

Grades 5-6
Sunday School
Year 2
Teacher's Guides

The teacher's guides for Grades 5-6 Sunday School Year 2 lessons are found in three Adobe PDF files:

01Teachers5_6Yr2Fall.pdf
02Teachers5_6Yr2Winter.pdf
03Teachers5_6Yr2Spring.pdf

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TEACHER'S GUIDE

GRADES 5-6
YEAR 2 | WINTER

Sunday School



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*I am the light of the world.
Whoever follows me will never walk in darkness,
but will have the light of life.*

John 8:12
(NIV 1984)



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Introduction

Christ-Light is a complete religion curriculum for youth from birth through grade 12.

The Christ-Light Sunday school curriculum consists of 117 lessons for each level, arranged in a three-year cycle. Each year the students will study lessons from both the Old and New Testaments to ensure that they receive a clear picture of the promise and fulfillment of God's plan of salvation. Some key Scripture lessons (such as the creation and the birth, death, and resurrection of Jesus) are repeated during the three-year cycle.

Parental involvement is key to the spiritual nurture of the students!

Student Lessons offer interesting, interactive parent-child activities.

Teacher's Guides offer additional ideas for encouraging parent-child interaction.

Characteristics of ten- to twelve-year-old children

Mental Development

- Can think abstractly
- Are eager to explore spiritual truths more deeply
- Are eager to learn new truths
- Can grasp where and when events took place
- Can concentrate for longer periods of time
- Can memorize easily

Emotional Development

- Can independently form personal attitudes and habits
- Are sometimes afraid to stand up for what they believe is right
- Are still quite impressionable

Social Development

- Can work cooperatively in small groups with guidance
- Are eager to discuss ways spiritual truths apply to them
- Learn from words, actions, and opinions of their teachers
- Learn from words, actions, and opinions of their peers
- Enjoy having parents help them learn
- May begin to test parental authority

Teacher Preparation

Unique resources for helping teachers prepare for each lesson are found in the *Teaching Helps* podcasts. You can access these online: www.nph.net/christlight.

For each lesson, a two-part file is provided. In the first part (about 12 minutes long), a pastor discusses the content of the Bible lesson itself. In the second part (about 6 minutes), teachers give additional teaching tips not found in the Christ-Light teacher's guides. A two-page study sheet is available for those who may want to take notes as they listen to the *Teaching Helps*.

Teaching Materials

General Supplies

Each child will need a Bible and a hymnal (*Christian Worship*). In order to best carry out many of the suggested activities, the teacher will need a chalk or marker board and projection equipment.

Teacher's Guide

Familiarize yourself with the Teacher's Guide by reading **Teaching the Lesson**, beginning on page viii.

Note that the Teacher’s Guide is set up with parallel lesson plans—one in the wide column and one in the narrow column.

Those who want one straightforward, complete lesson can use the wide column, start to finish.

Those who want to design their own lessons may select activities from either the wide or the narrow column, or from the **Lesson Activities** section.

Student Lessons

Christ-Light student lessons are an essential connection with the home. Encourage all parents to use them with their children. Each lesson in the student workbook ends with a **To Do at Home** activity that encourages parent-child interaction. In addition to the **To Do at Home** activity, each four-page lesson contains a full-color teaching picture, a Bible study with life application, and grade-appropriate memory treasures.

Copy Master CD

A single copy master CD contains all the copy masters for the entire year. The reproducible copy masters are designed to teach, review, apply, reinforce, or enrich your lessons.

The copy master CD also contains separate files with printable copies of the selections found on the music CDs. (See **Music** below.)

Music

Each lesson includes at least one hymn.

Teaching CDs with upbeat accompaniment and accompaniment + vocal tracks are available for:

1. 38 memory treasure hymns
2. 61 core memory treasure passages

Note: Two additional files on the copy master CD contain the melody lines and guitar chords for the selections on the *Memory Treasures: Hymns* and *Memory Treasures: Passages* CDs.

Take-Along CDs of the accompaniment + vocal tracks of all CDs are available at an attractive price for use by families. These CDs can teach on the way to school, on the way home from soccer practice, and during evening family time.

Teaching the Lesson

Lesson Overview

The lesson summary helps the teacher understand the contents of the lesson. The **Looking Back at . . .** section helps the teacher remember the key points of the previous lesson.

Lesson goals are expressed in the Truth, what God teaches us in the lesson; the Application, what this lesson means to us; and the Response, what we do in response to this truth.



The teacher is encouraged to help the students relate the **Memory Treasures** to the lesson. A suggested memory treasure activity is offered with each lesson.



You will find new or difficult words, phrases, and concepts in the section called **Wordwise**. Be sure students understand these as you teach the lesson.



It is always helpful for the teacher to have as much background information as possible. Appropriate commentaries are listed in **Dig Deeper**.



As Christians, we have the privilege of being able to approach our God in prayer. **The Teacher Prays** offers a prayer that may be just what you would like to say to God before you begin teaching your lesson.



Christ-Light provides a song and prayer to open each lesson. The brevity makes it possible to teach the “meat” of the lesson during prime learning time.



The introduction, **Get Set!**, is designed to create student interest in the coming lesson. Introductions provide necessary background, actively involve students, and lead them to anticipate an answer to the aim question.



The **Aim** asks what God is telling us in the lesson. The **Truth** answers that question.



Teachers will use this section to teach the Word of God in a creative, interactive way.

A portion of Scripture is listed at the beginning of each **God's Word** section. The students will need to read those verses in order to answer the questions in the section.



In this section, students apply the truths of the lesson to their lives and examine ways in which they can respond.



The importance of parents as the primary Christian educators of children cannot be stressed enough. *Teachers must do everything they can to encourage parents to teach and use the Word in their homes.* Every lesson has activities that encourage this practice. Teachers will not only encourage parents to use the student lessons, but they will also *teach them how.* Teachers can show parents (and students) how to use these activities by communicating with them the messages suggested in **To Do at Home**.



Students briefly summarize the main points of the lesson. Then the teacher leads them in a closing hymn or prayer.



Simple Bible passages, catechism, and hymn memory treasures are incorporated into the lessons. Many of these memory treasures are taken from a core list that has already been taught in previous grades.

The Bible passages are available in various translations in electronic format. The teacher can print the memory assignments and distribute them each day or create a memory booklet of all the memory assignments for the year.

Due to space limitations, hymn stanzas were not printed on the student lessons or in the teacher's guide. The teacher may direct the students to use their hymnals for memorizing the hymns. The hymns are also included in the electronic memory treasure files.

Lesson Activities

These additional activities offer even more options for teaching, reviewing, applying, or responding to the truth of the lesson. The *purpose* of each activity is stated so the teacher can quickly see how the activity applies to the lesson. The *procedure* explains how to use the activity.

The final activity for some lessons is a Bible study available on the copy master CD as a four-page, full-color copy master. You can use the Bible study to search and apply Scripture in the classroom or you can encourage parents to conduct this Bible study with their children at home. The Bible studies are from the original Christ-Light (© 1998) and use the 1984 edition of the New International Version Bible translation.



Memory Treasures

The following memory treasures are developed throughout materials for prekindergarten through grade 6.

Catechism Memory Treasures

- Ten Commandments, meanings, and conclusion
- Apostles' Creed—articles and meanings
- Lord's Prayer and meanings
- Sacrament of Holy Communion

Hymn Memory Treasures

* An asterisk indicates a core hymn to be learned by the Sunday school students. As time allows, you may choose to teach other hymn stanzas.

<i>Hymn Category</i>	<i>Hymn Number</i>	<i>Hymn Title</i>
Advent	2:1	Savior of the Nations, Come
Christmas	38:1-3,13	From Heaven Above to Earth I Come
Lent	103:1,2,6	Glory Be to Jesus
Lent	111:1,2,5	Sweet the Moments, Rich in Blessing
Easter	152:1-3,7,8	I Know That My Redeemer Lives
Ascension	170:1,3	Draw Us to Thee
Ascension	173:1	On Christ's Ascension I Now Build
Pentecost	183:1,3,4	Holy Spirit, Light Divine
Reformation	200:1-4	A Mighty Fortress Is Our God
End Time	208:1	Great God, What Do I See and Hear
Worship and Praise	234:1,3	Praise to the Lord, the Almighty
Word of God	282:1	Lord, Open Now My Heart to Hear
Word of God	284:1,3,4	How Precious Is the Book Divine
Word of God	293:1	God's Word Is Our Great Heritage
Confession and Absolution	304:1,5,7	*Jesus Sinners Does Receive
Close of Service	319:1	On My Heart Imprint Your Image
Close of Service	333:1,2	Abide, O Dearest Jesus
Redeemer	348:1,4	Jesus, Jesus, Only Jesus
Redeemer	358:1,2	How Sweet the Name of Jesus Sounds
Justification	379:1,3	Amazing Grace—How Sweet the Sound
Justification	391:1,3,4	God Loved the World So That He Gave

<i>Hymn Category</i>	<i>Hymn Number</i>	<i>Hymn Title</i>
Prayer	411:1,2	*What a Friend We Have in Jesus
Trust	422:1-4	Jesus, Lead Us On
Trust	429:1-3	*What God Ordains Is Always Good
Trust	432:1	I Am Jesus' Little Lamb
Trust	436:1,2,4	Jesus, Shepherd of the Sheep
Trust	441:1,3	O God, Our Help in Ages Past
Commitment	469:1-3,6	*Take My Life and Let It Be
Commitment	478:1,2	With the Lord Begin Your Task
Stewardship	485:1,2	We Give Thee but Thine Own
Christian Love	490:1-3	Love in Christ Is Strong and Living
Christian Home	506:1,3	Oh, Blest the House, Whate'er Befall
Missions	573:1,2,4	*Hark! The Voice of Jesus Crying
Evening	587:3,4	Now Rest Beneath Night's Shadow
Evening	588:1,2,6,7	Abide With Me
Confirmation	596:1	Let Me Be Yours Forever
Death and Burial	606:1-3	For Me to Live Is Jesus
Thanksgiving	610:1-3	Now Thank We All Our God

Bible Passage Memory Treasures

* An asterisk indicates a core passage.

Those passages express biblical truths that are considered essential knowledge for a basic preparation for confirmation.

The passages without an asterisk are not considered core passages but are optional choices for memorization.

* Genesis 1:1	Matthew 4:10b	* John 3:16	Ephesians 4:32
Genesis 39:9b	Matthew 6:33	John 5:39	Ephesians 6:1
* Exodus 20:11a	* Matthew 7:7	John 11:25,26a	* 1 Timothy 2:3,4
Job 19:25-27	* Matthew 11:28	* John 14:19b	2 Timothy 3:15
* Psalm 37:5	Matthew 18:20	Romans 1:16	2 Timothy 3:16
* Psalm 50:15	* Matthew 22:37	* Romans 3:23	Hebrews 11:1
* Psalm 51:5	* Matthew 22:39b	Romans 3:24	James 1:22
Psalm 103:1,2	* Matthew 26:41	* Romans 6:23	* 1 Peter 5:7
* Psalm 118:1	* Matthew 28:19	* Romans 8:28	1 Peter 5:8
* Psalm 119:105	* Matthew 28:19,20	* Romans 10:17	* 1 John 1:7b
Psalm 139:14	* Matthew 28:20b	* 1 Corinthians 10:31	1 John 3:15
Psalm 145:15,16	Mark 10:45	1 Corinthians 12:3b	1 John 4:19
* Proverbs 3:5	* Mark 16:16	Galatians 3:26	* Revelation 2:10b
Isaiah 41:10	* Luke 11:28	Galatians 3:27	
* Isaiah 43:11	Luke 18:13b	Galatians 4:4,5	
Isaiah 64:6a	John 1:29b	* Ephesians 2:8,9	

The Fall of Jericho

Joshua 6:1-25



Aim

What happened as the Israelites began their conquest of the Promised Land at Jericho?



Truth

Israel obeyed God's marching orders, and Jericho fell, just as he had predicted.

Application: God graciously blesses us when we obey him in faith.

Response: Out of thanks to God for the victory he has given us, we obey his commands.

Lesson Summary: God told Joshua that he had delivered Jericho into the Israelites' hands. He then gave them special marching orders, after which the walls would miraculously fall down so that they could take the city. In faith the Israelites obeyed God's orders, and God gave them the victory.



Memory Treasure Choices

- Psalm 119:47**
- * Psalm 119:105**
- * 1 Corinthians 10:31**
- * The Conclusion to the Ten Commandments**
- * Hymn 469:1-3,6**



Wordwise

treasury—a store of valuable objects



DIG Deeper

See Franzmann, *Bible History Commentary: Old Testament*, pages 306 and 307; *The People's Bible: Harstad, Joshua*, pages 89-102.



the Teacher Prays

Dear Father, thank you for giving me the eternal victory through the death and resurrection of your Son. As the students and I study your Word today, increase our desire to obey your commandments in gratitude for this victory. Amen.

Looking Ahead at Lesson 2

God Gives Gideon the Victory

Joshua 7:1-22

Aim: How did God teach Gideon to trust him?

Truth: God kept his promise to give Gideon a miraculous victory over the Midianites.

Application: Through his Word, God assures us of his promises of eternal victory.

Response: We read and study God's Word so that our faith in God's promises may be strengthened.

Lesson Summary: As Gideon prepared for battle, God told him to decrease the size of his army to three hundred men to show that this victory would be from God, not the result of Israel's own strength. Gideon's army then sneaked up to Midian's camp, blew trumpets, exposed the light of their torches, and shouted. In surprise and fear, the Midianites turned on themselves with their swords and ran.

Memory Treasures: Psalm 56:11; *1 Corinthians 10:31; 2 Timothy 4:18a; Hymn 436:1,2,4

Alternate Lesson Plan



Sing: Sing “Fight the Good Fight” (hymn 457:1,4). Though our enemies are not

always visible, these stanzas remind us that we need God’s help to fight them.

Pray: Dear Lord Jesus, please strengthen us to fight against the temptations of this world. Only with your help can we win this struggle and show our love for you. Amen.



Show the students the movie section of a **newspaper** or a **movie listing** printed from the Internet. Tell them to imagine that you are giving each of them a free movie pass. Have them get into small groups to make a list of decisions they would have to make. *[Which movie? What time? How will we get there? Do we need money for snacks? How will we get home?]* Ask, “What if none of you talked about these plans beforehand?” *[Things would probably not work out the way we want them to.]*



Today we will hear about some plans that were much more important than which movie to attend. We will answer the question, **What happened as the Israelites began their conquest of the Promised Land at Jericho?**



WORSHIP

Sing: Sing “Take My Life and Let It Be” (hymn 469:1–3,6). This hymn reminds us to use every aspect of our lives for God’s glory.

Pray: On a small piece of paper have each student write one part of their life (singing, sports, etc.) that they desire to use for God’s glory. Then allow them one minute of silent prayer asking for help in using that part of their lives to glorify God. Have them save the papers as reminders.



You’ll need a **recipe card** with one of your favorite recipes on it.

What is your favorite food?

Allow the students to pair up and tell each other their favorite foods, allowing some students to share with the class. Have them take one to two minutes to discuss what they would need to do to make that food. (Even if their favorite food is something pre-made, like frozen pizza, ask students to imagine the steps they would have to take to prepare it for themselves.) Show your recipe card. Tell students that this is one of your favorite recipes and that you didn’t have time to prepare all the ingredients, so you’ll just leave some of them out. Ask what would happen if you left out ingredients or didn’t follow the steps. *[The recipe wouldn’t turn out well.]* Point out that it is only by following the steps in the recipe that anyone will actually be able to enjoy the dish.



In our lesson, God gives the Israelites some steps to follow. We will find out, **What happened as the Israelites began their conquest of the Promised Land at Jericho?**

WORD

Joshua 6:1-5,17-19

1. Which verse points out the true reason that the Israelites would be victorious? [Verse 2.]

2. Complete this summary of God's attack plan for the battle of Jericho:

The Israelites should march around the [city] with all the armed men, once a [day] for [six] days. Seven [priests] should carry ram's horn trumpets in front of the [ark]. On the seventh [day] they should march around [seven] times, with the priests blowing their [trumpets]. When they sound a loud blast, the people should [shout]. The walls will [collapse/fall down], and the people should go straight in.

3. What were the only exceptions to God's command of destruction? [The Israelites were to spare Rahab and her family and save the gold, silver, bronze, and iron for the Lord's treasury.]

KEY POINT

What was God's battle plan for giving Jericho to the Israelites?

God promised the Israelites a [victory] over Jericho and then gave them marching [orders].

WORD

Promises, Promises

God promised to bless the Israelites with a victory once they followed his battle plan. He makes similar promises to us. Look up and read each Bible passage. Then draw a line to match the passage with its meaning.

- | | |
|--------------------|---|
| Deuteronomy 5:9,10 | A. God doesn't owe us anything for obeying him (which means his blessings are gifts to us). |
| James 1:25 | B. God shows love to many people who love and obey him. |
| Luke 17:10 | C. We cannot earn heaven by obeying God. |
| Ephesians 2:8 | D. God blesses those who obey his law. |
| Hebrews 11:6 | E. Only obedience that comes from faith in God is pleasing to him. |



1. Ask what message of the Lord probably made Joshua feel bold and confident.

[That God had given Jericho and its king and soldiers to him.]

