

## Year Two Memory Verses

- January: "And it is impossible to please God without faith. Anyone who wants to come to Him must believe that God exists and that He rewards those who sincerely seek Him." Hebrews 11:6 (NLT)
- February: "But Samuel replied, 'What is more pleasing to the Lord: your burnt offerings and sacrifices or your obedience to His voice? Listen! Obedience is better than sacrifice, and submission is better than offering the fat of rams. Rebellion is as sinful as witchcraft, and stubbornness as bad as worshiping idols.'" I Samuel 15:22-23a
- March: "The Lord replied, "Don't say, 'I'm too young,' for you must go wherever I send you and say whatever I tell you. And don't be afraid of the people, for I will be with you and will protect you. I, the Lord, have spoken!" Jeremiah 1:7,8
- April: "But when the right time came, God sent his Son, born of a woman, subject to the law. God sent him to buy freedom for us who were slaves to the law, so that he could adopt us as his very own children." Galatians 4:4-5
- May: "From then on, Jesus began to preach, 'Turn from your sins and turn to God, because the Kingdom of Heaven is near.'" Matthew 4:17
- June: "Our Father who is in heaven, hallowed be Your name. Your kingdom come. Your will be done, on earth as it is in Heaven. Give us this day our daily bread. And forgive us our debts, as we also have forgiven our debtors. And do not lead us into temptation, but deliver us from evil. For Yours is the kingdom and the power and the glory forever. Amen." Matthew 6:9-13
- July: "I am the good shepherd; I know my own sheep, and they know me, just as my Father knows me and I know the Father. And I lay down my life for the sheep." John 10:14-15
- August: "I tell you the truth, anyone who will not receive the kingdom of God like a little child will never enter it." Luke 18:17
- September: "Therefore I tell you, do not worry about your life, what you will eat; or about your body, what you will wear. Life is more than food, and the body more than clothes. Consider the ravens: they do not sow or reap, they have no storeroom or barn; yet God feeds them. And how much more valuable you are than the birds!" Luke 12:22-24

October: "Let us fix our eyes on Jesus, the author and perfecter of our faith, who for the joy set before him endured the cross, scorning its shame, and sat down at the right hand of the throne of God." Hebrews 12:2

November: "The Lord opens the eyes of the blind. The Lord lifts the burdens of those bent beneath their loads. The Lord loves the righteous. The Lord protects the foreigners among us. He cares for the orphans and widows, but he frustrates the plans of the wicked." Psalm 146:8-9

December: "I am the resurrection and the life. Those who believe in me, even though they die like everyone else, will live again." John 11:25

**Cornerstone Christian Fellowship  
Children's Bible Curriculum**

**Year Two**

**Table of Contents**

**Year Two Memory Verses**

Qtr 1, Lesson 1: Abraham – Father of a Nation	January 2, 2011
Qtr 1, Lesson 2: Joseph – A Faithful Servant	January 9, 2011
Qtr 1, Lesson 3: Moses – Deliverer of Israel	January 16, 2011
Qtr 1, Lesson 4: Joshua – Captain of Israel	January 23, 2011
Qtr 1, Lesson 5: Gideon – Judge of Israel	January 30, 2011
Qtr 1, Lesson 6: Samuel – Prophet, Priest, Judge	February 6, 2011
Qtr 1, Lesson 7: David – King of Israel	February 13, 2011
Qtr 1, Lesson 8: Elijah – Religious Reformer	February 20, 2011
Qtr 1, Lesson 9: Josiah – The Young King Who Sought God	February 27, 2011
Qtr 1, Lesson 10: Jeremiah – Who Saw Jerusalem Destroyed	March 6, 2011
Qtr 1, Lesson 11: Daniel – A Leader in Captivity	March 13, 2011
Qtr 1, Lesson 12: Esther – The Queen Who Saved Her People	March 20, 2011
Qtr 1, Lesson 13: Nehemiah – Rebuilder of the Walls of Jerusalem	March 27, 2011
Qtr 2, Lesson 1: The Birth of John the Baptist	April 3, 2011
Qtr 2, Lesson 2: The Birth of Jesus	April 10, 2011
Qtr 2, Lesson 3: The Birth of Jesus, continued	April 17, 2011
Qtr 2, Lesson 4: Jesus in the Temple	April 24, 2011
Qtr 2, Lesson 5: The Baptism of Jesus	May 1, 2011
Qtr 2, Lesson 6: The Temptation of Jesus	May 8, 2011
Qtr 2, Lesson 7: The Calling of the Apostles	May 15, 2011
Qtr 2, Lesson 8: The Sermon on the Mount: The Beatitudes	May 22, 2011
Qtr 2, Lesson 9: The Sermon on the Mount: Influence, The Law, Loving Enemies	May 29, 2011
Qtr 2, Lesson 10: The Sermon on the Mount: Giving, Prayer, Fasting	June 5, 2011
Qtr 2, Lesson 11: The Sermon on the Mount: Dependence Upon God	June 12, 2011
Qtr 2, Lesson 12: The Sermon on the Mount: Judging and the Two Builders	June 19, 2011
Qtr 2, Lesson 13: The Death of John the Baptist	June 26, 2011
Qtr 3, Lesson 1: Nicodemus	July 3, 2011

Qtr 3, Lesson 2: The Samaritan Woman at the Well	July 10, 2011
Qtr 3, Lesson 3: The Transfiguration	July 17, 2011
Qtr 3, Lesson 4: The Woman About to be Stoned	July 24, 2011
Qtr 3, Lesson 5: The Good Shepherd	July 31, 2011
Qtr 3, Lesson 6: The Mission of the Seventy	August 7, 2011
Qtr 3, Lesson 7: Mary and Martha	August 14, 2011
Qtr 3, Lesson 8: The Rich Man and Lazarus	August 21, 2011
Qtr 3, Lesson 9: Jesus Blesses the Children	August 28, 2011
Qtr 3, Lesson 10: The Rich Young Ruler	September 4, 2011
Qtr 3, Lesson 11: Zacchaeus	September 11, 2011
Qtr 3, Lesson 12: Jesus Anointed by Mary	September 18, 2011
Qtr 3, Lesson 13: The Widow's Offering	September 25, 2011
Qtr 4, Lesson 1: Miracles of Nature No. 1	October 2, 2011
Qtr 4, Lesson 2: Miracles of Nature No. 2	October 9, 2011
Qtr 4, Lesson 3: Jesus Feeds the 5000	October 16, 2011
Qtr 4, Lesson 4: The Temple Tax	October 23, 2011
Qtr 4, Lesson 5: Jesus Heals the Leper	October 30, 2011
Qtr 4, Lesson 6: Jesus Heals the Paralyzed Man	November 6, 2011
Qtr 4, Lesson 7: The Centurion's Servant	November 13, 2011
Qtr 4, Lesson 8: The Afflicted Woman	November 20, 2011
Qtr 4, Lesson 9: The Possessed Boy	November 27, 2011
Qtr 4, Lesson 10: The Ten Lepers	December 4, 2011
Qtr 4, Lesson 11: Jairus's Daughter Raised	December 11, 2011
Qtr 4, Lesson 12: Lazarus Raised	December 18, 2011
Qtr 4, Lesson 13: [Celebrate the Birth of Jesus]	December 25, 2011

# **Lesson 1**

## **Abraham – Father of a Nation**

### **INTRODUCTION**

Before God created the heavens and the earth, He purposed to send His Son into the world to save mankind from their sin. In order to accomplish His purpose, God chose Abram (later called Abraham) to be the father of a nation through whom His Son would come.

God first called Abraham when he resided in Ur of the Chaldees (Gen. 15:7; Neh. 9:7; Acts 7:2-3). Ur was an ancient and important city located on the Euphrates River in southern Mesopotamia. Abraham first migrated northwestward in Mesopotamia to Haran, also a flourishing city in the nineteenth and eighteenth centuries B.C. (Gen. 11:31). At Haran God again called Abraham, instructing him to go to a land He would show him (Gen. 12:1). God then made three promises to Abraham: the nation promise, the land promise, and the spiritual promise (Gen. 12:2-3,7). After Abraham offered his son Isaac upon the altar at Mount Moriah, God repeated these promises to him (Gen. 22:15-18).

## **TEACHING**

**After the lesson, each child should know:**

1. Abraham believed God
2. Abraham obeyed God
3. God fulfilled the three promises in His time

## **ART/CRAFT STATION**

**Experiences/Craft Suggestion:**

A Faith Walk. Abraham left his home and didn't know where he was going. God directed him to the land he was promised. Blindfold the child and set up an "obstacle course" (age appropriate). Talk him/her around or over the obstacles from "Ur" to the "promised land." Obstacles can be rearranged so each child's walk is an adventure.

**PRESCHOOL "BIG IDEA":**

God has big plans for us. We can trust Him and believe what He says.

**WORSHIP TIME:**

"Obey Obey - O" (VBS Song)  
"Trust and Obey"

## **Lesson 2**

# **Joseph – A Faithful Servant**

### **INTRODUCTION**

Joseph was the eleventh son of Jacob. He was the first son of his mother, Rachel, Jacob's second and most beloved wife (Gen. 30:22-24).

Joseph was his father's favorite, for he was the son of Jacob's old age. Thus Jacob gave Joseph a coat of many colors, and as a result Joseph's older brothers were jealous. Their animosity increased when Joseph brought an evil report of them to their father, and even more when he related his dreams in which his family bowed down to him. Consequently, his brothers conspired against him, stripped him of his coat, and sold him to merchants traveling in a caravan to Egypt. The merchants in turn sold Joseph to Potiphar, an officer of Pharaoh and captain of the guard. At that time Joseph was seventeen years old. Meanwhile, Joseph's brothers took his coat, dipped it in the blood of an animal, then showed it to their father claiming they had found the bloody garment. Jacob thus believed his son was dead and mourned for him many days (Gen. 37).

Although Joseph was a slave in Potiphar's household, he prospered for the Lord was with him. Eventually Potiphar elevated Joseph to the position of overseer, placing him in charge of his entire household. Potiphar's wife became infatuated with the handsome young man and tried to seduce him. When Joseph fled from her presence leaving his garment behind, Potiphar's wife lied to her husband. She claimed that Joseph had tried to violate her and produced Joseph's robe as evidence. In great rage Potiphar put Joseph in prison. (Gen. 39:1-20)

Again the Lord was with Joseph, and after some time the keeper of the prison placed Joseph in charge of all the prisoners. When the king's butler and baker were thrown into prison, Joseph interpreted their dreams. Joseph's predictions for both men came to pass, but when the butler was restored to his position in Pharaoh's service, he forgot about Joseph (Gen. 39:21-23;40).

After two years Pharaoh had two troubling dreams. When the wise men of Egypt could not interpret the dreams, the butler remembered Joseph and informed the king about the young Hebrew prisoner. Pharaoh sent for Joseph who interpreted the king's dreams, which foretold seven years of plenty followed by seven years of famine. Joseph outlined a plan to prepare for the famine and advised Pharaoh to select a man to oversee the work. Pharaoh, impressed with Joseph's wisdom, appointed him the ruler of Egypt, second only to himself. Joseph was thirty years old when he stood before Pharaoh - he had been a slave and prisoner in Egypt for thirteen years (Gen. 41:1-46).

Joseph prepared for the famine during the years of plenty by storing the surplus grain. When the famine commenced, Joseph opened his storehouses selling his grain not only to Egyptians, but also to those of the surrounding countries. Eventually Joseph sent his ten oldest sons to Egypt to buy grain. When the brothers came before Joseph to make their purchase, they bowed down to him not recognizing him. After their grain was consumed, the brothers went to Egypt the second time to buy grain, this time taking Benjamin (Joseph's younger brother, also the son of Rachel) with them. When Joseph could no longer restrain himself, he revealed his identity to his brothers and forgave them. Joseph sent his brothers back to Canaan to bring their father and entire households to Egypt to live, for there remained five more years of famine (Gen. 41:47-46:7). Jacob's family who went into Egypt numbered seventy-five souls including Joseph's family (Acts 7:14).

## **TEACHING**

**After the lesson, each child should know:**

1. Joseph's brothers were jealous and sold him into slavery in Egypt.
2. Joseph trusted God and everything he did prospered.
3. Joseph forgave his brothers and told them all the bad things in his life had been used by God for good.

## **ART/CRAFT STATION**

**Experiences/Craft Suggestion:**

The things that happen to us do not always feel "good." But God promises that everything will work together for good (Romans 8:28). Bring an electric frying pan and cinnamon pancake batter. Have the children taste each of the ingredients one by one - flour, baking powder/baking soda, salt, cinnamon, sugar (not the raw eggs!). The only thing that has a pleasant taste is the sugar. Give them each a cooked pancake. Although each ingredient alone didn't taste good, brought together and cooked properly it is delicious. God is bringing things together in our lives - we may not like the way each "tastes," but He has a purpose and will use each "ingredient."

## **PRESCHOOL "BIG IDEA":**

Even though we have to do things we don't always want to (obeying and sharing aren't always fun), we can trust that God loves us and has big plans for us.

## **WORSHIP TIME:**

"Obey Obey - O" (VBS Song)  
"Trust and Obey"



## **Lesson 3**

### **Moses – Deliverer of Israel**

#### **INTRODUCTION**

After Jacob's family moved to Egypt, they increased and multiplied until the land was filled with them. Joseph died, many years passed, and a new king came to power who did not know Joseph. Afraid of the strength and might of the Israelites, the king began to afflict them, enslaving them and forcing them to build cities for him. He decreed that all boy babies born to the Hebrew women should be cast into the river. One Levite family hid their infant son. When they could no longer hide him, his mother put him in a basket and placed him in the river where the daughter of Pharaoh bathed. The royal princess found the basket and child, named him Moses, which means "to draw out," and raised him as her son. For the first forty years of his life, Moses enjoyed the pleasures of the Egyptian royal household although he was aware of his Hebrew origin. One day while Moses observed the burdens of his Hebrew brethren, he saw an Egyptian strike one of the Israelites. Moses killed the Egyptian and was forced to flee Pharaoh and Egypt (Ex. 1-2:15).

Moses journeyed to Midian where he married and became a shepherd, keeping the flocks of his father-in-law. After forty years passed, the Lord spoke to Moses at Horeb, the mountain of God, from a bush that burned but was not consumed by the fire. God told Moses He had chosen him to deliver his people, the children of Israel, out of Egypt and bondage, into Canaan, the land He had promised to give to Abraham's seed (Ex. 2:16-4:31).

God performed wonders and signs in Egypt by the hand of Moses, and after ten plagues occurred, Pharaoh allowed the children of Israel to leave, only to pursue them later. When it appeared the Israelites were trapped between the army of Pharaoh and the Red Sea, God saved His people by instructing Moses to stretch his rod over the sea. The waters parted, the Israelites crossed on dry land, and then the waters closed over the pursuing army of Pharaoh (Ex.5-14).

