ASK: **Name two of your friends.**

**What do you and your friends do together?**

**Especially for 4s!**



Give each child five pieces of popcorn. Have children take turns spinning the spinner. Read the directions and encourage children to do what the directions say.

## Spirited Skit (unit center)

Before class, cut out windows and a door from the appliance box.

SAY: **Jesus had a friend He did something special for. Jesus can do great and powerful things because ♥ Jesus is God's Son. Jesus loved His friends. We love our friends too. Let's pretend to visit and talk with our friends.**

Have the children use the appliance box and washable markers to make and decorate a house. The children can pretend to visit each other at the house. Have them use the phones to talk to their friends.

ASK: **What do friends say to each other?**

**What kinds of things do friends do with each other?**

## Focus

♥ Jesus is God's Son.

Save all visuals for reuse throughout the quarter.



Song

## Materials

*Resources* Friendship Game printable file, wet wipes, sharpened pencils, paper clips, cups, popped popcorn (or dry cereal)



Game

## Teaching Tip

Remember to check food allergies and have another snack available.

## Materials

unit center supplies (see unit 1 pages), large appliance box, utility knife, washable markers (or crayons), toy phones



Family Living

## Teaching Tip

Use a child's playhouse or build a house with small boxes.

## Cleanup

Assign specific cleanup tasks that partners can do together.



Cleanup

## Focus

♥ Jesus is God's Son.

# Bible Discovery (20–25 minutes)

2

Use all these activities to help children **tell what Jesus did for His friends.**

### Materials

Resources audio tracks  
2 and 5, media player,  
Bible



## Sing and Pray

Sing "We Are Important to Jesus" and "Our Lord Is Great."

PRAY: **Dear God, thank You for our friends. Thank You for Your Son, Jesus. In Jesus' name, amen.**

ASK: **Do you have friends? Friends are special people. Friends laugh and play together. Friends do all kinds of things together.** Show John 11. **Today's Bible story is from the book of John, chapter 11. The Bible tells us about Jesus' friends. One of Jesus' friends was named Lazarus. Let's listen to the story of Jesus and Lazarus.**

### Materials

Resources sheet 4 Bible  
story sequence cards  
6a–6d



## Bible Time

Show 6a. SAY: **Mary, Martha, and Lazarus were special friends of Jesus. Sometimes Jesus would go to their house to rest or eat dinner.**

**One time while Jesus was away on a trip, Lazarus became sick. Lazarus's sisters, Mary and Martha, became worried because Lazarus was not getting better. They sent Jesus a message saying He should come. But Jesus stayed right where He was for two more days, and then He went to see His friends. When Jesus got there, Lazarus had already died.**

Show 6b. **Martha ran to meet Jesus. She knew Jesus had power to heal people. Martha said, "Jesus, You are the Son of God."**

Show 6c. **Mary and Martha were glad to see their friend Jesus, but they were very sad that their brother had died. Jesus saw Mary crying. Jesus saw other people crying. Jesus was sad. Jesus cried too.**

**When Lazarus had died, his body was put inside a cave that was used as a tomb. A big stone covered the entrance of the tomb. Jesus went to the tomb where Lazarus's body was. Jesus told the people to move the stone away. Jesus looked to Heaven and prayed to God. Then Jesus said, "Lazarus, come out!" A surprising thing happened—Lazarus came out! Show 6d. Jesus had brought Lazarus back to life! All the people were amazed because they saw what Jesus had done. Now the people believed in Jesus. They knew ♥ Jesus is God's Son.**



### Materials

Resources sheet 4 Bible  
story sequence cards  
6a–6d



## Bible Review

SAY: **Jesus' friend Lazarus died, but Jesus brought him back to life. Jesus could do this because ♥ Jesus is God's Son.** Have the children take turns placing the Bible story sequence cards in order as they retell the story.

ASK: **What did Mary and Martha do when their brother was sick?** (sent a message for Jesus to come)

**What did Jesus do for Lazarus?** (brought him back to life)

**Who is God's Son?** (Jesus)

### Materials

Bible, toilet paper



## Bible Memory Psalm 147:5

Show where Psalms is located. SAY: **Our Bible Memory talks about Jesus' power. Jesus had power to bring Lazarus back to life. Jesus could do this because ♥ Jesus is God's Son. Let's say our Bible Memory.** Loosely wrap a child in toilet paper. Read Psalm 147:5. Have children repeat the verse. When they say the word *power*, have the child burst out of the paper.

### Something More!

Review the Bible Memory motions from the Resources files.

## Grow and Go (15-20 minutes)

- 3** Use one or more of these learning centers to help children **name ways Jesus showed He is God's Son.**

### Quick Step Memory Match Game



As children color and cut out the cards, SAY: **♥ Jesus is God's Son. He is powerful! Show each matching set as you SAY: Jesus stopped a storm, healed a young girl, fed a crowd, healed a blind man, healed 10 men who had a skin disease, and He brought Lazarus back to life. Let's match pictures that show some of the amazing things Jesus has done.**

To play the game first time around, keep cards picture-side up and let the children match the cards. If time allows, place cards facedown and let the children turn two cards over at a time to find a match. Write children's names on the envelopes to store their cards.

ASK: **Who does amazing things to show that He is God's Son? (Jesus)**  
**Tell about one amazing thing Jesus did.**

### Musical Miracles

SAY: **We've learned many things that show us that ♥ Jesus is God's Son. Let's play a game to remember ways Jesus showed He is God's Son.**

Spread the pictures in a circle on the floor. Have children select pictures to stand next to and take turns telling what Jesus did to show He is God's Son. Play "Our Lord Is Great" and have the children walk around the circle. Pause the song. When the song stops, have the children stand by new pictures and tell things their pictures show about Jesus. Repeat several times.

SAY: **Fill in this blank: God's Son is \_\_\_\_.**  
**Tell me about your favorite Bible story.**

#### ***Especially for 4s!***

Have 4s walk to the song. Each time the song is paused, select a picture.  
SAY: **Tell me one thing from the Bible story.**

### Now Showing!

SAY: **Our Bible Memory tells us about Jesus' power. Let's say the verse together.** Open the Bible and show Psalm 147:5. Have children repeat it. **Jesus has great power because Jesus is God's Son. Let's look for pictures of Jesus. Whenever I say "Now showing!," you can show a picture you have found and tell a way Jesus showed He is God's Son.**

Let the children look through the Bibles and books. Call out, "Now showing!" Have children take turns showing pictures of Jesus. They can share what Jesus is doing and tell how Jesus showed He is God's Son.

ASK: **Who has great power? (Jesus)**  
**How do we know that Jesus is God's Son? (Jesus did things only God's Son could do.)**


### Closing the Hour

- Be sure children who are leaving have their projects and this week's *Heart Tugs*. Encourage parents to review the stories their children have been learning, in which Jesus showed He is God's Son. Note: A *Family Together Time* family page is available online for families to download. 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.

## Focus


♥ Jesus is God's Son.

### Materials

*Make-n-Share* for lesson 6,   
blunt-tip scissors, washable markers (or crayons), envelopes




### Materials

*Resources* audio track 5,   
media player, *Teaching Pictures* 1-6

### Teaching Tip

If you have more than six children, children can choose partners and stand in pairs by the pictures. You might want to include the Triumphal Entry and Jesus' Resurrection teaching pictures.

### Materials

Bible, children's picture Bibles, Bible story picture books about Jesus 

### Something More!

*Preschool/Pre-K & K Teaching Pictures* includes two sets of game cards. Randomly place this unit's cards in Bibles. Let the children search for the cards as they participate in this activity.

### Teaching Tip

Not enough Bibles? Let children partner with each other.

# Jesus Brings Lazarus Back to Life

## Lesson 6 Extra Hour



**Scripture:** John 11:1-7, 17-44

**Bible Memory:** Psalm 147:5

“Our Lord is great and very powerful. There is no limit to what he knows.” (*ICB*)

“Great is our Lord, and of great power: his understanding is infinite.” (*KJV*)

**Focus:** ♥ Jesus is God’s Son.

### Heart to Heart Teacher Devotion

To bring a person who was dead back to life is truly a great and powerful miracle that only the Son of God could accomplish. So why did God choose Lazarus to be the recipient of this powerful miracle? Perhaps it is because Lazarus was most like us, just an ordinary man. If you’ve forgotten the miracle of Jesus’ saving power in your life, roll away the stone and come out of your cave!

### Bible Background for the Teacher

Because of the warm climate in Palestine, burial usually took place the same day as death. The body was washed and wrapped with strips of linen. Spices were placed between the strips, and a linen napkin was placed over the face. Lazarus was buried in a cave. A stone covered the entrance. Jesus made it plain that the miracle of bringing Lazarus back to life was performed in order to cause those present to believe in Him.

## Lesson 6 at a Glance—Extra Hour

### 1 MORE! GETTING STARTED

Use one or more of these learning centers to help children *explore being friends*.



Game

**Quick Step**  
Find a Friend



Food

Friendship Bracelets



Blocks & Buildings

Toy Friends

### Immerse Materials

- *Heart Tugs* issue 6

### Other Materials

- pencils
- wet wipes, plastic lacing string, fruit-flavored O-shaped cereal
- blocks, toy people

### 2 MORE! BIBLE DISCOVERY

Use all these activities to help children *tell what Jesus did for His friends*.



Sing & Pray

**More! Sing and Pray**



Bible Time

**Bible Time—Another Way!**

Jesus Brings Lazarus Back to Life



Bible Review

**More! Bible Review**



Bible Memory

**More! Bible Memory**

- *Resources* audio tracks, *Resources* sheet 4 Bible story sequence cards 6a–6d, *Teaching Picture* 6, *Resources* Unit 1 Bible Memory Motions printable file

- media player, Bible, 2 small stones, masking tape

### 3 MORE! GROW AND GO

Use one or more of these learning centers to help children *name ways Jesus showed He is God’s Son*.



Scout

**Quick Step**  
Scout Puppet Story



Craft

Jesus’ Power Coloring Book

**Saying Good-bye**

- Scout puppet

- *Resources* Unit 1 Bible Memory Poster and coloring pages for the special unit and lessons 1–6 printable files

- *Heart Tugs* issue 6

- pom-pom

- Bible, washable markers, stapler

# More! Getting Started (10–15 minutes)

- 1** Use one or more of these learning centers to help children **explore** being friends.

## Transition Time

- Greet new arrivers, giving each a name tag.
- Gather children and have them pretend to talk on a phone to their friends.
- Serve a snack. Follow your congregation's policy for restroom breaks.

## Focus

♥ Jesus is God's Son.

## Quick Step Find a Friend

SAY: ♥ Jesus is God's Son. Jesus had a friend named Lazarus. Jesus loved His friend. Let's play a game in which we find friends.

Give each child a copy of today's *Heart Tugs*. Show Scout's Page and explain how children can find friends who have or like things that they do. Allow children to move around the room and talk to one another as they print their names on one another's pages.

ASK: **Who is your friend?**

**Who is Jesus' friend?** (each one of us)

### ***Especially for 4s!***

Work through the activity together. Point to the first picture, which shows sports items. Ask children to raise their hands if they like to play sports. Help each child print the name of another child in the space provided. Continue through the activity in this manner.

Save all visuals for reuse throughout the quarter.

## Materials

*Heart Tugs* issue 6, pencils



## Friendship Bracelets



SAY: ♥ Jesus is God's Son. Jesus loved His friends and did amazing things for them. Let's do something nice for our friends too. Let's make friendship bracelets.

Have children clean their hands. Select a partner for each child. Have each child make a bracelet by stringing cereal on the plastic lacing. Help the children tie the lacing to form bracelets. Have partners trade their bracelets, so that each child is giving a bracelet to someone else. Talk about the importance of sharing with friends.

ASK: **Tell me about one of your friends.**

**What kind things do you do for your friends?**

## Materials

wet wipes, plastic lacing string, fruit-flavored O-shaped cereal



### **Something More!**

Instead of cereal, provide ½" foam rings cut from colorful pool noodles. Children can string the rings to make necklaces.

## Toy Friends

SAY: ♥ Jesus is God's Son. One way we know ♥ Jesus is God's Son is by the great and powerful things Jesus did for His friends. Jesus loved His friends. We love our friends too. Let's explore being friends as we play with our blocks and toy people.

Guide children to build houses, playgrounds, schools, and other places where they like to be with their friends. Have the children use the toy people to act out being friends.

ASK: **Where do you see your friends?**

**What do you like to do with your friends?**

## Materials

blocks, toy people





## Focus

♥ Jesus is God's Son.

# More! Bible Discovery (20–25 minutes)

2

Use all these activities to help children **tell what Jesus did for His friends.**

### Materials

Resources audio track 2,  
media player, Bible



## More! Sing and Pray

Sing "We Are Important to Jesus."

**PRAY: Dear God, we believe that Jesus is Your Son. Thank You for Your great power. In Jesus' name, amen.**

Show John 11. SAY: **Our Bible story is from the book of John, chapter 11. The Bible tells about a time when Jesus did an amazing thing to show He is God's Son. Jesus had some very special friends. Let's act out our Bible story to see what Jesus' friends and their friends learned about Jesus.**

### Materials

Resources sheet 4  
Bible story sequence  
cards 6a–6d



## Bible Time—Another Way!

Show the story cards one at a time. Each time you show a new card, choose children to pose and pretend they are the people pictured on that story card. Then tell what happened in the scene.

Show and pose the scene for story card 6a. SAY: **Mary, Martha, and Lazarus were two sisters and a brother. They were special friends of Jesus. Jesus loved His friends very much.**

Show and pose the scene for 6b. **One day when Jesus was in another town, Lazarus became sick. Martha and Mary sent a message for Jesus to come. Before Jesus arrived at the house, Martha ran to meet Him. Martha told Jesus that Lazarus had died. Then Martha said, "Jesus, You are the Son of God."**

Show and pose the scene for 6c. **Martha told Mary that Jesus had come. Mary went to see Jesus. Mary and Martha were both sad. Mary was crying. Jesus cried too.**

Show and pose the scene for 6d. **Jesus went to the tomb where Lazarus's body was. Jesus told the people to roll the stone away from the door of the tomb. Jesus brought Lazarus back to life. Martha and Mary and their friends were very happy. Jesus can do great things because ♥ Jesus is God's Son.**

### Materials

Teaching Picture 6,  
2 small stones (or  
marbles or balls), masking tape



## More! Bible Review

SAY: **Let's see if you can tell what you learned from our Bible story. Let's play a "roll the stone" game.** Lay the teaching picture on the floor. Use masking tape to make a circle around the picture. Have children stand a distance from the circle and take turns rolling the stones onto the picture. When a stone lands on the picture, have the children tell about something they remember from the Bible story.

ASK: **What happened to Jesus' friend Lazarus?** (became sick and died)  
**What amazing thing did Jesus do?** (brought Lazarus back to life)  
**Why could Jesus bring Lazarus back to life?** (♥ Jesus is God's Son.)

### Materials

Resources Unit 1 Bible  
Memory Motions  
printable file, Bible



## More! Bible Memory Psalm 147:5

Before class, print and practice the Bible Memory motions.

SAY: **Let's say our Bible Memory to remind us of Jesus' power.** Open the Bible to Psalm 147:5 and review the Bible Memory. Have half the children say the first part of the verse, doing the motions; have the other half say the second half, doing the motions. Reverse parts, and say the verse again.

## More! Grow and Go (15–20 minutes)

3

Use one or more of these learning centers to help children **name ways Jesus showed He is God's Son**.

### Focus

♥ Jesus is God's Son.

### Quick Step Scout Teaches a Cheer

Scout enters with the pom-pom. SAY: **Hi, Scout! It looks like you are ready to give a cheer.** Scout whispers to you. **You want me to teach the children a cheer that you heard the boy and girl in your people family say? I think they would like that.**

Scout whispers to you. **Scout says everyone stand up.** Have the children stand. **Are you ready? Here's the cheer: "Jesus, Jesus is God's Son. Jesus, Jesus loves everyone!" Let's try it.** Have the children repeat the cheer several times. Have Scout jump around with his pom-pom.

**Scout, thank you so much for helping us learn this wonderful cheer.** Scout whispers to you. **You want the children to say it again? You want them to remember to say the cheer everywhere they go? OK, kids, let's do the cheer once more for Scout.** Repeat the cheer. Scout claps and gives hugs.

ASK: **How did Jesus show Lazarus and Lazarus's sisters that He is God's Son?** (Jesus brought Lazarus back to life.)

**When are some other times Jesus showed He is God's Son?** Guide children in reviewing other Bible stories from this unit.

### Materials

Scout puppet, pom-pom



### Teaching Tip

Make a simple pom-pom by cutting short strips of crepe streamer and taping the strips together at one end.

### Something More!

Have the children make their own pom-poms to do the cheer with Scout.

### Jesus' Power Coloring Book

Before class, print copies of this unit's Bible Memory poster and the coloring pages for the special unit and lessons 1–6.

Place around a table individual stacks of the poster and coloring pages. Let children walk around the table, collecting one page from each stack. Before you help them staple their coloring pages together, make sure the poster page is the cover page.

Open your Bible to Psalm 147:5 and have the children repeat the verse with you. SAY: **Our Bible Memory tells about Jesus' power. Let's say the verse together. Then we'll color pictures to remind us of Jesus' power.** Repeat the verse. Distribute markers and let the children select a page to color.

ASK: **Who is great and powerful?** (Jesus)

**How do you know Jesus is great and powerful?** (Jesus can do great things. Jesus is God's Son.)

### Especially for 4s!



Assemble books before class for children who might have trouble gathering the pages.

### Materials

Resources Unit 1 Bible

Memory Poster and coloring pages for the special unit and lessons 1–6 printable files, stapler, Bible, washable markers (or crayons)



### Cleanup

Sing "Cleanup Song," found in the *Resources Teacher Helps* files. Each time you sing the song, name a different cleanup task that children can share in doing.