2,3. Give these instructions: Imagine that Joshua was able to make leaflets to hand out to the people so they could read about the plan for the defeat of Jericho. Design a leaflet so that someone reading and looking at the graphics would know exactly what to do and what not to do during the battle. Trade leaflets with a partner, and walk through the directions with your partner. Are the directions clear? What improvements could be made? [Answers are in wide column.]



Show It; Tell It

Have the students make a thumbs-up or thumbs-down

gesture to indicate whether each of the statements that follows is true or false. Have them explain what is wrong with the false statements.

God shows love to many people who love and obey him. [Thumbs-up. See Deuteronomy 5:9,10 and the Conclusion to the Ten Commandments.]

God owes us blessings when we obey him. [Thumbs-down. Obeying him is our duty; his blessings are gifts to us. See Luke 17:10.]

We obey God so that we can go to heaven. *[Thumbs-down. We are saved by God's grace. See Ephesians 2:8.]*

Only obedience that comes from faith in God is pleasing to him. *[Thumbs-up. See Hebrews 11:6.]*



4,5. Tell the students that according to Joshua 6:27, Joshua became famous after this battle. Ask the students to agree or disagree with this statement: Joshua and the Israelites deserved fame and praise for what they did.

[Disagree—It was God's battle plan, and he defeated Jericho. Agree—In this situation Joshua and the Israelites provided a good example of trusting and obeying God.]

6. Have the students complete **God's Word 2**, item 6.



Rules for Life

Point out that the Israelites showed their faith in God by following his instructions. Ask what God's instructions to us are. *[His law—more specifically, the Ten Commandments.]* Say, "Look at the three situations in **God's Word Today 2**. Identify which commandment could help you make a God-pleasing decision in each circumstance and what actions it would guide you to take." *[First, Eighth, Seventh. Other answers are in wide column.]*

W GOD'S WORD

Joshua 6:6-16

4. How closely did the Israelites follow God's battle plan? *[They followed it exactly.]*

5. How did Joshua point out the true hero of the battle of Jericho? *[He told the people to shout, for the Lord had given them the city.]*

6. Put a check mark in front of the statements below that tell how the Israelites worshiped the Lord during this battle.

The Israelites sang praises to the Lord. *[No check.]*

The Israelites followed the Lord's directions. *[Check.]*

The Israelites put their trust in the Lord. *[Check.]*

KEY POINT

How did the Israelites respond to God's battle plan?

In *[faith]*, the Israelites *[obeyed]* God's marching orders.

W GOD'S WORD TODAY

To God Be the Glory

The Israelites showed their faith in God by faithfully following his instructions. Look at the three situations below. Write how you would deal with each circumstance in a way that shows your faith in God.

- You're taking a science test in a class taught by a teacher who is not a Christian. You know that if your answers don't agree with the theory of evolution, you'll get a bad grade. *[Answer in a way that shows my faith in God as the Creator, and trust him to bless my work in school.]*
- You know about something bad that someone did at school, and your friends ask you to tell them the details. *[Don't pass along the details because God doesn't want me to speak badly about my neighbor; trust that even if my friends become upset with me, God will make the situation work for good.]*
- Your friend whispers across the aisle to give you answers to the math test you're taking. *[Do the problems myself, trusting in God to bless my efforts.]*

GOD'S WORD

Joshua 6:20-25

7. On lines radiating out from the circle below, write actions from the reading that describe the Israelites' defeat of Jericho.



[Trumpets sounded, people shouted, wall collapsed, men charged in, took the city, destroyed everything, brought out Rahab, burned the city, set aside certain things for the Lord's treasury.]

8. This was undoubtedly one of the most unusual battle plans in all history. Why was it successful? *[Not because of what the Israelites did, but because God chose to give them the city in this miraculous way.]*

KEY POINT What was the result of God's battle plan?

[God] miraculously brought down the walls of Jericho and gave the Israelites the **[victory]**.

GOD'S WORD TODAY

It's All Related

Sometimes we may be tempted to think an Old Testament story like this one doesn't apply to our lives today. Fill in the blanks below to point out some similarities.

- God gave the Israelites a victory over **[Jericho]**; through Jesus' death and resurrection, he gives us the victory over **[death/hell/Satan]**.
- God gave the Israelites a leader, **[Joshua]**, to guide them in obeying his commands; he gives us godly leaders, **[pastors/teachers/parents]**, who help us obey his commands.
- The Israelites responded to God by obeying his **[marching orders]**; we respond by living for him, that is, obeying the **[Commandments]**.
- God gave the Israelites the Promised Land of **[Israel]**; he gives us the promise of a home in **[heaven]**.



7. Have students get into small groups and give each group nine **note cards** on which you have written the nine answers provided for **God's Word 3**, item 7. Mix the cards up and ask the students to put them back in the order listed in verses 20-25, without referring to their Bibles. *[The item 7 answers are given in order.]*

8. Do **God's Word 3**, item 8.



Ask the students to name the spiritual enemies we face *[sin, death, and the devil]*, describe God's battle plan for us *[to send his Son, Jesus, to pay for our sins]*, and tell how our victory was won *[Jesus lived a sinless life in our place, died for us, and rose from the dead]*. Ask what our thankfulness for this victory leads us to do. *[It leads us to obey God's commands.]*



- Have the students ask their parents to help them put each of the Ten

Commandments into a positive statement: “You shall . . .” instead of “You shall not . . .” For example, “You shall worship only the true God.”

- Have the students take home copies of **Copy Master 2** and discuss how we have opportunities each day to decide to use our lives for God’s glory.



Say, “At the beginning of our lesson we imagined making plans

to go to a movie, and I told you that God would have important plans in the lesson. What were God’s plans about?” *[How to win a victory over the city of Jericho.]* Point out that while the plans we make here on earth don’t always work out, God’s plans are always victorious. Ask what God’s greatest victory for us has been. *[Defeating sin, death, and the devil through Jesus’ saving work.]* Thank God for this victory by singing “Jesus Lives! The Victory’s Won” (hymn 145:3).

Aim: What happened as the Israelites began their conquest of the Promised Land at Jericho?

Truth: Israel obeyed God’s marching orders, and *[Jericho]* fell, just as he had predicted.

Application: God graciously *[blesses]* us when we *[obey]* him in faith.

Response: Out of thanks to *[God]* for the victory he has given us, we obey his *[commands]*.



at Home

The memory treasure hymn, “Take My Life and Let It Be,” reminds us to use our lives to glorify God. In the space that follows list two things your family can do to glorify God. Cover your answers and have a parent write two ideas. Discuss your answers and pray that your family life always glorifies the Lord.

Student

Parent

1. _____

1. _____

2. _____

2. _____

Student’s initials: _____

Parent’s initials: _____

CLOSE

Remind the students that God gave the Israelites a recipe for their success— directions that allowed them to show their faith in him. Ask what recipe for success God gives us. *[His Word.]* Point out that unlike the recipes we follow for our favorite dishes, God’s goodness does not depend on what we do. Ask how God has already given all of us success. *[He’s won the victory over sin, death, and the devil through Jesus’ suffering and death.]* Say, “Let’s use our lives to thank him.” Close by praying: Heavenly Father, thank you for the eternal victory you have given us. Please help us to show our thanks by obeying your commandments. We pray in Jesus’ name. Amen.



Memory Treasure Choices

Psalm 119:47

What does this mean?

God threatens to punish all who transgress these commandments. Therefore we should fear his anger and not disobey what he commands.

★ Psalm 119:105

But he promises grace and every blessing to all who keep these commandments. Therefore we should love and trust in him and gladly obey what he commands.

★ 1 Corinthians 10:31

★ Hymn 469:1-3,6

For hymn texts, use the hymnal or the electronic memory treasure files for your grade level.

★ **The Conclusion to the Ten Commandments**

What does God say about all these commandments?

He says, “I, the LORD your God, am a jealous God, punishing the children for the sin of the fathers to the third and fourth generation of those who hate me, but showing love to a thousand generations of those who love me and keep my commandments.”

Memory Treasures Exercises

- Circle the reference of the memory treasure that tells what kind of attitude we should have about following God’s commands. [*Psalm 119:47.*]
- Hymn 469:1-3,6 lists many things we can use to obey and glorify God. List four of them. [*Life, moments, days, hands, feet, voice, lips, love, myself.*]

Lesson Activities

1. Review

The Fall of the Wall

Purpose: Students will review the lesson by putting the lesson events in order.

Procedure: Have each student complete **Copy Master 1**. The answers are as follows:

- [1. *God said, “March around Jericho once a day for six days.”*
- [2. *God said, “March around Jericho seven times on the seventh day.”*

- [3. *God said, “The people should shout.”*
- [4. *God said, “The people should go into the city.”*
- [5. *The Israelites marched once a day for six days.*
- [6. *The Israelites marched seven times on the seventh day.*
- [7. *The Israelite priests blew their trumpets.*
- [8. *The Israelites shouted.*
- [9. *The wall collapsed.*
- [10. *The Israelites charged in and took the city.*
- [11. *The Israelites brought Rahab’s family out.*
- [12. *The Israelites burned the whole city.*]

1

2. Application

On the Flip Side

Purpose: Students will think of ways to glorify God in our daily lives and identify ways that we fail to do so.

Procedure: Students could complete **Copy Master 2** independently. You could also cut out the six situations and post them at six writing centers in the room. Students would rotate from center to center, writing their answers on notecards provided at each center, putting one answer on the front and one answer on the flip side of the card. They could leave their cards at the stations for other students to read or put each card into an envelope. [Answers will vary.]

Dos and Don'ts

Purpose: Students will apply the Ten Commandments to their lives by exploring the dos and don'ts of each commandment.

Procedure: Divide the class into nine groups, and assign each group one of the Ten Commandments, assigning both the Ninth and Tenth Commandments as a unit to the same group. (If you have fewer than nine students, some students will need to be assigned two Commandments.) Give each group a “brick,” as printed on **Copy Master 3**. Have the students write DO and DON'T lists for their commandments on their stones. When all the Commandments are finished, fit them together into a large brick wall on a bulletin board. Use the title “Your Word Lights My Way” or “I Delight in Your Commands.”

[Example:

First Commandment

DO worship God.

DO love God above all else.

DO trust God for salvation.

DON'T worship idols.

DON'T love money more than God.

DON'T trust yourself for salvation.]

(Note: *Luther's Catechism* by David P. Kuske, Northwestern Publishing House 1998, contains a graphic with a DO and DON'T list for each commandment. You can use these lists to help the students get started.)

3. Art

Hymn Illustration

Purpose: Students will illustrate one stanza of the memory treasure hymn to help them remember it.

Procedure: Have the students choose one stanza from the memory treasure hymn and copy it onto a blank sheet of paper. Then have them draw an illustration or border that corresponds to the words in the stanza they choose. As an option, you could allow students to do this on a computer, letting them choose fonts, borders, and clip art to go with their stanza.

Archaeology Notes

Purpose: Students will sketch and identify artifacts they think would be found in the ruins of Jericho.

Procedure: Tell the students: “Imagine you are an archaeologist excavating the ruins of ancient Jericho. You need to sketch and describe each item for the members of your team. Take a blank piece of paper and fold it in half. On one half, draw a sketch of the item you discovered. On the other half of the paper, describe why that object is important in your study of the ruins of Jericho.” Object ideas: ram's horn trumpet, red cord, brick from wall, sword, pottery, statues of false gods, etc.

4. Writing

Across Three Days

Purpose: Students will review the facts of the lesson using creative writing.

Procedure: Have the students choose one character from the lesson and write three diary entries in his or her voice. The entries should be for the day before the fall of Jericho, the day of the fall, and the day after the fall. Possible characters: Rahab, Joshua, a member of the armed guard, an Israelite priest, a 12-year-old Israelite boy or girl.

5. Bible Study

Building a Treasure

Purpose: Students will learn their memory treasures.

Procedure: Group the students in pairs, and have each pair choose one memory treasure passage. Have them cut out bricks from duplicates of **Copy Master 3**, so that they have one brick for each word in the passage they have chosen. Have them write the words in big letters on the bricks and exchange them with another pair. That pair should then try to put the words in the correct order. The bricks may be fitted together and attached to a wall. You may time this activity to add a competitive element.

God Gives Gideon the Victory

2

Judges 7:1-22



How did God teach Gideon to trust him?



God taught Gideon to trust him by keeping his promise to give Gideon a miraculous victory over the Midianites.

Application: Through his Word, God assures us of his promises of eternal victory.

Response: We read and study God's Word so that our faith in God's promises may be strengthened.

Lesson Summary: As Gideon prepared for battle, God told him to decrease the size of his army to three hundred men to show that this victory would be from God, not the result of Israel's own strength. Gideon's army then sneaked up to Midian's camp, blew trumpets, exposed the light of their torches, and shouted. In surprise and fear, the Midianites turned on themselves with their swords and ran.



Psalm 56:11
*** 1 Corinthians 10:31**
2 Timothy 4:18a
Hymn 436:1,2,4



provisions—supplies



See Franzmann, *Bible History Commentary: Old Testament*, pages 323 and 324; The People's Bible: Lawrenz, *Judges, Ruth*, pages 87-94.



Dear Father in heaven, thank you for your holy Word. There we find your promise and assurance of an eternal victory through your Son. Strengthen us as we study your Word today, and increase our desire to read it more and more. Amen.

Looking Back at Lesson 1

The Fall of Jericho

Joshua 6:1-25

Aim: What happened as the Israelites began their conquest of the Promised Land at Jericho?

Truth: Israel obeyed God's marching orders, and Jericho fell, just as he had predicted.

Application: God graciously blesses us when we obey him in faith.

Response: Out of thanks to God for the victory he has given us, we obey his commands.

Lesson Summary: God told Joshua that he had delivered Jericho into the Israelites' hands. He then gave them special marching orders, after which the walls would miraculously fall down so that they could take the city. In faith the Israelites obeyed God's orders, and God gave them the victory.

Memory Treasures: Psalm 119:47; *Psalm 119:105; *1 Corinthians 10:31; *The Conclusion to the Ten Commandments; *Hymn 469:1-3,6

Alternate Lesson Plan



Sing: Sing “Jesus, Shepherd of the Sheep” (hymn 436:1,2,4) to express

trust in Jesus’ promises to care for us.

Pray: Dear Lord, please help us stand firm in your promise to keep us safe until you shepherd us home to heaven. Amen.



Have the students get into groups of two or three. Give each group a **slip of paper** with one of the following fears on it: storms, darkness, or bad dreams. Give the students a minute to discuss how they would help a young child suffering from the fear written on the paper. [*Remind the child to pray, tell the child to go to a parent or friend for reassurance, etc.*]



Our lesson will show how God helped a man named Gideon deal with his fear. We will answer the question, **How did God teach Gideon to trust him?**



WORSHIP

Sing: Sing “Jesus, Lead Us On” (hymn 422:1,2,4) as a prayer that Jesus would be with all of you and guide you throughout your lives.

Pray: Dear Jesus, lead and guide us through our earthly lives until you take us to our eternal rest in heaven. Thank you for earning that rest for us by your victory over sin and death. Amen.



Have the students take out paper and get into small groups (two to four students).

I’m afraid!

Give the students one minute to make a list of things that young children are afraid of. When time is up, allow groups to share responses with the class. [*Thunder and lightning, mean dogs, the dark, bad dreams, swimming, etc.*] Have students name ways that children get over being afraid of such things. [*Learn to trust God, pray for help, realize the thing is not that scary, go to an adult for reassurance, outgrow the fear, etc.*] Have the students save their papers for **Close**.



Aim

In our lesson we will learn about a man who, humanly speaking, had good reason to be afraid. We will answer the question, **How did God teach Gideon to trust him?**

WORD

Judges 7:1-8

1. It seems logical to go into battle with as many soldiers as possible, but God told Gideon that he had too many. Why? *[So that Gideon would realize that God was giving him the victory.]*

2. Number in order the way that God reduced the size of Gideon's army.

[3] Gideon led the men to the river to drink.

[1] God told Gideon to let anyone who was afraid go home.

[4] Anyone that knelt down was sent home, leaving three hundred men who drank from cupped hands.

[2] There were 22,000 men left.

3. There were about 135,000 enemy soldiers (see Judges 8:10) against Gideon's 300. Circle how many enemy soldiers there were for every Israelite fighter.

- 300 enemies for every Israelite
- 450 enemies for every Israelite
- 5 enemies for every Israelite

[Circle 450 enemies for every Israelite.] Suggestion: Have able math students explain how to solve this one!

KEY POINT What amazing promise did God make?

God promised that he would give Gideon a victory over the **[Midianites]** with only **[three hundred]** men.

WORD

GOD'S TODAY Paul's Battle

Your friend Paul is fighting a battle with leukemia. What fears might Paul be facing? *[How much worse will I feel? Will I get better, or will I die? Will I go to heaven?]*

What could you say to Paul about God's amazing promises in his Word? *[God promises to be with you always, through good times and bad. He says you are saved because of Jesus' death on a cross and resurrection from the dead. Through faith in Jesus, heaven is yours right now!]*



1,2. Distribute duplicates of **Copy Master 1**. Have each student pretend to be one of Gideon's three hundred soldiers who is writing a page in his war journal. Each student should give himself or herself an Israelite-sounding name and write it on page 1. Have the students summarize Judges 7:1-8 to show how God had Gideon choose his army and then write the summary on the first journal page.