For the next forty years, Moses led the children of Israel through the wilderness in the Sinai Peninsula. During that time, the Lord delivered the Ten Commandments and other laws to the people. Moses had to deal with the multitude during hunger, thirst, strife, battles, murmurings, complaints, disobedience, and revolt (Ex. 15-Num. 19). Finally, while the people were camped at Kadesh and the time to enter Canaan was near, the people demanded water. God instructed Moses to speak to a rock, but Moses instead struck the rock. Although water flowed from the rock, Moses was forbidden to enter the land of Canaan because of his disobedience and disbelief in the incident (Num. 20:1-13; Ps. 106:32-33).

Before Moses died, God took him to Mount Nebo on the east side of the Jordan River and showed him the land of Canaan. Moses then died at one hundred twenty years of age - his eye was not dim, nor his natural force (vigor) abated. God buried him in the valley of Moab, but no man knows where (Deut. 34).

## **TEACHING**

**After the lesson, each child should know:**

1. Moses wrote the first five books of the Bible.
2. Moses followed God's instructions and led the people out of Epypt (Exo. 40:16).
3. Moses disobeyed God and was punished (not allowed to go into the Promised Land) but God still said there was never another prophet like Moses, "whom the Lord knew face to face" (Deut 34:10).

## **ART/CRAFT STATION**

**Experiences/Craft Suggestion:**

Have the children do an origami project by following your paper folding instructions just like Moses followed God's instructions. (John McCumber knows how to make a "jewel" and would be happy to "instruct" you.)

**PRESCHOOL "BIG IDEA":**

Moses learned to listen to God and do what He said. We should too!.

**WORSHIP TIME:**

"Obey Obey - O" (VBS Song)

"Trust and Obey"

## **Lesson 4**

### **Joshua – Captain of Israel**

#### **INTRODUCTION**

The name Joshua (Hebrew) is the Old Testament form of Jesus (Greek), which means “the Lord is salvation.” Joshua is first introduced in the scriptures when the children of Israel came to a place called Rephidim on the way to Mount Sinai about two months after they left Egypt. Here the Israelites were attacked by the Amalekites, desert nomads who were descendants of Esau. Moses appointed Joshua to command the Israelites in the ensuing battle, which he did successfully (Ex. 17). Joshua then served as Moses’s servant while Moses was receiving the law from God at Mount Sinai (Ex. 24:13; 32:17; 33:11).

When the children of Israel left Mount Sinai in the second month of the second year, they journeyed northward, camping at the southern border of Canaan, which was their destination. Moses sent twelve men to spy out the land, one man from each of the twelve tribes, and Joshua was the man chosen from the tribe of Ephraim. When the spies returned after forty days, only Joshua and Caleb, the men chosen from the tribe of Judah, reported that the God of the Israelites was strong enough to conquer the land. When the congregation of people believed the evil report of the ten other spies rather than the good report of Joshua and Caleb, the Lord decreed that Israel should wander in the wilderness for forty years, one year for each of the days spent spying out the land. All the Israelites twenty years and older, except for Joshua and Caleb, would perish in the wilderness because of their unbelief - their children would be the ones allowed to enter the land of promise (Num. 13-14)

When the forty years had passed and the death of Moses was near, God chose Joshua to succeed Moses (Num. 27:18-23). Joshua’s task, therefore, was to lead the children of Israel into the land of Canaan, conquer it, and occupy it - fulfilling God’s land promise to Abraham.

## **TEACHING**

**After the lesson, each child should know:**

1. At this point God has fulfilled two of His promises to Abraham: his descendants would be a great nation (there were over two million that left Egypt), and they would have a land of their own.
2. Joshua was one of the two spies who gave a good report - he believed God could give the Israelites victory.
3. Joshua was chosen by God to be the leader after Moses and determined that he and his house would "serve the Lord."

## **ART/CRAFT STATION**

**Experiences/Craft Suggestion:**

Draw "floor plans" plans for a house where people who want to serve God would live, or glue popsicle sticks to construction paper to make a house. Ask the children what you would put in the house and what you would leave out. (Example: No idols/ perhaps an extra room where people who need a place to stay could sleep/ a big kitchen to help feed people/ a big swing set out back so you could invite friends over and love them like Jesus does/ etc.)

**PRESCHOOL "BIG IDEA":**

We may be little, but we can serve God too - sharing, being kind, obeying, etc.

**WORSHIP TIME:**

"12 Spies Song/(Ten Were Bad and Two Were Good)"

## **Lesson 5**

### **Gideon – A Judge of Israel**

#### **INTRODUCTION**

Although Joshua and the Israelites defeated many kings and captured many cities in Canaan, they did not drive all the inhabitants out of the land. Consequently, after Joshua and the elders who were contemporary with him died, the people of Israel forgot about God and began to serve the idols of the people that remained in the land. Then the Lord's anger was kindled against the children of Israel, and he delivered them into the hands of enemy invaders. After Israel had been oppressed for a number of years by these enemies, they remembered God and turned to Him again, crying for help. God then raised up a judge who saved them and drove their enemies out of the land. But when the judge died, Israel turned again to their idols. After more oppressions by more enemies, God raised more judges to save His people (Judges 2:6-23). One such judge was Gideon.

At one time when the Israelites had become idolatrous and evil, God delivered them into the hands of the Midianites who oppressed them for seven years. The Midianites together with the Amalekites, both desert nomad tribes, invaded the land, burning the crops of the Israelites, destroying their food, and forcing many of them to hide in caves and dens. One day as Gideon was threshing wheat in his winepress to hide the grain from the enemies who might be roving about, the angel of the Lord appeared to him and told him to save Israel from the Midianites (Judges 6:1-24).

## **TEACHING**

**After the lesson, each child should know:**

1. God chose Gideon as a judge to lead the Israelites in driving the enemy out of their land.
2. Gideon built an altar and worshipped the true God before the battle.
3. God gave the victory - there were only 300 men, their weapons were horns, clay jars, and torches.

## **ART/CRAFT STATION**

**Experiences/Craft Suggestion:**

Act out Gideon's "fleece." Use two towels, (one damp, the other dry), to serve as the "ground." Use two pieces of sheepskin/artificial fleece, (one damp, the other dry), and have the children take turns portraying Gideon sleeping at night and waking in the morning to find them wet/dry.

**PRESCHOOL "BIG IDEA":**

We worship the one true God. We can trust Him to protect us.

**WORSHIP TIME:**

"The Judges" by JoLinda Crump  
"The Lord's Army"

## **Lesson 6**

### **Samuel – Prophet, Priest, Judge**

#### **INTRODUCTION**

After the death of Joshua, the children of Israel did not have a national leader. “In those days there was no king in Israel, but every man did that which was right in his own eyes” (Judges 17:6). The twelve tribes, although related through their common ancestors, Abraham, Isaac, and Jacob, were not united, but were rather an unorganized and loose confederation. The judges raised by God to deliver the people from their enemies were generally tribal leaders, not national rulers. Fifteen judges (including Abimelech, the bramble king) ruled over a period of some 200-400 years. The last and by far the most outstanding judge was Samuel who also served as prophet and priest.

## **TEACHING**

**After the lesson, each child should know:**

1. God spoke to Samuel as a child. Samuel listened and obeyed.
2. Samuel anointed Saul as king. Saul disobeyed God.
3. Samuel anointed David.

## **ART/CRAFT STATION**

**Experiences/Craft Suggestion:**

Bring some oil in and discuss how Saul and David were anointed. Let the children take turns "anointing" one another - in moderation. (It may be helpful to speak with one of the members of the church who regularly participate in anointing.) Draw a picture depicting the anointing of Saul and of David.

## **PRESCHOOL "BIG IDEA":**

Samuel listened to and obeyed God when he was very little. When we listen to and obey God He can use us to do important things.

## **WORSHIP TIME:**

"The Judges" by JoLinda Crump

"The First Three Kings" by JoLinda Crump



## **Lesson 7**

### **David – King of Israel**

#### **INTRODUCTION**

When God rejected Saul as king. He instructed Samuel to anoint David, the youngest son of Jesse of the tribe of Judah, to be king of Israel. Although God “rent” the kingdom from Saul, David did not actually become king until after Saul’s death. As a young man David was a shepherd and a skilled musician. He played his harp to soothe Saul’s troubled spirit. David gained a reputation as a warrior beginning with Goliath. Saul’s son, Jonathan, formed a deep friendship with David. David’s first military victory after becoming king over the united tribes was the capture of Jerusalem. Since the time of Joshua, Jerusalem had remained a Jebusite stronghold. David took the city and made it his capital and home. David expanded and extended the borders of his kingdom until all the territory promised to Abraham was under his dominion. David sinned greatly with Bathsheba, repented, and was still called a man after God’s own heart. David desired to build a house of worship, but God said he couldn’t, his son would build it. David’s sons caused him much anguish and heartache (Absalom, Amnon, Adonijah). It was Solomon, Bathsheba’s son, who reigned after him and was allowed to build the temple.

## **TEACHING**

**After the lesson, each child should know:**

1. David trusted God to win his battles, Goliath, etc.
2. David sinned, repented, was forgiven and was called a man after God's own heart.
3. David was known as "Israel's singer of songs," and wrote many of the Psalms.

## **ART/CRAFT STATION**

**Experiences/Craft Suggestion:**

Have the children think of a victory they had this week or a tough time. Have them write their own psalm - either in words or picture form. Encourage them to sing it to God, now or later. Let them know it's okay to tell God exactly how they feel, even the bad stuff. God wants us to be honest with Him - David was!

## **PRESCHOOL "BIG IDEA":**

David loved to sing to God, and God loved to hear him sing. God wants us to praise him too!

## **WORSHIP TIME:**

Share Psalm 13 with the children to prepare them for the Art/Craft Station activity. Point out that David was pretty upset with God at the beginning, but by the end he was remembering God's goodness.

## **Lesson 8**

### **Elijah – Religious Reformer**

#### **INTRODUCTION**

Solomon had many wives from foreign nations, and when he was old, his wives turned his heart away after other gods. Because Solomon turned from God to idols, God rent the kingdom from him. The ten tribes of Israel in the north became a separate kingdom called the northern kingdom or the kingdom of Israel. However, God preserved for the house of David the two southern tribes of Judah and Benjamin known as the southern kingdom of Judah (I Kings 11). Through the years, the kingdom of Judah was ruled by the descendants of David - some kings were righteous and some were wicked. However, the northern kingdom of Israel was ruled by several dynasties and soon became idolatrous, first worshiping God improperly and later worshiping Baal and other idols.

The division of the kingdom occurred about 931/930 B.C. Ahab was one of the kings of Israel. He introduced Baal worship into Israel and "did more to provoke the Lord God of Israel to anger than all the kings of Israel that were before him" (I Kings 16:30,33). Elijah, an inhabitant of Gilead, made a dramatic appearance before Ahab, predicting a devastating drought and famine. God sustained Elijah during the drought using ravens to feed him, and then a widow whose oil and meal miraculously increased. When the widow's son died, Elijah restored him to life (II Kings 17). After three years, Elijah and Ahab's priests had a contest on Mt. Carmel and God showed Himself to be the true God (I Kings 18). After Elijah killed the false priests, he ran to the wilderness to escape Ahab's wife, Jezebel, who had vowed revenge. At Mt. Horeb, God spoke to Elijah in a still small voice. He instructed Elijah to anoint Hazael to be king of Syria, Jehu to be king of Israel, and Elisha to be a prophet and his successor. These three things would bring about reformation in Israel (I Kings 19). While Elijah and Elisha were out walking, a chariot of fire separated them and Elijah was carried away by a whirlwind into heaven (II Kings 2:1-15).

## **TEACHING**

**After the lesson, each child should know:**

1. Elijah challenged the priests of Baal on Mt. Carmel and God gave the victory.
2. At Mt. Horeb, God did not speak in the wind, earthquake or fire - but in a still small voice. We need to listen carefully.
3. Elijah did not die - but was carried to heaven in a chariot of fire.

## **ART/CRAFT STATION**

**Experiences/Craft Suggestion:**

Use tongue depressors and fabric to make stick puppets of Elijah and Elisha (don't forget the mantle). Have the children place Elijah in a chariot of fire drawn on paper with a slit for Elijah to fit through. Have the children color or decorate the chariot.

## **PRESCHOOL "BIG IDEA":**

Elijah wasn't afraid to tell bigger (seemingly more important) people about God. We can tell bigger people about God too (moms, dads, grandparents, aunts, uncles, etc.).

## **WORSHIP TIME:**

"Our God is an Awesome God"

## **Lesson 9**

# **Josiah – The Young King Who Sought God**

### **INTRODUCTION**

Elijah's religious reformation was continued by Elisha. Nevertheless, Israel soon fell into idolatry again, and eventually the Lord sent Assyria, a ruthless and cruel nation, against them. The Assyrians completely crushed the northern kingdom of Israel and carried the people away into captivity in 723 B.C. (II Kings 17). The northern kingdom lasted slightly more than two hundred years. The southern kingdom, Judah, continued for another one hundred and thirty-some years. Although all the kings of Israel were evil, Judah, who was ruled by the descendants of David, had some righteous kings. One of the last kings of Judah was Josiah.

Josiah was eight years old when he began to reign. His grandfather and father who had reigned before him were extremely wicked, leading the people of Judah into idolatry. However, in the eighth year of Josiah's reign while he was still young (16 years old), he began to seek after the God of David, his father (II Kings 22:1; II Chron, 34:1-3). In the twelfth year of his reign (at the age of twenty), he began to purge (cleanse) Judah and Jerusalem of the idolatrous places of worship. He even went north into the ruins of Israel and broke down the idolatrous altars and images that remained there (II Chron. 34:3-5). In the eighteenth year of Josiah's reign (when he was twenty-six years old) his third reformation took place. The temple was repaired and the Book of the Law was found. It was read publicly and the people agreed to follow God, which they did until the time of Josiah's death.

Because of Josiah's faithfulness God did not punish Israel for their idolatrous ways until after his death (II Chron, 34:8-28). After reigning 31 years, Josiah was killed in the battle of Megiddo. He was greatly mourned and it was said of him that never before was there a king like Josiah who turned to the Lord with all his heart, soul, and strength, obeying all the laws of Moses. There hasn't been one since. (II Kings 23:25).

## **TEACHING**

**After the lesson, each child should know:**

1. Josiah became king at eight years of age.
2. He sought God, found the law and obeyed it.
3. Never before or since was there a king like Josiah who turned to the Lord with all his heart, soul, and strength.

## **ART/CRAFT STATION**

**Experiences/Craft Suggestion:**

Arrange a "treasure hunt" for the children with a map. Have a Bible be the treasure they find. Discuss how precious God's Word is to people who don't have easy access like we do (China, Russia, etc.). Do we "treasure" God's Word?

## **PRESCHOOL "BIG IDEA":**

Josiah was very young when he became king. He was obedient to God's Word and God did amazing things through him.

## **WORSHIP TIME:**

"Thy Word Have I Hid in My Heart"

## Lesson 10

# Jeremiah – The Prophet Who Saw Jerusalem Destroyed

### INTRODUCTION

The Lord appointed Jeremiah to be a prophet to Judah and the nations during the reign of Josiah, the righteous king. After the death of Josiah the people of Judah became idolatrous again, and the nation fell into rapid decline. Three of Josiah's sons and a grandson reigned after him, but all of them were evil. During this tumultuous time, Jeremiah continued to deliver God's word to the unrepentant people who did not heed his message, but rather ridiculed, maligned, and persecuted him.