### Saying Good-bye

- Have the children repeat the cheer from the Scout story. Have them say the cheer quietly, loudly, sitting, standing, jumping, and so on.
- Be sure children have projects made in class and this week's *Heart Tugs*. Encourage parents to ask their children to tell them how Jesus was a friend to Lazarus. Note: A *Family Together Time* family page is available online for families to download. 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

# The Church Follows Jesus

## Bible Memory

Mark 16:15, *ICB*

“Go everywhere in the world. Tell the Good News to everyone.”

Mark 16:15, *KJV*

“Go ye into all the world, and preach the gospel to every creature.”

## Pre-K & K Bible Skills

Activities in this unit of lessons will help the children

- Begin to read simple Bible words.
- Retell basic facts about main Bible characters.
- Know simple definitions of basic Bible terms and phrases: *church*, *follow Jesus*.

## Teacher Helps on Resources

### Digital Files

See the Contents document in the printable files for a complete list of files for unit 2.

### Especially for 4s!

Depending on the children’s motor skills, activity suggestions geared for 4-year-olds can also be used by younger 5-year-olds.

## Special Needs Helps

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



## Online Helps

See the introductory pages for information about downloads that are available.



## Lesson

## Scripture

## Focus

### Lesson 7

The Church Follows Jesus

Acts 2, 4

♥ We can share with church friends.

### Lesson 8

Saul Begins to Follow Jesus

Acts 9

♥ We can follow Jesus.

### Lesson 9

Lydia Follows Jesus

Acts 16

♥ We can learn about Jesus.

### Lesson 10

The Jailer Follows Jesus

Acts 16

♥ We can sing and tell about Jesus.

### Lesson 11

Paul Helps People Follow Jesus

Acts 28; Ephesians 4, 6; Philippians 1, 2; Colossians 4

♥ We can tell about Jesus.

## Immerse Materials for Unit 2, Lessons 7-11

**Pre-K & K Make-n-Share** activity pages and stickers for lessons 7-11

### Pre-K & K Resources

#### Digital Files

##### Audio Tracks

“These Feet, Hands, and Heart” (track 3)

“Tell the Good News to Everyone” Bible Memory song (track 6)

“Saul Begins to Follow Jesus” Bible story activity (track 9)

African Sounds (track 12)

##### Printable Files

Unit 2 Bible Memory posters, motions, and family letters (*ICB* and *KJV*); Bank Label (*ICB* and *KJV*); Flower Bouquets; song lyrics

Lesson 7: Boy Sharing Puppet, Scout’s Investigation

Lesson 8: Directions Game, Flashlights, Paper Plane, “Saul Begins to Follow Jesus” Bible story activity, Street Signs

Lesson 9: Listening—Around the World, Paul and Lydia Name Tags

Lesson 10: Cross, “Jesus Loves You” Song

Lesson 11: Mailbox Fun, Passport, Paul’s Letters

#### Visuals

Sharing puppet (sheet 3); The Church Shares picture cards, Saul and Ananias puppets (sheet 5); Lydia, Silas, jailer, and house guard puppets (sheet 6); story-in-a-bag backdrop scenes, jail door, and writing desk (sheet 7); Follow Jesus unit 2 poster, Scout quarter poster (sheet 8)

### Preschool/Pre-K & K Teaching Pictures 7-11

### Heart Tugs family resource paper, issues 7-11

### Scout puppet

# Extra Moments, Extra Ideas for Unit 2

Give a copy of this page to each teacher or helper. Use the activities for early arrivers, during transition times, or whenever there is extra time.

## Unit 2 Bible Memory Activities

Use the *Resources* printable files. There's a poster children can color, as well as the Bible Memory song, "Tell the Good News to Everyone." Print the Bible Memory Motions to teach motions that will help children learn the Bible Memory. Use the motions as children sing the Bible Memory song. Send home the Family Letter to encourage parents to reinforce the Bible Memory.

Attach the unit 2 Follow Jesus poster (from *Resources* sheet 8) to a classroom wall. It will remind children to tell the good news about Jesus.

## Unit 2 Missions Project

Make a bank by cutting a hole in the lid of an empty coffee can or oatmeal box. Print the Bank Label from the *Resources* unit 2 files and tape it around the bank. Encourage children to bring their saved coins. Explain that the money will be sent to missionaries to help them tell others about Jesus. Each time a child drops coins into the bank, say the Bible Memory together.

## Unit 2 Learning Center: Following Jesus—Around the World

Ask your missions committee for a list and pictures of supported missionaries, along with their contact information. Display the unit 2 poster from the *Resources* pack. Decorate a wall and table with pictures and newsletters of missionaries and their work, books and pictures of different cultures and countries, maps and globes, and toy airplanes. Specific items you will need at the center:

Lesson 7—*Resources* sheet 5 The Church Shares pictures cards 7a–7h, disposable wooden chopsticks

Lesson 8—*Resources* sheet 5 Saul puppet 8a, pictures of missionaries your congregation supports, *Resources* Paper Plane instructions, paper

Lesson 9—first hour: paper, washable markers and/or gel pens, hole punch, yarn, gum and candy, padded envelope; extra hour: *Resources* "Listening—Around the World printable file

Lesson 10—globe, *Resources* audio track 12, media player, plastic containers with lids, beans or rice

Lesson 11— *Resources* Passport printable file, blunt-tip scissors, stapler, colored pencils, fun stickers

## Seasonal Activity: Mother's Day Flower Bouquets

Mother's Day (recognized in the USA the second Sunday in May) falls during this unit. Have children make flowers or flower bouquets as gifts to moms, grandmothers, or other people they would like to thank for helping them learn about Jesus (and to wish a happy Mother's Day).

Print Flower Bouquets from the *Resources* files. Let children decorate the flowers with markers, crayons, and/or glitter glue; then cut them out. Have children color jumbo craft sticks with green markers and glue the flowers to the stick stems. The flowers can be given as a bouquet (tied with ribbon or yarn) to one person or as individual gifts to several people.

### Allergy Notice

Before each session, fill out the Allergy Notice from the *Resources* files. Post visibly for parents to take note. And always check your own children's information.

### Teaching Tip

The *Resources* printable files include both the *International Children's Bible* and the *King James Version* for the Bible Memory Posters, Bible Memory Motions, and Family Letters.



### Something More!

See Holiday & Seasonal Helps under Downloads/Connect<sup>2</sup>/Spring Quarter Heartshaper Connect<sup>2</sup> Feature at [www.21stcc.com](http://www.21stcc.com) for another special project for Mother's Day. Children will enjoy making these fun Flowers in a Basket.

### Planning Ahead

Finger lights would be fun for More! Bible Discovery in lesson 8 extra hour. Type "finger lights" in your browser's search engine to find where to purchase.

# The Church Follows Jesus

## Lesson 7



**Scripture:** Acts 2:42-47; 4:32-37

**Bible Memory:** Mark 16:15

“Go everywhere in the world. Tell the Good News to everyone.” (ICB)

“Go ye into all the world, and preach the gospel to every creature.” (KJV)

**Focus:** ♥ We can share with church friends.











### Heart to Heart Teacher Devotion

The followers of Jesus who made up the early church claimed no possessions of their own, but were willing to give up everything for the sake of Christ. How far are you willing to go to follow Jesus? Would you follow Him overseas? Would you sell all you own? Let us not just marvel at those early followers but follow Jesus in a similar sacrificial way.

### Bible Background for the Teacher

Many of the early followers of Jesus were religious people who already believed in God and followed His law. When they heard about Jesus, they believed He was the one the prophets said would come. These believers began to meet together to worship Jesus; they were the church. We do not know how Barnabas came to believe in Jesus. As a Levite, he would have assisted the priests in the temple. Later Barnabas accompanied Paul on his first missionary journey.

## Lesson 7 at a Glance

<p><b>1 GETTING STARTED</b></p> <p>Use one or more of these learning centers to help children <i>explore what it means to share</i>.</p>	 <b>Quick Step</b> Friendly Invitations   Mix It Up!   Sharing Puppets	<p><b>Immerse Materials</b></p> <ul style="list-style-type: none"> <li>Scout puppet</li> <li><i>Resources</i> sheet 3 Sharing puppet, <i>Make-n-Share</i> for lesson 7</li> </ul>	<p><b>Other Materials</b></p> <ul style="list-style-type: none"> <li>family living center supplies, Bibles</li> <li>bowl and spoon, napkins, trail mix ingredients, wet wipes</li> <li>washable markers, blunt-tip scissors, paper fasteners, craft sticks, glue</li> </ul>
<p><b>2 BIBLE DISCOVERY</b></p> <p>Use all these activities to help children <i>tell what people in Jesus' church did to follow Him</i>.</p>	 <b>Sing and Pray</b>   <b>Bible Time</b> The Church Follows Jesus   <b>Bible Review</b>   <b>Bible Memory</b>	<ul style="list-style-type: none"> <li><i>Resources</i> audio tracks, <i>Resources</i> sheet 5 The Church Shares picture cards 7a-7h and assembled sheet 3 Sharing puppet, prepared <i>Make-n-Share</i> Sharing Puppets, <i>Teaching Picture 7</i></li> </ul>	<ul style="list-style-type: none"> <li>media player, Bibles, 2 metal snap rings</li> </ul>
<p><b>3 GROW AND GO</b></p> <p>Use one or more of these learning centers to help children <i>share with church friends</i>.</p>	 <b>Quick Step</b> Scripture and Song Sharing   Sharing and Praying Together   Following Jesus—Around the World (unit center)  <p><b>Closing the Hour</b></p>	<ul style="list-style-type: none"> <li><i>Resources</i> audio tracks</li> <li><i>Resources</i> sheet 5 The Church Shares picture cards 7a-7h and sheet 8 Follow Jesus unit 2 poster</li> <li><i>Heart Tugs</i> issue 7</li> </ul>	<ul style="list-style-type: none"> <li>media player, Bibles</li> <li>dry-erase marker, white-board, items the church shares</li> <li>unit center supplies, disposable wooden chopsticks</li> </ul>



# Getting Started (10–15 minutes)

- 1** Use one or more of these learning centers to help children **explore** what it means to share.

## Welcome

- Use Scout to greet the children.
- Place a name tag on each child, gather necessary information from the adult bringing the child, then guide the child to a learning center.
- Provide a container in which children can place their contribution money.

## Quick Step Friendly Invitations

SAY: **When we share, we are following Jesus. We can be like Jesus.**

♥ **We can share with church friends. We can invite them to our homes.**

Divide children into two family groups. Have the children pretend to get their homes ready for company by cleaning, preparing dinner or snacks, setting the table, and so on. Let the families phone each other with invitations and then take turns visiting one another's homes for dinner and playing games. Show how to have a family devotion time or read the Bible before a meal.

ASK: **Who does your family invite over to your house?**

**What do you share with guests at your home?**

**Whose home have you been to? What did you share?**

## Mix It Up!



SAY: **When we share, we are following Jesus. ♥ We can share with church friends. Let's share a snack together.**

Have Scout model serving by bringing out each item the children will use. Have children clean their hands. Guide them as they take turns pouring ingredients into the large bowl and mixing the ingredients together. Have the children share the trail mix with each other.

ASK: **Which is better: to share or to keep everything for yourself?**

**Why is it better to share?**

**What do you like about sharing?**

## Sharing Puppets

Before class, assemble the *Resources* sheet 3 Sharing puppet.

SAY: **Today we are learning how ♥ we can share with church friends.**

**Let's practice sharing while we make puppets.**

Distribute *Make-n-Share*. Divide children into pairs. Give a pair of scissors and a set of markers to each pair of children. Instruct the children to share their supplies as they color, cut out, and assemble their puppets. Note: a boy puppet can be found in the *Resources* printable files. Use your puppet to encourage children as they work. When the puppets are finished, have children use their puppets to act out sharing with others.

ASK: **What did you share with your friends?**

**Was it easy or hard to share?**

### Especially for 4s!



Assist the children in cutting out and assembling their puppets. Keep tape on hand to repair any scissor-damaged puppets.

## Focus

♥ We can share with church friends.

**Save all visuals for reuse throughout the quarter.**

### Materials

family living center supplies, Bibles



### Teaching Tip

Read Learning Centers from the *Resources* Teacher Helps printable files for ideas in setting up a family living center.

### Materials

Scout puppet, large bowl and spoon, napkins, trail mix ingredients (pretzels, dry cereal, raisins, marshmallows, etc.), wet wipes



### Teaching Tip

Check all food allergies and have an alternative snack available.

### Materials

*Resources* sheet 3 Sharing puppet, *Make-n-Share* for lesson 7, washable markers (or crayons), blunt-tip scissors, paper fasteners, craft sticks, glue (optional: tape)



### Cleanup

Assign specific jobs to pairs of children. Praise children for sharing in cleanup tasks.



## Focus

♥ We can share with church friends.

# Bible Discovery (20–25 minutes)

- 2 Use all these activities to help children **tell what people in Jesus' church did to follow Him.**

### Materials

*Resources* audio tracks 3 and 6, media player, Bible



## Sing and Pray

Sing “These Feet, Hands, and Heart” and “Tell the Good News to Everyone.”

**PRAY: Dear God, we want to follow Jesus. Help us to be like people in the first church. In Jesus' name, amen.**

Allow responses. **We love the church. The church is people. Today we are talking about the very first church. We can read about the very first church in the book of Acts. Show Acts. Let's find out what people in the first church did to follow Jesus.**

### Materials

*Resources* sheet 5 The Church Shares picture cards 7a–7h and assembled sheet 3 Sharing puppet, prepared *Make-n-Share* Sharing Puppets, 2 metal snap rings (or yarn)



## Bible Time

Have the class sit in a circle, holding their puppets. SAY: **Let's pretend that our puppets are people who were part of the first church. When I show you a picture card, use your puppets to act out what the people in the first church did.**

**Jesus had 12 followers who traveled with Him. Jesus taught these followers how to tell people about Him. After Jesus went back to Heaven, His followers told other people about Jesus. These people became the very first church.**

Read the title of the book. Turn to 7b. **When the people in the first church got together, they read from Bible-scrolls and remembered what Jesus had taught about God. Use your Sharing Puppets to tell each other about God.** Have children do so. Show 7c. **The people shared in the Lord's Supper to remember that Jesus died for their sins.** Show 7d. **They joined their hands and prayed together. Let's pray with our puppets.** Have children use their puppets as they repeat a short prayer after you.

Show 7e and 7f. **The followers of Jesus made sure no one was hungry. They shared their food and their homes with each other. Let's pretend to share food.** Have puppets pretend to eat. Show 7g and 7h. **The people shared their money. Some people, like a man named Barnabas, sold their land or houses or fields and brought the money and shared it with the church. When others saw how Jesus' followers shared, many people decided to become Jesus' followers too. We can follow Jesus, and ♥ we can share with friends at church. Let's use our puppets and share with church friends.** Encourage children to do so.



### Materials

*Make-n-Share* Sharing Puppets used in Bible Time, *Teaching Picture 7*



## Bible Review

Show the teaching picture. Ask questions as children raise their puppets to answer. If the answer is correct, have all the puppets cheer.

**ASK: What things did the first church share?** (Bible teaching, Lord's Supper, prayer times, food, homes, money, fields)

**Who did the people follow?** (Jesus)

### Materials

Bibles



## Bible Memory Mark 16:15

SAY: **People in the first church probably shared one or two Bible-scrolls to learn about God. Let's share our Bibles as we read our Bible Memory.** Give one Bible to every couple of children. Have children hold the Bibles and repeat Mark 16:15 after you.

### Something More!

Teach the Bible Memory motions from the *Resources* files.

## Grow and Go (15–20 minutes)

- 3** Use one or more of these learning centers to help children **share with friends at church**.

### **Quick Step Scripture and Song Sharing**

SAY: **We can follow Jesus by sharing. ♥ We can share with church friends just as people in the first church did. We can share Bible verses and songs.**

Stand and read Mark 16:15. Lead in singing “Tell the Good News to Everyone.” Let children take turns singing solos or duets. Encourage them to hold the Bible and say the Bible Memory before their performances. Let them use a microphone, if one is available. Have the class respond to each song by clapping and saying, “Thank you for sharing!”

ASK: **What is your favorite way to share with church friends?**  
**What will you share with church friends today?**

### **Sharing and Praying Together**

SAY: **When we share, we are following Jesus. ♥ We can share with church friends. Let’s act out ways we share with church friends. Then we will share and pray together.**

Let children use the items provided as they act out ways to share. Ask children to name people in the church they want to pray for, and write those names on the board; then lead the children in prayer. Thank God for people in the church who share with one another. Ask God to help people who have special needs.

ASK: **What can you share with church friends?**  
**Who can you pray for as you share with church friends?**

**Especially for 4s!**



Act out several ways to share with church friends as children guess what you are sharing. Listen to prayer requests and pray for each as it is shared.

### **Following Jesus—Around the World (unit center)**

If you assembled The Church Shares picture cards for Bible Time, remove the metal rings for this activity.

Show the unit poster. SAY: **♥ We can share with church friends. We can also share with, learn about, and help people all around the world who follow Jesus. Let’s explore following Jesus in Asia.**

Discuss the unit center items. Explain that Asia is far from where your children live. If your congregation supports a missionary in Asia, discuss and pray for that person. Give every child a pair of chopsticks as you discuss how they are used. Sit in a circle. Pass The Church Shares picture cards around the circle, using the chopsticks.

ASK: **How can we share with churches in Asia?** (pray, send money, write)  
**How can we share with each other?**

### **Closing the Hour**

• Be sure children who are leaving have their projects and this week’s *Heart Tugs*. Encourage parents to commend their children for ways they share at home this week. Note: A *Family Together Time* family page is available online for families to download. See [www.21stcc.com](http://www.21stcc.com).

### **Focus**

♥ We can share with church friends.

#### **Materials**

Resources audio track 6, media player, Bibles (optional: real or pretend microphone)



#### **Teaching Tip**

Reinforce that saying the Bible Memory is also another way of sharing.