3. Ask how many men Gideon sent home from the 32,000 he started with. *[31,700.]*



Visiting Paul, Part 1

Distribute duplicates of **Copy Master 2**. Partner the students. Have them read the introduction and then work together to complete scene one. Have volunteers act out the parts according to what they wrote. Save the skits for **God's Word Today 2** (Alternate).



4. Have the students complete item 4 in **God's Word 2**.

5. Ask the students to do the second page of their journals (**Copy Master 1**) as though they are Purah telling about what happened when he and Gideon sneaked into the Midianites' camp.

6. Ask the students to look at Gideon's example in verse 15. Say, "Use Gideon's actions to tell what you would do if you and a busload of kids were in an accident, but no one was hurt." *[Thank God for protecting you. Check the other kids and calm their fears.]*

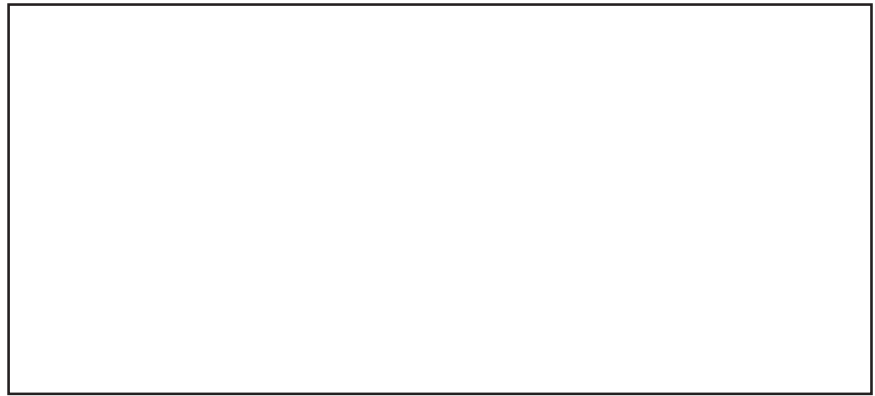


Judges 7:9-15

4. Imagine what Gideon might have been thinking at this point, and complete these sentences.

- "I'm up against an army no one can count, and I have only *[three hundred men]*."
- "I know God said he will give us the victory, but it seems *[impossible]*."
- "God did miracles with the fleece, but I wish he would give me one more *[sign]*."

5. In the following box draw the dream an enemy told his friend. *[Students should draw a loaf of bread rolling and knocking down a tent.]*



In your picture, write what each part represents. *[Students should write "Israelites" or "Gideon" next to the bread and "Midianites" next to the tent.]*

Note: Barley bread was regarded as inferior to wheat bread. The seemingly inferior army defeated the seemingly superior army, all because of God!

6. Look at verse 15. What two things did Gideon do that are good examples for us? *[He worshiped God right away. Then he encouraged others.]*



KEY POINT How did God give Gideon courage?

God reassured Gideon of *[victory]*.

W^{GOD'S}WORD² TODAY Passages for Paul

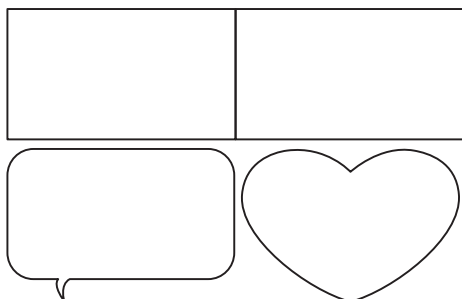
How can Bible passages help Paul, who is suffering from leukemia and might die from it? *[Bible passages are God's own true and trustworthy Word. They strengthen our faith in the Savior. God has kept every promise he has ever made, so he will keep his promise to give us eternal life in heaven.]*

What does God promise you in each of these passages?

- John 11:25,26 *[Jesus will raise me from the dead.]*
- Ephesians 2:8,9 *[I am saved by God's grace, through faith.]*
- 2 Timothy 4:18 *[God will bring me safely to heaven.]*

W^{GOD'S}WORD³ Judges 7:16-22

7. Draw two “weapons” used by Gideon and his three hundred men. Write their battle cry in the speech bubble. In the heart, write what the battle cry showed that the men believed.



[The students should draw torches and trumpets. They should write the battle cry from verse 18 or verse 20 and that the men believed the victory was from the Lord.]

8. How did many of the Midianites die? *[They killed one another when the Lord caused them to turn on one another with their swords.]*

KEY POINT How did God keep his amazing promise?

[God] gave [Gideon] the victory.



Visiting Paul, Part 2

Have partners read the passages in

God's Word Today 2 and then work together to complete scene two about visiting Paul (**Copy Master 2**). Have volunteers act out the parts according to what they wrote. Save the skit for **God's Word Today 3** (Alternate).



7,8. Have the students finish the third page of their journals

(**Copy Master 1**) as though they are Gideon telling about the victory the Lord gave him and his small army. They could write or draw for this journal entry.



**Visiting Paul,
Part 3**

Have partners take hymnals and work together to complete scene three of **Copy Master 2** by offering encouraging words from hymns. Have volunteers act out the parts according to what they wrote. *Suggestion:* The hymnal sections titled “Faith,” “Trust,” and “Easter” might be good places to start to find encouraging words for Paul.



Send home the Bible study on **Copy Masters 6.1-6.4** for students to complete with parents.



Allow students who excel at mathematics to use their calculating skills during this lesson. What was the original Midianite to Israelite ratio? [About 4 to 1.] What was the ratio after the fearful soldiers went home? [13.5 to 1.] What percentage of the original army actually fought in the battle? [Less than 1 percent.]

WORD GOD'S TODAY **Paul's Victory**

Draw the following chart on the board, and do the activity as a class. *Suggestion:* Sing the hymn when you are done.

God has promised Paul, your seriously sick friend, the eternal victory earned by Jesus. Put the stanzas of memory treasure hymn 436 in your own words—words that could reassure Paul of that victory.

Stanza 1	Stanza 2	Stanza 4
[Jesus keeps us safe when awake and when sleeping, even if we sleep the sleep of death.]	[No one can take us out of Jesus' hand, even when we die.]	[We will live eternally with the Lord in heaven.]

Aim: How did God teach Gideon to trust him?

Truth: God taught Gideon to [trust] him by keeping his [promise] to give Gideon a miraculous victory over the Midianites.

Application: Through his [Word], God assures us of his [promises] of eternal victory.

Response: We read and study God's Word so that our [faith] in God's promises may be [strengthened].



at Home

Just as God reassured Gideon with promises of victory, he reassures you through the many promises he gives you in his Word. In order to learn more about these promises, you need to be exposed to God's Word regularly. Write down two ways you can learn about God's promises daily. Cover your answers, and have a parent list two ways. Then compare responses.

- 1. _____ 1. _____
- 2. _____ 2. _____

Student's initials: _____ **Parent's initials:** _____

CLOSE

Direct the students to the **list of fears** they made during **Get Set**. Point out that these fears pale in comparison with what Gideon faced. Ask how God helped Gideon deal with his fears. [*God taught Gideon to trust him and gave him a victory over his enemies.*] Ask what weapon God has given us that assures us of an eternal victory. [*His Word that tells us how Jesus saved us.*] Say, “Let’s hear God’s Word often so our faith in God and his promises grows stronger.” Pray together by reading aloud “Jesus Lives! The Victory’s Won” (hymn 145:1,5).



Write the following scrambled words on the board:

ntssehrgtne

itcoyvr

owdr

Have the students unscramble them to complete these sentences:

God taught Gideon to trust him by keeping his promises and giving him this. [*Victory.*]

God uses this to assure us of our eternal victory. [*Word.*]

This is how God’s Word helps our faith. [*Strengthens.*]

Pray: We thank you, dear Jesus, for giving us the victory over death. Amen.



Memory Treasure Choices

Psalm 56:11

Hymn 436:1,2,4

For hymn texts, use the hymnal or the electronic memory treasure files for your grade level.

*** 1 Corinthians 10:31**

Memory Treasures Exercises

- Underline the reference of the passage that you could use as encouragement when someone is being persecuted for his or her faith. [*2 Timothy 4:18a.*]
- Whether you are singing a hymn at church or eating a hot dog at a ball game, how can you follow the advice of 1 Corinthians 10:31? [*I can do everything to God’s glory.*]

2 Timothy 4:18a

Lesson Activities

1. Review

Make a Note of This!

Purpose: Students will review the facts of the lesson by choosing correct sentence endings.

Procedure: Have each student complete **Copy Master 3**. The answers are as follows:



[1. with their own strength; 2. trembled with fear; 3. drank water; 4. 300 men; 5. trumpets and torches; 6. for Gideon; 7. God; Hymn title: “Jesus, Shepherd of the Sheep.”]

Who Said It?

Purpose: Students will review the lesson by looking at quotes found in the lesson.

Procedure: Give each student ten note cards or small pieces of paper. On one side of each card (paper) have each student write a quote from the lesson, and on the other side write the speaker of the quote. Allow students to pair up and quiz each other.

Option: To add difficulty, allow students to come up with quotes they think could have been spoken during the lesson. [Example: “I have to accompany my master, Gideon, into the Midianites’ camp!” could have been said by Purah.]

2. Application

Trust Cards

Purpose: Students will be reminded to put their trust in God.

Procedure: Have the students use **Copy Master 4** to make “trust cards.” Have them cut out the entire card on the solid line, fold it in half twice, and then fill in the blank area and lines on the inside. They should write about any promise God has made to us, his children, including the promise of eternal life in heaven because of Jesus’ victory over sin and death.

3. Music

God Won the Victory

Purpose: Students will learn a song that emphasizes that our victory, like Gideon’s, is the Lord’s.

Procedure: Use **Copy Masters 5.1** and **5.2** to teach the song “God Won the Victory.”

4. Art

Victory Quilt

Purpose: Students will create a paper quilt using passages that assure us of Jesus’ victory.

Procedure: Give each of the students a 5-inch paper square. Have them choose Bible passages that demonstrate Jesus’ victory over death and write them on their paper quilt squares using colorful markers. They may decorate the squares in any other way they like and initial them in the corner. Glue the squares to a large colored paper background, leaving about an inch between the squares and around the outside edges so that the background shows. Passages such as John 14:19, John 11:25, and 1 Thessalonians 4:17b work well for this project.

5. Writing

Thick as Locusts

Purpose: Students will think of word pictures that describe the Midianite army and, in contrast, some word pictures that describe the Israelite army.

Procedure: Have the students get into small groups, read Judges 7:12, and write (or illustrate) the two word pictures used to describe the Midianite camp. [Thick as locusts; like sands on the seashore.] They should then work together to come up with two other word pictures that could be used to describe the Midianites. [Examples: like stars in the sky; like hairs on your head.] Then have them come up with two word pictures to describe the Israelite army. [Example: like David battling Goliath; like a mouse facing a lion.]

I Sense a Victory

Purpose: Students will explore the lesson using their senses.

Procedure: Have each of the students write a “sensory” paragraph in the voice of either Gideon, one of Gideon’s men, or one of the fleeing Midianites. Their paragraphs should be about the sights, sounds, smells, tastes, and feelings (touch) of the battle. They may also convey their emotions: fear, surprise, excitement, confidence, etc. Post the paragraphs under the title “I Sense a Victory.”

6. Bible Study

Bible Visitors’ Log Book

Purpose: Students will write about how certain Scripture passages encourage them.

Procedure: Make three log sheets. Write John 20 at the top of the first, Psalm 121 on the second, 1 John 3 on the third. Divide the area under each heading into two sides, the left narrow and the right wide. Label the narrow columns “My name” and the wide columns “Why this reading encourages me.” Set each log sheet at a different station. (If you have many students, either allow only a few to travel to the stations at a time or make more than one of each station.) You can put Bibles at each station or have students carry their own Bibles from station to station. Students go to a station, read the reference, and fill out the visitor comments on the log sheet. Then they go to the next station. When the students are done, staple the sheets together between front and back covers. The students could read the log in their free time.

God Makes Me Brave

Copy Masters 6.1–6.4 contain an age-appropriate, theme-related Bible study. Use it as an additional classroom activity, or encourage parents to conduct this Bible study with their children at home. The Bible studies are from the original Christ-Light (©1998) and use the 1984 edition of the New International Version Bible translation.

Samson the Champion

Judges 13:1-5,24–15:20

Looking Back at Lesson 2

God Gives Gideon the Victory

Judges 7:1-22

Aim: How did God teach Gideon to trust him?

Truth: God kept his promise to give Gideon a miraculous victory over the Midianites.

Application: Through his Word, God assures us of his promises of eternal victory.

Response: We read and study God's Word so that our faith in God's promises may be strengthened.

Lesson Summary: As Gideon prepared for battle, God told him to decrease the size of his army to three hundred men to show that this victory would be from God, not the result of Israel's own strength. Gideon's army then sneaked up to Midian's camp, blew trumpets, exposed the light of their torches, and shouted. In surprise and fear, the Midianites turned on themselves with their swords and ran.

Memory Treasures: Psalm 56:11; *1 Corinthians 10:31; 2 Timothy 4:18a; Hymn 436:1,2,4



How did God use Samson for his purpose?



God gave Samson a special gift and used him to lead the Israelites against the Philistines.

Application: God gives us many different gifts and provides opportunities for us to use them in his service.

Response: We use the gifts that God has given us to serve him.

Lesson Summary: When the Philistines oppressed the Israelites, God gave Manoah and his wife a boy who would begin Israel's deliverance. This child, Samson, was a Nazirite from birth, set apart for service to God. The Spirit equipped Samson for his work by giving him superhuman strength. Samson punished the Philistines and led the Israelites for 20 years.



- * Isaiah 43:11
- * Matthew 22:37
- Ephesians 2:10
- 1 Peter 5:8
- * Hymn 304:1,5,7



unclean food—not food that was dirty, but food that was not allowed by Jewish law

carcass—dead body



See Franzmann, *Bible History Commentary: Old Testament*, pages 325–328; *The People's Bible: Lawrenz, Judges, Ruth*, pages 143–146, 150–164.



Heavenly Father, thank you for giving me special gifts and for leading me to use them to teach these children. As we study your Word today, increase our desire to use all our talents to serve you. In Jesus' name I pray. Amen.



WORSHIP

Sing: Sing “Jesus, Sinners Does Receive” (hymn 304:1,5,7), which comforts us with news that Jesus loves and forgives us in spite of who we are.

Pray: Lord, our Bible lessons often tell about the sinfulness of your people, the Israelites. We too are your people, yet we often sin against you. Forgive us and keep us as your children. Amen.



Tell students to think about the question on their student lessons:

What do you want to be when you grow up?

Have the students name as many jobs as they can in 30 seconds. Have a secretary or two write the responses on the board. Then discuss how people can serve God in those occupations. [Simply doing a job that honors God and serves others well is the obvious answer for all the occupations. Christians can serve God more directly too. Examples: A physician can help patients understand the value of life. A police officer can help troubled kids in city neighborhoods.]



Today we will learn about Samson. From birth, Samson was set aside to do a special job to serve God. Today’s lesson will answer the question, **How did God use Samson for his purpose?**

Alternate Lesson Plan



Sing: Read or sing together Psalm 145 (hymnal, page 119).

The words remind us to go to God for mercy and to trust in him.

Pray: Dear Lord, each day we plan to serve and obey you better, but so often we fail! Forgive our sins. Encourage us with your saving Word to strive to obey you in love. Amen.



Have the students write down occupations that they would be interested in having as adults, and have volunteers discuss why they like certain occupations. Ask whether anyone wrote down an occupation that someone chose for them. [It’s possible but not likely.] Have the students name important things to consider when choosing a job. [That you can give glory to God through it; that it is something you have the abilities to do; that it is near people important to you; etc.]



Today’s Bible lesson tells about one of Israel’s judges—Samson. God set aside Samson from birth to do a special job to serve him. We’ll answer the question, **How did God use Samson for his purpose?**



1-3. Have the students complete **God's Word 1**, item 2. Then distribute

duplicates of **Copy Master 1** and have the students imagine they are preparing a skit depicting what happened in today's lesson. Have them plan Act One. *[Characters: Manoah's wife, Angel of the Lord; Places: inside a home; Actions: woman is working when the angel appears.]*



We Are God's Workmanship

Have the students read Ephesians 2:8-10 silently to find out how they are special to God. Have them write their thoughts on a 1½" x 7" strip of **poster board** to use as a Bible bookmark.



4-6. Continue as in **God's Word 1** (Alternate), having the students

complete Act Two of the skit. *[Characters: Manoah, Manoah's wife, baby Samson, adult Samson, picture of a lion or a toy lion; Places: Samson's home, the outdoors; Actions: mother holding baby Samson, Samson talking with parents, Samson killing a lion.]* Also have the students do item 6 in **God's Word 2**.

W GOD'S WORD 1

Judges 13:1-5

1. What does verse 1 say about the situation in Israel at the time of Samson's birth? *[The Israelites had again fallen away from God, and he was punishing them by allowing the Philistines to oppress them.]*

2. Fill in the details of the Angel of the Lord's message to Manoah's wife.

You will conceive and give birth to a [son].

Don't drink any [wine or other alcoholic beverage].

Don't eat anything that is [unclean].

The boy will be a [Nazirite], set apart to God.

Do not [cut] his hair.

3. What exciting news did this message hold, not only for Manoah and his wife but for all of Israel? *[That Samson would begin the deliverance of Israel from the hands of the Philistines.]*

KEY POINT For what special purpose did God set Samson apart?