When Josiah was killed in 609 B.C., his son Jehoahaz became king in Judah. After three months, however, Pharaoh-Necho of Egypt took him captive and carried him to Egypt. Pharaoh placed Jehoiakim, another son of Josiah, on the throne and demanded heavy tribute from Judah (II Kings 23:31-35; II Chron. 36:1-4). IN 605 B.C. the Babylonian king, Nebuchadnezzar, defeated the Egyptians at Carchemish, a city on the Euphrates River in Northern Syria (Jer. 46:2). Nebuchadnezzar then marched throughout Syria and Judah, besieging Jerusalem and carrying captives, including Daniel, back to Babylon (Dan. 1:1).

Jehoiakim served Nebuchadnezzar for three years, then rebelled against the Babylonian king (II Kings 24:1). Jeremiah predicted a violent death for Jehoiakim (Jer. 22:18-19; 36:30), and Josephus, the Jewish historian, states that Jehoiakim was killed by Nebuchadnezzar who ordered him cast before the walls of the city and left unburied. Jehoiakim was succeeded on the throne of Judah by his son Jehoiachin, but Nebuchadnezzar besieged Jerusalem for the second time, and after three months, in 597 B.C., he again took captives to Babylon. Among the captives were the king Jehoiachin, the prophet Ezekiel, princes, mighty men of valor, craftsmen--10,000 captives in all (II Kings 24:8-16; II Chron. 36:9-10; Ezek. 1:1-3).

Nebuchadnezzar then placed Zedekiah, son of Josiah and uncle of Jehoiachin, on the throne of Judah. Some years later Judah rebelled against the Babylonians, and Nebuchadnezzar besieged Jerusalem for the third time. After a siege of more than two years, Nebuchadnezzar captured the city in 586 B.C. He burned the temple and houses, broke down the walls of the city, and carried the treasures of the temple and city to Babylon. Those people who escaped the Babylonian sword, Nebuchadnezzar took captive back to Babylon, leaving only the poorest of the people in Judah to be vinedressers and farmers (II Kings 24:18-25:21; II Chron. 36:11-20). Some of the people that were left in Judah rebelled against the governor that had been appointed by Nebuchadnezzar. They fled to Egypt and forced Jeremiah to accompany them, although warned by him that the Babylonians would invade Egypt and there was no safety there (II Kings 25:22-26; Jer. 40-44). Although Jeremiah began his work during the peaceful reign of Josiah, he lived through and witnessed the chaotic period that followed the death of Josiah. He was an old man when he went to Egypt, and his fate is uncertain.

## **TEACHING**

**After the lesson, each child should know:**

1. God knew Jeremiah before he was born and had already planned his life.
2. Jeremiah spoke hard words to important people who could, and did, hurt him, but he still spoke to them without fear. He knew God was with him.
3. Even though he suffered many things because the people did not believe him, (the cistern, Egypt, the burning of the scroll he worked so hard to write), he continued to love and pray for the people. He was called the weeping prophet because he cried so much for his people.

## **ART/CRAFT STATION**

**Experiences/Craft Suggestion:**

Have the children make their own scroll. Have them copy a verse or two on it very carefully. The younger children could copy pictures that tell a story, or carefully trace words written with dotted lines. Then roll it up and tie with a cord or ribbon. Discuss how long it would take to write an entire book like Jeremiah or Lamentations. Then discuss how they would feel if someone like the king burned it piece by piece. Discuss how Jeremiah and Baruch must have felt to see the king react to God's Word that way.

## **PRESCHOOL "BIG IDEA":**

God knew all about you before you were even born. He loves you so much and has already made big plans for you. We can be excited about doing what God wants us to do!

## **WORSHIP TIME:**

"The Butterfly Song" (I just thank you Father for making me, me)



# **Lesson 11**

## **Daniel – A Leader in Captivity**

### **INTRODUCTION**

In 605 B.C., during the reign of Jehoiakim, king of Judah, Nebuchadnezzar, king of Babylon, came against Jerusalem for the first time and besieged the city. Nebuchadnezzar took young princes and nobles captive, carrying them back to Babylon along with temple treasures. One of the young Jewish men taken captive was Daniel. As a result, Daniel, a prophet of God, lived his entire adult life as a captive in a foreign country. He was courageous, deeply devoted to God, and a man of conviction and faith (Heb. 11:32-33).

The book of Daniel contains two sections. The first relates episodes in the lives of Daniel and his friends as captives in the king's court in Babylon (Dan. 1-6). The second section consists of various dreams, visions, and prophecies of Daniel concerning the future of Israel, world kingdoms, and the kingdom of Jesus Christ (Dan. 7-12). Daniel's first test of courage occurred early in his captivity when he was very young, probably in his teens. (Daniel 1). The young captives were taken to Babylon for training where Daniel and three of his young friends courageously, but courteously, refused to drink the king's wine or eat his meats (delicacies) which possibly were foods offered to Babylonian idols or were a violation of God's dietary laws. Daniel suggested a ten-day trial period. At the end of ten days, the countenance (features) of Daniel and his three friends surpassed those who had eaten the king's food.

Some time later Nebuchadnezzar had a troubling dream (Daniel 2). Nebuchadnezzar wanted the dream interpreted, but could not remember it. When the Babylonian wise-men could not interpret the dream, he became angry and ordered them slain - including Daniel and his friends. Daniel asked the king for time and then he and his friends prayed and asked God for mercy. God revealed the secret to Daniel and the lives of the wise men were spared.

After Daniel had been in Babylon for nearly seventy years, the last king of Babylon, Belshazzar had a drunken feast (Daniel 5). A hand appeared and wrote on the wall. The queen mother remembered Daniel. Daniel was able to interpret the dream and told the king he would die that night.

When Babylon fell to the Medes and Persians, Darius was appointed governor by Cyrus (Daniel 6). Darius favored Daniel which led to jealousy and a trap being laid for Daniel. Daniel continued to pray to the true God and was thrown in a den of lions. Darius fasted and prayed all night. When he discovered that God had protected Daniel all night, he made a decree that in all his kingdom men should fear and tremble before the God of Daniel. Daniel prospered in the reign of Darius and Cyrus.

## **TEACHING**

**After the lesson, each child should know:**

1. Daniel was taken into captivity as a very young man ( in his teens) and was given the opportunity to make choices. He chose to obey God - even about what to eat and drink.
2. Daniel was not afraid to pray openly to God, and God protected him in the lion's den.
3. Daniel's abilities, given to him by God, allowed him to become very powerful and influential. Even the ruler of the land believed in Daniel's God because of Daniel's faith!

## **ART/CRAFT STATION**

**Experiences/Craft Suggestion:**

Have the children draw a picture that illustrates a time when they had to choose between doing what was right and doing what everyone else was doing. Be prepared to talk about choices they are faced with - being kind/mean to someone, using good/bad language, sharing/being selfish, showing respect/making fun of a teacher or principal, obeying/disobeying, etc. Daniel made the right choices.

## **PRESCHOOL "BIG IDEA":**

We need to do what is right, even if our friends are doing what is wrong.

## **WORSHIP TIME:**

"The Four Kingdoms" by JoLinda Crump

## **Lesson 12**

# **Esther – The Queen Who Saved Her People**

### **INTRODUCTION**

Jeremiah prophesied that the people of Judah would be in Babylonian captivity for seventy years (Jer. 25:8-11;29:10). In 539 B.C., the army of Cyrus, king of the Medes and Persians, entered the city of Babylon. Belshazzar who was engaged in a riotous feast was slain the same night. Thus the great Babylonian kingdom, represented by the head of gold in Nebuchadnezzar's dream, ended and was succeeded by the Medo-Persian Empire, the silver breast and arms.

In his first year as ruler of the Medo-Persian Empire, Cyrus issued a proclamation throughout all his kingdom permitting the deported peoples to return to their homelands and encouraging them to restore their religious worship (II Chron. 36:22-23; Ezra 1:1-4). Accordingly, many of the Jews returned to Palestine to once again live in their "promised land" and rebuild their temple and cities, fulfilling the prophecy of Jeremiah (Jer. 25:8-12). Not all the Jews returned to Palestine, however; some remained in the lands to which they had been carried as captives. Throughout the years they had established new homes and businesses, becoming prosperous.

The book of Esther takes place in Shusan, the Persian capital, during the reign of Ahasuerus, probably the Persian king known in history as Xerxes, who ruled Persia from 485 to 465 B.C. During his reign the empire was at its zenith and encompassed the known world. Esther was a brave and courageous young Jewish girl who became queen of Persia and saved her people from disaster. The book of Esther opens with Xerxes demanding his queen, Vashti, display her beauty in an immoral way before his drunken guests (Esther 1). She refuses and is removed as queen. Xerxes orders all the "fair young virgins" be brought to the palace for him to select a new queen (Esther 2). Esther, a "fair and beautiful" Jewish girl raised by her uncle Mordecai, is instructed by him not to reveal her nationality when she arrives at the palace. Esther becomes queen. A plot to kill all the Jews is put into place by Haman, an enemy of Mordecai (Esther 3). Esther is given the opportunity to save her people, but is afraid (Esther 4). Esther approaches the king (Esther 5-8) and tells him of the peril to her people. Xerxes punishes Haman and arranges for the Jews to defend themselves (Esther 9-10) and the people are spared. Mordecai is promoted to a position of power.

## **TEACHING**

**After the lesson, each child should know:**

1. Haman plotted against Mordecai and the Jewish people. He ended up suffering the evil he had planned for Mordecai.
2. Esther was afraid to speak to the king, but did it anyway, knowing it might mean her death. She knew it could be the reason she was allowed to be queen.
3. God blessed Esther and Mordecai. Mordecai became a ruler and the Jewish people were saved.

## **ART/CRAFT STATION**

**Experiences/Craft Suggestion:**

Have the children make and decorate a “golden” scepter using sparkly pipe cleaners and foil. Discuss how brave Esther was in going to the king without being invited. If you have time let the children take turns playing Esther and Xerxes.

## **PRESCHOOL “BIG IDEA”:**

We don't have to be afraid of anything - God loves and cares for us!

## **WORSHIP TIME:**

“Nothing is too Difficult for You”

## **Lesson 13**

### **Nehemiah – Rebuilder of the Walls of Jerusalem**

#### **INTRODUCTION**

When Cyrus, king of the Medo-Persian Empire, conquered Babylon in 539 B.C., he issued a decree allowing the deported peoples throughout his empire to return to their homelands. The first group of Jews to return to Palestine was led by Zerubbabel, a descendant of David. The main purpose of his return, besides resettling the land, was to rebuild the temple in Jerusalem. Cyrus gave to these returning exiles 5,400 vessels of gold and silver that Nebuchadnezzar had taken from the temple and put in the house of his gods in Babylon. The new (second) temple was completed and dedicated to God in 515 B.C. (Ezra 1; 6:15).

A second group of Jews returned to Palestine in 458 B.C. which was the seventh year of the reign of Artaxerxes I, son and successor of Xerxes (the “Ahasuerus” of the book of Esther). The leader of this second return was Ezra, a scribe and descendant of Aaron. Ezra had set his heart to seek the Lord, and his mission was to teach the laws and statutes to the Jews who had returned to Palestine (Ezra 7:1-10).

In 445 B.C., the twentieth year of Artaxerxes’ reign, Nehemiah, a Jew and high official (cup-bearer) in the king’s court, learned that conditions back in Jerusalem were deplorable - the people were in great affliction and the walls of the city broken down. The king appointed Nehemiah as governor of Judah and gave him permission to lead a third group of Jews back to Jerusalem with the authority to rebuild the walls of the city (Neh. 1-2:8; 5:14). With the cooperation of the leaders of the Jews, Nehemiah organized the work for the construction project (Neh. 3). Some of the surrounding rulers felt threatened by the work and did all they could to prevent it. The opposing leaders were Sanballat, Tobiah and Geshem (Neh. 4-6). The wall was rebuilt in 52 days because the people had a mind to work (Neh. 4:6; Neh. 6:15).

## **TEACHING**

**After the lesson, each child should know:**

1. Nehemiah had an important job that he did so well, the king cared about him and trusted him.
2. The walls were rebuilt in 52 days because the people worked with enthusiasm.
3. Nehemiah was a man of prayer - he talked to God night and day and then obeyed God.

## **ART/CRAFT STATION**

**Experiences/Craft Suggestion:**

Print off a simple diagram of the city walls and gates of Jerusalem and have the children, working as groups (with enthusiasm!), build walls and gates out of miniature marshmallows, toothpicks, and wheat thins crackers (for the gates).

## **PRESCHOOL "BIG IDEA":**

Whenever we work, we should do it with lot of energy! We're working for Jesus! Even if it is picking up toys, making our beds, helping Mom and Dad - whatever!

## **WORSHIP TIME:**

"Nothing is too Difficult for You"

# **Lesson 1**

## **The Birth of John the Baptist**

**Luke 1**

### **INTRODUCTION**

Before the world was created, God planned to send his son into the world to save people from their sins. The Bible is an organized and complete writing that reveals the mind of God and His plan to save us from our sins. Starting in the very beginning, God's plan unfolds. The New Testament begins with the birth, ministry, death, burial, and resurrection of Jesus—the fulfillment of God's promise in the Old Testament.

In Luke 1, we meet Zechariah and Elizabeth, the parents of John the Baptist. Both Zechariah and Elizabeth were old, and Elizabeth was unable to have children when God chose them to have John. While in the temple, Zechariah is visited by the angel Gabriel who tells him that he and Elizabeth will have a son, and they are to name him John. John will be the one to prepare the way for the Messiah, the one of whom the prophets of the Old Testament spoke.

## **TEACHING**

**After the lesson, each child should know:**

1. John the Baptist, a relative of Jesus, was the one the prophets of the Old Testament said would prepare the way for Jesus.
2. God can use anyone to fulfill his promises. He chose Zechariah and Elizabeth to be John's parents despite their age.
3. God fulfills his promises from the Old Testament in the New Testament.

### **ART/CRAFT STATION:**

Arrange a play for students to perform including the roles of Zechariah, Elizabeth, Gabriel, Mary, and extras. Props should include a small chalkboard/whiteboard with marker and eraser for Zechariah.

### **PRESCHOOL "BIG IDEA":**

God keeps all his promises! John the Baptist was the one God promised would come to prepare the people for Jesus.

### **WORSHIP TIME:**

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

"I've Got the Joy, Joy, Joy, Joy Down in My Heart"



## **Lesson 2**

# **The Birth of Jesus**

**Matt. 1:18-25; Luke 1:26-38; Luke 2:1-21**

### **INTRODUCTION**

The birth of Jesus is the continuation of God's plan to save all people. Daniel had prophesied of four world kingdoms in Daniel 2 and 7. In the days of the fourth world kingdom, the God of heaven would "set up a kingdom, which will never be destroyed..." (Dan. 2:44). The fourth world kingdom was believed to be the Roman Empire and was ruling the world when Jesus came to establish the Kingdom of Heaven. His birth fulfilled the prophecies of the Old Testament as well as confirmed what John the Baptist had been preaching.