#### **Materials**

whiteboard, dry-erase marker, items the church shares (collection plate and money, Communion cups and serving trays, songbooks or hymnals, Bibles and Bible story picture books, food or snack items, articles of clothing, general classroom supplies)



#### **Teaching Tip**

Explain all the items the church shares and why we use them.

#### **Materials**

Resources sheet 5 The Church Shares picture cards 7a–7h and sheet 8 Follow Jesus unit 2 poster, unit center supplies (see unit 2 pages), disposable wooden chopsticks (optional: globe or map of Asia, books about Asia and Asian culture)



#### **Teaching Tips**

Chopsticks can be found at many department stores and Asian grocery stores.

Roll up the paper wrapper from the chopsticks and secure it between the sticks at the closed end by wrapping a rubber band around that end of the sticks. This will act as a spring.

# The Church Follows Jesus

## Lesson 7 Extra Hour



**Scripture:** Acts 2:42-47; 4:32-37

**Bible Memory:** Mark 16:15

“Go everywhere in the world. Tell the Good News to everyone.” (ICB)

“Go ye into all the world, and preach the gospel to every creature.” (KJV)

**Focus:** ♥ We can share with church friends.

### Heart to Heart Teacher Devotion

The followers of Jesus who made up the early church claimed no possessions of their own, but were willing to give up everything for the sake of Christ. How far are you willing to go to follow Jesus? Would you follow Him overseas? Would you sell all you own? Let us not just marvel at those early followers but follow Jesus in a similar sacrificial way.

### Bible Background for the Teacher

Many of the early followers of Jesus were religious people who already believed in God and followed His law. When they heard about Jesus, they believed He was the one the prophets said would come. These believers began to meet together to worship Jesus; they were the church. We do not know how Barnabas came to believe in Jesus. As a Levite, he would have assisted the priests in the temple. Later Barnabas accompanied Paul on his first missionary journey.

## Lesson 7 at a Glance—Extra Hour

### 1 MORE! GETTING STARTED

Use one or more of these learning centers to help children *explore what it means to share*.



**Quick Step**  
Why Share?



Food Pantry



“We Share!” Mural



Art

### Immerse Materials

- Scout puppet

### Other Materials

- blocks
- cans and boxes of food, plastic grocery bags
- roll paper, washable markers, colored paper, bowls, glue sticks, reusable adhesive

### 2 MORE! BIBLE DISCOVERY

Use all these activities to help children *tell what people in Jesus’ church did to follow Him*.



**More! Sing and Pray**



**Bible Time—Another Way!**  
The Church Follows Jesus



**More! Bible Review**



**More! Bible Memory**

- *Resources* audio tracks, Teaching Picture 7

- media player, heart stickers, Bible, container of pennies, bowl of grapes

### 3 MORE! GROW AND GO

Use one or more of these learning centers to help children *share with church friends*.



**Quick Step**  
Scout Puppet Story



“I Will Share” Pledge

**Saying Good-bye**

- *Resources* Scout’s Investigation printable file, Scout puppet

- *Heart Tugs* issue 7
- *Heart Tugs* issue 7

- masking tape, scissors, Bible

- colored pencils

# More! Getting Started (10–15 minutes)

- 1** Use one or more of these learning centers to help children **explore** what it means to share.

## Transition Time

- Greet new arrivers, giving each a name tag.
- Gather children to play Sharing Charades. Let each child take a turn pretending to share something while the rest of the class guesses what it is.
- Serve a snack. Follow your congregation's policy for restroom breaks.

## Quick Step Why Share?

SAY: **When we share with others, we are listening to and following Jesus. ♥ We can share with church friends. Let's build towers and share with church friends. The more we share, the more fun we can have.**

Have Scout hand two blocks to each child. Divide children into pairs. Tell the pairs to share their blocks and build small towers. Finally, have all the children share their blocks and build one big tower.

ASK: **Why is it better to share with others?**

**Who are we following when we share?** (Jesus)

## Food Pantry

Before class, set up a food pantry by stacking the food on a table.

SAY: **We follow Jesus when we listen to Him and do what He says. Jesus taught us to share with others. ♥ We can share with church friends. One way we can share is by giving food to people who need it. Let's pretend we are doing that.**

Divide children into two groups: the givers and the receivers. Have the givers stand behind the table and ask the receivers what they would like, placing the selected items in bags. Then the receivers can say thank you and pretend to take the food home. Let children switch roles.

ASK: **How does it feel to share with others?**

**How do you feel when someone shares with you?**

## "We Share!" Mural

Before class, print "We Share!" in large block letters on the roll paper.

SAY: **♥ We can share with church friends. When we share with others, we are following Jesus. We are doing what Jesus said to do. Let's show others what it means to share.**

Read the mural. Have children tear the colored paper into small pieces and put the pieces in bowls. As they glue the pieces to the mural, encourage them to share the pieces and the glue sticks. Help children print their names. Display the mural in the hallway to share with others.

ASK: **What things did you share with others?** (paper, glue, mural)

**Who do you share with?**

### Especially for 4s!



Write outline letters for the words "We Share!" on seven sheets of paper, one letter per page. Give each child one page and encourage children to color their letters. When everyone is done, post the letters in order. Talk about how the children have shared to create the message.

## Focus

♥ We can share with church friends.

**Save all visuals for reuse throughout the quarter.**

### Materials

Scout puppet, blocks



### Materials

cans and boxes of food (real or pretend), plastic grocery bags



### Teaching Tip

Instead of or in addition to the food pantry, pretend to have a clothing or toy giveaway.

### Materials

roll paper, washable markers (or crayons), colored paper (or tissue paper), bowls, glue sticks, reusable adhesive



### Something More!

The Especially for 4s! activity may be less frustrating for some children.

### Teaching Tips

Have fewer glue sticks than children.

Let children draw pictures of items they can share.



## Focus

♥ We can share with church friends.

# More! Bible Discovery (20–25 minutes)

- 2 Use all these activities to help children **tell what people in Jesus' church did to follow Him.**

### Materials

*Resources* audio track 3, media player, heart stickers



### Materials

*Teaching Picture* 7, Bible, container of pennies, bowl of grapes



### Teaching Tip

Remember to check food allergies and have alternative fruit available.



### Materials

Bible



### Something More!

Teach the Bible Memory motions from the *Resources* files.

Print copies of the unit 2 Bible Memory poster. Encourage children to give one away.

## More! Sing and Pray

Sing "These Feet, Hands, and Heart."

**PRAY: Dear God, thank You for sending Jesus so we can follow His example. Help us to be like Him and share with others. In Jesus' name, amen.**

As you place several heart stickers on yourself, SAY: **One for me. One for me . . . The Bible says we should follow Jesus. When we follow Jesus, we show love for others and share with others. Am I following Jesus if I keep all these stickers?** Allow responses. Share the stickers. **Today's Bible story tells how people in the first church shared.**

## Bible Time—Another Way!

SAY: **After Jesus went back to Heaven, Jesus' followers told other people about Him. These people became the first church. We can read about the first church in the book of Acts. Show Acts. The Bible tells us that the first church met together and shared God's Word. Let's share God's Word and look at what it teaches.** Pass around the Bible and picture.

**When the first church met, they ate bread and drank juice to remember Jesus the way He had said they should. Today we call this the Lord's Supper, or Communion. The first church also prayed and praised God. Let's pray and praise God too.** Ask volunteers to pray. Lead in a praise song, such as "God Is So Good."

**People in the first church shared everything they owned. They shared their money. Have each child give a penny to the child next to him. They shared their homes. They shared their food.** Pass grapes for children to share. **The people were happy to do this.**

**Some followers of Jesus sold their land and things they owned. Then they shared the money. A man named Barnabas sold a field and gave all the money to Jesus' followers so that they could help others. We can follow Jesus by sharing too. ♥ We can share with church friends.**

## More! Bible Review

Have children stand in a circle. SAY: **Let's pretend we are the first church and share answers to some questions. When I ask a question, I want someone to raise his hand and give me the answer. Then everyone repeat the answer together.**

ASK: **Who did the people in the first church praise?** (God)

**What did the people sell?** (land and things they owned)

**How did the people feel when they met in their homes and shared their food?** (happy)

## More! Bible Memory Mark 16:15

Have children hold hands. **Listen while I share the Bible Memory with you. Read Mark 16:15. Let's share the verse together. I will say part of it, and then you can repeat it together.** Say each phrase of the verse and the reference, pausing for the children to repeat the phrases. Repeat several times and have the children walk in a circle while saying the verse.

## More! Grow and Go (15–20 minutes)

- 3** Use one or more of these learning centers to help children **share with church friends**.

### Focus

♥ We can share with church friends.

### Quick Step Scout's Investigation

Before class, print and cut out five pairs of footprints and one magnifying glass. Use masking tape to secure the footprints in sets on the floor. Scout comes in, looking through the magnifying glass, following the footprints. SAY: **Hey, Scout, what's happening? Are you following someone?** Scout whispers to you. **Wow! Let's tell the children.**

**Scout has been following some people around our church building. He wanted to know why they were sharing.** Scout examines the first set of footprints. **Scout started his investigation at the front door. He saw people sharing handshakes and smiles.** Shake Scout's paw.

Scout examines the next set. **Next, Scout walked to the kitchen and saw some people sharing work. They were preparing cups of juice and trays of bread for serving the Lord's Supper.**

Scout examines the next set. **Scout tiptoed into the worship service and saw people sharing in praises to God, praying and singing together. He saw people sharing money, putting it in the offering plate.**

Scout examines the next set. **Then Scout went to a classroom and saw children sharing snacks together.** Scout rubs his belly.

Scout examines the last set. **Finally, Scout came into our room and saw you sharing God's Word.** Show your Bible. **Scout thinks he knows why everyone is sharing. He thinks it's because they are following Jesus. What do you think?** Allow responses.

ASK: **Why do the people in our church share?** (because they want to be like Jesus)

**How do you share with church friends?**

### Materials

Resources Scout's Investigation printable file, masking tape, Scout puppet, scissors, Bible



### "I Will Share" Pledge

SAY: **We can follow Jesus. ♥ We can share with church friends. Let's promise to share with each other.**

Show the "I Will Share" in *Heart Tugs*. Have children stand, place right hands over hearts, and repeat the pledge. Then have children circle the pictures of things they have that they can share with church friends.

ASK: **Name some things you will share with church friends.**

**Name some friends you will share with.**

**Especially for 4s!**



Have children repeat each phrase, line by line, after you. Discuss each picture, as children decide which pictures they want to circle.

### Materials

*Heart Tugs* issue 7, colored pencils



### Saying Good-bye

- Gather children to play "I Spy Something to Be Shared." One at a time, describe items that can be shared. Give clues until children guess.

- Be sure children have projects made in class and this week's *Heart Tugs*. Encourage parents to review the "I Can Share" pledge with their children. Note: A *Family Together Time* family page is available online for families to download. 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.

### Cleanup

Sing "Cleanup Song," found in the *Resources Teacher Helps* files. Use Scout to encourage children as they clean. He can praise children for sharing in the work to be done.



# Saul Begins to Follow Jesus

## Lesson 8



**Scripture:** Acts 9:1-22

**Bible Memory:** Mark 16:15

“Go everywhere in the world. Tell the Good News to everyone.” (ICB)

“Go ye into all the world, and preach the gospel to every creature.” (KJV)

**Focus:** ♥ We can follow Jesus.











### Heart to Heart Teacher Devotion

Few people have a conversion experience as impressive as Saul’s. Saul was given a choice. He could have rejected Jesus’ directions. Instead, Saul chose to obey and follow Jesus. No matter what the experience, each conversion is important. Share the story of your conversion with the children in your class. Tell them that you, like Saul, made the right choice and are obeying Jesus’ directions.

### Bible Background for the Teacher

Saul was a Pharisee who separated himself from others in order to adhere strictly to the Old Testament law and to the oral laws that had come into practice. Saul understood the Jewish legal system. He was so zealous in his belief that the followers of Jesus needed to be silenced that he guarded the clothing for those who stoned Stephen (Acts 7:58). Saul was on his way to Damascus to arrest the “followers of Christ’s Way” (9:2) when Jesus spoke to him.

## Lesson 8 at a Glance

<p><b>1 GETTING STARTED</b></p> <p>Use one or more of these learning centers to help children <i>explore obeying directions</i>.</p>	 <b>Quick Step</b> Directions Game   Flavored Drink   Directing Traffic	<p><b>Immerse Materials</b></p> <ul style="list-style-type: none"> <li>• <i>Resources</i> Directions Game printable file</li> </ul>	<p><b>Other Materials</b></p> <ul style="list-style-type: none"> <li>• large paper clip, pencil, construction paper, scissors, reusable adhesive</li> <li>• instant drink mix, sugar, water, pitcher, measuring cups, large spoon, cups</li> <li>• white gloves, hand-held stop sign (optional: whistle)</li> </ul>
<p><b>2 BIBLE DISCOVERY</b></p> <p>Use all these activities to help children <i>tell how Saul became a follower of Jesus</i>.</p>	 <b>Sing and Pray</b>  <b>Bible Time</b> Saul Begins to Follow Jesus  <b>Bible Review</b>  <b>Bible Memory</b>	<ul style="list-style-type: none"> <li>• <i>Resources</i> audio tracks, <i>Resources</i> sheet 5 Saul and Ananias puppets 8a and 8b and sheet 7 story-in-a-bag road and house scenes, <i>Resources</i> “Saul Begins to Follow Jesus” and Unit 2 Bible Memory Motions printable files</li> </ul>	<ul style="list-style-type: none"> <li>• media player, Bible, 8 paper fasteners, 2 jumbo craft sticks, 9" x 12" gift bag, tape, flashlight</li> </ul>
<p><b>3 GROW AND GO</b></p> <p>Use one or more of these learning centers to help children <i>name what they can do to follow Jesus</i>.</p>	 <b>Quick Step</b> Flip and Follow Jesus   Follow the Leader   Following Jesus—Around the World (unit center)  <p><b>Closing the Hour</b></p>	<ul style="list-style-type: none"> <li>• <i>Make-n-Share</i> and stickers for lesson 8</li> <li>• <i>Resources</i> audio tracks</li> <li>• <i>Resources</i> sheet 5 assembled Saul puppet 8a and sheet 8 Follow Jesus Unit 2 poster, <i>Resources</i> Paper Plane printable file</li> <li>• <i>Heart Tugs</i> issue 8</li> </ul>	<ul style="list-style-type: none"> <li>• washable markers, blunt-tip scissors</li> <li>• media player, Bible</li> <li>• unit center supplies, pictures of missionaries</li> </ul>

# Getting Started (10–15 minutes)

- 1** Use one or more of these learning centers to help children **explore obeying directions**.

## Welcome

- Use Scout to greet the children.
- Place a name tag on each child, gather necessary information from the adult bringing the child, then guide the child to a learning center.
- Provide a container in which children can place their contribution money.

## Quick Step Directions Game

Before class, print and cut out a copy of the Directions Game spinner board. Attach the sheets of construction paper to four different walls.

SAY: **When we follow someone it means that we do what that person does or what he or she says to do. ♥ We can follow Jesus. We can obey His directions to us. Let's practice obeying directions.**

Stand with children in the center of the room. Using a pencil to hold the paper clip in place on the board, spin the paper clip and call out the color toward which children should walk. Add other instructions. (Examples: "Take four baby steps to the red" or "Go one giant step to the blue.")

ASK: **Is it easy or hard to obey directions?  
Who gives you directions to obey?**

### ***Epecially for 4s!***

Stand together in the center of the room, and have Scout spin the paper clip. Model actions as you give the class specific directions to obey, such as "Hop twice toward the red" or "Take three tiptoe steps to the green."

## Flavored Drink

SAY: ♥ **We can follow Jesus. To follow Jesus means we do what Jesus did or what He said we should do. We can obey His directions. Let's think about why it is important to obey directions. We will follow directions in this recipe.**

Show and read the directions on the packet. Discuss what would happen if you did not obey the directions, such as how much sugar and water to use, using cold water, or using the correct size of pitcher. Obey the directions together and make the drink. Then enjoy the drink as you discuss other recipes and cooking directions children may know about.

ASK: **Why do we obey directions?  
What are some other directions we obey?**

## Directing Traffic

SAY: **We can choose whom we want to follow. ♥ We can follow Jesus and obey His directions. Let's pretend to be cars and obey the traffic director's instructions.**

Put on white gloves. Model how to direct traffic, using the stop sign. Show the children how to obey your directions to start or stop, go fast or slow. Let children take turns being the traffic director.

ASK: **Was it easy or difficult to obey the traffic director?  
Why is it important to obey directions?**

## Focus

♥ We can follow Jesus.

**Save all visuals for reuse throughout the quarter.**

### Materials

*Resources* Directions Game printable file; 1 sheet each of red, yellow, green, and blue construction paper; pencil; large paper clip; reusable adhesive (optional: Scout puppet)



### Teaching Tip

For a sturdier spinner, glue the spinner board to the bottom side of a heavy-duty paper plate. Push a pushpin in the center for the paper clip to spin on.

### Materials

instant drink mix, sugar, water, pitcher, measuring cups, large spoon, cups



### Teaching Tip

Check for food allergies, especially red dye if using a red drink mix.

### Materials

white gloves, hand-held stop sign (optional: whistle)



*Special Needs* Offer behind-the-head earmuffs or noise-canceling headphones for children who experience noise sensitivity.

### Cleanup

Give specific directions as children help clean.



## Focus

♥ We can follow Jesus.

# Bible Discovery (20–25 minutes)

2

Use all these activities to help children **tell how Saul became a follower of Jesus.**

### Materials

Resources audio tracks 3 and 6, media player, Bible



### Materials

Resources sheet 5 Saul and Ananias puppets 8a and 8b and sheet 7 story-in-a-bag road and house scenes, 8 paper fasteners, 2 jumbo craft sticks, 9" x 12" gift bag, tape, flashlight



### Before Class

Tape the scenes on opposite sides of the bag. Assemble puppets and attach sticks to the backs. Place puppets in bag. (Note: Scenes may have been prepared for lesson 2.)