God set [Samson] apart so that he could begin to deliver the Israelites from the [Philistines].

W GOD'S WORD TODAY 1

I'm Special, You're Special

Suggestion: Have students get into small groups and do the following activity together. After they read the Ephesians passage, have each person write one sentence as part of the group's response and initial it. Then have volunteers share their responses with the class.

Christian friend Tim says, "I wish God had set me apart for some special purpose. I'm not special, and I don't have anything special to do." Use Ephesians 2:8-10 to help him.

[God made you unique! There is no one like you. God gave you the free gift of salvation, and he gave you faith. He has called you to serve him by doing good works that only a believing child of God can do.]

W GOD'S WORD 2

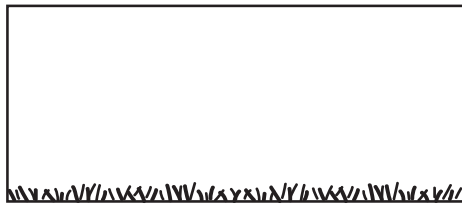
Judges 13:24-14:6

4. What are good things about Samson's youth? (13:24,25) *[He grew, the Lord blessed him, and the Spirit of the Lord began to work in*

him.] What are two bad things about the two commands Samson gives his parents? *[Samson disrespectfully tells his parents what to do. He does not follow their advice to look for an Israelite wife but chooses an unbelieving woman.]*

5. What information does the Bible give us that Samson and his parents were not aware of? *[That this marriage was from the Lord, who was seeking an occasion to confront the Philistines.]*

6. Finish the scene to show the remarkable talent God gave Samson. *[Samson tearing apart a lion with his bare hands.]*



KEY POINT How did God equip Samson specifically for his work?

[God] gave Samson the gift of superhuman *[strength]* to fulfill his purpose.

WORD TODAY Gifts

Suggestion: Assign some students to do the odd-numbered boxes and others to do the even. Then partner one odd to one even so that they can complete each other's charts.

God gives us gifts to use in different areas of our lives. Name as many gifts as you can that fall into the four areas listed in the boxes below.

1. Hands	2. Minds	3. Mouths	4. Feet

[Examples:

Hands: building, playing an instrument, playing sports, drawing

Minds: memorizing, reading, doing math, understanding people's needs

Mouths: encouraging, singing, explaining

Feet: running, playing soccer, doing errands.]



Special Spirit-Gifts, Part One

Have the students use Bibles and **Copy**

Master 2 to learn about different gifts the Spirit gives to believers. Work together to complete the first two columns. Save the third column for **God's Word Today 3** (Alternate). *[See Activity 2 of Lesson Activities for answers.]*



7-9. Provide a real or pretend microphone, and allow students to

take turns being a reporter asking Samson the questions in **God's Word 3**, item 8. Then have them complete Act Three on

Copy Master 1. [*Characters: Samson, Samson's wife, 30 companions, Samson's father-in-law, foxes, angry Philistines, men of Judah; Places: wedding feast, burning fields; Actions: Samson telling a riddle, his wife coaxing him, foxes on fire, Samson breaking his bonds, Samson swinging a bone, Samson drinking water God provided.*]



Special Spirit-Gifts, Part Two

Have the students complete column three on **Copy Master 2.** [*See Activity 2 of Lesson Activities for answers.*] Discuss their ideas as a class.



Judges 14:7–15:20

7. Cross out five mistakes. When the students are done, read the summary aloud, calling on students to insert correct words.

Samson told a riddle about his snack of honey from a bear carcass. He bet 30 companions/men they couldn't answer the riddle during the ten-day feast. After the companions forced the answer out of Samson's father-in-law, Samson killed 30 relatives and gave their honey to his wedding companions.

[*Cross out bear, ten-day, father-in-law, relatives, and honey. Correct words: lion, seven-day, wife, men, clothes.*]

8. Answer these questions as though you are Samson talking to a reporter.

a. We've just seen footage of Philistine fields, still smoking. What happened? [*My father-in-law gave my wife to another man, so I tied foxes' tails together, lit torches between their tails, and sent the foxes into the Philistine fields.*]

b. Samson, reports say your own countrymen handed you over to the Philistines. What did you do? [*I let them tie me up and take me to the Philistines. Then I snapped the ropes, grabbed a donkey's jawbone, and took care of the situation.*]

c. We've heard that you hit rock-bottom, alone in the desert, dying of thirst. What saved you? [*I called out to the Lord, and he gave me water in a miraculous way.*]

9. What did Samson say that showed he knew who gave him purpose and strength to lead the Israelites? [*He said that the Lord had given him the victory.*]

KEY POINT How did God use Samson's gift to help Israel?

God used Samson to [*punish*] the Philistines and to [*lead*] the Israelites.



opportunity Knocks

God gives people different gifts. Offer these people ways to use their gifts in God's service.



a. "I really like playing the piano, but I'm in sixth grade. What can I do?" [*Ask to play at church services, for Sunday school devotions, and at nursing homes.*]



b. "I like helping my dad with the lawn." [Offer to help clean the church grounds or an elderly person's yard.]



c. "I've always been good at basketball, but how can that serve God?" [Play fair, and be kind to opponents to express your love for Jesus.]

Optional: Have volunteers role-play the situations and ask the class for suggestions.

Aim: How did God use Samson for his purpose?

Truth: [God] gave Samson a special gift and used him to lead the [Israelites] against the Philistines.

Application: God gives [us] many different [gifts] and provides opportunities for us to use them in his service.

Response: We use the gifts that God has [given] us to serve him.



at Home

In today's lesson we saw how Samson used his God-given gifts and abilities to serve God. Students, write down a gift or ability that your parent uses or can use to serve God. Cover your answer. Parent, do the same for your child. Look at your answers together. Are the answers what you expected? How can you encourage each other to use these gifts?

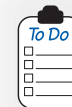
My parent has the gift or ability to _____.

My child has the gift or ability to _____.

Student's initials: _____ **Parent's initials:** _____



Draw two gift boxes on the board. Ask what gifts God gave Samson, and write them inside one box. [Strength, leadership against enemies.] Then point to the other gift, draw a question mark inside, and give the students a few seconds to think of special gifts God has given them. Close by praying: Thank you, heavenly Father, for giving each of us special gifts. Please help us see the opportunities you provide to use our gifts for you. Then give us the desire to use those opportunities faithfully. We pray in Jesus' name. Amen.



Have each student fold a sheet of paper in half and label one side "Things I Can Do"

and the other side "Things I Need to Work At." Ask them to work with their parents to fill in each side. Encourage them to pray together, thanking God for the students' gifts. They could also ask God to help them work at the things they can't do and to help them not expect to be good at everything.



Explain that God gave Samson gifts to use in God's service and that in "Take My Life and Let It Be" (hymn 469) we ask God to help us use our gifts in service to him. Read the hymn by going through the class, having each student read one line until you have read all the stanzas.



Students may be confused about

Samson's actions in this lesson.

Remind them that God is able to use anything, even sin, to further his kingdom. This does not excuse the sin! Rather, it shows how God, in his wisdom, is able to work all things for the good of the whole Christian church.



Memory Treasure Choices

* Isaiah 43:11

* Matthew 22:37

* Hymn 304:1,5,7

For hymn texts, use the hymnal or the electronic memory treasure files for your grade level.

Ephesians 2:10

1 Peter 5:8

Memory Treasures Exercises

- We learned about Samson's purpose in our lesson. Circle the references of the two passages that name purposes God has given you. [[Matthew 22:37](#); [Ephesians 2:10](#).]
- Underline the reference of the passage that tells who the true Savior of the Israelites was. [[Isaiah 43:11](#).]

Lesson Activities

1. Review

Samson Serves

Purpose: Students will review the facts of the lesson through a true-false exercise.

Procedure: Have each student complete **Copy Master 3**. The answers are as follows:

[1. False, 2. False, 3. True, 4. True, 5. False, 6. True, 7. False, 8. True, 9. True, 10. True, 11. False, 12. True, 13. False, 14. True, 15. False]

GIFTS, USE, SERVICE.]

Key Point Map

Purpose: Students will review the main points of the lesson by making a mind map.

Procedure: Have students fold a piece of paper into thirds. Have them write the three key points of the lesson, one in the middle of each third, and circle each one. On lines radiating out from the circles, they should write two to four ideas from the lesson that led to each key point.

Skit Planning Page

Purpose: Students will review the facts of the lesson by planning a skit.

Procedure: Have the students fill out **Copy Master 1** individually or in small groups. Answers will vary from student to student but should focus on the main characters, places, and key actions of the story.

2. Application

Special Spirit-Gifts

Purpose: Students will list the gifts of the Spirit as given in Romans 12:6–8 and tell how they can be used to serve God.

Procedure: Distribute duplicates of **Copy Master 2**, and lead the students to think about which gifts they have and the many different ways to use them. Note that each believer has different gifts to use in different ways.

The Gift	What does it mean?	How might you use it?
1. prophesying	proclaiming God's Word	becoming a pastor or a teacher, teaching little brothers or sisters about Jesus, spreading the gospel to friends
2. serving/ ministering	helping others	helping teachers at school, helping Dad with yard work, helping my sister with her homework, helping an elderly neighbor wash windows
3. teaching	explaining things, especially God's Word, to others	See <i>prophesying</i> above.
4. encouraging/ exhorting	urging others to do God's will	encouraging a friend to fight a temptation or do a good deed, telling my teachers I appreciate their work

The Gift	What does it mean?	How might you use it?
5. giving/ contributing	sharing possessions with others	giving money to church or to the needy, sharing my sports stuff or computer games with others
6. leading	being an example to others by words and actions	resisting temptation, speaking in love about others, showing honor and respect to those in authority, playing by the rules, attending church regularly
7. showing mercy/doing acts of mercy	caring for the sick, poor, old, or needy	volunteering at a nursing home or hospital, helping out at a food pantry, visiting a sick friend

The D Chart

Purpose: Students will examine one of the gifts that God has given them and how to use that gift.

Procedure: Give each student a copy of **Copy Master 4** to complete as directed here:

- In the box marked “Determine,” write an ability that you have determined you have.
- In the box marked “Develop,” write what you can do to develop that gift.
- In the box marked “Design,” write a design (plan) for using that gift to serve God and others.

- In the box marked “Depend,” write a prayer showing your complete dependence on God, who gave you the gift and who will give you opportunities to use it.

[Examples:

Determine: I can play the piano.

Develop: I will find a good piano teacher, practice regularly, listen to recorded piano music, and perform when possible so that I fully develop my piano-playing ability.

Design: I could play piano as a Lutheran elementary school or Sunday school teacher. I could be a concert pianist. I could entertain people at nursing homes. I could teach my children to enjoy music.

Depend: Dear Lord, thank you for giving me the gift to play the piano. Please help me to develop this gift and to find ways I can use this gift to serve you and others. Amen.]

3. Music

Purpose: Students will learn a song about using their talents to serve God and others.

Procedure: Teach the song “Let Me Be Your Servant, Jesus” (**Copy Master 5**, two pages). Encourage the students to look for ways to use their hands, feet, and voices to serve God and others.

4. Art

Wanted

Purpose: Students will review information about Samson by designing a wanted poster.

Procedure: Have the students design wanted posters that the Philistines could have used in their attempts to capture Samson. Students should draw a pencil sketch of Samson, like we would see on wanted posters today. They should include information about Samson’s looks, behavior, and past actions.

5. Writing

Be My Neighbor

Purpose: Students will imagine what it would have been like living next door to Samson.

Procedure: As we saw in this lesson, even the Israelites had a hard time dealing with Samson. Imagine that you are his neighbor. You’ve witnessed or heard about Samson’s many acts of strength. Write a diary entry, including your conflicting opinions about Samson’s behavior. Entries should include the thought that Samson’s actions were not always God-pleasing, but God was able to use his actions for the good of Israel.

6. Bible Study

What’s the Connection?

Purpose: Students will examine Bible lessons that had something in common with the story of Samson.

Procedure: Set up three Bible stations. At each station place a list of passages suggested here. Small groups of students go to each station, look up the Bible passages, and identify the element that reminds them of the lesson about Samson. When all are done, regroup to discuss the similar elements.

Genesis 18:10; Luke 1:13; Luke 1:30–33.

[Births announced by a messenger from heaven.]

Genesis 21:1,2; Genesis 25:21; Genesis 30:1,22,23; 1 Samuel 1:2,20; Luke 1:7.

[Babies born from women who had not been able to bear children.]

1 Samuel 1:10,11; Luke 1:13–15.

[Men set apart as Nazirites from birth.]

Samson's Sins and God's Mercy **Judges 16**



Aim How did God show both judgment and mercy to Samson?



Truth When Samson turned away from God, God punished him and then forgave him.

Application: We also turn away from God and deserve his wrath and punishment.

Response: Knowing that because of our sins we deserve God's wrath and punishment, we repent and plead for his mercy.

Lesson Summary: Samson committed adultery and revealed the secret of his strength to his mistress, Delilah. She cut his hair, and the Lord left him. The Philistines seized Samson, gouged out his eyes, and put him in prison. At a Philistine festival, Samson repented and asked God for strength. He pulled down the Philistine temple, killing thousands of Philistines.



- Psalm 32:5b**
- * Isaiah 43:11**
- * Matthew 22:37**
- Luke 18:13b**
- * The Sixth Commandment**
- * Hymn 304:1,5,7**



piece of silver/shekel—a payment likely equal to one day's wage



See Franzmann, *Bible History Commentary: Old Testament*, pages 329–331; The People's Bible: Lawrenz, *Judges, Ruth*, pages 165–175.



Dearest Jesus, thank you for taking the punishment for our sins upon yourself. As we study your Word today, lead the students and me to a deeper appreciation of your grace and mercy. Amen.

Looking Back at Lesson 3

Samson the Champion

Judges 13:1-5,24–15:20

Aim: How did God use Samson for his purpose?

Truth: God gave Samson a special gift and used him to lead the Israelites against the Philistines.

Application: God gives us many different gifts and provides opportunities for us to use them in his service.

Response: We use the gifts that God has given us to serve him.

Lesson Summary: When the Philistines oppressed the Israelites, God gave Manoah and his wife a boy who would begin Israel's deliverance. This child, Samson, was a Nazirite from birth, set apart for service to God. The Spirit equipped Samson for his work by giving him superhuman strength. Samson punished the Philistines and led the Israelites for 20 years.

Memory Treasures: *Isaiah 43:11; *Matthew 22:37; Ephesians 2:10; 1 Peter 5:8; *Hymn 304:1,5,7

Alternate Lesson Plan



Sing: Sing “Jesus Sinners Does Receive” (hymn 304:1,5), which gives us the comfort

of knowing Jesus loves and forgives sinners.

Pray: Heavenly Father, we confess that we sin every day and deserve your punishment. We ask you to forgive our sins for the sake of your Son, Jesus. Amen.



Have the students imagine they are convicted thieves in a courtroom about to find out their punishment. They hear “All rise” as the judge enters the courtroom. What thoughts might come to mind? [*Why did I steal? What’s going to happen? Why did I sin against God?*] Point out that judges must be fair and give out punishment when it is deserved. God is the ultimate judge of all people, and he always judges fairly.



Samson let sinful pleasures turn him away from God.

Samson endured God’s judgment, but he also received God’s mercy. Today’s lesson will answer the question, **How did God show both judgment and mercy to Samson?**



WORSHIP

Sing: Sing Psalm 51a (hymnal, page 86), which records words of a repentant King David who depended on God for mercy.

Pray: Thank you, dear Jesus, for carrying the load of our sins, suffering our punishment, and giving us forgiveness and peace. Amen.



All rise!

Ask where the phrase “All rise” is used. [*In courtrooms.*] Have a volunteer say the words the way they might be said in a courtroom. Ask what happens when an official speaks those words in a courtroom. [*The audience stands, and the judge enters the courtroom.*] Explain that we entrust judges with power to determine what to do with people accused of crimes. Some judges are known for being tough, while others are known for being easy on criminals.



God is the judge of all people. He judges fairly, yet mercifully. Today we will learn how God dealt with Samson, who had turned away from God and his commands to enjoy sinful pleasures. Our lesson will answer the question, **How did God show both judgment and mercy to Samson?**



Judges 16:1-20a

Read only to the part of verse 12 in which Delilah tells Samson that the Philistines had come.

1. How did Samson turn away from God to the pleasures of this sinful world? [*He broke the Sixth Commandment, committing adultery with a prostitute and later with a woman named Delilah.*]

2. Delilah begged Samson to give her the secret of his strength. Rather than fleeing this dangerous situation, Samson tried to deal with it on his own. Circle each way Samson told Delilah he would lose his strength.

Being tied with seven fresh bowstrings/cords

Being tied with pieces of leather

Being tied with new ropes

Having his hair dyed a different color

Having his hair woven in a loom

Having his hair cut off

[*Students should circle being tied with seven fresh bowstrings/cords, being tied with new ropes, having his hair woven in a loom, and having his hair cut off.*]

3. What did Delilah put first? [*Money.*] What did Samson put before God? [*Delilah.*]

4. How did Samson break his Nazirite vow? [*He allowed his hair to be cut.*]

KEY POINT How did Samson turn away from God?

Samson turned away from God by committing [*adultery*] and breaking his [*Nazirite*] vow.