## **TEACHING**

**After the lesson, each child should know:**

1. Jesus is the son of God, the fulfillment of God's promise.
2. An angel appeared to both Mary and Joseph to tell them they would be the ones chosen to raise Jesus.
3. Mary and Joseph had to travel to Bethlehem, where Jesus was born, because of a census that was to be taken. Bethlehem was where Joseph was from and he was a descendent of King David.

## **ART/CRAFT STATION:**

Create a scene depicting baby Jesus laying in a manger, wrapped in cloth. Use scraps of fabric or felt for the cloth. Then have children draw Jesus' head coming out of the cloth. Draw other people and animals (i.e. Mary, Joseph) surrounding the baby. Alternatively, have the students collaborate on a mural (each child receiving an assignment of something to create and glue to a communal piece of poster board).

## **PRESCHOOL "BIG IDEA":**

Jesus is the son of God. The Bible promised He would come to earth, and He did!

## **WORSHIP TIME:**

Any Christmas song telling about Jesus' birth:

"Away in a Manger"

"Joy to the World"

"Jesus Loves Me"

Alternatively, play a recording of "Mary Did You Know?" by Mark Lowry and Buddy Greene

## **Lesson 3**

### **The Birth of Jesus (cont.)**

**Matt. 2; Luke 2:22-39**

#### **INTRODUCTION**

Soon after Jesus's birth, God began to reveal that He was the Messiah. At the temple where he was dedicated to the Lord according to the Law of Moses, God sends the Holy Spirit to Simeon and Anna, two people whom God considered righteous, and reveals Jesus to them. Then Mary, Joseph, and Jesus are visited by three wise men sent by King Herod—an evil man who wanted to kill Jesus. The Wise Men didn't return to Herod, and Mary and Joseph are told by an angel to flee to Egypt where they stayed until Herod's death.

## **TEACHING**

**After the lesson, each child should know:**

1. Jesus and His parents followed the Law of Moses.
2. Simeon and Anna were both told that Jesus was the Messiah and worshipped Him.
3. God saved Jesus by telling the wise men to not return to Herod, and telling Mary and Joseph to flee to Egypt.

## **ART/CRAFT STATION:**

Make finger puppets representing the 3 Wise Men.

## **PRESCHOOL "BIG IDEA":**

God told Simeon, Anna, and the Wise Men that Jesus is God's son. They worshipped Him!

## **WORSHIP TIME:**

"We Three Kings"

"Praise Ye the Lord (Alleluia)"

## **Lesson 4**

# **Jesus in the Temple**

**Luke 2:40-52**

### **INTRODUCTION**

The Passover Feast was celebrated each year by the Jews to commemorate the night the Lord passed over the houses of the Israelites and killed the firstborn of the Egyptians or anyone else who did not have the blood of the lamb on their door posts. Immediately following the Passover Feast, the Jews observed a seven-day festival of unleavened bread. The unleavened bread was a reminder of the first days of their journey out of Egypt when they ate this unleavened bread of affliction and haste (Ex. 12:15-20; Deut. 16:3).

Every Jewish male was required to go to Jerusalem each year to observe the Passover and two other feasts (Ex. 23:14-17). Friends and relatives generally traveled to and from the feast together for pleasure and safety. When Jesus was 12 years old, He and his parents went to Jerusalem to observe the Passover Feast. When Mary and Joseph left, they were with a large crowd and did not notice Jesus was missing. Once they discovered He was missing, they went searching for Him and found Him in the Temple.

## **TEACHING**

**After the lesson, each child should know:**

1. Jesus and His family went to Jerusalem to celebrate the annual Passover Feast.
2. He stayed behind (unbeknownst to his parents) and his parents left without him.
3. They found him in the Temple talking with the religious teachers.
4. What was Jesus's answer when His parents asked why He gave them such a scare?

## **ART/CRAFT STATION:**

Bring unleavened bread for the students to try. Talk about the Passover story. If there's time, talk about why Jesus called the temple His "father's house."

## **PRESCHOOL "BIG IDEA":**

Since Jesus's daddy is God, He knew the temple was His daddy's house.

## **WORSHIP TIME:**

"The Ten Plagues" by JoLinda Crump

Play a recording of "Big House" by Audio Adrenaline

## **Lesson 5**

# **The Baptism of Jesus**

**Matt. 3; Mark 1:4-11; John 1:28-34**

### **INTRODUCTION**

John was sent by God to bear witness of the Light that all might believe through Him. As John prepared Israel for the coming of Jesus, he called the people to repentance, preaching the message of baptism for forgiveness of sins (Mark 1:4).

Jesus came to John to be baptized to fulfill all righteousness. Righteousness is the quality of being right or just; it is the sum total of the requirements of God. When Jesus was baptized, the Holy Spirit descended upon Him in the form of a dove, and the voice of the Father in heaven acknowledged Him as His Son. Jesus's divine nature was revealed in this event.

## **TEACHING**

**After the lesson, each child should know:**

1. John the Baptist was sent to prepare the people for Jesus by telling them that Jesus was coming and through baptism of repentance.
2. When Jesus was baptized, the Holy Spirit came down on him in the form of a dove.
3. God tells the people that Jesus is His son, and that He is very pleased with Him.

## **ART/CRAFT STATION:**

Have the students make paper doves. Fan a piece of paper for wings and slip it through a slit on a paper cut-out of a dove. On the birds body, print the words: "You are my Son, whom I love; with you I am well pleased. Mark 1:10-11."

## **PRESCHOOL "BIG IDEA":**

God tells the people that Jesus is His son when John the Baptist baptizes Jesus.

## **WORSHIP TIME:**

"Create in Me a Clean Heart"

"Lord I Give You My Heart"



# **Lesson 6**

## **The Temptation of Jesus**

**Matt. 4:1-11; Mark 1:12-13; Luke 4:1-13**

### **INTRODUCTION**

Immediately following His baptism, Jesus was taken by the Holy Spirit into the wilderness for 40 days where He was tempted by the devil. This event revealed the humanity or human side of Jesus. This is in contrast to His baptism, where His Divine nature was revealed by the descent of the Holy Spirit and God's voice from heaven.

When Jesus became flesh, born of a woman, He also became human and endured temptation in the same manner as all men and women. By resisting temptation, Jesus demonstrated He was stronger than Satan.

As a man, Jesus was tempted in all points as we are, but He withstood the temptations without sinning. Since Jesus himself suffered by being tempted, He is able to help us when we are tempted (Hebrews 2:18).

## **TEACHING**

**After the lesson, each child should know:**

1. Jesus spent 40 days in the wilderness where he was tempted by Satan.
2. Jesus defeated Satan by not giving into temptation.
3. Jesus used God's word to resist temptation and we can too.

## **ART/CRAFT STATION:**

**Game:** students, in small groups, go on scavenger hunt in the classroom. Each location holds a temptation situation with 3 choices of how to respond for younger groups and an open-ended response for the older kids.

## **PRESCHOOL "BIG IDEA":**

Jesus didn't listen to Satan and do what he told Jesus to do. Instead, Jesus used the words in the Bible to tell Satan, "No!"

## **WORSHIP TIME:**

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

"This Little Light of Mine"

"My God is So Great, So Strong, and So Mighty"

## **Lesson 7**

# **The Calling of the Apostles**

**Matt. 4:17-22; 9:9; 10:1-42; Mark 1:14-20; 2:13-14; 3:13-19; Luke 5:27-28; 6:12-16;  
John 1:35-51**

### **INTRODUCTION**

After His baptism in the Jordan River and His temptation in the wilderness, Jesus began His earthly ministry—teaching and preaching the gospel of the kingdom. Early in His ministry, Jesus chose twelve men to help Him in his mission. These men would accompany Jesus from His baptism until He ascended into heaven. The 12 men, called apostles or disciples, were to be witnesses of everything Jesus said and did. They also were sent out by Jesus to preach to the Israelites that the Kingdom of Heaven is near.

## **TEACHING**

**After the lesson, each child should know:**

1. Jesus picked 12 men to be His apostles.
2. The apostles were sent by Jesus to tell people that the Kingdom of Heaven is near and gave them power to perform 4 miracles (listed in Matt. 10:8).
3. The apostles left everything to follow Jesus because they believed He was the Son of God.

### **ART/CRAFT STATION:**

Students draw and color a boat on a sheet of paper, then, using a washable ink-pad, ink the students' thumbs and have them make 12 thumbprints representing the 12 apostles. Have them decorate each head with eyes, hair, etc. Then attach a piece of netting or fishing line to the boat. At the bottom, print "Come be my disciples, and I will make you fishers of men."

### **PRESCHOOL "BIG IDEA":**

Jesus picked 12 men to help him in his ministry and we call those men The Apostles.

### **WORSHIP TIME:**

"The 12 Apostles" by JoLinda Crump  
"He Has Called Us Too"

# **Lesson 8**

## **The Sermon on the Mount**

### **The Beatitudes**

**Matt. 5:1-12**

#### **INTRODUCTION**

Following His temptation in the wilderness, Jesus announced that His kingdom was at hand. Sometime later, Jesus went to a mountain near the Sea of Galilee and preached to His disciples and all the people who followed Him, explaining what the kingdom of heaven is like (the Sermon on the Mount).

Jesus began His teaching with eight statements, called beatitudes. The word beatitude comes from the Latin word *beatitudo*, which means "blessed." The beatitudes describe the qualities or characteristics of the citizens of the kingdom that Jesus said was at hand. The rewards are the same for all eight: spiritual blessings.

## **TEACHING**

**After the lesson, each child should know:**

1. "Beatitude" comes from a Latin word that means "blessed."
2. The first 3 beatitudes deal with a person's attitude toward himself.
3. The 4<sup>th</sup> beatitude deals with a person's attitude toward God.
4. The 5<sup>th</sup>, 6<sup>th</sup>, and 7<sup>th</sup> deal with a person's attitude toward others.
5. The 8<sup>th</sup> deals with the attitude of others toward you.

### **ART/CRAFT STATION:**

Create a matching game where students match the characteristics of those who are blessed with the corresponding blessing. Give students cards with one half of each verse on them and have them find student holding the other half of their verse. Have them share with the other students what their cards say. Discuss what these behaviors would look like in our lives in the present day.

### **PRESCHOOL "BIG IDEA":**

Jesus cares about our hearts. Even when we are hurting, sad, and trying hard to love people when they are mean to us, Jesus blesses us!

### **WORSHIP TIME:**

"This is My Commandment (that you love one another)"

"Every Move I Make" by the David Crowder Band

"The Beatitudes" by JoLinda Crump

**Lesson 9**  
**The Sermon on the Mount**  
**Influence, The Law, Loving Enemies**

**Matt. 5:1-13-48**

**INTRODUCTION**

Jesus began His Sermon on the Mount with the Beatitudes. He then goes on to explain what citizens of the Kingdom of Heaven are supposed to do. Jesus talks about our influence as citizens of the Kingdom of Heaven, the Law, anger, lust, swearing oaths, how we are to treat others, and that we are to love our enemies.

## **TEACHING**

**After the lesson, each child should know:**

1. We, as members of God's Kingdom, have the ability to share with others who God is through our actions and words (we have influence).
2. Jesus didn't come to get rid of the law of Moses or the writings of the prophets, but He came to fulfill the promises the Law makes.
3. Your word alone is enough when making a promise. You don't have to swear by something for someone to accept your promise.
4. Love your enemies (anyone who does you wrong).

### **ART/CRAFT STATION:**

Lead kids in a time of prayer for their enemies. Kids make a poster of what it looks like/sounds like to have influence, love your enemies, how we're to treat others, etc.

### **PRESCHOOL "BIG IDEA":**

Jesus wants us to act like him, including telling the truth and loving people who sometimes act mean.

### **WORSHIP TIME:**

"This is My Commandment (that you love one another)"

"Every Move I Make" by the David Crowder Band

"The Beatitudes" by JoLinda Crump



## **Lesson 10**

# **The Sermon on the Mount: Giving, Prayer, and Fasting**

**Matt. 6:1-18**

### **INTRODUCTION**

As Jesus continues His sermon on the mountainside, He teaches a variety of subjects to His disciples and the people gathered. He instructs them in giving to the poor, prayer, and fasting, which are acts of righteousness to be performed sincerely from the heart—not to be seen by others.

## **TEACHING**

**After the lesson, each child should know:**

1. Giving to the poor, praying, and fasting: the right and wrong attitudes.
2. What fasting is.
3. Some examples of how Jesus prayed (especially His most famous prayer “The Lord’s Prayer” in Matt. 6) See also: Luke 3:21, Mark 1:35, Luke 23:46, Luke 9:29, Luke 22:44, Luke 6:12, Luke 23:34, Luke 9:18, Luke 22:32).

## **ART/CRAFT STATION**

**Experiences/Craft Suggestion:**

Define/have the kids define “pride” and “humility.” Talk about the ways a person could give, pray, or fast to draw attention to themselves. Talk about things we hear in the news or on TV when celebrities and corporations give “giant” checks for charity and make sure many people notice what they are doing. Contrast these examples with ways people might give, pray, and fast the way Jesus tells us to: with humility. Create scenarios on cards (e.g., “meeting a poor person on the street who needs food”) and bring some simple costumes (flashy clothing) and props (megaphone, little instruments to make a “fanfare”). Divide the kids into teams and have them act out the two approaches to the same situation. Continually reinforce to the kids that God cares about our hearts and sees everything.

## **PRESCHOOL “BIG IDEA”:**

God wants us to love others and pray to Him, not worrying if anyone else can see what we’re doing. He sees every good thing we do, and hears EVERY prayer we speak.

## **WORSHIP TIME:**

“The Beatitudes” by JoLinda Crump

“The Fruit of the Spirit” by JoLinda Crump

“In the Secret” by MercyMe

# **Lesson 11**

## **The Sermon on the Mount: Dependence on God**

**Matt. 6:19-34**

### **INTRODUCTION**

In His sermon on the mountainside, Jesus discusses hypocrisy and self-righteousness in the acts of giving to the poor, prayer, and fasting (Matt. 6:1-18). These deeds of righteousness are not to be done with false devotion in order to be seen by the world. Rather, the citizens of Christ's kingdom are to perform these acts sincerely from the heart in order to glorify God.

Hypocrisy deceives others, but it is possible for us to deceive ourselves, too. Jesus continues his sermon, teaching about self-deception (Matt. 6:19-34). The citizens of Christ's kingdom must guard against deceiving themselves by pretending to trust God when they are actually trusting in worldly things.

## **TEACHING**

**After the lesson, each child should know:**

1. The difference between storing up treasures on earth and storing up treasures in heaven.
2. Why Jesus call our eyes the “lamp of the body” (v. 22-23).
3. How Jesus uses birds and lilies as examples of how we should trust Him and not worry.

## **ART/CRAFT STATION**

**Experiences/Craft Suggestion:**

Cut a slot in the top of a shoebox and put a large label on the side that says, “WORRY.” Talk to the students about their worries (home, school, friends, etc.). Hand out 3” x 5” cards to each student. Give them privacy to write down/draw something they worry about or have worried about. Have them fold the card and put it into the box. While holding the box, pray for the students and their concerns, asking God help us all trust Him instead of worrying. Then have them make a “lily of the field” using pipe cleaners for a stem and tissue paper for the petals as a reminder of how God cares for us more than anything else in creation, and takes such good care of us.