### Materials

Resources audio track 9 and "Saul Begins to Follow Jesus" printable file, media player



### Materials

Resources Unit 2 Bible Memory Motions printable file, Bible



### Something More!

Shine a flashlight on a child's chest. That child can say the verse.

## Sing and Pray

Sing "These Feet, Hands, and Heart" and "Tell the Good News to Everyone."

**PRAY: Dear God, help us to follow Jesus and obey His directions. In Jesus' name, amen.**

Have children follow your directions. **SAY: Touch your nose. Pat your head. Touch your knees. Thank you for following my directions. The Bible has directions for us to obey. When we obey, we are following Jesus. Our Bible story today is from the book of Acts, chapter 9. Show Acts 9. It's about a man who obeyed directions and followed Jesus.**

## Bible Time

**SAY: The book of Acts tells about some of the first followers of Jesus. But not everyone wanted to follow Jesus. Some people wanted to hurt Jesus' followers. One of them was a man named Saul. Have a child hold Saul. Saul and his men decided to go to Damascus to find some of Jesus' followers and put them in jail. Have child move Saul in front of road scene.**

**As Saul and the men were walking, suddenly a light from Heaven flashed on Saul. Shine flashlight on Saul. Saul fell down. He heard a voice: "Saul, Saul, why do you want to hurt me?"**

**"Who are You, Lord?" Saul asked.**

**"I am Jesus," the voice said. "Get up. Go into the city. You will be told what to do."**

**Do you think Saul followed Jesus' directions? Yes, he did! When Saul stood up, he couldn't see, so his men had to help him. Have child show Saul in front of house scene. Saul's eyes were blind for three days. He didn't eat or drink, but he did pray.**

Have another child show Ananias. **The Lord said to a follower named Ananias, "Go see Saul." Ananias knew Saul did not like Jesus' followers. Do you think he followed Jesus' directions? Yes, he did! He went to Saul. Have the two children show Ananias and Saul together. Ananias said, "Jesus has sent me." When he put his hands on Saul, God healed Saul's eyes and Saul could see again! Then Saul got up and was baptized.**

**Saul became a follower of Jesus. He began to tell others the good news about Jesus. ♥ We can follow Jesus too.**

## Bible Review

Before class, print "Saul Begins to Follow Jesus" and practice the motions. Play the activity and lead children in the motions.

**ASK: What happened on the road to Damascus?** (Saul was blinded by a bright light. Jesus spoke to Saul.)

**What did Saul do after he could see again?** (told others about Jesus)

## Bible Memory Mark 16:15

Before class, print the Bible Memory motions. **SAY: The words in our Bible Memory are important directions that Jesus said to His followers. We can follow those directions too. Let's practice following directions.** Read Mark 16:15. Have the children follow you as you do the motions.



## Grow and Go (15–20 minutes)

- 3** Use one or more of these learning centers to help children **name what they can do to follow Jesus**.

### Focus

♥ We can follow Jesus.

### Quick Step Flip and Follow Jesus

SAY: ♥ We can follow Jesus like Saul did. Let's make a flip page that can help us name things we can do to follow Jesus.

Assist children in completing their Flip and Follow Jesus page. Note: Make sure the children cut only on the solid black lines. As they fold the flaps to change the boy's clothing, talk about different ways to follow Jesus named on the activity. Go over the words several times so the children are familiar with them.

ASK: **What are some things we can do to follow Jesus?** (share, help, give, love, be kind, obey)

**What will you do this week to follow Jesus?**

#### ***Especially for 4s!***

Help 4s complete the page. Let them have fun as they create different combinations on the boy. Talk about specific ways to follow Jesus.

### Follow the Leader



SAY: ♥ We can follow Jesus just as Saul did. Saul listened to Jesus' directions and obeyed them. Then Saul began to tell others about Jesus. Let's tell what we can do to follow Jesus.

Have children form a line behind you, holding on to one shoulder of the child in front of them. Hold up the Bible as you march to "Tell the Good News to Everyone." Have an assistant pause the music. When the music pauses, the group should freeze as you name a way to follow Jesus. Hand the Bible to the child behind you and go to the end of the line. Continue until every child gets an opportunity to lead and share.

ASK: **Name some people you follow. Why do you follow them?**

**Why is Jesus the best person to follow?**

### Following Jesus—Around the World (unit center)

Before class, print the plane instructions. Take one plane and print "Mark 16:15" on a wing. Unfold and print copies, one per child.

Show the poster and the puppet. SAY: **God told Saul to go! Saul became a missionary and went to different cities and countries to tell people the good news about Jesus. ♥ We can follow Jesus and be missionaries too. Let's talk about missionaries.**

Discuss pictures of missionaries your congregation supports. On a world map, find the countries the missionaries serve in. After children complete their own planes, have them say Mark 16:15 as they fly them.

ASK: **What can you do to follow Jesus?**

**Where can you follow Jesus?**

### Closing the Hour

• Be sure children who are leaving have their projects and this week's *Heart Tugs*. Encourage parents to think of ways they can help their children follow Jesus this week. Note: A *Family Together Time* family page is available online for families to download. See [www.21stcc.com](http://www.21stcc.com).

### Materials

*Make-n-Share* and stickers for lesson 8, washable markers (or crayons), blunt-tip scissors



### Materials

*Resources* audio track 6, media player, Bible

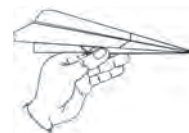


### Materials

*Resources* sheet 5 assembled Saul puppet 8a and sheet 8 Follow Jesus unit 2 poster,



*Resources* Paper Plane printable file, unit center



supplies (see unit 2 pages), pictures of missionaries

### Something More!

Place a world map on the floor. Let children land their planes on different countries and pretend to tell the people there about Jesus.

### Teaching Tip

Before class, complete plane instructions 1 and 2.

# Saul Begins to Follow Jesus

## Lesson 8 Extra Hour



**Scripture:** Acts 9:1-22

**Bible Memory:** Mark 16:15

“Go everywhere in the world. Tell the Good News to everyone.” (ICB)

“Go ye into all the world, and preach the gospel to every creature.” (KJV)

**Focus:** ♥ We can follow Jesus.

### Heart to Heart Teacher Devotion

Few people have a conversion experience as impressive as Saul’s. Saul was given a choice. He could have rejected Jesus’ directions. Instead, Saul chose to obey and follow Jesus. No matter what the experience, each conversion is important. Share the story of your conversion with the children in your class. Tell them that you, like Saul, made the right choice and are obeying Jesus’ directions.

### Bible Background for the Teacher

Saul was a Pharisee who separated himself from others in order to adhere strictly to the Old Testament law and to the oral laws that had come into practice. Saul understood the Jewish legal system. He was so zealous in his belief that the followers of Jesus needed to be silenced that he guarded the clothing for those who stoned Stephen (Acts 7:58). Saul was on his way to Damascus to arrest the “followers of Christ’s Way” (9:2) when Jesus spoke to him.

## Lesson 8 at a Glance—Extra Hour

### 1 MORE! GETTING STARTED

Use one or more of these learning centers to help children *explore obeying directions*.



**Quick Step**  
A List of Directions



Street Signs



Drawing Directions

### Immerse Materials

• *Resources* Street Signs printable file

### Other Materials

- family living center supplies, dolls, whiteboard, dry-erase markers
- glue, paint-stirring sticks, toy cars and trucks
- paper, drawing utensils

### 2 MORE! BIBLE DISCOVERY

Use all these activities to help children *tell how Saul became a follower of Jesus*.



**More! Sing and Pray**



**Bible Time—Another Way!**

Saul Begins to Follow Jesus



**More! Bible Review**



**More! Bible Memory**

• *Resources* audio tracks, *Resources* “Saul Begins to Follow Jesus” printable file, *Teaching Picture* 8

• media player, Bibles, flashlights

### 3 MORE! GROW AND GO

Use one or more of these learning centers to help children *name what they can do to follow Jesus*.



**Quick Step**  
Scout Puppet Story



Follow Jesus Path

**Saying Good-bye**

• Scout puppet

• *Heart Tugs* issue 8

• *Heart Tugs* issue 8

• dog collar and leash

• pencils

# More! Getting Started (10–15 minutes)

- 1** Use one or more of these learning centers to help children **explore obeying directions**.

## Transition Time

- Greet new arrivers, giving each a name tag.
- Gather children to play Simon Says. Encourage children to take turns being Simon and giving directions while the rest of the class obeys.
- Serve a snack. Follow your congregation's policy for restroom breaks.

## Quick Step A List of Directions

SAY: ♥ We can follow Jesus. We follow Jesus when we do what Jesus did or what He said we should do. We obey His directions too. Let's think about directions we obey.

Guide children to set up a home and school. Let them play adult parts (Examples: parents, grandparents, schoolteachers), getting children up, fed, and taken to school; teaching; and so on. You may need to pretend to be one of the adults giving directions to get children started. Tell them you are going to write on the board any directions you hear them give. After a few minutes, read the list and let the children add to it.

ASK: **Do you always obey your parents' directions? your teacher's directions?**

**What happens when you obey? What happens when you don't obey?**

## Street Signs

Before class, print the street signs (in color) and glue each to a stick.

SAY: **There are lots of people we can follow. We can follow our parents, our teachers, or our friends. Who is the best person to follow?** Allow responses. **Yes, ♥ we can follow Jesus and obey His directions. Let's think about obeying directions.**

Assign some children to be drivers and others to be police officers directing traffic. Let the drivers move the cars and trucks as the officers hold up the signs and give directions to obey. (Officers may want to write tickets for drivers who do not obey.) Let children play each role.

ASK: **What would happen if you didn't follow traffic directions?**

**What directions do you have to obey?**

**Why do you have to obey directions?**

## Drawing Directions



SAY: ♥ We can follow Jesus. We can do the things He did. We can do the things He said to do. And we can obey His directions. Let's follow and obey some directions.

Set all drawing utensils in the center of the table. Give the class specific directions to follow to draw a picture. (Examples: Color the bottom of your page green. Use a blue crayon to draw a cloud. Draw three red lines with chalk.)

ASK: **Was it easy or difficult to follow my directions?**

**What are some directions you obey every day?**

## Focus

♥ We can follow Jesus.

**Save all visuals for reuse throughout the quarter.**

### Materials

family living center  
supplies, dolls,  
whiteboard, dry-erase markers



### Teaching Tip

Read Learning Centers from the *Resources Teacher Helps* printable files for ideas in setting up a family living center.

### Materials

*Resources* Street Signs  
printable file, glue, paint-  
stirring sticks, toy cars and  
trucks (optional: paper, pencils)



The strong visuals that are used with this activity make it a natural choice for children with learning differences.

### Materials

paper, drawing utensils  
(crayons, chalk, colored  
pencils, and/or markers)



### Something More!

Go around the table and have each child think of one direction to give.

## Focus

♥ We can follow Jesus.

# More! Bible Discovery (20–25 minutes)

**2** Use all these activities to help children **tell how Saul became a follower of Jesus.**

### Materials

*Resources* audio track 3, media player, Bible, flashlights



### Teaching Tip

If you do not have flashlights, print Flashlights from the *Resources* printable files onto card stock and cut out (or purchase finger lights). See Unit 2 pages for more information.

### Materials

*Resources* audio track 9 and “Saul Begins to Follow Jesus” printable file, media player, *Teaching Picture 8*



### Teaching Tip

Dim the classroom lights to enhance the flashlight fun.

### Materials

flashlights



### Materials

Bibles, flashlights



### Something More!

Review the unit 2 Bible Memory motions from the *Resources* file.

## More! Sing and Pray

Sing “These Feet, Hands, and Heart.”

**PRAY:** Dear God, thank You for sending Your Son, Jesus, to be the best example for us to follow. Help us to listen and obey His directions. In Jesus’ name, amen.

Hand out flashlights and have children shine them on the Bible. **SAY:** Flashlights shine and give us directions to go in dark places. The Bible is like a light. It gives us directions to obey and tells us who we should follow. The Bible helps us know ♥ we can follow Jesus. Have children turn off their flashlights. Shine yours on Acts 9. **The book of Acts, chapter 9, tells about a man who saw a bright light and met Jesus. Let’s act out his story.**

## Bible Time—Another Way!

Before class, print a copy of “Saul Begins to Follow Jesus” activity. Listen to the activity and be ready to lead the motions.

**SAY:** The book of Acts says that the first followers of Jesus shared everything they had. They showed love to each other. They went everywhere in the world and told about Jesus to everyone. But not everyone liked the followers of Jesus. A man named Saul did not like them. He wanted to hurt Jesus’ followers and arrest them and put them in jail.

Saul went to the city of Damascus to arrest some of Jesus’ followers, but something happened on the way. Let’s listen carefully. We can follow and obey the directions. Play the Bible story activity and lead children in the motions.

Show the teaching picture. **After Jesus spoke to Saul, Saul followed Jesus. Saul obeyed Jesus’ directions. ♥ We can follow Jesus too. We can obey His directions.**

## More! Bible Review

**SAY:** Listen and obey my directions. If the answer to my question is yes, turn on your flashlight. If the answer is no, turn off your flashlight.

**ASK:** Does the book of Acts tell about the first followers of Jesus? (yes)

Did everyone love Jesus’ followers? (no)

Was Saul going to New York City when a light stopped him? (no)

Did Jesus speak to Saul? (yes)

Could Saul see after the bright light went away? (no)

Did Saul obey Jesus and go to Damascus? (yes)

Did Saul get baptized and follow Jesus? (yes)

## More! Bible Memory Mark 16:15

Read Mark 16:15. Hand flashlights to half of the children and Bibles to the rest. **SAY:** Follow my directions. When I hold up my flashlight, I want the children with flashlights to stand, shine their lights, and say the first part of the Bible Memory with me. When I hold up my Bible, I want the children with Bibles to stand, hold up their Bibles, and say the second part with me. Lead children in saying the verse several times. Then have the groups switch objects and say the verse again.

## More! Grow and Go (15–20 minutes)

- 3** Use one or more of these learning centers to help children **name what they can do to follow Jesus.**

### Focus

♥ We can follow Jesus.

### Quick Step Scout Gets Lost

Before the activity, put the collar and leash on Scout.

Lead Scout in. SAY: **Scout, it looks like you've been out for a walk. Was it fun?** Scout shakes head no. **Oh, what happened?** Scout whispers to you. **Uh-oh! Listen to how Scout made a mistake.**

Scout sits. **Scout's family took him to the park and gave him some directions: "Scout, we will take off your leash, but you cannot run away. You must stay with us."** Take the leash off Scout.

**Scout and his family took a walk in the woods. Suddenly, Scout smelled something!** Scout sniffs the air. **He saw something hopping in the bushes. It was a rabbit! Scout forgot all about the rules and ran off, chasing the rabbit.** Scout pretends to chase a rabbit. **Scout heard his family calling him. "Scout, come back!" But Scout was too excited. He kept running.**

**Finally, Scout stopped and looked around.** Scout looks around. **He was lost and scared. He wished he had obeyed. Scout walked around until his family found him. They were happy to see him, even though he had not followed their directions. Scout has learned his lesson. He is going to follow directions!**

ASK: **What happened when Scout did not obey?** (He got lost.)

**Who is the best person to follow and obey?** (Jesus)

**What can you do to follow and obey Jesus?**

### Follow Jesus Path



SAY: ♥ **We can follow Jesus. We can follow Him by doing what He says. Let's walk a path and find some ways to follow Jesus.**

Work through the path as a group. Pause to talk about each situation shown along the path. Be sure children understand that following Jesus sometimes includes following other people's directions also. Encourage each child to name a favorite way to follow Jesus.

ASK: **What can you do to follow Jesus?**

**Where will you follow and obey Jesus this week?**

### Saying Good-bye

- Gather children to play Simon Says. Let children take turns giving the rest of the class simple directions to follow.
- Be sure children have projects made in class and this week's *Heart Tugs*. Encourage parents to ask their children to name the ways to follow Jesus pictured on the path. Note: A *Family Together Time* family page is available online for families to download. 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.

### Materials

Scout puppet, dog collar and leash (or ribbon)



### Materials

*Heart Tugs* issue 8, pencils



### Cleanup

Sing "Cleanup Song," found in the *Resources*

Teacher Helps files, as you encourage each child to find one thing he can do to serve God and help clean your room. Praise children as they serve.





# Lydia Follows Jesus

## Lesson 9



**Scripture:** Acts 16:13-15

**Bible Memory:** Mark 16:15

“Go everywhere in the world. Tell the Good News to everyone.” (ICB)

“Go ye into all the world, and preach the gospel to every creature.” (KJV)

**Focus:** ♥ We can learn about Jesus.











### Heart to Heart Teacher Devotion

Listening to God involves the use of all senses, but especially the heart and mind. The Bible says God opened the heart of Lydia. Lydia could hear with her ears the words of Paul about Jesus, but it wasn't until she listened with her heart that she understood and believed. May your heart and the small hearts in your classroom be open to listen to, learn about, and follow Jesus, our Savior.

### Bible Background for the Teacher

Lydia was from the Greek city of Thyatira, a city famous for its dyeing. Lydia lived in Philippi, where she was in business selling purple dyes or dyed goods. Evidently there was no synagogue in Philippi, so Lydia went to worship God at a designated place of prayer on the riverbank just outside the city. Lydia and her household were Paul's first converts to Jesus Christ in Macedonia. Paul and his friends stayed at Lydia's home while continuing their ministry in Philippi.