1. Ask the students to read the Sixth Commandment memory treasure and tell how Samson sinned against this commandment.

2. Have each student draw pictures of the four correct answers for **God's Word 1**, item 2. Ask the students to use pencil to draw what Delilah did because of Samson's lies and use color to draw what she did because of his truthful words.

3. Draw three large numeral 1's on the board, one after the other. Inside the three numerals, have students write answers to these questions:

Who was to be first in Samson's life? What did Delilah love most? Whom did Samson love most? [*God, money, Delilah.*]

4. Have the students complete item 4 in **God's Word 1**.



Number One

Have students draw a picture of a blessing that one can easily let become sinful. *[Alcohol, money, computer games, TV, cars; even things like food or exercise can be abused.]* Then have them draw a large numeral 1 and write Matthew 22:37 inside to remind them to love God most.



5,6. Draw a very large arrow pointing right on the board and list Samson's punishments inside as the students name them. Ask which punishment was the worst, and circle it. Then ask what the purpose of Samson's punishments was, and put the answer(s) to the right of the arrow. *[See wide column for answers.]*

Carefully distinguish between the punishment we experience here on earth and eternal punishment in hell. Earthly punishment is discipline meant to lead us to see our sin, repent to God, and ask for forgiveness. Eternal punishment in hell is just that—punishment that never ends.

Teaching
tip

WORD GOD'S TODAY Sinful Pleasures

Samson turned away from God to the sinful pleasures of this world. We are often tempted to do the same. What temptations do the following pictures represent?



[Drinking alcohol when underage or drinking too much.]



[Putting money and earning money first in our lives.]



[Spending so much time playing games that no time is left for the things God wants us to do in our lives.]

What does Matthew 22:37 remind us about these items and other things of this world? *[If we put God first in our lives, loving him with all our heart, soul, and mind, the other things in our lives will be put in their proper places.]*

WORD GOD'S Judges 16:20b,21

5. List Samson's punishments. Circle the one that was the worst. *[The Lord left Samson; Samson was taken prisoner, made blind, shackled, and forced to grind grain in prison. The worst was that the Lord left Samson (and he didn't even realize it).]*

6. Why did God allow these things to happen to Samson? Circle all that apply.

- Samson deserved God's judgment.
- God wanted Samson to join him in heaven someday.
- God didn't like Samson.
- God had given up on Samson.
- God wanted Samson to repent.
- Samson needed to be reminded of the seriousness of sin.

[Circle a, b, e, and f.]

KEY POINT 2 How did God show his judgment to Samson?

God punished [Samson] in order to lead him to [repent].

WORD GOD'S TODAY *Why Me?*

Casey got caught cheating on a test. Not only does she have to take a different test, but she has to meet with the principal and her parents to discuss her punishment! She says, “Why is this happening to me?” What could you say to Casey?

[You sinned. Getting caught is really a blessing because God wants you to realize and confess your sin and ask for forgiveness. God wants to bring you back to himself now and for eternity.]

Give students 30 seconds to think of times they have sinned and God used discipline to lead them to repent and ask for mercy.

WORD GOD'S **Judges 16:22-31**

7. How did Samson’s punishment continue in these verses? *[Samson was forced to entertain the Philistines at a festival to their false god, Dagon.]*

8. What do the words of Samson show about what was happening in his heart? *[He called out to God showing that he revered him. Samson asked God to help him carry out what God had called him to do.]*

9. How does your student lesson picture illustrate God’s mercy and forgiveness toward Samson? *[It shows how God mercifully allowed Samson to serve him one more time.]* How does it show God’s judgment? *[It shows the Lord’s judgment on the Philistines.]*

KEY POINT 3 How did God show his mercy to Samson?

God [forgave] the repentant Samson and allowed him to [serve] the Lord one more time.



Judgment and Mercy

Have the students look at the situation

in **God’s Word Today 2**. Ask how what happened to Casey can be seen as a punishment. *[She has to suffer the consequences of her actions.]* Ask how it can be seen as a blessing. *[God is making her realize her sin so that she turns away from it and comes back to him.]*



7,8. Ask the students to compare what blind Samson heard going on around

him to what was going on in his heart and mind. *[Samson heard reveling in honor of a false god and knew that he had sinned against the true God and needed his help and forgiveness. He asked to serve God once more.]*

9. Write “mercy” and “judgment” on the board. Ask which word tells about God forgiving repentant Samson even though he did not deserve God’s love. *[Mercy.]*



Bad or Good?

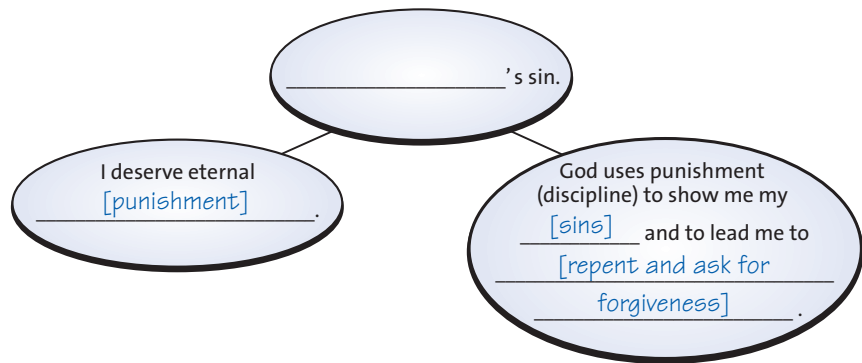
Tell the students to imagine this scenario: “You told your Sunday school teacher you were sick and couldn’t do your memory work. Your parents find out about your lie and they punish you.” Ask whether this would be a good thing or a bad thing, and explain. *[It’s a good thing, actually. Christian parents use discipline to remind their children of their sin and to encourage them to repent and ask God for forgiveness.]* Ask why the students can be confident that God will show them mercy. *[God has already shown his mercy—his kindness, which we don’t deserve—by sending his Son Jesus to die for our sins.]*



Send home the Bible study found on **Copy Masters 4.1-4.4.**

WORD GOD'S TODAY My Sin; God's Mercy

Put your name on the top blank. Then fill in the remaining blanks to show what you, as a sinner, deserve and what God does to lead you back to him.



Tell what God’s mercy means to you.

Aim: How did God show both judgment and mercy to Samson?

Truth: When Samson turned away from God, God *[punished]* him and then *[forgave]* him.

Application: We also turn away from *[God]* and deserve his wrath and *[punishment]*.

Response: Knowing that because of our *[sins]* we deserve God’s wrath and punishment, we *[repent]* and plead for his mercy.



at Home

We are often tempted by the sinful pleasures of today’s world, just as Samson was long ago. List two sinful pleasures that you think many people are tempted by, and have a parent do the same. Compare your responses. Then pray for help to battle with all temptations.

1. _____ 1. _____

2. _____ 2. _____

Student’s initials: _____ **Parent’s initials:** _____

CLOSE

Write "Like Samson" on the board. Under it write:

- You and I _____.
- We deserve _____.
- We go to _____ for help.
- We receive mercy and _____ from God.

Have the students complete the sentences. [*Sin, punishment, God, forgiveness.*] Then join them in silent prayer, confessing sins to God and thanking him for his mercy and his priceless gift of forgiveness.



Explain that we might be quick to judge Samson, a man whom God gave superhuman strength yet who turned from God for a time to enjoy sinful pleasures. Read Hebrews 11:32,34,39 to see Samson listed with others who were sinful, yet faithful. Then close by singing "Jesus Sinners Does Receive" (hymn 304:7).



Memory Treasure Choices

Psalm 32:5b

*** Isaiah 43:11**

*** Matthew 22:37**

Luke 18:13b

*** The Sixth Commandment**
You shall not commit adultery.

What does this mean?

We should fear and love God that we lead a pure and decent life in words and actions, and that husband and wife love and honor each other.

*** Hymn 304:1,5,7**

For hymn texts, use the hymnal or the electronic memory treasure files for your grade level.

Memory Treasures Exercises

- What did King David say happened when he asked for forgiveness (and God also does this for you!)? [*God forgave him.*]
- Underline the reference of a passage you can use to ask God for forgiveness of your sins. [*Luke 18:13b.*]

Lesson Activities

1. Review

A Picture of Grace

Purpose: Students will review the facts of the lesson by completing sentences and solving a puzzle.

Procedure: Have each student complete **Copy Master 1**. The answers are as follows:

[1. judge, 2. Delilah, 3. secret, 4. Samson, 5. ropes, 6. fabric, 7. hair, 8. shaved, 9. strength, 10. out, 11. one, 12. Samson; Jesus is Savior.]

Review Cube

Purpose: Students will review the lesson by designing a review cube.

Procedure: Cover a few cube-shaped boxes with plain white paper. Divide the students into groups, and give each group a box. Have each group write a question about the lesson on each of the box's six sides. Groups can then exchange boxes and take turns rolling them and answering the questions that face up.

2. Application

Encourage One Another

Purpose: Students will name ways they can point another person away from sinful pleasures back to the Lord.

Procedure: Hand out **Copy Master 2**. Have students fold the sheet along the dotted line and make cuts at the solid black lines. They now have a flip chart. Tell them, "On the front flap is a situation in which someone needs to be directed away from a sinful pleasure. Lift the flap. On the space under it, write your response to that person."

Tempted

Purpose: Students will examine how advertising tempts people to put sinful pleasures first.

Procedure: Have students look through magazines and newspapers looking for advertisements or articles that could tempt people into sinful pleasures. Have them cut out these items, label them with the sins they represent, and attach them to a larger sheet of paper or poster board.

[Example: Picture of good-looking athletes drinking beer could tempt someone to think that drinking alcohol makes one cool.] Remind the students that many of the blessings God has given people can be turned into sinful pleasures, but that does not mean the gifts themselves are bad.

I Am Strong

Purpose: Students will read Bible passages to learn ways God provides strength to them.

Procedure: Explain that just as God renewed Samson's strength so that he could deal with the Philistines, he strengthens us to deal with the hardships in our lives. Have the students read the following passages to learn ways God strengthens them.

Psalm 119:9 [Through his Word.]

Romans 1:12 [Through Christian friends.]

Ephesians 4:11 [Through faithful pastors and teachers.]

Ephesians 6:1 [Through believing parents.]

Colossians 3:16 [Through worship.]

3. Music

This Saying Ponder

Purpose: Students will study their memory treasure hymn by writing quiz questions for each stanza.

Procedure: Have students get into small groups to study hymn 304:1,5,7. They should make a hymn quiz by writing three to five questions on paper for each stanza of the hymn. Then have the groups switch quizzes and write their answers on the sheets. Switch back and correct. Then sing the hymn together.

4. Art

Stencil

Purpose: Students will make and use a cross stencil.

Procedure: Make copies of **Copy Master 3** on heavy paper for the students. Give small groups a few different colors of paint, a small sponge for each color, and a small paper bag on which to blot the excess paint from the sponges. Have each student

- make a stencil by cutting out the cross and the border designs.
- place the stencil over another piece of paper and tape it in place at the corners.
- lightly dip a sponge in paint, blot off almost all the paint on the paper bag, and then dab the sponge on the stencil and paper.
- fill in the entire design with any color or colors.
- remove the stencil and let the paper underneath dry.

Once the students understand how stenciling works, they can design their own stencil patterns on heavy paper or cardboard. Encourage them to make designs that relate to the lesson's theme of God's judgment and mercy.

5. Writing

The Prodigal Son

Purpose: Students will compare and contrast the lessons of Samson and the prodigal son.

Procedure: Have each student make a 2-inch circle in the middle of the front and back of a sheet of paper. Have the students label one of their circles "Similarities" and the other "Differences." Read the story of the prodigal son in Luke 15:11-32. Have the students find three to five ways the lesson is similar to the story of Samson and three to five ways the lesson is different and write them on lines radiating from the circles.

Samson

Purpose: Students will use an acrostic to summarize a portion of the lesson.

Procedure: Have the students write the letters of "Samson" down the left side of a piece of paper and then use those letters to begin sentences or phrases summarizing portions of the lesson.

[Example:

Samson was a prisoner of the Philistines.

A large number of Philistines came to worship their god, Dagon.

Make Samson entertain us!

So many people came that the temple was full, and three thousand were on the roof.

One more time, Lord, please give me strength!

Now let me die with the Philistines!]

6. Bible Study

Praise the Lord!

Copy Masters 4.1-4.4 contain an age-appropriate, theme-related Bible study. Use it as an additional classroom activity, or encourage parents to conduct this Bible study with their children at home.

Ruth's Faith

Ruth 1

Looking Back at Lesson 4

Samson's Sins and God's Mercy

Judges 16

Aim: How did God show both judgment and mercy to Samson?

Truth: When Samson turned away from God, God punished him and then forgave him.

Application: We also turn away from God and deserve his wrath and punishment.

Response: Knowing that because of our sins we deserve God's wrath and punishment, we repent and plead for his mercy.

Lesson Summary: Samson committed adultery and revealed the secret of his strength to his mistress, Delilah. She cut his hair, and the Lord left him. The Philistines seized Samson, gouged out his eyes, and put him in prison. At a Philistine festival, Samson repented and asked God for strength. He pulled down the Philistine temple, killing thousands of Philistines.

Memory Treasures: Psalm 32:5b; *Isaiah 43:11; *Matthew 22:37; Luke 18:13b; *The Sixth Commandment; *Hymn 304:1,5,7



Why did Ruth leave her country and her people?



Ruth left her country and her people because she loved God and wanted to live with his chosen people.

Application: God wants our decisions in life to show our love for him.

Response: We ask for God's help in selecting friends who love God and encourage us in our faith.

Lesson Summary: An Israelite family—Elimelech (Elimelek), Naomi, and their two sons—went to Moab to escape a famine in Israel. The sons married Moabite women. Elimelech and his sons died, leaving Naomi with her two daughters-in-law, Orpah and Ruth. Naomi decided to go back to Israel when the famine was over. Orpah stayed in Moab, but Ruth went with Naomi to Bethlehem.



- * Psalm 37:5
- Matthew 6:33
- * Matthew 22:37
- * The First Commandment
- Hymn 348:1,4



famine—time when food is scarce

Moab—a country on the eastern side of the Dead Sea



See Franzmann, *Bible History Commentary: Old Testament*, pages 332 and 333; The People's Bible: Lawrenz, *Judges, Ruth*, pages 220–229.



Dear God, thank you for my fellow believers who support and encourage me in my faith. As the students and I study your Word today, help us see the importance of the community of believers. In Jesus' name I pray. Amen.



WORSHIP

Sing: Sing “Jesus, Jesus, Only Jesus” (hymn 348:1,4), which reminds us to pledge (promise) to live for Jesus until we die.

Pray: Dear Jesus, when you came to earth, everything you did focused on saving us. The devil and sinful people could not turn you away from your plan. Strengthen us through your Word, and give us the determination to live every day for you. Help us turn from sin and instead obey you in love. Amen.



Where are you from?

Have volunteers tell what they know about their ancestries—what countries they or their families came from, why they left their original homes, what possessions they brought with them, and where they settled.



Today’s lesson tells about Ruth, a woman whose original home was Moab. We will answer the question, **Why did Ruth leave her country and her people?**

Alternate Lesson Plan



Sing: Sing Psalm 23 (hymnal, page 72).

This psalm reminds us that all physical and spiritual blessings come from God.

Pray: Dear God, every good and perfect gift is from you. Thank you for the physical blessings of food, clothing, and shelter. Thank you most of all for the spiritual blessings of faith, forgiveness, salvation, and heaven. Amen.



Have some students name countries their ancestors came from and locate the countries on a **globe** or **world map**.



Today’s lesson tells about Ruth, a native of Moab, a country southeast of Israel.

We will answer the question, **Why did Ruth leave her country and her people?**



Distribute duplicates of **Copy Master 1**. Give the students these instructions:

- 1.** Look at Ruth 1:3-5 and 4:10. Complete section A of the copy master. Add the people in Ruth's family. Make each circle into a male or female face.
- 2.** Complete item 2 in **God's Word 1**.
- 3,4.** Do the first step of completing section B. Write the names of the two places Ruth could choose from to live. [*Moab, Israel.*] You'll finish B later.



Good and Bad Decisions

Have the students complete part C on

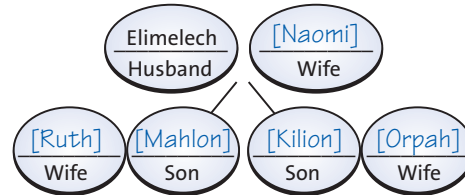
Copy Master 1 as directed here:

Watching TV and listening to music require decision-making. Complete the chart to show each activity's blessings and temptations. Then ask God to help you make wise decisions out of love for him. [*Various answers. Both activities provide good entertainment but can also have sinful content.*]

W GOD'S WORD

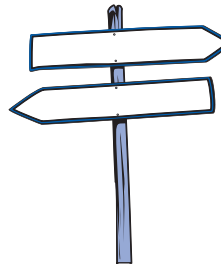
Ruth 1:1-13

1. Fill in the missing names in this family tree. Hint: Check Ruth 1:3-5; 4:10. Cross out the names of those who died in Moab.