## **PRESCHOOL “BIG IDEA”:**

God takes care of the birds and flowers, even though they can't ask Him for help. And He loves YOU even more than them!

## **WORSHIP TIME:**

- “The Beatitudes” by JoLinda Crump
- “The Fruit of the Spirit” by JoLinda Crump
- “Thy Word is a Lamp Unto My Feet”

# **Lesson 12**

## **The Sermon on the Mount: Judging and The Two Builders**

**Matt. 7**

### **INTRODUCTION**

In His sermon on the mountainside, Jesus presents a series of teachings concerning the kingdom of heaven and its citizens. After teaching about the importance of seeking first the kingdom (Matt. 6:33-34), Jesus discusses judging, the golden rule, and false prophets (Matt. 7:1-23). He concludes His sermon with an application for His hearers—the dramatic comparison of the two builders. He spoke with authority and astonished the people with His teaching (Matt 7:24-29). For those who would seek the kingdom first and follow His teaching, Jesus promises all the gifts and blessings of the kingdom.

## **TEACHING**

**After the lesson, each child should know:**

1. What Jesus says about us judging other people (v. 1-5)
2. What Jesus does when we “ask,” “seek,” and “knock” (v. 7-11)
3. What “The Golden Rule” is, and how it “sums up the Law and the Prophets” (v. 12)
4. What “false prophet” is, and how we can recognize one (v. 15-20)
5. How listening or not listening to Jesus's words makes us like wise or foolish builders (v. 24-27)

## **ART/CRAFT STATION**

**Experiences/Craft Suggestion:**

Use letter beads (check the supply cupboard or get them from Walmart or Michael's), colored pony beads (in cupboard), and cord (in cupboard), and have the students make bracelets that spell out A S K with a pony bead between each letter bead. Talk to them about how this bracelet can help remind them to “Ask,” “Seek,” and “Knock,” like Jesus tells us to in Matthew 7:7-8. Have the students talk about times when it is important to remember to ask, seek, and knock.

## **PRESCHOOL “BIG IDEA”:**

Jesus says that one of the most important things we can do, no matter how little we are, is to treat other people the way we want to be treated.

## **WORSHIP TIME:**

“The Beatitudes” by JoLinda Crump

“Seek Ye First”

“The Wise Man Built His House Upon the Rock”

## **Lesson 13**

# **The Death of John the Baptist**

**Matt. 14:1-12; Mark 6:14-29**

### **INTRODUCTION**

Herod the Great was appointed King of Judea by the Romans and ruled from 37 B.C. to 4 B.C. He was an Idumean (an Edomite, a descendant of Esau). It was Herod the Great who ordered the slaughter of the innocent children of Bethlehem at the time of Jesus's birth. He is mentioned in the New Testament only in Matthew 2 and Luke 1. He married ten times and had many children—the names of seven of the children are known in history.

Herod Antipas was the son of Herod the Great. Upon the death of his father, the Romans gave Herod Antipas the territory of Galilee and Perea to govern. He ruled from 4 B.C. to A.D. 39. Thus he was ruling at the time of Jesus's ministry and death. Herod Antipas divorced his first wife and married Herodias who was his niece (she was the daughter of one of his half-brothers). In addition, Herodias had been married previously to another half-brother of Herod Antipas. John the Baptist condemned this unlawful and immoral marriage.

## **TEACHING**

**After the lesson, each child should know:**

1. Why did Herodias hate John the Baptist?
2. Why hadn't Herod had John the Baptist killed?
3. When Herodias's daughter danced for Herod on his birthday, he was so pleased that he said he'd give her anything she wanted. What did her mother tell her to ask for?

## **ART/CRAFT STATION**

### **Experiences/Craft Suggestion:**

Herod and Herodias didn't like the truth spoken by John the Baptist, and that was reason enough for them to imprison and eventually kill him. Ask a foreign missionary (there are several at Cornerstone, including Jim and Cindy Goshert) to speak to the students about places in the world where it's dangerous or unlawful to teach about Jesus. Ask them to bring pictures and give anecdotes about their experiences that contrast our own free way of living in the United States.

Alternatively, teach the students about Jim Elliot or another missionary who lost his/her life sharing Jesus in a dangerous place. Spend time praying for people around the world who are missionaries and for people who haven't heard about Jesus yet.

### **PRESCHOOL "BIG IDEA":**

We live in a country where it is safe to tell everyone we know that we believe in Jesus. We can pray for people who live in places where it's dangerous to talk about Jesus.

### **WORSHIP TIME:**

"Seek Ye First"

"This Little Light of Mine"

"I've Got the Joy, Joy, Joy, Joy Down in My Heart"



# **Lesson 1**

## **Nicodemus**

**John 3:1-21**

### **INTRODUCTION**

As Jesus went about teaching and preaching the gospel of the kingdom, His fame spread throughout the land of Palestine (Israel), and many people gathered to hear his words. Sometimes there were crowds, but sometimes Jesus spoke to a few or even just one. Early in Jesus's ministry, one of the rulers of the Jews approached him at night alone.

Nicodemus was a Pharisee which was a religious sect of the Jews. He was also a member of the Sanhedrin, thus a "ruler of the Jews." the Sanhedrin was the supreme Jewish court of justice composed of seventy-one men. Why Nicodemus came to Jesus at night we do not know, for the Bible does not tell us. He had heard of, or perhaps even seen, some of the miracles performed by Jesus and knew that only a special person sent by God could do these signs and wonders.

Jesus taught Nicodemus some things about His kingdom, and that the citizens of this kingdom would be new creatures (II Cor. 5:17). In order to be a citizen of the new kingdom, a person must be born of water and the Spirit. Nicodemus asked, "How can a man be born when he is old?"

## **TEACHING**

**After the lesson, each child should know:**

1. That Nicodemus was a Pharisee who wanted to know what Jesus meant by “being born again.”
2. That being “born again” means letting God change us, and having a chance to start all over again. (Optional: talk about how at Cornerstone, we have baptism services where people are baptized, both to follow Jesus's example and to represent how they are being born again and starting a new life with Him.)
3. As Jesus was teaching Nicodemus, He said some of the most famous words in the New Testament (John 3:16-17). More than anything, Jesus wanted Nicodemus to know that Jesus was sent into the world to save it, and that He asks us to believe in Him.

## **ART/CRAFT STATION**

### **Experiences/Craft Suggestion:**

Ask for a volunteer student to walk around the room. Ask him/her to jump, skip, gallop, etc. Then put a full-size empty backpack on the child. Have them continue to walk, skip, jump, etc. Every so often, add a heavy book to the backpack. Keep adding books until it isn't possible for the student to skip or walk with ease. Ask the student how it feels to have that heavy weight on while trying to do things that were easy at the beginning. Then, remove the backpack and have the student go back to moving about the room. Talk about how our lives get weighed down by sin and difficulties, making it hard to feel free. Then discuss how asking Jesus to take our burdens and following Him allows us to live free from those heavy burdens—that being born again is allowing Jesus to change us and give us a fresh start every day. Repeat the process with any other students who would like to try out the experience.

## **WORSHIP TIME:**

“John 3:16” by JoLinda Crump

## **Lesson 2**

# **The Samaritan Woman at the Well**

**John 4:3-42**

### **INTRODUCTION**

Over 700 years before Jesus was born, the ten northern tribes of Israel were conquered by the very powerful and fierce nation of Assyria. The Assyrians took many Israelites captive and carried them to other lands which they had conquered. Then the Assyrians brought other peoples that they had conquered to Israel to live. These foreigners married the Israelites who had been left in the land, which resulted in a mixed race of people. These people of mixed race were called Samaritans, and there was much hatred between them and the Jews.

Near the base of Mt. Gerizim in Samaria is a well. Although the Old Testament does not mention when Jacob dug this well, both Jewish and Christian tradition associated the well with the patriarch Jacob. Today a chapel has been built over the well.

## **TEACHING**

**After the lesson, each child should know:**

1. Jesus demonstrated how He loves and values everyone by speaking with and teaching the Samaritan woman, rather than shunning her because of her race or gender. He also knew she had sin in her life, but he still treated her with love.
2. Jesus told the Samaritan woman about water that doesn't run dry (v. 14) and told His disciples about food they didn't know about (v. 32)—that spiritual nourishment is more powerful than the food and water we have each day.
3. Many Samaritans believed that Jesus was God's Son because of what the Samaritan woman said. When Jesus took time to care for one woman, and she shared her story with others, amazing things happened!

## **ART/CRAFT STATION**

### **Experiences/Craft Suggestion:**

Sort the students into two groups, using a superficial standard (such as short hair/long hair, wearing blue/not wearing blue, etc.). Sit with the group with which you fit. Arrange ahead of time for another adult (the worship leader or group leader) to openly choose the group you are **not** in as his/her “favorite” group, offering something (a sticker or tic tac mint, etc.) to that group. As a member of the “un-favorite” group, raise a fuss-- “That's not fair! You're hurting our feelings!” Ask others from the “un-favorite” group how they feel about it. Do they see people being treated like this in their neighborhoods or at school? (Have the adult helper give the unfavored group the sticker or mint—and assure them this was just an example!). Talk about how Jesus doesn't care about the things that we can see, He loves us for who we really are—and He MADE us the way we are!

Have the students decorate Zorro-style masks or cheap sunglasses from the dollar store (or design some from poster board) labeled “Jesus sees us for who we really are.”

## **WORSHIP TIME:**

“John 3:16” by JoLinda Crump

“I've Got a River of Life”

Play or sing “Breathe” by Michael W. Smith (talks about how God is our true nourishment)

## **Lesson 3**

# **The Transfiguration**

**Matt. 17:1-13; Mark 9:2-13; Luke 9:28-36**

### **INTRODUCTION**

One task facing Jesus as He went about teaching and preaching was to prepare his disciples for the close of His earthly life and work. In one incident, Peter confessed Jesus to be the Son of God (Matt. 16:13-20). Shortly afterward, Jesus took Peter, James, and John into a mountain and revealed to them His divine glory as the Son of God. The purpose of the transfiguration was to convince the disciples that Jesus is the Christ, the Son of God, that He is greater than the Old Testament law and the prophets, represented by Moses and Elijah and that His words have pre-eminence over those of the law and the prophets (Heb. 1:1-2).

## TEACHING

**After the lesson, each child should know:**

1. Transfiguration means “change of shape.” Jesus's appearance changed in front of Peter, James, and John (His face and clothes shone like sun) and that Jesus was joined by Elijah and Moses (who were great leaders of the Hebrews, but had long since died)
2. That God's voice from the sky proclaimed that Jesus was His Son, and that God was fully pleased with Him. This demonstrated to Peter, James, and John that Jesus was both man *and* eternal God.
3. Jesus talked about how John the Baptist was similar to Elijah in that he had worked to prepare people for the Son of God. Jesus said that the Israelites didn't recognize the truth that John the Baptist was saying and rejected him. He also said that He Himself would be rejected, too.

## ART/CRAFT STATION

### **Experiences/Craft Suggestion:**

Give each student a dark piece of construction paper and have them create a “mountain,” by gluing easter grass or scraps of earthy-colored paper on to the sheet. Put small amounts of white and tan tempera paint on a paper plate and go to each student and allow them to make three thumbprints (one white, for the transfigured Jesus, and two tan to represent Moses and Elijah). Have them draw the bodies of all the men and help them to label them as Jesus, Moses, and Elijah. Glue sparkly pipe cleaners emanating from the men to represent the amazing light coming from Jesus.

Alternatively: use face paints to decorate the children's faces with white or other light colors to represent how Jesus's face was changed.

### **WORSHIP TIME:**

“John 3:16” by JoLinda Crump

“Amazing Love”

“Father, I Adore You” (if possible, sing as a round)

## **Lesson 4**

# **The Woman About to be Stoned**

**John 8:1-11**

### **INTRODUCTION**

Approximately six months before his crucifixion, Jesus journeyed to Jerusalem for the feast of tabernacles (John 7:2, 10, 37). This feast, beginning on the fifteenth day in the seventh month (September/October, according to our calendar), was an eight-day festival. It was one of the three yearly feasts that every male among the Jews went to Jerusalem to celebrate as required by the law. Tents or tabernacles were erected in and about Jerusalem to commemorate the time the Jews dwelt in tents in the wilderness when Moses led them out of Egypt. Thus during the feast, the Jews “camped out” in the tents just as their ancestors did in the wilderness. The feast also celebrated the fall harvest and was a time of great joy and rejoicing (Lev. 23:33-43).

At the conclusion of the feast in this incident, Jesus left Jerusalem in the evening and went to the Mount of Olives (John 8:1). The mountain was east of the city, separated from it by the Kidron valley. From the top of the mountain there is a magnificent panoramic view of Jerusalem. Located on the western slope of the mount was the garden of Gethsemane, and on the eastern slope the city of Bethany where Jesus's friends, Mary, Martha, and Lazarus, resided.

In the morning Jesus returned to the temple in Jerusalem where He sat down and taught the people (John 8:2). The Pharisees brought to Jesus a woman caught in the act of sinning and presented to Jesus a problem in order to test and entrap Him. According to the Law of Moses, the sin committed by the woman was punishable by death. However, only the Romans who governed the Jews at this time had the power to inflict capital punishment. Therefore, if Jesus said the woman should be put to death, He would violate Roman law, but if He said the woman should be released, He would violate the Law of Moses. Thus the dilemma was a no-win situation for Jesus—or was it?

## **TEACHING**

**After the lesson, each child should know:**

1. Pharisees brought a woman who was caught in adultery to Jesus, to see if He would punish her by stoning her to death, as the Old Testament law says.
2. Instead of answering, Jesus just wrote in the sand.
3. Jesus eventually says that anyone who is going throw stones at the woman must himself be free of sin. In this way, Jesus shows that the law isn't just about doing everything right on the outside, He cares that our hearts are clean and humble.
4. Jesus forgave the woman who had been caught, and the Pharisees went away, one by one.

## **ART/CRAFT STATION**

### **Experiences/Craft Suggestion:**

Bring in flat, smooth stones for the students to paint. Have the older students (and help the younger students) paint the words "Go and sin no more" on them to represent how Jesus forgave the woman rather than stoning her.

Alternative: in this story, Jesus was drawing (some versions say "doodling") in the sand. Bring in a shallow tray of sand and allow the students to take turns drawing in the sand what they think Jesus might have drawn or written. Ask them why Jesus might have chosen to write in the sand rather than answer the Pharisees right away.

## **WORSHIP TIME:**

"John 3:16" by JoLinda Crump

"Amazing Love"

"Father, I Adore You" (if possible, sing as a round)



# Lesson 5

## The Good Shepherd

John 10:1-21

### INTRODUCTION

The Pharisees claimed to be the guides or shepherds of the people. When the man who was born blind was healed by Jesus, he openly acknowledged Jesus as one sent by God. Consequently, the Pharisees cast the man out of their synagogue. Since the Pharisees refused to believe that Jesus was the Son of God, Jesus accused *them* of being blind and, therefore, unqualified to lead the people (John 9). Jesus then proceeded to tell the Pharisees the nature of a true shepherd (John 10:1-18).