## Lesson 9 at a Glance

<p><b>1 GETTING STARTED</b> Use one or more of these learning centers to help children <i>explore listening</i>.</p>	 <b>Quick Step</b> Name That Tune   Listen with Your Eyes   Sound Jars	<p><b>Immerse Materials</b></p> <ul style="list-style-type: none"> <li>Scout puppet</li> </ul>	<p><b>Other Materials</b></p> <ul style="list-style-type: none"> <li>familiar children's songs, media player</li> <li>small jars, sound items (see activity), paper, tape</li> </ul>
<p><b>2 BIBLE DISCOVERY</b> Use all these activities to help children <i>tell what happened when Paul met Lydia</i>.</p>	 <b>Sing and Pray</b>   <b>Bible Time</b> Lydia Follows Jesus   <b>Bible Review</b>   <b>Bible Memory</b>	<ul style="list-style-type: none"> <li><i>Resources</i> audio tracks; <i>Resources</i> sheet 5 Saul (Paul) puppet 8a, sheet 6 Lydia puppet 9a, and sheet 7 story-in-a-bag road scene</li> </ul>	<ul style="list-style-type: none"> <li>media player, whiteboard, dry-erase markers, Bible, 9" x 12" gift bag, 4 paper fasteners, jumbo craft stick, tape, purple paper</li> </ul>
<p><b>3 GROW AND GO</b> Use one or more of these learning centers to help children <i>thank God for people who help them learn about Jesus</i>.</p>	 <b>Quick Step</b> Learn About Jesus Picture Albums   Following Jesus—Around the World (unit center)   Go and Tell  <b>Closing the Hour</b>	<ul style="list-style-type: none"> <li><i>Teaching Picture</i> 9, <i>Make-n-Share</i> and stickers for lesson 9</li> <li><i>Heart Tugs</i> issue 9</li> </ul>	<ul style="list-style-type: none"> <li>crayons, blunt-tip scissors, tape</li> <li>unit center supplies, paper, drawing mediums, hole punch, yarn, hard candy, gum, padded envelope</li> <li>Bibles</li> </ul>

# Getting Started (10–15 minutes)

- 1** Use one or more of these learning centers to help children explore listening.

## Welcome

- Use Scout to greet the children.
- Place a name tag on each child, gather necessary information from the adult bringing the child, then guide the child to a learning center.
- Provide a container in which children can place their contribution money.

## Quick Step Name That Tune

**SAY: Today we will learn about a lady who listened and learned about Jesus. ♥ We can learn about Jesus too. Let's practice listening with our ears.**

Play the first tune. As soon as children recognize the tune, have them jump up and name the song. Sing the song before playing another clip. Have children think of other tunes they know. They can take turns humming tunes for the rest of the class to guess. Discuss what makes each song different and how we can tell what song it is.

**ASK: What is your favorite tune you listen to?  
Who do you listen to?**

## Listen with Your Eyes

**SAY: When we follow Jesus, we do what He does and we do what He says we should do. ♥ We can learn about Jesus by listening to Him. Let's play a game. We will listen and learn without anyone saying anything.**

Explain the game of charades. Let Scout tap a child on the shoulder to begin. That child will act out, without using any words, a person or thing he can listen to. The rest of the class will guess who or what is being acted out. If a child cannot think of an idea, whisper one to him. (Examples: birds, teacher, parent, different animals, minister, police officer) Continue until every child has had a turn.

**ASK: What are some things that you listen to?  
Who should you listen to?**

### ***Especially for 4s!***

Have Scout choose a child. Take the child aside and whisper what to act out. Scout can help the child act out the person or thing.

## Sound Jars



Before class, wrap a piece of paper around each jar so that you cannot see inside the jar. Place one of the sound items in each jar.

**SAY: If we want to follow Jesus, we need to learn about the things He did and the things He said to do. ♥ We can learn about Jesus by listening. Let's explore what it means to listen.**

Encourage children to shake the jars and listen with their ears to guess what is in each jar. After guessing and looking in the jars, let children search the room and secretly put new items in the sound jars.

**ASK: Why is it important to listen? (We learn by listening.)  
Who is it important to listen to? (parents, adults, teachers, Jesus)**

## Focus

♥ We can learn about Jesus.

**Save all visuals for reuse throughout the quarter.**

### Materials

familiar children's songs, media player



### Other Familiar Children's Tunes

"Zacchaeus"  
"ABCs"  
"Jesus Loves Me"  
"Head and Shoulders"  
"God Is So Good"

### Materials

Scout puppet



### Something More!

Talk about people who are hearing impaired and how they listen. Discuss sign language, and teach the children some simple signs.

### Materials

small jars (or bags or boxes), sound items to place in jars (rock, water, cotton ball, coin, rice or cereal, etc.), paper, tape



### Teaching Tip

For younger children, use brown paper lunch bags.

### Cleanup

Have Scout bark when he sees something that needs to be cleaned.



## Focus

♥ We can learn about Jesus.

# Bible Discovery (20–25 minutes)

**2** Use all these activities to help children **tell what happened when Paul met Lydia.**

### Materials

*Resources* audio tracks 3 and 6, media player, whiteboard, dry-erase markers, Bible



### Materials

*Resources* sheet 5 Saul (Paul) puppet 8a, sheet 6 Lydia puppet 9a, and sheet 7 story-in-a-bag road scene; 9" x 12" gift bag; 4 paper fasteners; jumbo craft stick; tape; purple paper



### Before Class

Tape the road scene on one side of the bag. Assemble the Lydia puppet and attach the craft stick. Place Paul and Lydia inside the bag. (Note: The Saul [Paul] puppet was assembled for lesson 8.)



### Teaching Tip

Keep younger children from being distracted by not shaking your paper each time you say "Lydia."

### Materials

purple paper, tape



### Materials

*Resources* audio track 6, media player, Bible



### Something More!

Review the unit 2 Bible Memory motions in the *Resources* files.

## Sing and Pray

Sing "These Feet, Hands, and Heart" and "Tell the Good News to Everyone."

**PRAY: Dear God, thank You for giving us hearts and minds. Help us to listen to You. In Jesus' name, amen.**

Draw a stick figure with enormous ears. SAY: **Do you see anything special about this person?** Allow responses. **Do you think big ears can help a person listen better?** Allow responses. **No, it doesn't matter if our ears are big or small. Our Bible story today is from the Bible book of Acts, chapter 16. Show Acts 16. Let's use our ears to listen.**

## Bible Time

Give each child a sheet of purple paper. SAY: **Whenever I shake my purple paper, I want you to shake your purple paper too. Listen to find out why your paper is purple.**

**The book of Acts tells about the life of Saul. Show Saul. After Saul became a follower of Jesus, he wanted everyone to know about Jesus. Saul became a missionary and traveled to other cities and countries. Soon Saul became known as Paul. Show Paul in front of road scene.**

**One day Paul and his friends traveled to the city of Philippi and went to the river to pray. When they got there, several women were there. One of the women was named Lydia. Shake paper. Show Lydia. Lydia had an interesting job. She sold special purple cloth. Now you know why we are waving purple paper!**

**Lydia worshipped God, but she did not know about Jesus, so she listened carefully to what Paul said about Jesus. Act out talking and listening with the puppets. Lydia listened, and she believed with her heart what Paul said about Jesus, God's Son. Lydia and her family decided to be baptized. Lydia became a follower of Jesus!**

**Lydia invited Paul and his friends to stay at her house. Have Paul follow Lydia. Lydia had listened to Paul and learned about Jesus. ♥ We can learn about Jesus too.**

## Bible Review

Have children roll their purple papers into tubes, securing them with tape. SAY: **Hold your paper tube up to your ear to listen to a question. If you know the answer, speak through your tube.**

ASK: **What did Saul's name become?** (Paul)

**Where did Paul speak to Lydia?** (beside a river)

**What was Lydia's job?** (sold purple cloth)

**How do you think Lydia felt when she heard about Jesus?**

**Who did Lydia decide to follow?** (Jesus)

## Bible Memory Mark 16:15

Read Mark 16:15. Ask the children to repeat the verse after you. Play "Tell the Good News to Everyone" as children travel around the room. Periodically, pause the song and select a child to share something about Jesus. Continue until every child has had an opportunity to share.

## Grow and Go (15–20 minutes)

- 3** Use one or more of these learning centers to help children **thank God for people who help them learn about Jesus.**

### **Quick Step Learn About Jesus Picture Albums**

Show teaching picture. SAY: **The Bible says that Lydia learned about Jesus from Paul. ♥ We can learn about Jesus from lots of people. Let's make a picture album of people who help us learn about Jesus. Then we will thank God for the people.**

Encourage children to add stickers and draw people who help them learn about Jesus. Suggest other people (Examples: grandparents, neighbors) they can draw. Let children show their albums, leading them to say, "I thank God for (name of person) because this person helps me learn about Jesus."

ASK: **Who helps you learn about Jesus?**

**How does that person help you learn about Jesus?**

### **Following Jesus—Around the World (unit center)**

SAY: **Paul was a missionary. He helped Lydia learn about Jesus. ♥ We can learn about Jesus too. We can thank God for people who help us and others learn about Jesus.**

Choose a missionary or church worker. Let children draw pictures about Jesus. Have them write "Thank you" and sign their names to their pictures. Punch holes down the sides and tie together to form a book. Make a title page that says "Thank You for Helping People Learn About Jesus!" Let children put the book, along with candy and gum, in the envelope. Lead children in praying for the receiver and thanking God for him.

ASK: **Who helps you learn about Jesus?**

**How does that person help you learn about Jesus?**

### **Go and Tell**

SAY: **♥ We can learn about Jesus. Paul helped Lydia learn about Jesus. We can be like Paul and help our friends learn about Jesus. Let's practice going and telling. Then we can thank God for people who help us learn about Jesus.**

Divide children into missionaries and listeners. Scatter the listeners into different "countries." When you say "Mark 16:15," have the missionaries carry Bibles and go tell someone something about Jesus. (Example: Jesus loves you.) Have groups switch roles. Encourage them to take turns thanking God for the other children who came and told them about Jesus.

ASK: **Who tells you about Jesus?**

**Who can you tell about Jesus?**

**Especially for 4s!**



Go to a child and say, "Jesus loves you." Take that child to another child and have him say the same thing. Take those two children and go to a third child. Continue until all children have told someone about Jesus.

### **Closing the Hour**

• Be sure children who are leaving have their projects and this week's *Heart Tugs*. Note: A *Family Together Time* family page is available online for families to download. See [www.21stcc.com](http://www.21stcc.com).

## **Focus**

♥ We can learn about Jesus.

### **Materials**

Teaching Picture 9,  
Make-n-Share and  
stickers for lesson 9,  
crayons (or colored pencils),  
blunt-tip scissors, tape (or glue)



### **Materials**

unit center supplies (see  
unit 2 pages), paper, draw-  
ing mediums (such as  
washable markers), hole punch,  
yarn, hard candy, gum, padded  
envelope



### **Teaching Tips**

Check correspondence and mailing guidelines for your missionary. Many Christians work in countries where mail is opened and read before it is delivered.

Do not send anything that could melt in the envelope.

### **Materials**

Bibles



### **Teaching Tip**

Especially for 4s! is a good option for small classes.



# Lydia Follows Jesus

## Lesson 9 Extra Hour

**Scripture:** Acts 16:13-15

**Bible Memory:** Mark 16:15

“Go everywhere in the world. Tell the Good News to everyone.” (ICB)

“Go ye into all the world, and preach the gospel to every creature.” (KJV)

**Focus:** ♥ We can learn about Jesus.










### Heart to Heart Teacher Devotion

Listening to God involves the use of all senses, but especially the heart and mind. The Bible says God opened the heart of Lydia. Lydia could hear with her ears the words of Paul about Jesus, but it wasn't until she listened with her heart that she understood and believed. May your heart and the small hearts in your classroom be open to listen to, learn about, and follow Jesus, our Savior.

### Bible Background for the Teacher

Lydia was from the Greek city of Thyatira, a city famous for its dyeing. Lydia lived in Philippi, where she was in business selling purple dyes or dyed goods. Evidently there was no synagogue in Philippi, so Lydia went to worship God at a designated place of prayer on the riverbank just outside the city. Lydia and her household were Paul's first converts to Jesus Christ in Macedonia. Paul and his friends stayed at Lydia's home while continuing their ministry in Philippi.

## Lesson 9 at a Glance—Extra Hour

<b>1 MORE! GETTING STARTED</b> Use one or more of these learning centers to help children <i>explore listening</i> .	<div>  <b>Quick Step</b>            Do You Hear Me? Are You Listening?         </div> <div>  Following Jesus—Around the World (unit center)         </div> <div>  Listen Up!         </div>	<b>Immerse Materials</b>  • <i>Resources</i> Listening—Around the World printable file	<b>Other Materials</b> • children's storybooks  • unit center supplies
<b>2 MORE! BIBLE DISCOVERY</b> Use all these activities to help children <i>tell what happened when Paul met Lydia</i> .	<div>  <b>More! Sing and Pray</b> </div> <div>  <b>Bible Time—Another Way!</b>            Lydia Follows Jesus         </div> <div>  <b>More! Bible Review</b> </div> <div>  <b>More! Bible Memory</b> </div>	• <i>Resources</i> audio tracks, <i>Teaching Picture 9</i> , <i>Resources</i> Paul and Lydia Name Tags printable file	• media player; Bible; purple scarves, towels, and/or other articles of purple clothing; chairs; blue blanket; 2" x 4" self-adhesive mailing labels
<b>3 MORE! GROW AND GO</b> Use one or more of these learning centers to help children <i>thank God for people who help them learn about Jesus</i> .	<div>  <b>Quick Step</b>            Scout Puppet Story         </div> <div>  Thank-You Bookmarks         </div> <div> <b>Saying Good-bye</b> </div>	• Scout puppet  • <i>Heart Tugs</i> issue 9  • <i>Heart Tugs</i> issue 9	• bath towel  • card stock, blunt-tip scissors, washable markers, hole punch, yarn  • bone-shaped dog biscuit



## More! Getting Started (10–15 minutes)

- 1** Use one or more of these learning centers to help children **explore listening**.

### Transition Time

- Greet new arrivers, giving each a name tag.
- Gather children to play a listening game. Set a timer for a minute or two. Have children sit quietly and listen. Let the children share what they heard.
- Serve a snack. Follow your congregation's policy for restroom breaks.

### Quick Step Do You Hear Me? Are You Listening?

SAY: ♥ We can learn about Jesus by reading the Bible. We can learn about Jesus by listening to people tell us about Him. But if we want to learn, we have to do more than just hear. We have to listen.

Ask children to listen as you read a story. Test their listening skills by asking them to tell you about the story. Allow them to take turns telling stories while the others listen and then tell the stories back.

ASK: **How did I know that you were listening to my story?** (They could tell what had been read.)

**What parts of your body do you use to listen?** (ears and mind)

### Following Jesus—Around the World (unit center)

Before class, print a copy of Listening—Around the World and practice saying the greetings.

SAY: ♥ We can learn about Jesus. It is important to learn about Jesus so that we can follow Him. Missionaries go to different places in the world. As people listen to missionaries, they learn how to follow Jesus. Let's think about listening.

Encourage the children to listen carefully as you say "hello" in several languages. Have the children repeat the greetings. Discuss the importance of missionaries talking about Jesus to people in their own languages.

ASK: **What language do you listen best in?**

**Who do you listen to?**

### Listen Up!

SAY: Our Bible story today is about a lady who listened and learned about Jesus. ♥ We can learn about Jesus by listening too. Are you a good listener? Let's play a game to help us see how well we listen.

Ask children to line up across the room from you. Play a game similar to Simon Says. Give an instruction preceded with the instruction "Listen up!" (Example: "Listen up! Take two steps forward.") If you do not say the phrase first, children should not do the instruction.

ASK: **Who do you listen to at home? church? school?**

**When do you listen best?**

#### ***Especially for 4s!***



Young children may not understand that they are not to follow every instruction. Give only "Listen up!" instructions. Praise children for listening and doing what you say each time.

### Focus

♥ We can learn about Jesus.

Save all visuals for reuse throughout the quarter.

#### Materials

children's storybooks



Books

#### Materials

unit center supplies (see unit 2 pages), *Resources* Listening-Around the World printable file



Wonder

#### Materials

none



Game

## Focus

♥ We can learn about Jesus.

# More! Bible Discovery (20–25 minutes)

**2** Use all these activities to help children **tell what happened when Paul met Lydia.**

### Materials

*Resources* audio track 3; media player; Bible; purple scarves, towels, and/or other articles of purple clothing



### Materials

*Teaching Picture* 9; *Resources* Paul and Lydia Name Tags printable file; 2" x 4" self-adhesive mailing labels; chairs, blue blanket; purple scarves, towels, and/or other articles of purple clothing



### Before Class

Print the names on self-adhesive mailing labels. See the *Resources* Contents file for further instructions on printing labels.

Set up a circle of chairs with an opening for a city gate. Spread the blanket outside the circle to represent the river.



### Materials

Bible story props from Bible Time



### Materials

Bible, *Resources* audio track 6, media player, city and river Bible story props from Bible Time



## More! Sing and Pray

Sing "These Feet, Hands, and Heart."

**PRAY:** Dear God, help us to listen and learn so we can follow Jesus. In Jesus' name, amen.

Show the purple items. **SAY:** I have beautiful purple cloth for sale. Does anyone want to buy some? It is very expensive. Allow responses. Show Acts 16. **The Bible book of Acts, chapter 16, tells about a woman who sold purple cloth. Let's listen.**

## Bible Time—Another Way!

Designate children to be Paul, Paul's friends, Lydia, and Lydia's friends. Place a name tag on each child. Give Lydia the stack of purple items. Have Paul stand. **SAY: The Bible tells about Paul, who had been known as Saul. Paul became a follower of Jesus, and then he became a missionary. He traveled everywhere, helping people learn about Jesus.**

**On one missionary journey, Paul and his friends came to the city of Philippi.** Have Paul and his friends walk around the perimeter of the room and then go into the city, the circle of chairs. Have Lydia and her friends sit by the river. **When the day for worship came, Paul and his friends walked outside the city gate. They went to the river to pray.** Have Paul and his friends move to the river.