[*The students should cross out Elimelech (sometimes spelled Elimelek), Mahlon, and Kilion (Chilion).*]

- 2.** Explain why the famine ended. [*The Lord had come to the aid of his people by providing food for them.*]
- 3.** When visitors leave our homes, we often walk them to the door or to their vehicle. What action in the account is similar to that? [*Ruth and Orpah accompanied Naomi out of town.*] Explain that doing so was the regular custom at that time.
- 4.** Pretend you are Ruth walking with Naomi. Fill in the arrows to show what choice of homes you have. [*Moab, Israel.*]



KEY POINT

What decision did Ruth face?

Ruth could live either in the heathen land of [*Moab*] or in Israel with [*God's*] chosen people.

W GOD'S WORD TODAY

Decisions

Every day you face decisions. God wants you to make choices that show you love him. Tell what you would do in these situations.

- You're offered a summer job walking the neighbor's dogs each morning, including Sundays. [*Walk them before or after church.*]

- You've been invited to join two soccer leagues. One spends every other weekend in an out-of-town tournament. The other plays mostly weeknights in or near your town. *[Choose the league that doesn't limit your worship time.]*
- Your older cousin is in charge while your parents are gone. He brings a video game that you're not supposed to play. *[Only do activities that please God and your parents.]*

WORD

Ruth 1:14-17

5. Ruth and Orpah had been presented with some choices. Circle the choices Ruth made out of love for God and Naomi. Cross out the choices Orpah made.

Unknown home	Chosen people	True God	Israel
Heathen people	Moab	Known home	False gods

[Circle: Unknown home, Chosen people, True God, Israel. Cross out the rest.]

6. There's a saying: Actions speak louder than words. Tell how Ruth showed love for Naomi not just with her words, but also with her actions. *[Ruth said she wanted to share Naomi's faith and home, and she did!]*

KEY POINT Why did Ruth make the decision she did?

[Ruth] decided to live with God's chosen people because she loved God.

WORD TODAY For the Love of God

When Laura reaches high school age, she chooses to go to an area Lutheran high school, even though many of her classmates are going to the local public school. How is her decision like Ruth's? *[She knows that hearing God's Word daily and surrounding herself with fellow believers will help her remain faithful to God.]*



5. Have the students finish section B and do section D on

Copy Master 1. For section B, the figure labeled "N" is Naomi heading for Israel. The students should draw her two daughters-in-law walking in the directions they chose and label them "O" and "R." *["O" heads to Moab; "R" to Israel.]*

For section D, have partners pretend Ruth and Orpah are listing pros and cons about staying in Moab or moving to Israel and complete the chart.

[Stay: Pros—familiar place, with family; Cons—false gods. Move: Pros—learn about and worship true God, help Naomi; Cons—miss family, unfamiliar place.]

6. Ask how Ruth showed by her actions that her love for God and Naomi was most important to her. *[Ruth chose to share Naomi's faith and home.]*



What's Wrong?

Tell the students to imagine that a friend says, "If your faith in Jesus is strong, it doesn't matter whom you choose as friends." Ask what's wrong about that statement. *[Satan often uses unbelieving friends to lead believers away from God and into sinful activities. While it's true that God may work through Christians to lead others to the Savior, if you are the only*

Christian amid many non-Christians, that task will be difficult. Witnessing is easier with Christian friends for support.]



7. Ask the students to imagine they had grown up with Naomi in Bethlehem. Have them think of questions you would ask upon her return to Bethlehem.

[Various responses.]

8. Point out that Ruth made the positive choice to move to Bethlehem and serve God and Naomi. Ask how Naomi's outlook on life was far different as she returned home. [Naomi stressed her losses and was sad.]



Friend or Foe

Explain that nonbelieving friends might encourage us to sin. At other times they might choose the right actions but are not motivated by love for the Savior. Christians are sinners who diligently try to obey God in love.

Have the students complete section E on **Copy Master 1**.

[Possible responses:

1. Christian friend: *Who knows what will go on! Let's do something else.* Unbelieving friend: *Don't chicken out! If something bad goes on, no one will know.*

What sacrifices might she make, as Ruth made? [She might sacrifice some of her old friendships, and her family may have to make sacrifices of time and money for her education, just as Ruth sacrificed her familiar homeland, her family, and her friends. The benefits of a Christian education far outweigh the sacrifices!]



Ruth 1:18-22

7. Ruth gladly went to live in Bethlehem with Naomi and other Israelites. Why do you think that Naomi's return to Bethlehem stirred up many people? [Naomi was returning without her husband and sons. She brought along a Moabite woman. Naomi was ten years older and clearly had been through much grief.]

8. Why do you think Naomi seems like a negative person at this point? [Her speech to the people of Bethlehem dwells on the negative aspects of her life. It was probably difficult to return home without her husband and sons.]



How did Ruth carry out her decision?

Ruth went to **[Bethlehem]** to live with **[Naomi]** and God's chosen people.



True Friends

Imagine that you make the following comments to both a Christian friend and an unbelieving friend who does not respect God. How might they respond differently to you?

Possible responses are given. Remind the students that Christians sometimes choose wrong actions. Unbelieving friends might choose the right actions, but they are not motivated by love for the Savior.

1. I'm going to a Lenten service tonight.

Christian friend: [I'm going too. It helps me think about what Jesus did to save me.]

Unbelieving friend: [Why? Isn't going every Sunday enough?]

2. Justin's really sick. I'll pray for him.

Christian friend: [I'll pray too. Let's ask God to do what's best.]

Unbelieving friend: [Pray? What good is that? How can someone you can't see listen to you?]

3. My parents won't let me go anywhere this Friday night.

Christian friend: [That's okay. Maybe we can talk on the phone or you can ask for someone to come over.]

Unbelieving friend: [Put up a fuss until they break down and let you do something.]

Aim: Why did Ruth leave her country and her people?

Truth: Ruth left her [country] and her people because she loved [God] and wanted to live with his chosen people.

Application: God wants our decisions in life to show our [love] for him.

Response: We ask for God's help in selecting friends who love [God] and encourage us in our [faith].



at Home

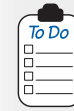
Today we discussed the importance of Christian friendships. Think of a time when a Christian friend supported you in your faith. Have a parent do the same. Thank God for Christian friends!

_____ helped me by _____.

_____ helped me by _____.

Student's initials: _____ Parent's initials: _____

2. Christian friend: I'm going then too! Unbelieving friend: Can't you skip just once? The party's important.]



Ask the students to discuss with their parents an example of friendship they've seen on TV or read about in a book. They should decide if that example of friendship was God-pleasing or not. Encourage the students to be prepared to share their examples at the next class.

Teaching
tip

You can add some extra movement to this lesson by doing the following:

- Begin the lesson in one area of the classroom.
- Move to a new location during **God's Word 1**, to symbolize the trip to Moab.
- Move partway back to the first area during **God's Word 2**, symbolizing the women starting out on the trip to Bethlehem together.
- Move back to the starting area during **God's Word 3**, symbolizing the return to Bethlehem.



Scramble the words of the following sentences and write them on the board. Have the students unscramble each sentence to review main points of the lesson. Then close with prayer.

Ruth loved God and chose to live in Israel.

Let's make decisions out of love for God.

Let's choose friends who will encourage us in our faith.

Pray: Dearest Lord Jesus, we love you more than anyone or anything else in the world. Please help us find friends who love you too, so that we can encourage one another in our faith. Amen.

CLOSE

Write the following words on the board: “move to Israel,” “friends,” “TV shows and movies,” “clothes.” Remind the students that Ruth had to make decisions, and so do we. Ask what moved Ruth to choose to live in Israel. [*Her love for God.*] Draw a heart around “move to Israel.” Ask what God wants to motivate us to make God-pleasing decisions. [*Love for the Savior who died and rose to forgive our sins and give us heaven.*] Point to the other words and phrases and ask what decisions we must make about those items. [*What friends to choose, what to watch, and what to wear, yet still please God.*] Draw a heart around each item as a reminder to make choices that show love for God. Pray: Lord Jesus, you are our Savior and best friend. Help us choose friends who help us love and obey you. Guide our decisions to follow your will. Amen.



Memory Treasure Choices

★ Psalm 37:5

Matthew 6:33

★ Matthew 22:37

★ **The First Commandment**

You shall have no other gods.

What does this mean?

We should fear, love, and trust in God above all things.

Hymn 348:1,4

For hymn texts, use the hymnal or the electronic memory treasure files for your grade level.

Memory Treasures Exercises

- All our memory treasure passages have a common theme. What is it? [*Put God first.*]
- Ruth did not know her Savior by the name Jesus, but if she had, some of the phrases of “Jesus, Jesus, Only Jesus” (hymn 348:1,4) could have been said by her. Name at least two of those phrases. [*“Only Jesus can my heartfelt longing still”; “Lo, I pledge myself to Jesus”; “Lord, as thou wilt”; etc.*]

Lesson Activities

1. Review

What About Us?

Purpose: Students will review the facts of the lesson by describing the people in it.

Procedure: Have each student complete **Copy Master 2**. The answers are as follows:

[1. Done. 2. Israelite men living in Moab who married Moabite women. 3. Moabite women who married Israelite men; became widows; followed Naomi out of town. 4. All died in Moab. 5. Husbands died in Moab; headed back to Bethlehem (Orpah did not continue). 6. Believed in the true God; went to live in Bethlehem.]

Such a Card

Purpose: Students will use note cards to review quotes or events from the story.

Procedure: Give each student ten note cards or slips of paper with which to do one of the following activities with a partner:

- Summarize quotes from the lesson, and write a different quote on each note card. Take turns quizzing your partner on who said each quote. Then see if he or she can put the quotes in the order they were spoken.
- Write events from the lesson, one event per note card. Take turns placing the events in order. For a few events, ask your partner, “If that event had not occurred, how could that have changed the ending of the lesson?”

2. Application

A Test of Friendship

Purpose: Students will evaluate two personal friendships.

Procedure: Choose from the following ways to use **Copy Master 3** (the children should not share their answers with others): 1. Have students fill

out the copy master independently and take it home. 2. Project the copy master, read each section aloud, and have the students ponder their answers and pray silently for their friends.

3. Art

Faithful Friends

Purpose: Students will make a card for one of their Christian friends.

Procedure: Have the students make cards for friends who are faithful to God and also to them. Have them make the cards in the shape of something they like to do with their friends, such as a popcorn bucket if they like to go to the movies together, a wheel if they ride their bikes around, or a baseball if they play baseball together. Inside the cards have them write words of thanks for Christian friendship.

Movie Poster

Purpose: Students will design posters advertising a movie about Ruth.

Procedure: Give the students large pieces of paper and have them design movie posters as suggested here.

- Write a movie title, capitalized and underlined, at the top of the poster.
- Design an illustration to cover the center.
- At the bottom of the poster, write one or two sentences to grab the viewer’s attention.

[Example:

The Journey

(A picture of two women walking in the distance.)

Sometimes a leap of faith begins with one step into the unknown.]

4. Writing

A True Friend

Purpose: Students will write about the blessing of friendship.

Procedure: Have the students use these paragraph starters to write about friendship. Have volunteers read their paragraphs.

1. My best friends are those who . . .
2. When my friends tempt me to . . . I usually . . .
3. I like my Christian friends because . . .

The Book of Riya

Purpose: Students will write a present-day story of Ruth.

Procedure: Have each student rewrite the story of Ruth as if it is set in present-day times. Names and places can be changed, but the main story line should remain the same. Example: There were few jobs in their country, so Eric and his wife, Norah, went to India where Eric found a job. Their two sons, Max and Kyle, went with them. Max married a woman named Riya, and Kyle married Opal . . .

5. Bible Study

Circle of Friends

Purpose: Students will read selected verses from Proverbs and answer questions about friendship.

Procedure: Have the students work on **Copy Master 4** individually.

[Answers:

17:17: *A friend is a friend always.*

16:28: *Gossip/slander/whispering about others separates friends. It hurts feelings and spreads lies.*

13:20: *We might be harmed or destroyed.*

22:24,25: *We may become trapped in that sin too.*

22:11: *We show kindness and use gracious words.*

27:6: *Our friend is hurting us in order to help us, perhaps by pointing out a sin.*

18:24: *Jesus is our closest friend. He gave his life for us.]*

The Birth of Jesus

Luke 2:1-20



Aim

How did God reveal the gift of his Son to the world?



Truth

Angels and shepherds praised God for sending the Savior and told others about his birth.

Application: In his Word, God reveals that Jesus is the Savior of all people.

Response: We praise God for sending the Savior and gladly tell others about him.

Lesson Summary: Mary and Joseph traveled to Bethlehem, where Mary gave birth to her firstborn son, who also was the Son of God. God used angels to announce the birth of his Son to the shepherds. Once the shepherds saw the newborn Savior, they praised God and told everyone they met about his birth.



Memory Treasure Choices

Luke 2:10
Acts 4:20
2 Corinthians 8:9
*** The Second Article of the Apostles' Creed**



Wordwise

census/registration—an official count of the people in an area
register—to have one's name put on a list



DIG Deeper

See Franzmann, *Bible History Commentary: New Testament*, Volume 1, pages 19–24; The People's Bible: Prange, *Luke*, pages 19–24.



the Teacher Prays

Dearest Lord, help me focus on telling your children the amazing truths you have revealed in your Word. Grant me the ability to reach your children, and enable me to show your love to each of them. Amen.

Looking Back at Lesson 5

Ruth's Faith

Ruth 1

Aim: Why did Ruth leave her country and her people?

Truth: Ruth left her country and her people because she loved God and wanted to live with his chosen people.

Application: God wants our decisions in life to show our love for him.

Response: We ask for God's help in selecting friends who love God and encourage us in our faith.

Lesson Summary: An Israelite family—Elimelech (Elimelek), Naomi, and their two sons—went to Moab to escape a famine in Israel. The sons married Moabite women. Elimelech and his sons died, leaving Naomi with her two daughters-in-law, Orpah and Ruth. Naomi decided to go back to Israel when the famine was over. Orpah stayed in Moab, but Ruth went with Naomi to Bethlehem.

Memory Treasures: *Psalm 37:5; Matthew 6:33; *Matthew 22:37; *The First Commandment; Hymn 348:1,4

Alternate Lesson Plan



Sing: Sing “Let Us All With Gladsome Voice” (hymn 64:1-4). This hymn reminds us how amazing it is that Jesus came to earth to be our Savior.

Pray: Dear Holy Spirit, today as we study your Word, create in us a stronger faith so we may tell others the good news that Jesus is our Savior. Amen.



You will need a broken item beautifully wrapped and an unattractively wrapped **box** containing a **candy bar** or other “goodie” inside it. Show the two wrapped items to the students, and ask them what might be inside each present and why they think that. Then have volunteers unwrap the packages. Ask if there was anything good inside. [*Broken item: no; other box: yes.*] Explain that wrappings don’t always reveal what is inside.



In today’s Bible lesson, we will learn how the best gift ever was presented to the world in very humble, unattractive “packaging.” Be ready to answer this question: **How did God reveal the gift of his Son to the world?**



WORSHIP

Sing: “From Heaven Above to Earth I Come” (hymn 38:1).

Pray: Lord, prepare our hearts to hear the good news of our Savior’s birth. Amen.

Sing: “From Heaven Above to Earth I Come” (hymn 38:2).

Pray: Lord, strengthen our faith and create joy in our hearts as we study your Word. Amen.

Sing: “From Heaven Above to Earth I Come” (hymn 38:3).

Pray: Lord, forgive our sins and always keep us secure in your love. Amen.

Sing: “From Heaven Above to Earth I Come” (hymn 38:13).



You will need **pictures** of gift wrapped packages and of an item too large to wrap in a box (such as a bike or skis).

Show the pictures of the packages and ask,

Can you always tell what a present is by the shape of the package? [*No.*]

Point out that it can be fun to guess what gifts are by looking at them, but we can’t always tell what the present inside is. Next show the picture of the “too large” item and explain that this gift is too big to fit into a regular box. Ask, “If we wrap this in gift paper, what could someone easily tell about the present?” [*What it is.*] Explain that when Jesus came to earth, it wasn’t obvious that he was the promised Savior just by looking at him. Jesus looked like any other newborn. The truth that he is the Savior had to be revealed, or shown, to the people.



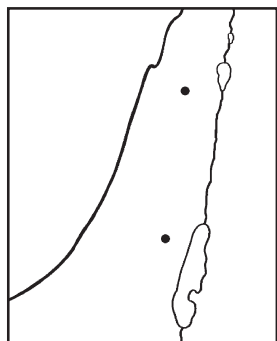
In our lesson today, we will study God’s Word to answer this question: **How did God reveal the gift of his Son to the world?**

W GOD'S 1 WORD

Luke 2:1-7

1. Read the Old Testament promise of the Messiah in Micah 5:2. In that passage, what had God promised? [*The Savior would come from the town of Bethlehem and the tribe of Judah.*]

2. On the map, locate and label the city Joseph and Mary were from and the city where God promised the Savior would be born. Draw a line with an arrow representing Joseph and Mary's trip. [*Students should label Nazareth (the dot farther north) and Bethlehem (the dot farther south) and draw an arrow from Nazareth to Bethlehem.*]



3. Circle the promises God fulfilled in Luke 2:1-7.

- Mary was expecting a baby, God's Son.
- Mary rode on a donkey.
- God made sure his Son was born in Bethlehem.
- The Savior came down from heaven as a tiny baby.
- Mary's son was born in a palace.

[*Correct answers: a, c, d.*]

KEY POINT How did God use the way that Jesus was born to reveal that he is the Savior?