The shepherd was a familiar figure in Palestine. His equipment consisted of a rod, staff, water-skin, scrip, and sling.

The *rod* was like a shepherd's crook, used for walking and catching wandering sheep. At night the shepherd held his rod across the entrance to the the sheepfold, and each sheep had to pass under it. The shepherd could then quickly inspect each sheep as it passed under the rod into the fold. The *staff* was a sturdy stick about three or four feet long with a knob of wood on the top. This was the shepherd's weapon with which he could beat off wild animals or thieves.

The *water-skin* contained water for the shepherd, and the *scrip* held his food. The *sling* was extremely important, and shepherds were experts in the use of a sling—consider David's encounter with Goliath (I Sam. 17). The shepherd did not have a dog to help with the herding. Instead he used the sling to drop a stone in front of a straying sheep to turn it back to the herd.

The sheepfold was a walled or fenced enclosure in the fields or villages where the sheep were collected at night to protect them from wild animals and robbers. In some cases, there was no gate, and the shepherd himself lay across the entrance to the fold at night. Thus he was the door to the sheepfold. Sometimes a porter or doorkeeper was employed to guard the sheep at night. When the shepherds came in the morning to lead the sheep out to pasture, the porter or doorkeeper opened "the door," allowing the shepherds to call their sheep.

In New Testament times, sheep were used for their wool and seldom for eating. As a result, the shepherd knew his sheep and called them by name. Likewise, the sheep knew their master's voice and responded to the call of no other. The shepherd walked in front of the sheep, leading them, and risking his life for them. He was the first to encounter the dangers—wild animals, robbers, and dangerous rocky areas.

## **TEACHING**

**After the lesson, each child should know:**

1. Jesus uses the illustration of the shepherds and sheep to demonstrate how He loves people, and as a warning about leaders who mean to do them harm.
2. Jesus compares himself to a good shepherd who lays his life down to protect his sheep, and knows them very well. He says that sheep recognize and follow their shepherd's voice.
3. Jesus explains that anyone who wants to be saved from sin must come through Him, likening Himself to the gate through which sheep must pass to enter green pastures (v. 9).

## **ART/CRAFT STATION**

### **Experiences/Craft Suggestion:**

Play a "shepherd and sheep" game: create a "sheepfold" out of chairs and have the students act as sheep in the sheepfold. Dress as a shepherd, with a cloth over your head and holding a cardboard tube as a rod. Lay down out the entrance to the sheepfold (to protect the sheep) and pretend to fall asleep. Adult volunteers could act like wild animals or robbers and the "shepherd" can fend them off. Another activity could be to give the students little blindfolds and have the students try to follow commands to go to different areas in the room or pick up small items on the floor to demonstrate how sheep recognize and follow their shepherd's voice.

## **WORSHIP TIME:**

"John 3:16" by JoLinda Crump

There are various older hymns that reference Jesus as a shepherd that might be used during worship time.

## Lesson 6

### The Mission of the Seventy

~~John 10:1-21~~

Luke 10:1-24

#### INTRODUCTION

As Jesus prepared to journey to Jerusalem for the last time before his crucifixion, he sent seventy disciples, two by two, ahead of him as advance messengers along the route he intended to take. Jesus compared the people to a field of ripe grain ready to be harvested, but the laborers, or reapers, were few. He told the disciples to pray for more workers. As he sent these disciples on their way, Jesus told them they would be in danger. Their job was to preach the nearness of the kingdom.

## **TEACHING**

**After the lesson, each child should know:**

1. Jesus sent out seventy disciples to preach the nearness of the kingdom.
2. The disciples were to trust that God would provide for them along the way.
3. Jesus instructed the disciples to stay in towns that welcomed them and the message, but to leave the towns that did not welcome them or the message.

## **ART/CRAFT STATION**

### **Experiences/Craft Suggestion:**

Talk about different missionaries. Maybe have a missionary come in and share with the kids (Chad Durniak, Laurie Strehl, Jim & Cindy Goshert, Mike and Laura Bordon are good resources).

### **WORSHIP TIME:**

“Where You I Go (where you go I go, what you say I say, what you pray I pray)”

“Waves of Mercy (Every Move I Make I Make in You)”

“I’m in the Lord’s Army”

# **Lesson 7**

## **Mary and Martha**

**Luke 10:38-42**

### **INTRODUCTION**

Jesus was invited to the home of his friends Mary, Martha, and Lazarus. Both honored Jesus, but each in a different way. Martha honored Jesus as a guest. Mary honored him as a teacher. Jesus rebukes Martha, not because she was busy, but because she allowed things that were unimportant (entertaining her guests) to distract her from the more important things (God's word that Jesus had to share).

## **TEACHING**

**After the lesson, each child should know:**

1. Mary and Martha were sisters that invited Jesus to stay with their family.
2. Martha became distracted with the preparations for Jesus as their guest, and was upset with Mary for not helping her.
3. Jesus tells Martha that Mary chose what was better (listening to Him).

## **ART/CRAFT STATION**

### **Experiences/Craft Suggestion:**

Have children write down their worries and place into a "Worry Box" (you can make one as a group or make one yourself). Then give each child a piece of paper with the memory verse or Matthew 6:31-33 on it to decorate. Talk about how it's better to let God have our worries (Matthew 6:31-33) and focus on what he has to say and trust in him. You can end the session with a time of prayer and pray for God to take care of our worries.

## **WORSHIP TIME:**

"No More Condemnation"

## **Lesson 8**

# **The Rich Man and Lazarus**

**Luke 16:19-31**

### **INTRODUCTION**

This story tells the consequences of unbelief. In the physical world there was a rich man and a poor beggar. The rich man had everything you could ever want while the poor man had nothing. Both men die. Then in the spiritual world the beggar goes to heaven and the rich man to hell. The two men did not dwell together on earth and after death they were still separated.

## **TEACHING**

**After the lesson, each child should know:**

1. Jesus tells the story of two men--a poor beggar and a rich man. The rich man was cruel to Lazarus, showing him no pity or kindness.
2. When they die, the beggar goes to heaven and the rich man goes to hell.
3. The rich man calls out to Abraham to send Lazarus to his living brothers so they don't suffer like he is. Abraham tells the rich man that if his brothers do not listen to Moses and the prophets, they will not listen to someone who comes back from the dead (if we don't listen to what the Bible says, then nothing will convince us).

## **ART/CRAFT STATION**

### **Experiences/Craft Suggestion:**

Create a mural based on Matthew 6:19-21 (Rich Young Ruler/Treasure in Heaven). Talk about how the rich man could have used his wealth to care for Lazarus in Jesus's name when he had the chance, but he only cared for his own life on earth. How can we share the treasures God has given us?

## **WORSHIP TIME:**

“The B-I-B-L-E”



## **Lesson 9**

### **Jesus Blesses the Children**

**Matt 19:13-15; Mark 10:13-16; Luke 18:15-17**

#### **INTRODUCTION**

As Jesus traveled toward Judea, the multitudes followed him, and as was his custom, he taught them and healed them. The people brought little children and infants to Jesus for his blessing. Infants and children were generally held in low esteem in the Greek and Roman societies, but the Jews thought of children as a blessing from God.

## **TEACHING**

**After the lesson, each child should know:**

1. Jesus states that those who receive kingdom of God as a gift (the way a child receives gifts) will enter the kingdom because it is a gift not something earned.
2. Jesus wants us to be like children and openly receive a gift instead of feeling as though we must do something to earn it.
3. The kingdom of God belongs to those who are totally dependent on God, trust God, are open, and sincere.

## **ART/CRAFT STATION**

### **Experiences/Craft Suggestion:**

Kids create gifts to give to give away. The gifts could be a simple heart shape with a saying like "God Loves You," "You are God's Child," etc. You could even wrap the gifts with wrapping paper and include a tag that says "From God."

Alternatively, they could make stamped wrapping paper and gift cards to take home and use to wrap a gift.

Talk to the students about how they want the recipient to respond to the gift they made, and how God feels the same way about us.

## **WORSHIP TIME:**

Any songs about John 3:16 (Steve Green's "Hide 'em in Your Heart" CD has a good one, as well as one called "Let the Little Children Come" which would work well with this lesson)

# Lesson 10

## The Rich Young Ruler

Matt. 6:19-21; Mark 10:17-22; Luke 18:18-23

### INTRODUCTION

A man came to Jesus to ask him a question. He was known as "The Rich Young Ruler." He had great wealth and he was mostly likely a religious leader. He ran to Jesus and knelt before him (Mark 10:17). He asked Jesus, "What good thing must I do to get eternal life (to go to heaven)?" Jesus told the man to obey the 10 Commandments. The man answers Jesus, "All this I have done, what do I still lack?" The man had done many good things and obeyed well, but yet he still felt like something was missing. Because he was a religious leader he would have read Isaiah 64:6 ("all our righteous acts are like filthy rags"). Even if we are perfect, that still is nothing compared to the goodness and righteousness of God.

Jesus looked at the man and loved him. He told the young man, "If you want to be perfect, go, sell your possessions and give to the poor and you will have treasure in heaven. Then come, follow me."

The man went away sad.

We can never be good enough.

Only God can save us. We can't do everything. It's not about *doing*, His love and death on the cross gives us life. Jesus is stating clearly that our salvation from beginning to end is dependent on God, and not anything we do. Even our faith comes from God. Giving away his money was not all that Jesus asked the man to do. He concludes with two commands: "come" and "follow."

## **TEACHING**

**After the lesson, each child should know:**

1. No one is good but God alone; not even the young man who had kept the commandments.
2. With God all things are possible (the young man thought selling everything he had and following Jesus was impossible).
3. Jesus invites us to come and follow Him.

## **ART/CRAFT STATION**

### **Experiences/Craft Suggestion:**

Have the students trace their own feet, decorate the "feet" with pictures or words about following Jesus, cut them out, and decorate the wall with a path of their footprints on the wall. Talk about how, like the rich young ruler, there is no thing we can do to save ourselves. Jesus asks us to stick close to Him each day.

## **WORSHIP TIME:**

**"I Have Decided to Follow Jesus"**

# Lesson 11

## Zacchaeus

Luke 19:2-10

### INTRODUCTION

Jesus was passing through a town called Jericho. Zacchaeus was the chief tax collector and was very wealthy. Tax collectors were despised in Jesus's day. The Jews deeply resented paying the taxes required of them by their Roman conquerors. There were taxes, taxes, and more taxes! The Roman governors were in charge of all financial matters. The general or direct taxes were collected by Roman officers as a part of their official duties. These taxes went into the imperial treasury and were very heavy. A census was taken by the Romans in Egypt, and thus perhaps throughout the whole empire, every fourteen years. The purpose of the census was to levy a poll tax—a tax for the privilege of existing! An example in the New Testament of this enrollment or census for the purpose of taxation occurred when Joseph and Mary journeyed to Bethlehem at the time of Jesus's birth (Luke 2:1-5).

In addition to the general taxes, customs or tolls were imposed upon merchandise exported and imported, and upon the goods of the merchants traveling through the country. The Romans required a certain amount of customs or tolls from a specified area. The right to collect these taxes was sold to the highest bidders called publicans. These publicans or tax collectors paid to Rome the required amount of taxes and then could keep for themselves anything they collected over that amount. Naturally, these publicans were extremely unpopular as many were dishonest and made their living by extorting high taxes from the citizens. Those publicans who were Jews were doubly despised by their fellow countrymen for selling themselves to the Romans. They were considered as sinners and renegades.

One day when Jesus was passing through Jericho, Zacchaeus, a publican, wished to see him. Zacchaeus was a rich publican. He was eager to see Jesus and received him joyfully into his house. Jesus's visit resulted in the conversion of this publican. Zacchaeus stood and said he would give half his goods to the poor and restore fourfold to any man he had cheated. The restitution announced by Zacchaeus was evidence of his sincere repentance. Jesus pardoned him and granted salvation to him that day.

Remember the story of the Rich Young Ruler? He has some things in common with Zacchaeus as well as some differences. Both were rich, wanted to see Jesus, and wanted to know about heaven. The rich young ruler said, What do I have to *do*? He asked Jesus, how can I earn eternal life? But Zacchaeus was different. He wasn't trying to work his way to heaven. He saw Jesus and without being asked, He said Lord – this is what I will do, because I love you.

## **TEACHING**

**After the lesson, each child should know:**

1. Even when we can't see Jesus, he can see us.
2. Jesus comes and invites us to be with him (and it doesn't matter who we are!).
3. We can go to heaven because Jesus came to seek and save us.

## **ART/CRAFT STATION**

### **Experiences/Craft Suggestion:**

Make a tree with fun or unusual items: tissue paper, buttons, sticks, etc. (alternatively, use one of the church's small fake Christmas trees). Have the students make little Zacchaeus men out of popsicle stick and then hide them in the tree until class is over. The message would be that Jesus finds us and saves us.

## **WORSHIP TIME:**

**"Zacchaeus Was a Wee Little Man"**

**"Jesus, Thank You"** (emphasis on the lines: "Once your enemy/Now seated at your table/Jesus, Thank you")

## **Lesson 12**

### **Jesus Anointed by Mary**

**Matt. 26:6-13; Mark 14:3-9; John 12:1-11**

#### **INTRODUCTION**

Jesus was in a town called Bethany. He was eating dinner in the home of a man known as Simon the Leper. Simon was probably a well known man who Jesus had healed of leprosy. During the meal, Mary came to Jesus with an alabaster jar of very expensive perfume. She poured the perfume on his head while he was sitting at the table. She poured the perfume on his feet and wiped it with her hair. The house was filled with the fragrance of the perfume.

Mary anointed Jesus's feet with an expensive ointment of pure nard. Nard was a perfume made from a plant called nard or spikenard with the finest plants coming from India. Mary's ointment was sealed in a flask or alabaster box, also a costly object. The Roman *denarius* (pence, KJV; shilling, ASV) was worth about seventeen cents, the amount of one day's wage in New Testament times. Thus 300 denarii, the value of the ointment (John 12:5), would be about \$51.00 or the wages for almost one full year. The quantity of ointment, a pound (John 12:3), in our weights and measures would be equivalent to twelve ounces.

Mary honored Jesus. Her act in anointing Jesus's feet and wiping them with her hair showed great love, gratitude, and humility. Judas objected to Mary's act, not because he felt compassion for the poor, but because he was covetous and a thief. Jesus answered Judas by defending Mary, stating she had anointed him in anticipation of his death and burial.

## **TEACHING**

**After the lesson, each child should know:**

1. We, like Mary, can give gifts to Jesus.
2. Our lives are like a fragrance to God (2 Cor. 2:14-15).
3. Jesus loves and remembers the gifts that we give Him

## **ART/CRAFT STATION**

### **Experiences/Craft Suggestion:**

Make a jar or box (decorate the outside) and invite the kids to put something in it that means a lot to them. If you could give a gift to Jesus or anoint Him, what would you put in the jar? What is something of great value that you would like to bring to Jesus? Not because he needs it or even because he makes you. We give because of our great love for Him.

Alternatively, make bookmarks with drawings of Jesus's feet. Allow the students to use a cotton swab and some perfume to put on the feet. Encourage them to use the bookmarks in their Bibles or another book they read often. It can be a reminder that our lives smell sweet to God.