**Lydia and her friends were at the river too. Lydia was a businesswoman in Philippi. She sold purple cloth. Paul started talking to Lydia and her friends about Jesus. Lydia already worshipped God, but she did not know about Jesus. Lydia listened carefully to Paul. She believed what Paul said about Jesus. Lydia wanted to follow Jesus. Lydia and her family were baptized.**

**Lydia was kind. She invited Paul and his friends to her house. So the missionaries went to Lydia's house.** Have children act out going to Lydia's house in the city. **Lydia wanted to thank Paul for helping her learn about Jesus. ♥ We can learn about Jesus too.**

## More! Bible Review

Ask individual players questions about their role in the story.

**ASK:** Paul, what did your name used to be? (Saul)

**Paul's friends, where were you when you met Lydia?** (at the river)

**Lydia, what was your job?** (a seller of purple cloth)

**Lydia's friends, who did Lydia learn about as she listened to Paul?** (Jesus)

**Lydia, how do you feel after hearing about Jesus?**

## More! Bible Memory Mark 16:15

Read Mark 16:15. **SAY: The words in our Bible Memory are Jesus' words and directions. To follow Jesus, we need to do what He says. Let's sing the Bible Memory, as we go around the world like Paul did.** Sing "Tell the Good News to Everyone," leading children through the city of Philippi and to the river.

## More! Grow and Go (15–20 minutes)

3

Use one or more of these learning centers to help children **thank God for people who help them learn about Jesus.**

### Focus

♥ We can learn about Jesus.

### Quick Step Scout's Bath

Scout comes out, wrapped in the towel. Sniff at Scout. SAY: **Aah, you smell good! Did you take a bath?** Scout whispers to you. **Scout can't take a bath by himself.**

Set the towel aside. **Scout and his people family had been to the park. They taught him how to catch a ball with his mouth and walk without a leash. But when they got home, Scout's paws had mud on them.** Scout shakes paws.

**Soon the family put Scout in the bathtub. He felt scared.** Scout shakes. **They said, "Don't be afraid, Scout. We are going to get you clean."** Pat Scout's head. **Scout's family poured water on him and washed him with shampoo.** Scrub Scout's head. **Then the family dried him off with a towel.** Wrap towel around Scout.

**Scout was thankful his family taught him how to catch a ball and walk without a leash. He was glad that his family helped him get clean. He wanted to say thank you, so Scout gave each of them a big kiss!** Have Scout lick children's faces.

ASK: **What did Scout's family do for him?** (taught him how to catch a ball and walk without a leash, gave him a bath)

**How did Scout say thank you?** (licked each person)

**Who helps you learn about Jesus?**

**What can you say to God for the people who help you learn about Jesus?** Lead in a thank-You prayer. Encourage children to name and thank God for specific people who help them learn about Jesus.

### Materials

Scout puppet, bath towel



### Thank-You Bookmarks

SAY: ♥ **We can learn about Jesus and follow Him. We can thank people who help us learn about Jesus too.**

Follow the instructions in *Heart Tugs* to make bookmarks. Then lead in prayer, thanking God for each person the children named who help them learn about Jesus. Encourage them to give away their bookmarks.

ASK: **Who helps you learn about Jesus?**

**What can you say to God for those people?** Encourage each child to voice a sentence thank-You prayer.

**Especially for 4s!**



Ask each child to name one person who teaches him about Jesus. Help children print those names on their bookmarks.

### Materials

*Heart Tugs* issue 9, card stock, blunt-tip scissors, washable markers, hole punch, yarn (or ribbon)



### Saying Good-bye

- As children wait for parents, play "Doggy, Doggy, Where's Your Bone?" Scout can bark loudly when children are near a hidden bone. He can bark softly when they are far from the bone.

- Be sure children have projects made in class and this week's *Heart Tugs*. Encourage parents to help their children make more Thank-You Bookmarks at home. Note: A *Family Together Time* family page is available online for families to download. See [www.21stcc.com](http://www.21stcc.com).

### Cleanup

Sing "Cleanup Song," found in the *Resources Teacher Helps* files. Have children listen as you sing and name tasks to be done.



# The Jailer Follows Jesus

## Lesson 10



**Scripture:** Acts 16:16-34

**Bible Memory:** Mark 16:15

“Go everywhere in the world. Tell the Good News to everyone.” (*ICB*)

“Go ye into all the world, and preach the gospel to every creature.” (*KJV*)

**Focus:** ♥ We can sing and tell about Jesus.











### Heart to Heart Teacher Devotion

Consider what a blessing song can be to us and to others. Living a life of praise may include having particular songs of praise that come to mind in tough times. Our singing, like our praying, should not cease, but only increase during difficult times. Our joyful praise can minister to our souls, remind us of who is in control, and draw others to Jesus.

### Bible Background for the Teacher

While staying with Lydia, Paul and Silas shared the story of Jesus with the people of Phillippi. On one of their preaching trips, they were arrested. They had ordered an evil spirit out of a young girl who told fortunes, and this angered her owners. In an attempt to quiet the noisy crowd, Roman officers who were stationed in the city beat Paul and Silas and sent them to prison. Following their miraculous release from the stocks, Paul and Silas led the jailer and his household to follow Jesus.

## Lesson 10 at a Glance

<p><b>1 GETTING STARTED</b> Use one or more of these learning centers to help children <i>explore song</i>.</p>	<p> <b>Quick Step</b> Types of Tunes</p> <p> Water Notes</p> <p> Share Jesus Songbook</p>	<p><b>Immerse Materials</b></p> <ul style="list-style-type: none"> <li>• <i>Resources</i> lyrics printable files</li> </ul>	<p><b>Other Materials</b></p> <ul style="list-style-type: none"> <li>• several different types of songs (happy, sad, fast, slow), media player</li> <li>• glasses, metal spoons, water</li> <li>• construction paper, hole punch, markers, crayons, stickers, yarn, paper fasteners</li> </ul>
<p><b>2 BIBLE DISCOVERY</b> Use all these activities to help children <i>tell what happened when Paul and Silas were in jail</i>.</p>	<p> <b>Sing and Pray</b></p> <p> <b>Bible Time</b> The Jailer Follows Jesus</p> <p> <b>Bible Review</b></p> <p> <b>Bible Memory</b></p>	<ul style="list-style-type: none"> <li>• <i>Resources</i> audio tracks; <i>Resources</i> sheet 5 Saul (Paul) puppet 8a, sheet 6 Silas and jailer puppets 10a and 10b, and sheet 7 story-in-a-bag jail scene and jail door 10d</li> </ul>	<ul style="list-style-type: none"> <li>• media player, Bible, 8 paper fasteners, 2 jumbo craft sticks, 9" x 12" gift bag, tape, reusable adhesive</li> </ul>
<p><b>3 GROW AND GO</b> Use one or more of these learning centers to help children <i>sing and tell about Jesus</i>.</p>	<p> <b>Quick Step</b> Sing and Tell About Jesus Pennant</p> <p> Following Jesus—Around the World (unit center)</p> <p> Sing and Tell</p> <p><b>Closing the Hour</b></p>	<ul style="list-style-type: none"> <li>• <i>Resources</i> “Jesus Loves You” Song printable file, <i>Make-n-Share</i> and stickers for lesson 10, <i>Teaching Picture</i> 10</li> <li>• <i>Resources</i> audio tracks</li> </ul>	<ul style="list-style-type: none"> <li>• blunt-tip scissors, washable markers, tape, plastic straws</li> <li>• unit center supplies, media player, globe, plastic containers with lids</li> <li>• Bible, digital video recorder, device for sending video file</li> </ul>

# Getting Started (10–15 minutes)

- 1** Use one or more of these learning centers to help children explore song.

## Welcome

- Use Scout to greet the children.
- Place a name tag on each child, gather necessary information from the adult bringing the child, then guide the child to a learning center.
- Provide a container in which children can place their contribution money.

## Quick Step Types of Tunes

SAY: **When we follow Jesus, we do what Jesus did or what He said we should do. Jesus said we should tell others about Him. ♥ We can sing and tell about Jesus. Let's think about different kinds of singing.**

Play several different types of songs, pausing between each song. Encourage children to listen to the songs they hear being played and think about how the song makes them feel. Does the song make them feel happy, sad, excited, sleepy, scared, silly. Play the songs again, encouraging children to act out the way the song makes them feel.

ASK: **What is your favorite kind of song?**  
**What do you like to sing about?**

## Water Notes

Line up glasses of water from highest to lowest sounds. Tapping the glasses with a spoon, make different tones.

SAY: **We can follow Jesus by doing what Jesus did or what He said we should do. In our Bible Memory, Jesus tells us to go and tell others the good news. Singing is a good way to tell others about Jesus. ♥ We can sing and tell about Jesus.**

Give each child a glass of water and a spoon. Show how to tap the side of a glass with a spoon after each drink or two to make a different tone. Encourage children to try making various tones with their glasses. Compare a full glass sound with an empty glass sound. Encourage the children to try to match the tone of the glass with their voice.

ASK: **What songs about Jesus do you know?**  
**When do you sing songs about Jesus? Where?**

## Share Jesus Songbooks

Before class, print a set of song lyrics from the *Resource* printable files for each child, and hole punch them.

SAY: **If you want to follow Jesus, you need to do what Jesus did or what He said you should do. Jesus said we should tell others about Him. We can sing to tell about Jesus. ♥ We can sing and tell about Jesus.**

Let each child choose two pieces of construction paper that have been hole punched. Print "My Praise Songbook" on the front cover piece of construction paper. Allow them to decorate the cover with markers, crayons, and stickers. Give each child a set of song lyrics, and help them assemble their songbook by putting the hole punched copies of the songs from between the two covers and connecting them with yarn or a paper fastener.

ASK: **How does singing make you feel?**  
**Where do you sing about Jesus?**

## Focus

♥ We can sing and tell about Jesus.

Save all visuals for reuse throughout the quarter.

## Materials

several different types of songs (happy, sad, fast, slow), media player



## Materials

glasses (not plastic), metal spoons, water




## Something More!

Add different colors of presweetened instant drink mix to each glass.

## Materials

*Resources* CD lyrics  
printable files, construction paper, hole punch, markers, crayons, assorted stickers, yarn, paper fasteners



 Be prepared to assist with fine-motor activities such as assembling the books and attaching the paper fasteners.

## Cleanup

Move around the room with Scout. He can bark when he sees something that needs to be cleaned. Thank children who come to help.





## Focus

♥ We can sing and tell about Jesus.

# Bible Discovery (20–25 minutes)

**2** Use all these activities to help children **tell what happened when Paul and Silas were in jail.**

### Materials

*Resources* audio tracks 3 and 6, media player, Bible



## Sing and Pray

Sing “These Feet, Hands, and Heart” and “Tell the Good News to Everyone.”

**PRAY: Dear God, thank You for songs. Help us to follow Jesus by singing and telling about Him. In Jesus’ name, amen.**

Sing a song about Jesus as you pretend to gather some materials.

**SAY: Oh! I was just singing about Jesus. Where do you sing about Jesus?** Allow responses. Show Acts 16. **The book of Acts, chapter 16, tells where Jesus’ followers were singing. You might be surprised!**

### Materials

*Resources* sheet 5 Saul (Paul) puppet 8a, sheet 6 Silas and jailer puppets 10a and 10b, and sheet 7 story-in-a-bag jail scene and jail door 10d; 8 paper fasteners; 2 jumbo craft sticks; 9" x 12" gift bag; tape; reusable adhesive



## Bible Time

Ask a child to hold the Paul puppet. **SAY: Paul was a missionary. He and his friends traveled, telling about Jesus. One place they went was the city of Philippi. Paul and his friends met Lydia in Philippi, but something else happened while they were there.**

Have a child hold Silas beside Paul. **Paul and Silas, another follower of Jesus, were telling people about Jesus.** Have children move Paul and Silas around, saying, “Jesus loves you!” **This made some men angry. So the men told lies about Paul and Silas. Paul and Silas were beaten and thrown into jail! Place Paul and Silas inside bag. The jailer chained them up and then slept outside the door.** Show jailer. Lay jailer down, as though sleeping.

**Do you think Paul and Silas cried and complained? No! Actually, Paul and Silas prayed and sang songs to God while they were in jail.** Lead children in singing “Jesus Loves Me.” **Other prisoners listened to the singing. Then around midnight, something happened! There was an earthquake. The jail doors broke open! Open jail door. The chains fell off the prisoners.**

**The jailer woke up.** Stand up jailer. **He thought his prisoners had escaped!** Bring out Paul and Silas. **But Paul said, “We are here.” The jailer was surprised and asked, “What can I do to be saved?” Act out with puppets.**

**Paul and Silas told the jailer and his family about Jesus. The jailer and his family believed in Jesus and decided to follow Him. They were baptized. Paul and Silas sang and told the jailer about Jesus. ♥ We can sing and tell about Jesus too.**

### Before Class

Tape the jail scene on one side of the bag. Attach the jail door to the scene. Assemble the Silas and jailer puppets and attach a craft stick to the back of each. (Note: The Paul puppet was assembled for lesson 8.) Place the puppets in the bag.



### Materials

Bible story puppets used for Bible Time



## Bible Review

Gather children in a circle and start passing the puppets. As you ask questions, the child who is holding the correct puppet should hold it up.

**ASK: Who was in jail for telling people about Jesus?** (Paul and Silas)

**Who sang while they were in jail** (Paul and Silas)

**Who thought his prisoners had escaped?** (jailer)

**Who was baptized after he learned about Jesus?** (jailer)

### Materials

*Resources* audio track 6, media player, Bible



## Bible Memory Mark 16:15

Read Mark 16:15. **SAY: Paul and Silas did what Jesus said to do. They told the good news to everyone. Let’s pretend we are Paul and Silas in jail.** Have children sit in a circle on the floor, with their legs stretched out. Say the verse to the child next to you, as you pass him the Bible. Continue around the circle. Sing together “Tell the Good News to Everyone.”

### Something More!

Review the unit 2 Bible Memory motions from the *Resources* files.

## Grow and Go (15–20 minutes)

- 3** Use one or more of these learning centers to help children **sing and tell about Jesus**.

### Focus

♥ We can sing and tell about Jesus.

### Quick Step Sing and Tell About Jesus Pennant

Before class, print the lyrics for “Jesus Loves You.”

Show the teaching picture. SAY: **Paul and Silas sang about Jesus while they were in jail. They were able to tell the jailer about Jesus. ♥ We can sing and tell about Jesus too. Let’s make pennants to wave as we sing.**

As children make their pennants, talk about places they can sing songs about Jesus. Teach the song “Jesus Loves You” and have the children march around the room as they sing and wave their pennants.

ASK: **Who can you sing this song to?**

**What can you tell that person about Jesus?**

**Especially for 4s!**



Before class, cut out the pennants and tape them onto the straws.

### Materials

*Resources* “Jesus Loves You” Song printable file, *Teaching Picture* 10, *Make-n-Share* and stickers for lesson 10, blunt-tip scissors, washable markers (or crayons), tape, plastic straws (or unsharpened pencils)



### Materials

unit center supplies (see unit 2 pages), *Resources* audio track 12, media player, globe (or world map), plastic containers with lids



### Following Jesus—Around the World (unit center)

SAY: **Paul and Silas went many places to tell people the good news about Jesus. Today missionaries go all over the world to tell people about Jesus. ♥ We can sing and tell about Jesus the way missionaries do.**

Discuss the continents on the globe where your congregation’s missionaries are located. Point out Africa and play the African Sounds track. Talk about how just as a bell tells them when class starts or ends, drums are sometimes used to call people to meet together. Hand out containers to use as drums. Have children go to different areas. Play the audio track and have some children pretend to call the others as they move to the center of the room. Once they have gathered, let them take turns telling each other about Jesus.

ASK: **What songs about Jesus do you know?**

**Where can you sing and tell about Jesus?**

### Sing and Tell

Before class, decide on a person/place to receive a recording of the children singing—a missionary, nursing home, or shut-in adult or child.

SAY: **We can be like Paul and Silas who went everywhere to tell about Jesus. ♥ We can sing and tell about Jesus.**

Read Mark 16:15. Practice reciting the verse and singing several songs about Jesus, such as “Jesus Loves Me.” Record the children’s singing and then play it back for them. Remember to send the recorded message.

ASK: **Who needs to know the good news about Jesus?**

**Who can you sing to and tell about Jesus?**

### Materials

Bible, digital video recorder, device for sending video file



### Closing the Hour

• Be sure children who are leaving have their projects and *Heart Tugs*. Encourage parents to play the games in the car and at home with their children. Note: A *Family Together Time* family page is available online for families to download. 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 Jailer Follows Jesus

## Lesson 10 Extra Hour

**Scripture:** Acts 16:16-34

**Bible Memory:** Mark 16:15

“Go everywhere in the world. Tell the Good News to everyone.” (ICB)

“Go ye into all the world, and preach the gospel to every creature.” (KJV)

**Focus:** ♥ We can sing and tell about Jesus.

### Heart to Heart Teacher Devotion

Consider what a blessing song can be to us and to others. Living a life of praise may include having particular songs of praise that come to mind in tough times. Our singing, like our praying, should not cease, but only increase during difficult times. Our joyful praise can minister to our souls, remind us of who is in control, and draw others to Jesus.

### Bible Background for the Teacher

While staying with Lydia, Paul and Silas shared the story of Jesus with the people of Phillipi. On one of their preaching trips, they were arrested. They had ordered an evil spirit out of a young girl who told fortunes, and this angered her owners. In an attempt to quiet the noisy crowd, Roman officers who were stationed in the city beat Paul and Silas and sent them to prison. Following their miraculous release from the stocks, Paul and Silas led the jailer and his household to follow Jesus.

## Lesson 10 at a Glance—Extra Hour

### 1 MORE! GETTING STARTED

Use one or more of these learning centers to help children *explore song*.



**Quick Step**  
Following Parade



Singing Everywhere



Art & Song

### Immerse Materials

• *Resources* audio tracks

### Other Materials

• media player

• family living center supplies, toy radio, children's songbooks

• media player, washable tempera paints, paintbrushes, paint shirts, paper towels, wet wipes

### 2 MORE! BIBLE DISCOVERY

Use all these activities to help children *tell what happened when Paul and Silas were in jail*.