By perfectly fulfilling his [*promises*] about the Savior's birth, God showed that Jesus is the promised [*Savior*].

W GOD'S 1 WORD TODAY

What It Really Means

Have you ever given serious thought to what Jesus' birth really means to you? Think about it as you finish the sentence below. First finish it three different ways on your own. Then find two classmates. Write each one's name on a short blank, and afterwards write one way that classmate would finish the sentence.



1,2. Have the students complete **God's Word 1**, items 1 and 2.

3. As a class, complete **God's Word 1**, item 3. Then next to the incorrect answers, have the students write why they are wrong. [*b: The Bible doesn't state that Mary rode a donkey. e: Mary's son was born in a stable.*]



Book Judging

Show two books—a beautiful, hardcover book and a shabby, old paperback. Ask the students to imagine they were going to use one of the books to represent the physical circumstances of Jesus' birth. Have each student write a sentence or two describing which book they chose and why. Allow a few students to share their answers. [*Students should see that the circumstances of Jesus' birth were not rich like the hardcover book but poor like the paperback. They may also make the connection that the paperback may look shabby but may contain a great message.*] Ask the students to think of another book that often looks quite ordinary on the outside but contains a wonderful message. [*The Bible.*]



4. Have the students complete **God's Word 2**, item 4, but when they pair up, have them highlight any words they have in common with their partner and then work together to write one message.

5. The angel told the shepherds that he would give them a "sign" (specific details) about where to find the baby. Have the students draw an arrow shaped sign that says "This way" and lists the details the shepherds were given to find Jesus. *[Students should draw a sign and write "This way: Bethlehem, newborn baby, wrapped in cloths, lying in manger."]*

If God hadn't fulfilled his promises by sending the Savior into the world, . . .

I would _____.

I would _____.

I would _____.

_____ would _____.

_____ would _____.

[Answers will vary.]



Luke 2:8-14

4. One night while shepherds were in the field with their sheep, an angel appeared to them. List five important words from the angel's message here:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Next to the words you wrote, try to write a synonym for each word.

[Answers will vary. Example: Savior, Messiah.]

Then find a partner. Using the synonyms you wrote, tell your partner the angel's message in your own words.

5. In these verses we see examples of outreach and worship. Complete the following sentences.

Verse 11 is a good example of [outreach], because [the angel was telling the shepherds about the newborn Savior].

Verse 14 is a good example of [worship], because [the angels were joining together to sing God's praises and give him glory].



Whom did God use to reveal the Savior's birth to the shepherds?

The [angels] praised God and proclaimed the [good] news of the [Savior's] birth to the shepherds.

WORD GOD'S TODAY Angelic Example

The angels praised God and told the shepherds the good news of Jesus' birth. Write some specific ways that we can follow the angels' example.

Give the students about three minutes to write down some ideas; then have them get into groups of three and share their answers with one another, adding any new answers to their lesson sheets.



[Examples: Sing in the junior choir, learn my Christmas recitation, invite my neighbor to church, tell my cousin about Jesus.]

WORD GOD'S Luke 2:15-20

6. How did the shepherds respond after hearing the angel's message and the heavenly host praising God? (See verse 15.)

- They [trusted/believed] the angel's message was from [God].
- They [believed] the message was true.
- They went to [Bethlehem] right away to [find/see] the newborn Savior.

7. After they found everything just as the angel had said, they knew that baby Jesus was the Savior. How did the shepherds react after seeing Jesus in the manger?

- (hint: others) [*They told others about the Savior.*]
- (hint: God) [*They glorified and praised God.*]



Angel "Cover-Up"

Draw an outline of an angel on the board or a large piece of paper. Give each student a sticky note on which to write a specific example of how we can follow the angels' example of praise or sharing the Good News. [Examples are listed in *God's Word Today 2.*] Have the students stick their ideas into the angel outline and share them with the class.



6. Have the students complete *God's Word 3*, item 6.

7. Have the students read *God's Word 3*, item 7. For *a*, have them write what they think the shepherds *might* have said to others about the Savior. For *b*, have them write what they think the shepherd's words of praise might have been.

[Example for *a*: An angel appeared to us and said the Savior was born. Then we went to Bethlehem and found the baby Jesus in a manger, just like the angel had said. He's God's Son, the Savior we've been waiting for!]

Example for *b*: Thank you, Lord! You are awesome and you keep your promises. Thank you for letting us see the promised Savior!]



Tear It and Share It

Make three copies of the bottom portion

of **Copy Master 1**. Explain that you will give three students the same message the shepherds heard from the angel. They are each to tear off one message strip and keep it. Then they are to tell the good news to someone else in the class who hasn't been given the message and hand a message sheet to that person. This process continues until each student has heard the message and holds a message strip. Ask, "How were you like the shepherds?" [*We were telling others the good news about the Savior, just as they did.*] Tell the students that the remaining tear-away strips remind us there are others who still need to hear about the Savior.

Expect the unexpected by allowing time for student-generated questions and discussions. Such opportunities are a joy to a teacher because they show students are "connecting" and are eager to learn more.

Teaching
tip

KEY POINT

What did the shepherds do after they saw the Savior?

The shepherds [*praised*] God and [*told*] others the good news about the [*Savior's*] birth.

WORD GOD'S TODAY Conversation Between Two Shepherds

Read this conversation with a partner:

Shepherd 1: Wow, seeing that baby was amazing, but what do we do now?

Shepherd 2: I don't know exactly, but I think we need to praise God for sending us a Savior.

Shepherd 1: Yeah, I also want to go tell my wife and kids about everything that has happened.

Shepherd 2: That's a good idea! I'm going to tell my parents and neighbors.

Then fill in this conversation:

Friend: I really liked that Christmas service; it made me feel so excited! I just want to do something!

You: Well, I think we could [*praise God for sending us a Savior. We could also thank him for all the people who worked so hard for the Christmas service. I want to tell my neighbors about the service. Maybe we can think of some other people to tell.*]

Aim: How did God reveal the gift of his Son to the world?

Truth: Angels and shepherds [*praised*] God for sending the Savior and [*told*] others about his birth.

Application: In his [*Word*], God reveals that Jesus is the [*Savior*] of all people.

Response: We praise [*God*] for sending the [*Savior*] and gladly [*tell*] others about him.



at Home

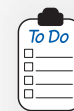
Many people, even some of our friends and relatives, still don't know about Jesus or believe he is their Savior. At home, create a Christmas card that tells about the birth of the Savior. Talk with your parents about which friends and relatives would benefit from receiving just such a Christmas card. Make a list of their names, and next Christmas plan to send them religious greeting cards that tell about the Savior. Bring your card to class for the teacher to display.

Student's initials: _____ Parent's initials: _____



If possible, have an **old, worn Bible** available.

Remind the students that a number of times in this lesson we've referred to things that appear different on the outside than they truly are on the inside. Ask them to give examples. *[In the introduction we talked about wrapped packages. We discussed judging a book by its cover. And obviously, Jesus' birth appeared poor even though he is our Lord and Savior.]* Show the Bible. Tell the students that the people of this world often try to make the Bible seem unimportant, incorrect, or even false. Ask why we treasure this book so much. *[Because through it we find out about our Savior and the way to heaven through him.]* Close by allowing the students to say a one-minute silent prayer of thanks to God for sending Jesus to save them.



Make copies of **Copy Master 2** and send them home with the students to be completed with their families.



Remind the students of the packages you opened at the beginning of class. Ask the students to tell how the circumstances of Jesus' birth could be misleading, just as the packages were. *[People could look at how Jesus was born and assume that he was nobody important.]* *Pray:* Dear God, thank you for sending the most precious gift ever in such a humble way. Help us share the good news of Jesus with others at every opportunity. Amen.



Memory Treasure Choices

Luke 2:10

Acts 4:20

2 Corinthians 8:9

* **The Second Article of the Apostles' Creed**

I believe in Jesus Christ, his only Son, our Lord, who was conceived by the Holy Spirit, born of the virgin Mary, suffered under Pontius Pilate, was crucified, died, and was buried. He descended into hell. The third day he rose again from the dead. He ascended into heaven and is seated at the right hand of God the Father almighty. From there he will come to judge the living and the dead.

What does this mean?

I believe that Jesus Christ, true God, begotten of the Father from eternity, and also true man, born of the virgin Mary, is my Lord.

He has redeemed me, a lost and condemned creature, purchased and won me from all sins, from death, and from the power of the devil, not with gold or silver but with his holy, precious blood and with his innocent suffering and death.

All this he did that I should be his own, and live under him in his kingdom, and serve him in everlasting righteousness, innocence, and blessedness, just as he has risen from death and lives and rules eternally.

This is most certainly true.

Memory Treasures Exercises

- Which memory treasure passage describes the shepherds' reaction after seeing the Savior in the manger? Explain. [*Acts 4:20. They immediately spread the word about the Savior's birth to other people.*]
- Look up 2 Corinthians 8:9 and fill in the blanks. Jesus left the riches of [*heaven*] to be born as a [*poor*] human being. On earth he lived, suffered, and died for us. Now we are [*rich*] because we have the blessings of [*God's/Jesus'*] love, [*forgiveness*] of our sins, and eternal life in [*heaven*]*—all because Jesus is our [Savior].*

Lesson Activities

1. Review

Bethlehem Times

Purpose: Students will write creatively using the facts of the lesson.

Procedure: Have each student complete **Copy Master 3**. Answers will vary. Examples follow.

Census Taken

[Well, there's been some excitement going on! For example, we've had people from all over coming to our town to register. The inns and hotels are full. There have even been reports that a baby was born in a stable.]

Strange Light in Sky

[. . . met some shepherds hurrying into town. They said that an angel in the night sky had told them that a Savior had been born, right here in Bethlehem. The angel gave them some signs to help them find the baby. The shepherds said that the sky was then filled with angels praising God.]

From the Editor

[He said that he had come to spread the word about the newborn Savior that he had seen. Did I believe him? I'm not sure, but he seemed convinced that this baby is Christ the Lord.]

2. Application

I Want to Be Like . . .

Purpose: Students will evaluate spiritual qualities of the nativity participants and make practical applications to their own lives.

Procedure: Provide a copy of the top portion of **Copy Master 1** for each student and have them follow the instructions on it. [*Answers will vary.*]

A Christian Christmas

Purpose: Students will examine meaningful Christmas symbols.

Procedure: Give each student a duplicate of **Copy Master 2** to complete. The student is to draw a simple sketch in each square. [*Answers: Simple sketch of church, Christmas tree, Christmas lights, angel, presents, cards, musical notes/music playing device/musical instrument.*]

3. Art

Cradle to Cross

Purpose: Students will use their artistic abilities to show the reason Jesus was born.

Procedure: Begin with a class discussion about why Jesus was born. [*He came to earth to be our Savior by suffering and dying on the cross as payment for our sins.*] Give each student poster board or construction paper. Have them fold it or draw a line to divide it in half. In addition, provide other pieces of construction paper and glue. Have the students tear construction paper, either as large single pieces or smaller mosaic pieces, to form parts of the manger and glue them to the left half of the sheet. Have them do the same to form a cross and glue it to the right half. Encourage them to use their individual creativity. Finally, have them give their artwork a title.

The Nativity

Purpose: Students will craft a nativity scene of the Bible event in the lesson.

Procedure: You will need one plastic or Styrofoam cup (for a body) per student, one wooden or Styrofoam ball proportioned to the cup (for a head) per student, scraps of fabric and construction paper, a glue gun, glue, scissors, markers, and a box for a stable. Assign a character to each student: one Mary, one Joseph, one baby Jesus, various shepherds, various angels, and other people (whom shepherds told). Have the students construct their assigned figures by using an inverted cup and ball to form each figure. Use the fabric and construction paper to “dress” the figure. Use a box (proportioned to the figures) to make a stable. Upon completion, combine all pieces to form the nativity scene. *Option:* Read aloud (or play a recording of) Luke 2:1-20 while the students add or move each figure to depict the lesson events.

4. Writing

An Interview With . . .

Purpose: Students will look more closely at the people and events in the lesson and put the events into their own words.

Procedure: Have the students pair off. Assign one student in each pair to be Mary (or Joseph) and one to be a shepherd. Encourage the students to really think about being their Bible person. First the “shepherd” should be interviewed by his partner about the events of the first Christmas. The interviewer should take notes on what the shepherd says about the night the angels appeared, his feelings, seeing the baby Jesus, telling others, and God’s promises. Then “Mary” is interviewed in the same way by her partner, who takes notes about her journey, her son, the shepherds’ visit, and God’s promises. Have each interviewer compile the notes into a news story.

Jesus Heals the Centurion's Servant **Luke 7:1-10**



Aim What did a centurion trust that Jesus could do?



Truth The centurion trusted that Jesus could heal his servant with his word.

Application: Believers trust that Jesus hears their prayers and by his almighty power answers them.

Response: We pray to Jesus, trusting that he hears and answers all our prayers.

Lesson Summary: While Jesus was on his way to heal a centurion's dying servant, the centurion's messengers met him. They expressed the centurion's trust that Jesus could heal his servant without making the trip to his home. Jesus was amazed at the centurion's faith. When the messengers returned home, the servant had been healed.



- * Proverbs 3:5
- John 17:17
- Galatians 3:26
- Hebrews 11:1
- * The Third Commandment
- * The Second Petition of the Lord's Prayer



centurion—a Roman army officer in charge of one hundred soldiers
elders—older men who were leaders of the synagogue

synagogue—the place of worship in Jewish towns

Israel—nation of the Jews (God's chosen people)



See Franzmann, *Bible History Commentary: New Testament*, Volume 1, pages 276-280; The People's Bible: Prange, *Luke*, pages 75-77.



Holy Spirit, as the students and I learn about the amazing faith of the centurion, strengthen our faith so that we trust Jesus' Word completely and eagerly go to him with all our needs. In Jesus' name I pray. Amen.

Looking Back at Lesson 6

The Birth of Jesus

Luke 2:1-20

Aim: How did God reveal the gift of his Son to the world?

Truth: Angels and shepherds praised God for sending the Savior and told others about his birth.

Application: In his Word, God reveals that Jesus is the Savior of all people.

Response: We praise God for sending the Savior and gladly tell others about him.

Lesson Summary: Mary and Joseph traveled to Bethlehem, where Mary gave birth to her firstborn son, who also was the Son of God. God used angels to announce the birth of his Son to the shepherds. Once the shepherds saw the newborn Savior, they praised God and told everyone they met about his birth.

Memory Treasures: Luke 2:10; Acts 4:20; 2 Corinthians 8:9; *The Second Article of the Apostles' Creed

Alternate Lesson Plan



Sing: Sing Psalm 23 (hymnal, page 72), which reminds us that the Lord cares for us as a shepherd cares for his sheep.

Pray: Dearest Lord, you are good to us and care about us at all times. Give us a strong faith so that we continue to trust you, always believing that you know what is best for us. Amen.



Invite two boys in the class to come to the front of the room. Tell one of the boys to stand rigidly and fall backward, trusting the other to catch him. Ask the rest of the class, “What must the first student have in the other student before he allows himself to fall backward?” [*He must have trust.*]



Today we’ll hear about a centurion who had trust as we answer this question: **What did a centurion trust that Jesus could do?**



WORSHIP *Sing:* Sing Psalm 25 (hymnal, page 74) to express trust in the Lord for all things.

Pray: Dear Lord, it’s only through the work of the Holy Spirit that we are able to trust in you. Send your Spirit into our hearts to strengthen our faith so that we always go to you with all our needs and trust all your promises. Amen.



Write “911” on the board and ask, “If someone is sick and needs help right away, why would a friend call 911 on the phone?” [*To get an ambulance to come immediately and help.*] “Once the paramedics stabilize the person and place him or her into the ambulance, where will they take the sick person?” [*To a hospital.*]

Ask the students to name at least three groups of people from this scenario who are being trusted to help the sick person. [*The 911 operator to dispatch the ambulance, paramedics to help, the driver to take the patient to the hospital, the emergency room staff to help the person.*] Point out that when someone calls 911, it shows that he or she trusts help will arrive. Whenever a person puts his or her trust in someone else, it is important that the person being trusted is trustworthy (worthy of that trust).

Whom you trust is very important.



In today’s lesson we will learn about a Roman officer who put his trust in Jesus. We’ll answer the question, **What did a centurion trust that Jesus could do?**

GOD'S WORD

Luke 7:1-5

1. Explain: The Roman army was from a foreign, pagan (idolatrous) nation. It had captured the land of Israel and occupied it during Jesus' time. Roman soldiers were often very cruel to the Jews of Israel and to other less fortunate people.

From the first three verses of Luke chapter 7, find proof to back up this statement: The centurion was different from most Roman soldiers. *[He valued his sick servant instead of treating him cruelly; as their friend he asked the Jewish church leaders to speak to Jesus; he turned to Jesus (the Jewish Messiah) rather than Roman gods for help.]*

2. The centurion did not go to Jesus himself but sent messengers. Peek ahead at verses 6 and 7 to find out why the centurion stayed home. *[He felt unworthy to go to Jesus.]*

3. Normally the Jews did not like the Roman soldiers. Find proof that the Jewish elders liked this Roman centurion very much.

[They pleaded with Jesus to help the centurion and told Jesus that the centurion loved the Jews and had built a synagogue.]

KEY POINT What request did the centurion make of Jesus?

The centurion asked Jesus to [heal] his dying [servant].