## **WORSHIP TIME:**

“Jesus, Thank You”

“You Make Everything Glorious”



## **Lesson 13**

# **The Widow's Offering**

**Mark 12:41-44; Luke 21:1-4**

### **INTRODUCTION**

One day Jesus was in the temple near the treasury chests where people bring their offerings. He looked and saw the rich putting large gifts in the offering. He also saw a poor widow who brought two very small copper coins called mites. They were worth only a fraction of a penny each.

Jesus said to his disciples, "I tell you the truth, this poor widow has put more into the treasury than all the others. They all gave out of their wealth; but she, out of her poverty, put in everything--all she had to live on."

The rich gave out of their abundance, but the widow gave all that she had. She believed that no matter what, God would take care of her needs. Therefore she could give to him all that she had. Like the widow, we can "seek first the kingdom of God and his righteousness" (Matt 6:33) and trust that God will provide for us every day.

## **TEACHING**

**After the lesson, each child should know:**

1. We bring gifts to thank and honor God
2. Jesus sees the gifts that we give (He saw the widow's tiny offering, and understood it was greater than the large gifts of the rich people)
3. We can give Jesus everything we have because everything comes from Him, and He provides for our needs

## **ART/CRAFT STATION**

### **Experiences/Craft Suggestion:**

Make a "Lilies of the Field" (Luke 12:22-24) picture using tissue paper squares wrapped around pencil ends to create blossoms and gluing them to construction paper. Talk about how the widow in the story understood that God saw her life and provided for her needs. We are like the flowers and birds...created and cared for by God.

## **WORSHIP TIME:**

"Seek Ye First"

# Lesson 1

## Miracles of Nature No. 1:

### The Wedding at Cana (John 2:1-11)

### Jesus Fills the Nets with Fish (Luke 5:1-11)

#### INTRODUCTION

This quarter's lessons are focused on the miracles of Jesus. This lesson focuses on The Wedding at Cana, and Jesus filling the disciples' nets with fish.

*The Wedding at Cana:* Jesus's first miracle recorded in scripture is when He changed water to wine at the wedding of a family friend. Jesus and his disciples were invited guests at a wedding in Cana of Galilee. Mary, the mother of Jesus, was also present (since Joseph is not mentioned here or any time after Jesus began his ministry, it is assumed he had died). After the ceremony, it was Jewish tradition for the bridegroom's friends to escort the bride and her attendants from the bride's home to the home of the groom. After they all entered the groom's house, a marriage supper followed. The festivities continued for a week with the bride and groom treated as royalty, wearing their finest clothes and doing no work. Love songs were sung, speeches were made in honor of the couple, and elaborate feasts were prepared for the guests.

*Jesus fills the nets with fish:* In this story, Jesus calls disciples to Him (Peter, James, and John are mentioned here). The scene takes place at the Sea of Galilee (sometimes called the Lake of Gennesaret or the Sea of Tiberias). The water is clear and sweet and such a beautiful, deep blue that during the season when the hills are green, the sea has been described as a sapphire in an emerald setting. It has an abundance of fish of many varieties, and commercial fishing was an important industry in the time of Christ.

Two methods of fishing were a cast net (where a net, weighted on the open edge with bits of lead, was thrown from shore and gathered in with trapped fish inside) and a drag net (a method where the net was dragged by one or two boats in order to scoop the fish). The fishermen would sort through the good and bad fish on the shore, keeping the good and tossing back the bad. The nets were homemade by the fishermen. Many hours were spent making new nets, repairing old ones, and washing, spreading, and drying them.

## TEACHING

**After the lesson, each child should know:**

1. There is a distinct difference between “miracles” and “magic tricks.” God's power is able to transcend the laws of nature. Magic only fools the observer for a time, rather than effecting real change.
2. Jesus changed water into wine at a friend's wedding. (It is worth noting that his mother asked Him to, and he not only did what she asked, but amazed everyone around Him by making the best wine they'd ever tasted!)
3. Jesus showed His power as God's son by telling Peter, James, and John to cast their nets once more (they had been trying all day with no luck). They trusted Jesus, and were amazed at the catch! Then Jesus called them to follow Him, and “catch men” instead of fish.

## ART/CRAFT STATION

### **Experiences/Craft Suggestion:**

Jesus used fishing to explain to His disciples that it was important to “catch” people for Christ by telling them the story of God's love for them. Have the students decorate and cut out construction paper fish. Have them write someone in their life (maybe a friend, teacher, neighbor, relative who doesn't know Jesus) on the fish. Put a paper clip on the fish, and put them all in a large bucket or bowl. Make a fishing pole of a dowel rod, fishing line or heavy thread with a magnet attached as a “hook.” Allow the students to take turns fishing. At the end of craft time, return the fish to the students and encourage them to pray for the person mentioned on the fish.

## WORSHIP TIME:

“The 12 Apostles” by JoLinda Crump

Or, Try using this marching cadence:

**Leader: Jesus called them one by one**

Students: Peter, Andrew, James and John

**Leader: Next came Philip, Thomas, too**

Students: Matthew and Bartholomew

**Leader: James, the one they called the Less**

Students: Simon, also Thaddeus

**Leader: Twelve disciples Judas made**

Students: Jesus was by him betrayed

## Lesson 2

### Miracles of Nature No. 2:

**Jesus Calms the Storm** (Matt. 8:23-27; Mark 4:35-41; Luke 8:22-25)

**Walking on Water** (Matt. 8:23-27; Mark 4:35-41; Luke 8:22-25)

#### INTRODUCTION

*Jesus calms the storm:* The Sea of Galilee lies in a deep basin over 600 feet below sea level. In the surrounding hills there are many ravines and deep gorges which open into the sea. Cool winds blowing down from the mountains rush through these ravines and gorges and then over the water, creating violent tempests and raging seas. These storms are sudden, frequent, and very dangerous to small boats. One day Jesus sat in a boat and taught parables to the people who were gathered on the shore of the Sea of Galilee. When evening came, He sent the crowds away and entered the ship with His disciples to cross to the other side of the sea. As they were sailing, one of the sudden squalls arose and the disciples feared for their lives.

*Walking on Water:* After Jesus fed the 5000 (this miracle will be taught in next week's lesson), the people were about to take Him by force to make him king (John 6:15). He then compelled His disciples to get into the boat to go to the other side of the sea (Matt. 14:22; Mark 6:45). After He dismissed the crowd, Jesus went alone into a mountain to pray.

Storms on the Sea of Galilee are frequent and sudden (see above). As the disciples attempted to row across the sea, a great wind arose, whipping the waves and tossing the boat. By the fourth watch of the night (3am-6am), they had gone only three or four miles, and were about in the center of the sea. It was at this time that Jesus came to His troubled and frightened disciples.

## **TEACHING**

**After the lesson, each child should know:**

1. *Calming the storm:* Jesus quieted the storm that threatened to sink the ship carrying Him and His disciples. The disciples were terrified, even though Jesus was with them. They were amazed when he calmed the storm and they said, "even the wind and waves obey Him."
2. *Walking on Water:* Jesus was praying alone in the mountains when the disciples were in the boat during the storm. He came to them, walking on water.
3. Peter wanted to walk out to Jesus on the water. As long as he kept his eyes on Jesus, he did not sink. As soon as he looked around and started to fear, he began to sink!

## **ART/CRAFT STATION**

### **Experiences/Craft Suggestion:**

Use a long 2"x4" or 4"x4" piece of wood to create a balance beam. Choose one student at a time to walk across the balance beam, likening them to Peter walking on water to Jesus. Put one adult at the far end to represent Jesus, and tell the student to keep their eyes fixed on the adult as they walk the beam. Station several students on either side with long pieces of crepe paper fabric streamers (the "waves") and have them wave them wildly (they must NOT touch the student on the balance beam). Talk about how it is easy to fall when we are distracted by things around us and lose sight of Jesus.

## **WORSHIP TIME:**

"The 12 Apostles" by JoLinda Crump

"Open the Eyes of My Heart"

## **Lesson 3**

### **Jesus Feeds the 5000**

**Matt. 14:31-21; Mark 6:30-44; Luke 9:10-17; John 6:1-14**

#### **INTRODUCTION**

This miracle of Jesus is the only one recorded by all four gospel writers (although the incident regarding Malchus's ear is found in the four gospel accounts, only Luke relates the healing). According to Mark and Luke, the disciples had just returned from the mission upon which Jesus had sent them. They related to Jesus all things, both what they had done and what they had taught (Mark 6:12-13, 30; Luke 9:6, 10).

Mark continues by stating that Jesus bid the disciples to go to a desert place where they might rest and eat apart from the crowds (Mark 6:31). Then according to Matthew, Mark, and John, they departed by ship to a desert place which Luke states was near Bethsaida (Matt. 14:13; Mark 6:32; Luke 9:10; John 6:1). However, the people saw them leaving and followed by land, running by foot out of the cities along the shore and arriving ahead of the boat carrying Jesus and his disciples (Mark 6:33). John states that the crowd followed because of the miracles Jesus performed on those who were diseased (John 6:2). Jesus then taught many things to the people about the kingdom of God, and healed those in need (Matt. 14:14; Mark 6:34; Luke 9:11).

## **TEACHING**

**After the lesson, each child should know:**

1. A group of 5000 men (plus women and children) came to hear Jesus and be healed by Him. They started to get hungry, and the disciples were sure there was no way to feed all of them.
2. All the food available was 5 small loaves of bread and two fish (John's account said they were from a boy in the crowd). Jesus gave thanks for this small meal then began to pass it out to all who were in attendance.
3. Everyone ate as much as he wanted, and there were 12 baskets of leftovers!

## **ART/CRAFT STATION**

### **Experiences/Craft Suggestion:**

Seat all the students in a group and talk to them about how much they eat at dinner time. Then present one cracker. Ask for a volunteer and have that student attempt to give everyone an equal amount. Ask the students, "Is everyone full?" Ask them to imagine twenty groups of people the size of our church in one place, trying to share five small pieces of bread and two fish—and everyone being full afterward!

Photo copy a drawing with the words: "Jesus feeds the 5000" and the outline of a side view of a basket. Cut horizontal slits in it and give the students strips of tan or brown construction paper to weave through the slits to create the illusion of a real basket. Give the students 5 bits of bread and 2 goldfish crackers to glue on top of the basket. Optional: give the students a small amount of crackers at the end for a snack.

## **WORSHIP TIME:**

"The 12 Apostles" by JoLinda Crump

"God is So Good"



## **Lesson 4**

### **The Temple Tax (Matt. 17:24-27)**

#### **INTRODUCTION**

When the Law of Moses was delivered to the children of Israel at Mt. Sinai and the people were numbered, every male twenty years old and upward was required to give a half-shekel offering to the Lord. This money was used for the service of the tabernacle (Ex. 30:11-16).

At first it does not appear that this was an annual payment, but by New Testament times, a yearly tax for support of the temple was indeed the custom. Nevertheless, there was disagreement among the Jews whether this tax was voluntary or compulsory, and certainly there was no means to enforce payment.

The half-shekel (Greek: *didrachmas*, two-drachma) was a Jewish coin worth about thirty cents, approximately the amount of wages for two days at that time. This temple tax was strictly a Jewish concern and should not be confused with the taxes required by the Romans for the support of the Roman Empire.

The setting for this miracle is Capernaum, and Peter is asked by those who gathered the temple tax if Jesus had paid the half-shekel. Peter quickly answered, "Yes." Jesus then used the occasion to teach Peter a lesson regarding the relationship of Jesus Christ the Son to God the Father.

Jesus instructed Peter to pay the tax, for He did not want the people, who did not yet understand that He was the son of God, to think that He and his disciples despised the temple and its service. The coin Peter would find in the mouth of the fish, the shekel (Greek: *stater*, equal to four drachmas), would be enough to pay the tax for both Jesus and Peter. He demonstrated His authority over nature in this miracle by producing the proper coin in the fish—the first fish out of the entire lake that Peter would hook. He proved to Peter that He was the Son of the great King. This incident also teaches us that Jesus complied with the Law of Moses and paid the required taxes.

## **TEACHING**

**After the lesson, each child should know:**

1. In Bible times, Jewish males were required to pay a tax to support the work going on in the tabernacle/temple. The amount was about two days of work pay.
2. Although Jesus was God's Son, and didn't have to obey any man-made rules, He submitted to authority. He told Peter go catch a fish out of the lake, in whose mouth he would find a coin in the right amount to pay the taxes for Jesus and Peter!
3. Jesus sets the example of obeying laws here on earth; that is what He wants each of us to do. See Romans 13:1, 7.

## **ART/CRAFT STATION**

### **Experiences/Craft Suggestion:**

Set up 20 or more cups upside down on a table. Put a chocolate coin under one of the cups. Choose one student at a time to try to guess where the coin is. Choose one or two students to record how many tries it takes for each student to find the coin (move the coin to a different location for each student). Once everyone has had a chance, talk about what a miracle it was for Jesus to not only place the exact right coin in the mouth of a fish, but then for it to be the first one out of the whole lake that Peter caught! At the end of class, give each child a chocolate coin to take home.

## **WORSHIP TIME:**

“Trust and Obey”

“My God is So Big, So Strong, and So Mighty”

## **Lesson 5**

### **Jesus Heals the Leper**

**Matt. 8:2-4; Mark 1:40-45; Luke 5:12-16**

#### **INTRODUCTION**

When Jesus was in one of the cities, a leper came to him, and falling upon his knees, he begged Jesus to heal him. Leprosy was a dreaded disease in Biblical times, not only because of the horribleness of the disease itself, but also because of the isolation from society for those who contracted the disease.

Leprosy is an infectious disease that attacks the skin and nerves. It causes ulcers and white scaly scabs on the skin and destruction of the nerve endings, resulting in ugly deformities and gradual decaying of body parts. There was no cure for the disease in Jesus's time, and to prevent spread of the disease, the Law of Moses required a leper to live apart from other people. The leper was not allowed to enter any walled city; he had to wear torn clothes and a covering on his upper lip; as he went about, he had to cry "unclean, unclean" so that others would keep their distance. In short, the disease of leprosy was a living death.

## **TEACHING**

**After the lesson, each child should know:**

1. Leprosy is not only a painful and disfiguring disease, but people who suffer from it are outcasts—lonely and sad.
2. A man with leprosy asked Jesus to heal him, and Jesus did! He was willing to touch a man that no one else would EVER touch. There is no situation too dark, dangerous, or difficult for Jesus!
3. Jesus told the man he healed not to tell anyone about Jesus healing him, but to go straight to the priest and make an offering to show he was no longer unclean. However, the crowds found out and started to mob Jesus, so He had to stay out of the cities.

## **ART/CRAFT STATION**

### **Experiences/Craft Suggestion:**

Use a large piece of craft paper to make a mural. In the middle, write or paint in large letters “Jesus Touches the Untouchable.” Talk to the kids about things in the world that need healing (illness, loneliness, natural disasters, poverty, etc.). Have the students trace their hands on construction paper and draw or write on them what they want Jesus to heal. They can then cut them out and glue them to the mural paper. If time allows, they may make more than one.