**More! Sing and Pray**



**Bible Time—Another Way!**  
The Jailer Follows Jesus



**More! Bible Review**



**More! Bible Memory**

• *Resources* audio tracks, *Teaching Picture* 10, *Resources* Unit 2 Bible Memory Motions printable file

• media player, Bible, chairs, paper, scissors, tape

### 3 MORE! GROW AND GO

Use one or more of these learning centers to help children *sing and tell about Jesus*.



**Quick Step**  
Scout Puppet Story



Sing and Tell

**Saying Good-bye**

• Scout puppet

• *Heart Tugs* issue 10

• *Heart Tugs* issue 10, *Resources* audio tracks

• songbook

• colored pencils

• media player

# More! Getting Started (10–15 minutes)

- 1** Use one or more of these learning centers to help children explore song.

## Transition Time

- Greet new arrivers, giving each a name tag.
- Gather children to sing their favorite song from the *Resources* audio tracks.
- Serve a snack. Follow your congregation's policy for restroom breaks.

## Quick Step Following Parade

SAY: **We can follow Jesus by doing what Jesus did or by doing what Jesus said we should do. We can use song to help us follow Him. ♥ We can sing and tell about Jesus. Let's practice following with song.**

Have children line up behind you. Encourage them to follow and do what you do or what you say to do. Lead the children in a parade around the room. As children march, play "These Feet, Hands, and Heart." Children can follow as you clap, sing, wave your arms, and so on. After you lead, let children take turns being the parade leader.

ASK: **How can you follow Jesus?**

**What songs about Jesus do you know?**

## Singing Everywhere

SAY: **We can follow Jesus by doing what Jesus did or by doing what Jesus said we should do. We can use song to tell the good news of Jesus. ♥ We can sing and tell about Jesus. Let's think about different ways we use song throughout the day.**

Let children use the materials you provide to explore singing. Guide children to act out ways they use singing in their everyday lives. They could pretend to sing along with songs played while riding in a car, sing as they clean, listen to songs on a radio, or sing with a group at school.

ASK: **When or where do you use song?**

**What is your favorite thing to do with a song?**

## Art & Song

Before class, print copies of the cross picture.

SAY: **♥ We can sing and tell about Jesus. Singing is a good way to tell others about Jesus. Let's listen to songs while we paint pictures.**

Give each child a picture to paint. Place a paper towel under each picture. Play excerpts from the audio tracks. Ask children to paint as they listen to the songs. Explain that they should paint short, quick strokes when the song is fast and longer strokes when it's slow. They can paint bright colors when the song is loud and softer colors when it's soft. Encourage children to give their pictures to someone.

ASK: **How do songs make you feel?**

**Where do you listen to songs?**

**Especially for 4s!**



Use crayons with the children. Discuss the different kinds of songs and sounds. Explain why you are using different colors.

## Focus

♥ We can sing and tell about Jesus.

Save all visuals for reuse throughout the quarter.

### Materials

*Resources* audio track 3, media player



### Materials

family living center supplies, toy radio (or media player or MP3 player), children's songbooks



### Teaching Tip

Read Learning Centers in the *Resources* Teacher Helps files for ideas in setting up a family living center.

### Materials

*Resources* audio tracks and Cross printable file, media player, washable tempera paints, paintbrushes, paint shirts, paper towels, wet wipes (optional: crayons)



### Teaching Tip

Before starting the song, demonstrate the different strokes.

## Focus

♥ We can sing and tell about Jesus.

# More! Bible Discovery (20–25 minutes)

**2** Use all these activities to help children **tell what happened when Paul and Silas were in jail.**

### Materials

Resources audio track 3,  
media player, Bible



## More! Sing and Pray

Sing “These Feet, Hands, and Heart.”

**PRAY:** Dear God, help us to follow Jesus. Help us to sing and tell about Him. In Jesus’ name, amen.

**SAY:** Clap your hands if you like to sing. Allow responses to each. Jump up and down if you like to move to songs. Sit down if you like to listen to songs. Most people like to sing or listen to songs. The book of Acts, chapter 16 (show Acts 16), tells about some men who sang. Let’s act out their story.

### Materials

Teaching Picture 10,  
chairs, paper, scissors,  
tape



## Bible Time—Another Way!

Make a circle of chairs. **SAY:** Paul and Silas traveled to different cities and countries and told people about Jesus. But not everyone was happy to hear this good news. When Paul and Silas were in Philippi, some angry men told lies about Paul and Silas. So Paul and Silas were beaten, and a jailer put them in jail. Lead children to the chairs to sit down. The jailer put chains on them. Pass out the chains. Have children place their hands through the end links. Then the jailer fell asleep. Pretend to fall asleep.

Most people would be angry if they were treated like Paul and Silas. But instead, they prayed and sang songs to God. Lead in singing “Jesus Loves Me.” At midnight, an earthquake shook the jail. Shake the chairs. The doors flew open, and the prisoners’ chains came off. Have children break their chains. But the prisoners did not leave. Have children remain seated.

Show the picture. The jailer woke up. He was sure his prisoners had escaped. He wanted to kill himself. But Paul called out, “Don’t hurt yourself. We’re all still here!” Have children repeat.

The jailer asked Paul and Silas how he could be saved. Paul told the jailer about Jesus. The jailer and his family believed what Paul said about Jesus. They were baptized and became followers of Jesus. ♥ We can sing and tell about Jesus too!

### Before Class

Cut paper into strips and make paper chains—one chain with three links for each child.



### Teaching Tip

Early arrivers will enjoy helping you make the chains.

### Materials

Teaching Picture 10



## More! Bible Review

Show the teaching picture. Ask story review questions.

**ASK:** What happened to Paul and Silas when men lied about them? (beaten and thrown in jail)

**What did Paul and Silas do in jail?** (prayed, sang to God)

**What happened at midnight?** (earthquake shook the jail, doors opened and chains fell off the prisoners)

**What did the prisoners not do when their chains came off?** (run away)

**What did the jailer and his family do?** (listened to Paul and Silas, believed, were baptized)

### Materials

Resources Unit 2  
Bible Memory Motions  
printable file and audio track 6,  
media player, Bible, chairs



## More! Bible Memory Mark 16:15

Before class, print the Bible Memory motions. Read Mark 16:15. **SAY:** Let’s pretend to be Paul and Silas in jail. Sit in the circle of chairs with the children. Sing “Tell the Good News to Everyone” as they do the motions.



## More! Grow and Go (15-20 minutes)

- 3** Use one or more of these learning centers to help children **sing and tell about Jesus**.

### Focus

♥ We can sing and tell about Jesus.

### Quick Step Scout's Songs

Scout comes in, holding the songbook. He stops and looks through it. SAY: **Scout, you're a dog. You can't read. What are you doing?** Scout whispers to you. **Scout says he loves songs. He wonders if there are any songs about dogs.**

Talk to Scout. **Scout, there are songs about everything! These children can probably think of some songs about dogs.** Let children respond. **Maybe we could sing a few dog songs with Scout's help. Would you like that, Scout?** Scout nods. Lead children in singing songs about dogs. (Example: "Old MacDonald Had a Farm") Scout acts out the songs as you sing them.

Scout whispers to you again. **You want me to teach the class a special song about you?** Scout whispers to you and nods. **OK.** Sing to the tune "B-I-N-G-O":

**There was a class that had a dog.  
He was a fluffy sheepdog.  
S-C-O-U-T, S-C-O-U-T, S-C-O-U-T.  
He was a fluffy sheepdog.**

Repeat and encourage children to sing along. **There, Scout! Did you like your song?** Scout nods and barks.

**We can use songs to tell about special things. ♥ We can sing and tell about Jesus. Let's do that now.** Choose and sing a song about Jesus. Have Scout clap for the children.

ASK: **Who can we sing and tell about?** (Jesus)  
**Why should we sing and tell about Jesus?**

### Sing and Tell

SAY: ♥ **We can sing and tell about Jesus. Let's play some games that will help us sing and tell about Jesus. When we tell about Jesus, we are following Him.**

Distribute *Heart Tugs* and explain the various games. Discuss where and with whom children could play the games. Choose one of the games to play in groups of two or three.

ASK: **Who can you sing to and tell about Jesus?**  
**Where can you sing and tell about Him?**

#### ***Epecially for 4s!***



Lead the children in playing the Sing-and-Tell Games. "Jesus Loves Me" includes all three words: Jesus, Bible, love.

### Saying Good-bye

- Gather the children to play Name the Tune. Play the *Resources* unit songs and Bible Memory songs for children to identify.
- Be sure children have projects made in class and this week's *Heart Tugs*. Encourage parents to play the games in the car and at home with their children. Note: A *Family Together Time* family page is available online for families to download. 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.

### Materials

Scout puppet, songbook



### Song Suggestions

"Jesus Loves Me"  
"Jesus Loves the Little Children"  
"I Love Him Better Every D-A-Y"  
"Oh, How I Love Jesus"

### Materials

*Heart Tugs* issue 10,  
colored pencils (or  
crayons)



### Cleanup

Sing "Cleanup Song," found in the *Resources Teacher Helps* files, as you encourage children to join you in cleaning the room.





# Paul Helps People Follow Jesus

## Lesson 11

**Scripture:** Acts 28; Ephesians 4, 6; Philippians 1, 2; Colossians 4

**Bible Memory:** Mark 16:15

“Go everywhere in the world. Tell the Good News to everyone.” (*ICB*)

“Go ye into all the world, and preach the gospel to every creature.” (*KJV*)

**Focus:** ♥ We can tell about Jesus.











### Heart to Heart Teacher Devotion

Since the invention of e-mail, we are able to stay in constant touch with family and friends—even those who live far from us. Paul did not have the luxury of e-mail communication. He must have spent hours composing the inspired letters we are privileged to read in the New Testament. Paul’s example should motivate us to use our e-mails and letters as opportunities to share Jesus with others.

### Bible Background for the Teacher

Paul was arrested in Jerusalem around AD 58. After a plot against his life was uncovered (Acts 23), Paul was secretly transferred to Caesarea. As a Roman citizen, Paul appealed to have his case heard by Caesar (Acts 25). Paul was placed on a ship that would eventually take him to Rome. In Rome, Paul was under house arrest for two full years. During that time he wrote letters to the Ephesians, Philippians, Colossians, and to Philemon.

## Lesson 11 at a Glance

<b>1 GETTING STARTED</b> Use one or more of these learning centers to help children <i>explore writing and sending letters</i> .	 <b>Quick Step</b> Post Office   Mail a Snack   Special Delivery	<b>Immerse Materials</b>	<b>Other Materials</b> <ul style="list-style-type: none"> <li>• paper, envelopes, pencils, mailbox, stickers, date stamp, ink pads</li> <li>• whiteboard, dry-erase marker, pretzels, note cards with envelopes, pencils</li> <li>• paper, rubber bands, basket, masking tape, yarn</li> </ul>
<b>2 BIBLE DISCOVERY</b> Use all these activities to help children <i>tell how Paul told others about Jesus</i> .	 <b>Sing and Pray</b>   <b>Bible Time</b> Paul Helps People Follow Jesus   <b>Bible Review</b>   <b>Bible Memory</b>	<ul style="list-style-type: none"> <li>• <i>Resources</i> audio tracks; <i>Resources</i> sheet 5 Saul (Paul) puppet 8a, sheet 6 house guard puppet 11a, and sheet 7 story-in-a-bag house scene with writing desk 11b</li> </ul>	<ul style="list-style-type: none"> <li>• media player, Bible, book-marks, 4 paper fasteners, jumbo craft stick, 9" x 12" gift bag, tape, reusable adhesive, washable markers, paper, whiteboard, dry-erase marker</li> </ul>
<b>3 GROW AND GO</b> Use one or more of these learning centers to help children <i>share something about Jesus</i> .	 <b>Quick Step</b> Sharing Jesus Letters   Following Jesus—Around the World (unit center)   Everywhere in the World  <b>Closing the Hour</b>	<ul style="list-style-type: none"> <li>• <i>Make-n-Share</i> and stickers for lesson 11</li> <li>• <i>Resources</i> Passport printable file</li> <li>• <i>Resources</i> audio tracks</li> <li>• <i>Heart Tugs</i> issue 11</li> </ul>	<ul style="list-style-type: none"> <li>• washable markers, blunt-tip scissors</li> <li>• unit center supplies, blunt-tip scissors, stapler, colored pencils, fun stickers</li> <li>• media player, world globe</li> </ul>

# Getting Started (10–15 minutes)

- 1** Use one or more of these learning centers to help children **explore writing and sending letters**.

## Welcome

- Use Scout to greet the children.
- Place a name tag on each child, gather necessary information from the adult bringing the child, then guide the child to a learning center.
- Provide a container in which children can place their contribution money.

## Quick Step Post Office

SAY: **In Mark 16:15, Jesus told His followers to tell the good news. Jesus is the good news. ♥ We can tell about Jesus. One way to tell is by writing and sending letters.**

Set up a post office. Let children pretend to write letters, address envelopes, stamp the envelopes with stickers, and mail the letters. Some children can be postal workers while others play customers.

ASK: **Have you ever written a letter? What did it say?**  
**How do you feel when you receive something in the mail?**

## Mail a Snack

SAY: **Jesus told us to share the good news. ♥ We can tell about Jesus. Let's think about what it's like to send and receive something good in the mail.**

Write on the board, "Dear \_\_\_\_\_, Here is a treat. Jesus loves you!" Help the children copy the words on a card, sign their names, and each address the envelope to the person on his right. Collect the envelopes and put a pretzel in each one. Seal the envelopes. Pretend to be a mail carrier, delivering the letters. As children eat the treats, discuss what they might get in the mail.

ASK: **What good things were in your envelope?**  
**What good news can you tell people?**

### ***Especially for 4s!***



Before class, write out the cards. Let children sign their names and add snacks. Deliver the mail and read the cards together.

## Special Delivery



Before class, roll paper and secure with rubber bands to look like scrolls.

SAY: **In today's Bible story, we will hear how Paul sent letters to tell about Jesus. Paul wrote his letters on paper. He rolled the papers into scrolls and gave them to people who walked far distances to deliver the letters. There were no post offices in Bible times. Let's pretend we are delivering scrolls. ♥ We can tell about Jesus too.**

Tape yarn to the floor to make a road the length of the classroom. Use chairs and tables to create obstacles on the road to crawl under, over, and around. Provide "detours" for children who are not able to move through small spaces. Let children take turns carrying the scrolls down the road and placing them in a basket at the end.

ASK: **How long does it take for a letter to get to your friend's house?**  
**How about an e-mail?**  
**How long do you think it took for Paul's letters to get to his friends?**

## Focus

♥ We can tell about Jesus.

**Save all visuals for reuse throughout the quarter.**

### Materials

paper, envelopes, pencils, mailbox, stickers, date stamp, washable ink pads



### Materials

whiteboard, dry-erase marker, pretzels (or dry cereal), small note cards with envelopes, pencils



### Teaching Tips

Print the message on labels to save time and frustration for some children. Or purchase stickers that say "Jesus loves you!"

Check for food allergies.

### Something More!

Let children prepare the cards and snacks for an adult class and then deliver them.

### Materials

paper, rubber bands, basket, masking tape, yarn



### Teaching Tip

Save the scrolls for use in Bible Discovery.

### Cleanup

Assign a specific cleanup task to each child.



## Focus

♥ We can tell about Jesus.

# Bible Discovery (20–25 minutes)

2

Use all these activities to help children **tell how Paul told others about Jesus.**

### Materials

*Resources* audio tracks  
3 and 6, media player,  
Bible, bookmarks



## Sing and Pray

Sing “These Feet, Hands, and Heart” and “Tell the Good News to Everyone.”

**PRAY: Dear God, please help us tell our friends about Jesus. In Jesus’ name, amen.**

Before class, mark the books of Ephesians, Philippians, Colossians, and Philemon in your Bible. SAY: **Did you know that many of the books in the New Testament part of the Bible were letters written and sent to people? Paul wrote many of the letters. Some are short.** Show Philemon. **And some are longer.** Show the other marked books. **These are just some of the letters that Paul wrote. We can read in the book of Acts, chapter 28 (show Acts 28), where Paul was when he wrote some of his letters.**

### Materials

*Resources* sheet 5 Saul (Paul) puppet 8a, sheet 6 house guard puppet 11a, and sheet 7 story-in-a-bag house scene with writing desk 11b; 4 paper fasteners; jumbo craft stick; 9" x 12" gift bag; tape; reusable adhesive; paper; washable markers



## Bible Time

Pass out paper and markers. SAY: **In Bible times, letters were written on special paper called papyrus. Let’s pretend we are writing letters on papyrus paper as we hear today’s Bible story.** Show Paul. **Paul was a missionary. He traveled from town to town telling about Jesus.** Move Paul around. Have children print *P* for Paul on their papers. **Some people did not like Paul. Paul was arrested. He was put on a ship and taken to the city of Rome. In Rome, Paul’s jail was in a house, and a guard stayed with Paul all the time.** Show Paul and house guard in front of house scene.

**Being a prisoner did not stop Paul from telling about Jesus! Paul told the men who guarded him about Jesus. Paul told people who came to visit him about Jesus. Paul even wrote letters to tell about Jesus!** Point to writing desk on house scene.

**Paul wrote a letter to the church in Ephesus.** Have children print an *E*. **Paul wrote to the church in Philippi.** Print a *P*. **Paul also wrote a letter to a church in the city of Colossae.** Print a *C*.

**Paul wrote to other churches too to remind the people to follow Jesus. He told them to love each other, be patient, and be kind. He said, “You should think and act like Jesus.”**

**Paul asked his friends to pray for him. He wanted them to pray that he would not be afraid to tell about Jesus. Even while he was a prisoner, Paul told people about Jesus. ♥ We can tell about Jesus too.**

### Before Class

Tape the house scene on the bag. Use adhesive to attach the desk to the scene. Assemble the guard puppet and attach the craft stick to the back. (Note: The Paul puppet was assembled for lesson 8.)



### Materials

children’s letters from Bible Time, washable markers



## Bible Review

As you ask questions, have children draw a smiley face on their letters if the answer is a happy fact. Note: The first question could be happy or sad.

ASK: **Was Paul’s jail in Rome a house?** (yes)

**Did Paul stop telling about Jesus while he was a prisoner?** (no)

**Did Paul write letters to churches?** (yes)

### Something More!

Review the unit 2 Bible Memory motions from the *Resources* files.

### Materials

Bible, whiteboard, dry-erase marker, children’s letters from Bible Time, markers



## Bible Memory Mark 16:15

Read Mark 16:15. Write “Jesus” on the board. SAY: **Paul traveled to tell people about Jesus. When he could not go, he sent letters. Let’s write “Jesus” on our letters.** Encourage children to write “Jesus” on their letters as you say the Bible Memory.

## Grow and Go (15–20 minutes)

- 3** Use one or more of these learning centers to help children **share something about Jesus**.

### Focus

♥ We can tell about Jesus.

### Quick Step Sharing Jesus Letters

SAY: **We can help our friends know about Jesus. ♥ We can tell about Jesus. Let's be like Paul and mail letters about Jesus to our friends.**

As children finish their letters, encourage each to think of a friend, relative, or neighbor who may not know Jesus. Help them write the name inside the letter. Fold and seal the letter with the heart sticker and write the name on the front. Encourage parents to address and mail the letters.

ASK: **Who are you following when you tell others about Jesus?** (Jesus)  
**What are some other ways you could tell about Jesus?**

### Materials

*Make-n-Share* and stickers for lesson 11, washable markers (or crayons), blunt-tip scissors



### Materials

unit center supplies (see unit 2 pages) *Resources* Passport printable file, blunt-tip scissors, stapler, colored pencils, fun stickers



### Something More!

If you have access to a digital camera and printer, take a picture of each child for the photo page.

### Materials

*Resources* audio track 6, media player, world globe



### Following Jesus—Around the World (unit center)

Before class, print copies of the Passport, one book for each child.

Gather children in the center. SAY: **♥ We can tell about Jesus. People all over the world need to hear the good news. When people travel around the world, they have to carry a book called a passport. Let's make our own passports; then we'll share Jesus with others.**

Assist children in cutting out, assembling, and stapling their passports together. Have them write their names and draw a picture of themselves. Describe a flag and have children point to that flag. Then give each child some stickers and let them go around and tell each other something they know about Jesus. Have the person they shared with put a sticker on the back page of their passport.

ASK: **Who do you want to tell about Jesus?**  
**Where can you tell about Jesus?** (anywhere)

### Everywhere in the World

SAY: **We live in a big world. But Jesus said that Christians should go everywhere in the world to tell the good news. ♥ We can tell about Jesus everywhere we go. Let's walk all around the world and share things about Jesus.**

As you play “Tell the Good News to Everyone,” lead children in marching around the globe and singing along. Children can take turns standing in the middle and spinning the globe. Pause the song, having children stop and turn toward the globe. The child in the center can then tell something about Jesus. (Examples: “Jesus loves you!” or “Jesus is the Son of God.”)

ASK: **What news can you share about Jesus?**  
**Who can you tell about Jesus?**

### Especially for 4s!



Stand with the child in the middle of the circle. If the child cannot think of something to tell about Jesus, whisper something to him.

### Closing the Hour

• Be sure children who are leaving have their projects and this week's *Heart Tugs*. Encourage parents to ask their children to tell them something about Jesus. Note: A *Family Together Time* family page is available online for families to download. 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.





# Paul Helps People Follow Jesus

## Lesson 11 Extra Hour

**Scripture:** Acts 28; Ephesians 4, 6; Philippians 1, 2; Colossians 4

**Bible Memory:** Mark 16:15

“Go everywhere in the world. Tell the Good News to everyone.” (ICB)

“Go ye into all the world, and preach the gospel to every creature.” (KJV)

**Focus:** ♥ We can tell about Jesus.








### Heart to Heart Teacher Devotion

Since the invention of e-mail, we are able to stay in constant touch with family and friends—even those who live far from us. Paul did not have the luxury of e-mail communication. He must have spent hours composing the inspired letters we are privileged to read in the New Testament. Paul’s example should motivate us to use our e-mails and letters as opportunities to share Jesus with others.

### Bible Background for the Teacher

Paul was arrested in Jerusalem around AD 58. After a plot against his life was uncovered (Acts 23), Paul was secretly transferred to Caesarea. As a Roman citizen, Paul appealed to have his case heard by Caesar (Acts 25). Paul was placed on a ship that would eventually take him to Rome. In Rome, Paul was under house arrest for two full years. During that time he wrote letters to the Ephesians, Philippians, Colossians, and to Philemon.

## Lesson 11 at a Glance—Extra Hour

<p><b>1 MORE! GETTING STARTED</b> Use one or more of these learning centers to help children <i>explore writing and sending letters</i>.</p>	<div>  <b>Quick Step</b> The Letter Drop         </div> <div>            Mailbox Fun         </div> <div>            Where Does the Mail Go?         </div>	<p><b>Immerse Materials</b></p> <ul style="list-style-type: none"> <li>Scout puppet</li> <li><i>Resources</i> Mailbox Fun printable file</li> <li><i>Make-n-Share</i> bonus coloring page for lesson 11</li> </ul>	<p><b>Other Materials</b></p> <ul style="list-style-type: none"> <li>paper, envelope, marker</li> <li>scissors, paper fasteners, tape, cracker boxes, paper, pens, envelopes</li> <li>washable markers (or crayons)</li> </ul>
<p><b>2 MORE! BIBLE DISCOVERY</b> Use all these activities to help children <i>tell how Paul told others about Jesus</i>.</p>	<div>  <b>More! Sing and Pray</b> </div> <div>  <b>Bible Time—Another Way!</b> Paul Helps People Follow Jesus         </div> <div>  <b>More! Bible Review</b> </div> <div>  <b>More! Bible Memory</b> </div>	<ul style="list-style-type: none"> <li><i>Resources</i> audio tracks, <i>Teaching Picture</i> 11, <i>Resources</i> Paul’s Letters and Unit 2 Bible Memory Motions printable files</li> </ul>	<ul style="list-style-type: none"> <li>media player, Bible, letter addressed to the class from you, rubber bands, Bible-times costume, chairs, whiteboard, dry-erase marker</li> </ul>
<p><b>3 MORE! GROW AND GO</b> Use one or more of these learning centers to help children <i>share something about Jesus</i>.</p>	<div>  <b>Quick Step</b> Scout Puppet Story         </div> <div>            Share the News         </div> <p><b>Saying Good-bye</b></p>	<ul style="list-style-type: none"> <li>Scout puppet</li> <li><i>Heart Tugs</i> issue 11</li> <li><i>Heart Tugs</i> issue 11</li> </ul>	<ul style="list-style-type: none"> <li>letter in sealed envelope</li> <li>pencils</li> <li>children’s picture Bible</li> </ul>

## More! Getting Started (10–15 minutes)

- 1** Use one or more of these learning centers to help children **explore writing and sending letters**.

### Transition Time

- Greet new arrivers, giving each a name tag.
- Gather children in a circle and pass around a letter in an envelope. Have children take turns opening the letter and reading what they think it might say.
- Serve a snack. Follow your congregation's policy for restroom breaks.

### Quick Step The Letter Drop

Before class, write “Jesus loves you!” on a piece of paper, fold it, and put it in an unsealed envelope.

SAY: **Jesus said we should talk to others about Him. ♥ We can tell about Jesus. Let's play a game and send a letter about Jesus.**

Gather children in a circle and read the letter. Then have Scout walk around the outside of the circle and drop the letter behind a child. That child can pick up the letter and chase Scout around the circle. When Scout sits in the empty spot, the child can open and read the letter and decide whom to send it to next. Continue until every child has read the letter.

ASK: **Have you ever received a letter with good news?**

**What good news was in this letter?** (Jesus loves you!)

### Mailbox Fun

Before class, cover the boxes with paper. Print copies of Mailbox Fun, cut out the postal images, and decorate the boxes. Attach the flags with paper fasteners. Prepare a box for each group of three to four children.

SAY: **Today we are learning how Paul told others about Jesus by sending them letters. ♥ We can tell about Jesus too. Let's write and pretend to mail letters.**

Divide children into families. Give each family a corner of the room and a mailbox. Let them write a letter to another family, put the letter in their mailbox, and raise the flag. Pretend to be a mail carrier. Pick up the letters and deliver them to another mailbox for the family to read.

ASK: **Who do you write letters to?**

**How do the letters get to your friends?**

### Where Does the Mail Go?

SAY: **♥ We can tell about Jesus by speaking or by singing or by writing letters. When we tell about Jesus, we are following Jesus. Let's think about ways we send letters and other mail.**

Distribute the coloring pages, and encourage children to color their pictures. Discuss how letters and other mail go all around the world—by computers, boats, planes, trucks, and so on. Talk about how long it might take for mail to get to various locations. (Examples: from breakfast until dinnertime, from now until tomorrow at lunchtime) Mention that letters in Bible times were delivered by hand or carried by pack animals.

ASK: **How do you send a letter?**

**Who could you write a letter to?**

### Focus

♥ We can tell about Jesus.

Save all visuals for reuse throughout the quarter.

#### Materials

paper, envelope, marker, Scout puppet



#### Materials

Resources Mailbox Fun printable file, scissors, paper fasteners, tape, cracker boxes (or similar-size boxes), paper, pens, envelopes



#### Teaching Tip

Have extra helpers for this activity to help the children write and read the letters.

#### Materials

Make-n-Share bonus coloring page for lesson 11, washable markers (or crayons)



For children who experience fine-motor difficulties, provide chunky markers and jumbo crayons that can be grabbed with the whole fist.

## Focus

♥ We can tell about Jesus.

# More! Bible Discovery (20–25 minutes)

**2** Use all these activities to help children **tell how Paul told others about Jesus.**

### Materials

Resources audio track 3,  
media player, Bible,  
letter addressed to the class  
from you



### Materials

Teaching Picture 11,  
Resources Paul's Letters  
printable file, rubber bands,  
Bible-times costume, chairs



### Before Class

Print out the letters from the  
Resources file. Make a circle of  
chairs to represent the house.

### During Class

Place children in groups around  
the room: Ephesians, Philippians,  
and Colossians. Choose one child  
to be a guard and one to be a  
letter carrier. Wear the costume  
and assume the role of Paul.

### Teaching Tip

Put a sign above each group,  
signifying its name.

### Materials

props from Bible Time



### Materials

Resources Unit 2  
Bible Memory Motions  
printable file, whiteboard, dry-  
erase marker, Bible



## More! Sing and Pray

Sing "These Feet, Hands, and Heart."

PRAY: **Dear God, help us to tell about Jesus. In Jesus' name, amen.**

SAY: **Oh look, here's a letter to our class.** Read the letter: **"Dear (class name), you are a great class. I pray that you will always follow Jesus. Please tell others about Him. Love, Your Teacher."** Show letter. **Today we are learning about another teacher from the Bible book of Acts, chapter 28. Show Acts 28. This man sent some letters about Jesus to people too.**

## Bible Time—Another Way!

SAY: **Hello. I am Paul, a missionary. I traveled, telling people about Jesus.** Walk around, shaking hands and saying, "Jesus loves you!" **Some people did not want to hear about Jesus, so they had me put in jail.** Stand in the circle of chairs. **Although I wasn't free, my "jail" was a house in Rome where I was allowed to live. I could not leave my house. A guard watched me all the time. Point to guard. But I didn't stop telling about Jesus. I told my guard about Jesus. Pat guard on back. I told my visitors. And I wrote letters to churches in other cities.** Sit and pretend to write. Then roll the letters to look like scrolls and secure each with a rubber band.

Hand Ephesus scroll to carrier. **Please take this to my friends at the church in Ephesus.** Point to group. Have them open the scroll. **My letter to the Ephesians said, "Pray for me so I will not be afraid to tell about Jesus. Please follow Him. Be kind and forgive each other."**

Hand Philippi scroll to carrier. **Please take this to my friends at the church in Philippi.** Point to group. Have them open the scroll. **My letter to the Philippians said, "I am a prisoner for Jesus. Follow Him and be like Him. Have an attitude like His."**

Hand Colossae scroll to carrier. **Please take this to my friends at the church in Colossae.** Point to group. Have them open the scroll. **My letter to the Colossians said, "I am in chains for Jesus. Please pray that I can tell about Him more."**

Assume teacher's role. Show the picture. **No matter where Paul was, he kept telling about Jesus. ♥ We can tell about Jesus too.**

## More! Bible Review

Let children play different roles as you tell the story again.

ASK: **When Paul was a prisoner, who did he tell about Jesus?** (the guards, his visitors)

**Who did Paul write to while he was in jail?** (churches he had visited)

**What did Paul ask his friends to do for him?** (pray for him)

## More! Bible Memory Mark 16:15

Before class, print and practice the Bible Memory motions.

Print "Mark" on the board. SAY: **Our Bible Memory is from the New Testament book of Mark. Remember that Jesus said these words, and we should follow them.** Lead the children several times in saying the verse as they do the motions.

## More! Grow and Go (15–20 minutes)

3

Use one or more of these learning centers to help children **share something about Jesus**.

### Focus

♥ We can tell about Jesus.

### Quick Step Scout Gets Mail

Scout comes in, holding the envelope. SAY: **Hey, it looks like Scout got a letter. Scout, who is your letter from?** Scout whispers to you. **Scout wants to share his letter.**

Look at the letter. **Scout, this letter is from your people family. It says: “Dear Scout, we think you are a very good dog. Pat Scout. You are an important part of our family. When we ask you to do something, you try to follow our directions.** Look at Scout, raising your eyebrows. Scout looks back and nod vigorously.

**“You do good work for our family. You tell us when there are strangers coming to the house. Scout barks once. You tell us when other animals are in the yard. Scout barks twice. And you tell us when our friends are here. Scout licks your face. Thanks for being a good friend and telling us important things. Love, Your People Family.”**

**Wow, Scout! That is a very kind letter. Thanks for sharing it!** Kiss Scout.

ASK: **What did Scout share with us?** (a letter from his family)

**What were some of the things Scout told his family?** (when there were strangers, when other animals were in the yard, when friends were there)

**What can you tell others about Jesus?** Encourage each child to turn to the person next to him and tell something about Jesus.

### Materials

Scout puppet, letter in sealed envelope



### Share the News

SAY: **Paul knew that Jesus loves everyone in the world. Paul wanted everyone to follow Jesus. He went everywhere and told everyone about Jesus. ♥ We can tell about Jesus too! Let’s solve a puzzle and share some good news about Jesus.**

Help children complete the maze in today’s *Heart Tugs*. Talk about what the people at the top of the maze are telling about Jesus. Who are they telling the good news to?

ASK: **Who can you tell about Jesus?**

**What can you share about Jesus?**

**Especially for 4s!**



Work through the maze together. Talk about the Sunday school teacher and whom she might be telling about Jesus. Move through the other pictures in a similar manner.

### Materials

*Heart Tugs* issue 11, pencils



### Saying Good-bye

- Gather children to share about Jesus. Pass a children’s picture Bible around the group. Let each child open to a picture of Jesus. Encourage the child to show the picture and tell something about Jesus.

- Be sure children have projects made in class and this week’s *Heart Tugs*. Encourage parents to ask their children to tell them something about Jesus. Note: A *Family Together Time* family page is available online for families to download. 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.

### Cleanup

Use Scout to encourage children as they clean up today. He can give a sticker to each child who is helping.



# Immerse

## Immerse your kids in God's Word.

Immerse helps kids grow to know and love God and His Word—and live it out!

### What makes Immerse unique?

- Kids take five journeys through the Bible by the time they reach 6th grade.
- Bible skills, integrated into each lesson, build on each other from one age level to the next.
- Activity options are included in most steps of each lesson.
- *Quick Step*™ activities, easy to prepare and teach, require no materials other than the curriculum and common classroom supplies.
- Special needs friendly activities are integrated into each lesson. Additional resources are available at [www.21stcc.com](http://www.21stcc.com) under *Downloads*.

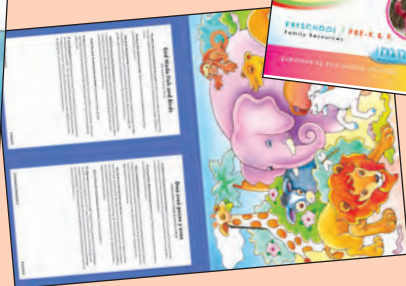


Pre-K & K Resources

**You'll want to use all the multisensory teaching tools provided with Immerse:**



Pre-K & K  
Make-n-Share

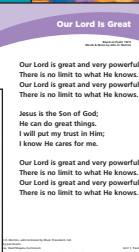


Preschool/Pre-K & K Teaching Pictures

Heart Tugs



Pre-K & K Resources Audio and Printable Files



Scout  
Puppet

**Plus, check out FREE online resources at [www.21stcc.com](http://www.21stcc.com).**



# Promise VBS

# CHAMPION

*Empowered by Jesus*



Every four years, the world's most talented athletes assemble to compete for gold medals in certain sports. Whether it's a 200-meter sprint or a long jump, these athletes have spent years perfecting their skills. To be the best, you must work hard. It takes practice, perseverance, and a little sweat to get to the top of the medal stand. With lessons from some of the best-loved passages of Scripture and a team of some of the world's fastest animals, students will learn how to be a CHAMPION: Empowered by Jesus.

Order from 21st Century Christian  
([www.21stcc.com](http://www.21stcc.com) or 800.251.2477)  
or your local Christian bookstore.

21<sup>ST</sup> CENTURY  
CHRISTIAN

PK

Pre K & K  
Teacher Guide

3622021-7