## **WORSHIP TIME:**

“My God is So Big, So Strong, and So Mighty”  
“Jesus, Thank You”

## **Lesson 6**

### **Jesus Heals the Paralyzed Man**

**Matt. 9:2-8; Mark 2:1-12; Luke 5:17-26**

#### **INTRODUCTION**

Jesus was back in Capernaum for this miracle. He was in “the house” (Mark 2:1), and soon a crowd gathered, so large that there was not any room at the door.

The houses at that time in Palestine consisted of one or two stories and were generally square or rectangular. The smaller houses of the poor might have one or two rooms, and the people and animals shared the space. In the larger houses, a door opened from the street into an area called a porch, and the porch then opened into a courtyard. Surrounding the court was a covered walkway or gallery with doors opening into the other rooms. A stairway led from the courtyard or porch to the roof. Roofs were generally flat and were used for storage, drying flax, solitude and prayer, and for a sitting area in the evening to enjoy cool breezes. Sometimes the guest chamber was on the roof, and often an outside stairway allowed the guest to come and go without disturbing the family.

Upon this occasion, a paralyzed man was carried on his bed by four men to Jesus (Mark 2:3). They were unable to enter the house due to the crowd. Therefore, they carried the paralyzed man to the roof, uncovered the roof, and let the man's bed down into the presence of Jesus. Uncovering the roof was not a problem as the roofs were made from light beams laid across the walls with the spaces between the beams filled with closely packed branches, rushes, reeds, and earth. These spaces between beams could be readily uncovered and easily repaired.

## **TEACHING**

**After the lesson, each child should know:**

1. The friends of a paralyzed man lowered him down through the roof of the house where Jesus was teaching a crowd, and Jesus commended their faith and said, "Son, your sins are forgiven."
2. The scribes and Pharisees accused Jesus of blasphemy—and Jesus asked them whether it is easier to heal someone or forgive their sins.
3. In order to show that He had the power to forgive sins, Jesus also healed the man of his paralysis.

## **ART/CRAFT STATION**

### **Experiences/Craft Suggestion:**

If there is access to a medical stretcher, have two adults carry students around the room, like the paralyzed man's friends would have carried him. Talk about what it would have felt like to have to depend on other people to go anywhere, and how much the man's friends must have loved him to care for him enough to take him to Jesus.

Have the students make mini stretchers using small rectangles of colored scrapbook paper glued or stapled to pipe cleaners. Make a small man out of pipe cleaners to represent the paralyzed man in the story and glue him to the stretcher.

## **WORSHIP TIME:**

## **Lesson 7**

# **The Centurion's Servant**

**Matt. 8:5-13; Luke 7:1-10**

### **INTRODUCTION**

While Jesus was in Capernaum one day, He was approached by the elders of the Jews. A centurion had sent them to Jesus to beg Him to come and heal the centurion's servant who was sick of the palsy and at the point of death.

A centurion was a soldier in charge of 100 men. Whether this centurion was an officer in the Roman army or in the service of Herod Antipas is unknown. Herod Antipas ruled over Galilee at that time, and although he was subject to Rome, he had his own troops.

It is clear this particular centurion was a Gentile, for he said, “. . . I am not worthy for You to come under my roof” (Matt. 8:8). It was not lawful for a Jew to go into a Gentile's house (Acts 10:28). Nevertheless, the man was held in high regard by the Jewish elders, for he had built their synagogue and loved their nations. He was unusual in another way, also, for he had great concern for his servant. A slave in the Roman world had no rights and was considered a thing, not a person. He was totally at the mercy of his master's whims. This particular slave was apparently loved by his centurion master.

## **TEACHING**

**After the lesson, each child should know:**

1. The centurion was an important soldier, but not a Jew. He recognized Jesus's power, but also knew that Jesus didn't have to help him (or have anything to do with him) by healing his servant.
2. The centurion asked Jesus only to speak words of healing, not to come into his house. He amazed Jesus with his faith; in fact, Jesus said He hadn't seen faith like that from the Jews (Matt 8:10).
3. Jesus told his followers that many people, not just Israelites, would be with Him in the kingdom (Matt. 8:11-12), which would have been a shocking thing to say in those days.

## **ART/CRAFT STATION**

### **Experiences/Craft Suggestion:**

Find a picture online, or draw a picture of a centurion and make copies for the students to color. Make a large cross for the wall and have the students tape the pictures of the centurions under the cross. Talk about how the big, strong centurion recognized that Jesus's power was greater than his own.

## **WORSHIP TIME:**

“The Lord's Army”

“Great is Thy Faithfulness”



## **Lesson 8**

### **The Afflicted Woman**

**Matt. 9:20-22; Mark 5:25-34; Luke 8:43-48**

#### **INTRODUCTION**

When this story takes place, Jesus was in a crowd on his way to the home of Jairus, the ruler of the synagogue, to heal his daughter. A woman who had suffered a hemorrhage for twelve years came in the crowd behind Jesus, touched his garment, and was instantly cured. However, when Jesus asked who had touched him, the woman was forced to reveal herself. She came to Jesus trembling, for according to the law, the woman was considered unclean (Lev. 15:25-27). It was unlawful for her to mingle with a crowd, for anyone she touched would be considered unclean also.

The purpose of Jesus's question was not to obtain information, for He knew on whom his blessing was bestowed. Rather, He wanted the woman to know she was healed by his will and power, not by some magic in his clothing.

The outer garment Jesus wore had tassels or fringes on the corners as commanded in the law (Num. 15:37-41; Deut. 22:12). All devout Jews in New Testament times had these tassels with a blue cord on the borders of their garments to remind them of their duties to God. Each time the Jew dressed in the morning, undressed at night, or looked upon the tassels during the day, he would remember he was one of God's chosen people, set apart to keep the commandments and be holy unto God. It was this tassel upon Jesus's garment that the woman touched.

## **TEACHING**

**After the lesson, each child should know:**

1. The book of Leviticus was filled with laws for the Jews to obey, including a law that if someone was bleeding, that they were “unclean,” and no one could touch them—the same situation as a person with leprosy.
2. The woman who was bleeding had very great faith in Jesus's power. Her faith was so great, that despite having a disease that no one had been able to cure in 12 YEARS, and that touching Jesus (and bumping into people in the crowd) was against the Jewish law, she went to him anyway!
3. The woman was frightened at first when Jesus asked, “Who touched me?” because she thought she would get in trouble. Instead, Jesus said, “Daughter, go in peace. Your faith has made you well.” (Luke 8:48)

## **ART/CRAFT STATION**

### **Experiences/Craft Suggestion:**

Talk to the students about illnesses and problems that are too big for us to fix. Talk about leprosy or other diseases that leave people not only hurting, but lonely because they are outcasts. Talk about people you know and love who have struggled with an illness for many years, like the woman in this Bible story. Write some of these illnesses on the white board and ask for volunteers to pray for God's healing.

On poster paper, draw a huge outline of an open hand. Beneath it, in large letters, print “Jesus's Touch Makes Us Clean.” Give the students markers, pencils, and crayons, and have them draw pictures or write words that show the illnesses and pain that Jesus is willing to touch and has the power to heal.

## **WORSHIP TIME:**

“Create in Me a Clean Heart”

“Great is Thy Faithfulness”

## **Lesson 9**

### **The Possessed Boy**

**Matt. 17:14-21; Mark 9:14-29; Luke 9:37-43**

#### **INTRODUCTION**

Luke states that this miracle took place the day following Jesus's transfiguration on the mountain. Jesus and the three disciples who had been with him on the mountain returned to the nine disciples left behind to find a multitude about them and scribes questioning them. The disciples had attempted to cast an evil spirit out of a boy who was deaf and mute and had failed. The father of the child pleaded with Jesus for help.

This is a lesson about faith—the faith of the child's father, and the faith of the disciples. Notice the father said to Jesus, "...if you can do anything, take pity on us and help us!" (Mark 9:22). This man questioned Jesus's ability and power. When Jesus told him, "...all things are possible to him who believes" (Mark 9:23), the man confessed his faith but asked Jesus for more faith.

## TEACHING

After the lesson, each child should know:

1. A man brought his son to Jesus to ask him to heal the evil spirit living in his son.
2. Jesus cried out that this was an unbelieving generation, because the disciples hadn't had the faith to drive out the demon (When Jesus sent his disciples out on the limited commission to preach the gospel to the lost sheep of the house of Israel, He had given them the power to cast out demons (Matt. 10:8)).
3. Jesus said that if they had faith the size of a mustard seed, nothing would be impossible for them (Matt. 17:20)

## ART/CRAFT STATION

### Experiences/Craft Suggestion:

Have students wrap small cups (bathroom Dixie cups) with paper that says "FAITH" in large letters. Have them each take one mustard seed and glue it in the bottom of the cup. Talk to them about what things may seem impossible in their lives, and remind them of Jesus's promise.

*Play Hide 'Em in Your Heart Song*

## WORSHIP TIME:

"Create in Me a Clean Heart"

"Great is Thy Faithfulness"

"We Believe in the Holy Father"

"Believe in the Lord Jesus Christ" (*Hide 'Em in Your Heart*, Steve Green)

**Lesson 10**  
**The Ten Lepers**  
**Luke 17:11-19**

**INTRODUCTION**

Exactly where this miracle took place is not known. Jesus was on his way to Jerusalem and entered into a "certain village" along the borders of Samaria and Galilee. Standing afar off were ten lepers who cried to Jesus for mercy. Lepers were not allowed to enter the cities, and often they stayed near the gates in order to beg from passers-by.

We have already noticed the miserable conditions of lepers in Biblical times. Not only is the disease itself horrible, slowly destroying the body parts, but the afflicted were forced to live apart from their families and society in general.

## **TEACHING**

**After the lesson, each child should know:**

1. Ten men with leprosy asked Jesus for healing. He sent them to show themselves to the priest, and they were healed on the way.
2. Although ten men were healed on the way, only one returned to thank Jesus.
3. The one man who returned to thank Jesus was a Samaritan (a foreigner who was looked down upon by the Jews). Sometimes the person we least expect to do what is right turns out to be an example to us all.

## **ART/CRAFT STATION**

### **Experiences/Craft Suggestion:**

Have students trace both hands next to each other on a piece of construction paper. Have them draw faces on the fingertips to represent the ten lepers. Have them glue scraps of cloth and red stickers or spots of felt to the little men to represent leprosy. Then have them circle one of the lepers and write "Thank You, Jesus!" above him to represent the one man who returned to thank Jesus for being healed. Allow time for the students to share things for which they're thankful, and lead them in a prayer of thanksgiving.

## **WORSHIP TIME:**

"Jesus, Thank You"

"Awesome God"

"Give Thanks With a Grateful Heart"

# **Lesson 11**

## **Jairus's Daughter Raised**

**Matt. 9:18-19, 23-26; Mark 5:21-24, 35-43; Luke 8:41-42, 49-56**

### **INTRODUCTION**

While Jesus was in Capernaum one day surrounded by a crowd, one of the rulers of the synagogue came to him, begging him to come to his house to heal his dying daughter. This man, Jairus, fell down at Jesus's feet worshipping him—a very humble act for a very prominent man.

Originally the synagogue was an assembling of Jews for the purpose of worship. Later the word became the name for the Jewish place of worship. Synagogues were built in any city or village where there were ten men willing to assemble to worship. By New Testament times, the services included the reading of the law and the prophets, prayers, and preaching. The ruler of the synagogue was one of the elders who managed the affairs of the synagogue. Some synagogues had several rulers. The rulers were in charge of the services, appointing the one who conducted the prayers and the one who preached for the assembly. The rulers of the synagogue were very important men and respected by all.

As Jesus began to accompany Jairus to his home, they were interrupted by the woman with the issue of bleeding who touched Jesus's garment. Although the delay must have severely tried Jairus's faith, he waited patiently—his faith had led him to seek Jesus, fall down and worship him, beg to come to his house—he could do nothing more but trust in Jesus and wait.

## **TEACHING**

**After the lesson, each child should know:**

1. Jairus was a very important man in his town, but he humbled himself and bowed to Jesus and asked Him to save his daughter's life.
2. On the way to Jairus's house, Jairus and Jesus received word that the girl had already died (Luke 8:49). People at the house laughed when Jesus arrived because they thought he couldn't possibly save the girl.
3. Jesus said to the girl, "Get up, child," and she was raised from the dead!

## **ART/CRAFT STATION**

### **Experiences/Craft Suggestion:**

Create two large, simple worship flags out of white or light-colored fabric (one for each age group). Using markers and felt, have the students work together to design and decorate a worship flag with the words "GIVER OF LIFE" on it. Talk to them about how the miracles we've been studying all point to Jesus as the One who gives us life in a world full of sin, pain, and death. Keep the flags handy for use either in class worship time, or in the sanctuary.

## **WORSHIP TIME:**

"I've Got a River of Life (pouring out of me)"

"Jesus Loves the Little Children"

"Nothing is too Difficult for You"



# **Lesson 12**

## **Lazarus Raised**

**John 11:1-46**

### **INTRODUCTION**

In contrast to the raising of Jairus's daughter, which took place in Galilee, this incident occurs in Judea in the small village of Bethany. Bethany was less than two miles from Jerusalem and was located on the eastern slope of the Mount of Olives. As Jesus journeyed to and from Jerusalem, He stopped in Bethany at the home of Mary and Martha (who were sisters) to rest from his travels (Luke 10:38-42). John, in this story, informs us that the sisters had a brother named Lazarus.

Jesus and his disciples had retired to the area beyond (east of) the Jordan River because some of the Jews had sought to stone him (John 10:31-42). While they were there, a messenger came from Mary and Martha informing Jesus that Lazarus was sick.

## **TEACHING**

**After the lesson, each child should know:**

1. Jesus was friends with the sisters Mary and Martha, and their brother, Lazarus. Mary and Martha sent a message for Jesus to come to them in Bethany, because Lazarus was very sick.
2. Jesus waited several days to come, and knew that Lazarus was already dead when He arrived in Bethany. He cried, because he loved Lazarus.
3. Jesus went to Lazarus's tomb, and called for him to "Come out!" and Lazarus came out, still bound in his grave clothes!

## **ART/CRAFT STATION**

### **Experiences/Craft Suggestion:**

Use sweet-smelling body oil and toilet paper to demonstrate how people were prepared for burial in Bible times. Have a student be the volunteer "Lazarus." Put a little oil on him/her, and talk about how this would help the dead body not to smell. Then wrap the student up in toilet paper, mummy-style. Talk about how, when Jesus called for him, Lazarus walked out of the tomb with these fabric strips still on him, and how that would have amazed everyone around who had seen him buried. Create a "tomb" out of a circle of chairs and put "Lazarus" in it. Have the other students say, in unison, "Lazarus, COME OUT!" Have the volunteer "Lazarus" try to walk out of the tomb. If there is enough time, allow other students to try being Lazarus.

## **WORSHIP TIME:**

"I've Got a River of Life (pouring out of me)"

"Nothing is too Difficult for You"

"God is so Good"

**Lesson 13**  
**Celebrate the Birth of Jesus**  
**Matt. 1:18-25; Luke 1-2:20**

**INTRODUCTION**

This week we celebrate Christmas. Share the story of Christ's birth with the class.

Figure 1

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