GOD'S WORD TODAY

Evaluate This

We learned that the centurion considered himself unworthy to go to Jesus. Make the head below look like you. Then finish the sentences to tell how you *are* like the centurion and how you *want to be* like the centurion. *[Possible answers are given.]*

I am like the centurion because I [have problems; know I am a sinner and unworthy to go to Jesus; etc.].



I want to be more like the centurion by [taking my problems to Jesus; trusting in Jesus; etc.].



1,3. After reading the explanation before **God's Word 1**, item 1, have the students find at least five facts from verses 1 to 5 that prove the Roman centurion's relationship with the Jews was unusual.

2. Tell the students to pretend they are the centurion and as the centurion, write what he might have said to the elders. (Hint: Have them peek ahead at verses 6 and 7 to see the centurion's attitude.)

[Example: "My dear servant is dying. I know Jesus can heal him, but I feel unworthy to ask Jesus because I am a sinful man and he is the promised Messiah. You are leaders among the Jews, so would you please go to Jesus and speak for me?"]



Praying for Others

Explain: The elders went to Jesus on behalf of the centurion. And the centurion appealed to Jesus on behalf of his servant. Jesus also wants us to pray for others who are in need.

Have each student cut a heart from **red construction paper**. On the heart the students should write the names of people for whom they want to pray and why. They should also list things they want to pray about for themselves. Encourage them to list both physical and spiritual

requests, and allow them to keep their lists private if they wish.



4. Divide the class into five groups to represent (1) Jesus, (2) the elders, (3) the centurion's friends, (4) the centurion, and (5) the sick servant. Designate places in the room (as far apart as possible) as the centurion's house and the entrance into Capernaum. Tell the centurion and sick servant groups to go to where they should be. *[Inside the centurion's house.]* The other three groups are to reenact Jesus' entry into the city and their meeting him. *[The elders will approach him first; then Jesus and the elders will be nearer to the house when the centurion's friends meet them.]*

5. Have the students complete **God's Word 2**, item 5.

6. Tell the students to read together the centurion's words that show he believed Jesus has almighty power. *[Students should read the last half of verse 7 where the centurion asks Jesus to say the word and heal the servant.]*

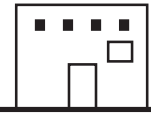
W GOD'S WORD

Luke 7:6-8

4. On the line below, draw stick people to represent the following people and label them: Jesus, elders, centurion's friends, centurion, sick servant. (Look at verse 6 to determine where they were at that time.)



Capernaum Entrance



Centurion's House

[Jesus, elders, and friends will be closer to the house than to the city entrance; centurion and servant will be inside the house.]

5. Compare the authority (power) of the centurion's and Jesus' words.

Centurion officer's authority over one hundred soldiers:

"Go" = *[They go.]*

"Come" = *[They come.]*

"Do this" = *[They do it.]*

Jesus' authority over the servant's sickness:

"Be healed" = *[Servant is healed.]*

6. According to the centurion, what was *not* necessary for his servant to be healed? *[Jesus to go to the centurion's house.]*

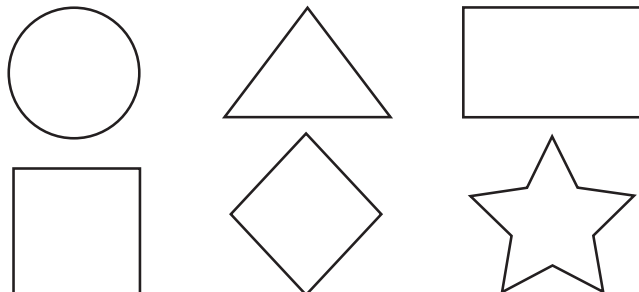
KEY POINT What did the centurion's statement of faith show?

The centurion trusted that Jesus could **[heal]** the servant with his **[word]** alone.

W^{GOD'S}WORD² TODAY

What Jesus Can't Do

In each shape below, list one prayer request that you have for Jesus. *[Requests will vary.]*



Now make a big X on each shape that names something Jesus *can't* do. *[No shape should have an X on it.]*

W^{GOD'S}WORD³ TODAY

Luke 7:9,10

7. Why do you think Jesus was amazed by the centurion's words? *[The centurion showed great faith in the power of Jesus. The centurion trusted Jesus at his word. He did not need to see the servant actually be healed.]*

8. A sad, yet joyful, day for Jesus:

Why might Jesus have been sad about the people of Israel based on what he said? *[Many of God's people, the Jews, did not believe in Jesus as their Savior.]*

What amazed Jesus and deeply moved him? *[The centurion, a Gentile, had faith in Jesus and trusted him completely.]*

9. There is a saying that seeing is believing. We don't know if the centurion's friends were believers, but they definitely should have believed in Jesus' almighty power once they returned to the centurion's house. Why? *[The dying servant was well—healed by the power of Jesus' word.]*

Explain: Jesus doesn't answer our prayers based on how good we are or how strong a faith we have. Out of his great love, Jesus hears all our prayers and answers them.

KEY POINT³

What did Jesus do when the centurion appealed to him for help?

Jesus was amazed at the centurion's **[faith]** and healed his dying servant by his **[word]** alone.



With All Your Heart

Refer the students to the paper hearts on which they have written prayer requests. Ask what the Proverbs 3:5 memory treasure tells us to do with all our needs. *[Trust in the Lord with all our hearts—completely.]* Ask what the second half of the passage means. *[We don't rely on our limited human wisdom.]* Ask the students to copy Proverbs 3:5 onto their paper hearts.



7. Ask what is meant by the first words of verse 9.

[Jesus was deeply moved at the centurion's great faith and his bold statement of faith.]

8. Have the students complete **God's Word 3**, item 8.

9. Ask what event made it clear that the centurion's faith in Jesus was correct. *[When the friends returned to the house, they found that the dying servant had been healed by Jesus' powerful word.]*

Note: Read the explanation after item 9 in **God's Word 3**.



The Desires of Our Hearts

Refer the students to their paper hearts again. Have them read Psalm 37:4,5 aloud together. Ask what it says God will do with the desires of their hearts. *[God will give them those things.]* Point out that sometimes God decides that the specific things they ask for are not the things that are best for them. Ask what God does when that's the case. *[He answers our prayers in different ways—ways that are best for us.]* Encourage the students to take their hearts home and use them as prayer reminders.



Ask the students to read Luke 7:1-10 with their parents. They should then look at the lesson's **Key Point** sections and take turns reading out loud those questions and responses.



Write "TRUST" vertically on the board. Challenge the students to think of a word or phrase that begins with each letter and that tells something we can learn from today's lesson. Example:

WORD GOD'S TODAY Three Answers

Jesus has promised to hear all our prayers and to answer each and every one of them. However, sometimes people think Jesus doesn't answer their prayers because they don't receive the answer they want. Jesus responds in three different ways to all our prayers.

1. When Jesus grants what I pray for, his answer to my prayer is [y] [e] [s].
2. Sometimes Jesus wants me to be patient because the time is not right, so his answer to my prayer is [w] [a] [i] [t].
3. At all times Jesus knows what is best for me, so sometimes his answer to my prayer is [n] [o].

Aim: What did a centurion trust that Jesus could do?

Truth: The centurion trusted that Jesus could [heal] his servant with his word.

Application: Believers trust that Jesus hears their [prayers] and by his almighty power [answers] them.

Response: We [pray] to Jesus, trusting that he hears and answers all our [prayers].



at Home

Talk about trust with a parent. Answer these questions:

- What do you trust your parent to do?
- What does your parent trust you to do?
- What special needs or wishes could your family pray to Jesus about at this time?
- What can you trust Jesus to do for you?

Student's initials: _____ Parent's initials: _____



You will need two **prepared sheets of paper**. Write "I trust Jesus because . . ." at the top of one and "I trust Jesus to . . ." on top of the other. (*Note:* If you have a large class, write each sentence starter on two separate sheets of paper so that you have a total of four sheets.)

Read the two sentence starters to the students and ask them to start thinking of possible sentence endings. Then have them rapidly pass each sheet of paper around the room. Tell them that when they receive a paper, they should quickly write an appropriate sentence ending on it—trying not to duplicate anything already written—and then pass the paper on. After about two minutes, stop the students and read some of the sentence endings. [Examples: *I trust Jesus because he loves me, he tells me to trust him, he is almighty, he died for me. I trust Jesus to answer my prayers, forgive my sins, take me to heaven, help me with my problems.*]

Pray: Dear Jesus, please send your Holy Spirit to give us a faith like the centurion's—a faith that trusts you completely. Amen.

Take troubles to Jesus.

Rely on Jesus.

Understand that Jesus can do anything.

Seeing Jesus with our eyes isn't necessary.

Trust Jesus completely.

Pray: We thank you, Jesus, for promising to hear and answer all our prayers. Help us remember that no matter what happens, you are almighty, are in control of all things, and will do what is best for us. Amen.



Memory Treasure Choices

★ Proverbs 3:5

John 17:17

Galatians 3:26

Hebrews 11:1

★ The Third Commandment

Remember the Sabbath day by keeping it holy.

What does this mean?

We should fear and love God that we do not despise preaching and his Word, but regard it as holy and gladly hear and learn it.

★ The Second Petition of the Lord's Prayer Your kingdom come.

What does this mean?

God's kingdom certainly comes by itself even without our prayer, but we pray in this petition that it may also come to us.

How does God's kingdom come?

God's kingdom comes when our heavenly Father gives his Holy Spirit, so that by his grace we believe his holy Word and lead a godly life now on earth and forever in heaven.

Memory Treasures Exercises

- Which Bible passage reminds us that by trusting in Jesus without even seeing him, the centurion was showing *faith*? [Hebrews 11:1.]
- Which passage reminds us that all of us who have faith in Jesus have been adopted into God's family? [Galatians 3:26.]

Lesson Activities

1. Review

Trustworthy Words

Purpose: Students will review the lesson by correcting an erroneous blog about it and by unscrambling words.

Procedure: Have each student complete **Copy Master 1**. The answers are as follows:

[Part One: ~~Jerusalem~~, Capernaum; ~~dead~~, sick; ~~bless~~, heal; ~~threatened~~, loved; ~~destroyed~~, built; ~~very~~, not; ~~humiliated~~, worthy; ~~saddened~~, amazed; ~~arrogance~~, faith; ~~dead~~, healed. Part Two: 1. trustworthy, 2. powerful, 3. almighty, 4. true.]

2. Application

A Good Example for Me

Purpose: Students will examine how the living faith of a fellow Christian can be a good example for them, and they will express why they can trust in Jesus.

Procedure: Have each student complete **Copy Master 2**. The answers are as follows:

[Part One: People and answers will vary. Part Two: trust; t; a cross; Jesus died on a cross to pay for all our sins; he is God almighty and is our Savior.]

Harrowing Headlines

Purpose: Students will look at current events that remind us of the importance of trusting in God.

Procedure: You will need several newspapers, paper, scissors, glue, and pens. (*Optional:* Use a major news Web site to find headlines instead of newspapers.) Each student should cut out various headlines that tell problems occurring in this sinful world. [Examples: “Many Lose Jobs This Month”; “War Breaks Out in Middle East”; “Virus Effects Many”; “Hurricane Headed for Coast.”] Remind the students that even when it seems as if problems in this world are huge and out of

control, Jesus has power over everything and will answer our prayers. Have them glue the headlines onto a large sheet of poster board or on a bulletin board around the words “Trust in Jesus.”

3. Music

Write a Hymn Stanza

Purpose: Students will write a hymn stanza that expresses trust in Jesus.

Procedure: Ask each student to write an additional stanza for hymn 446, “I Am Trusting You, Lord Jesus.” Encourage them to express personal needs, desires, and problems that they are trusting Jesus to take care of. Emphasize that through the gift of faith, we are able to trust Jesus to help us.

Example:

I am trusting you, Lord Jesus;
Please forgive my sin.
I trust that by your death I will
Heaven win.

4. Art

Bumper Sticker

Purpose: Students will produce bumper sticker summaries of the lesson application.

Procedure: Tell the students to form groups of two or three. They should brainstorm to come up with ideas for bumper sticker slogans that relate to this lesson’s application. [Example: “Trust in Jesus” (with the first t drawn as a cross).] Finally, have each student create a “bumper sticker” on a 3" x 14" piece of poster board or construction paper. The bumper sticker can contain a slogan with symbols or simple artwork. Display the bumper stickers in the room.

5. Writing

Journal Writing

Purpose: Students will do a writing activity to help them review and apply a memory treasure.

Procedure: Ask the students to write the words of Proverbs 3:5 in their journals or at the top of a sheet of paper. Then have them list the needs, desires, or problems they have been trying to handle all on their own (leaning on their own understanding). Finally ask them to write a prayer expressing their complete trust in Jesus (trusting with all their heart) to handle those things.

6. Physical Activity

A-Maze-Ment

Purpose: Through a maze activity, students will understand the importance of trusting Jesus.

Procedure: Make a maze out of the furniture in the room. Explain that this will be an activity about trust—blind trust. Divide students into pairs. One student will be blindfolded, and the other will be the leader. The leader will physically guide the blindfolded partner through the maze as the blindfolded person totally puts his trust in his partner. When done, the partners will reverse their roles and go back through the maze.

Upon completion, discuss how it felt to blindly trust a partner and how this activity relates to the Hebrews 11:1 memory treasure. *[We couldn't see where we were going and hoped we would be guided correctly. We confidently trust that God will guide us through the unknowns in our lives, knowing his guidance never fails.]*

Jesus Feeds the Five Thousand **John 6:1-15**



Aim

How did Jesus show his disciples they could trust him for all their physical needs?



Truth

Jesus miraculously fed more than five thousand people with only five small loaves of bread and two small fish.

Application: We can trust Jesus to provide for all our physical needs.

Response: We thank Jesus for providing for all our physical needs.

Lesson Summary: When a huge crowd of people following Jesus needed to be fed, the disciples realized it was humanly impossible to feed all of them. However, Jesus miraculously fed all the people with only five small loaves of bread and two small fish.



Memory Treasure Choices

- * **Exodus 20:11a**
- * **Psalm 50:15**
Psalm 145:15,16
- * **The First Commandment**
- * **The Fourth Petition of the Lord's Prayer**
- * **Hymn 411:1,2**



Wordwise

test—strengthen
barley—grain used for making food
the Prophet—the Messiah, the promised Savior



DIG Deeper

See Franzmann, *Bible History Commentary: New Testament*, Volume 1, pages 311-315; The People's Bible: Baumler, *John*, pages 89-92.



theTeacher Prays

Dear Lord, thank you for giving me countless physical blessings. Help the children see how many blessings you have given them as well. Increase our thankfulness for all your blessings, and cause us to trust you to continue providing all we need. Amen.

Looking Back at Lesson 7

Jesus Heals the Centurion's Servant

Luke 7:1-10

Aim: What did a centurion trust that Jesus could do?

Truth: The centurion trusted that Jesus could heal his servant with his word.

Application: Believers trust that Jesus hears their prayers and by his almighty power answers them.

Response: We pray to Jesus, trusting that he hears and answers all our prayers.

Lesson Summary: While Jesus was on his way to heal a centurion's dying servant, the centurion's messengers met him. They expressed the centurion's trust that Jesus could heal his servant without making the trip to his home. Jesus was amazed at the centurion's faith. When the messengers returned home, the servant had been healed.

Memory Treasures: *Proverbs 3:5; John 17:17; Galatians 3:26; Hebrews 11:1; *The Third Commandment; *The Second Petition of the Lord's Prayer

Alternate Lesson Plan



Sing: Sing “What a Friend We Have in Jesus” (hymn 411:1,2) as a reminder to take

all needs to Jesus in prayer.

Pray: Holy Jesus, we often forget that you are our best and dearest friend. Help us to trust you and to depend on you at all times. Forgive our sins, increase our faith, and continue to provide for all our needs. Amen.



Show the students a **blank check**. Say, “Suppose I wrote a

check to you for ten million dollars. Do you think you would actually be able to cash it?” [No. *It’s worthless because the account does not contain ten million dollars.*] Point out that we can’t always trust people to give us what they promise. It often takes time or life experiences before we know whom we can and cannot trust.



Listen to today’s Bible lesson for the answer to this question: **How did Jesus show his disciples they could trust him for all their physical needs?**



WORSHIP

Sing: Sing “Jesus, Priceless Treasure” (hymn 349:1,2) as a reminder that Jesus is more precious to us than anything in this world.

Pray: Dearest Jesus, you are better than any other friend we have. You alone have the power to provide for all our needs, and you alone provide forgiveness for our sins. You with the Father and Holy Spirit are the only true God. We thank and praise you, O Lord. Amen.



Before class, compose a document that looks like an **appliance warranty**, or bring a warranty from home.

Show the warranty to the class. Explain that it is a written guarantee that people receive when buying an appliance. Ask if they know what a guarantee is.

[A promise that if something goes wrong with the appliance in a certain amount of time, the company will either refund the money or fix the problem.]

Explain that a guarantee is only as good as the company who gives the guarantee. Some companies are really good about honoring their promises, while others ignore customers’ complaints or try to get out of honoring their guarantees. Ask,

How do you know whom you can trust? [We don’t always know. We learn from experience which companies and people are trustworthy.]

Point out that Jesus also has given many wonderful promises to us that we might call guarantees. Ask what Jesus guarantees us. [Forgiveness of sins, eternal life, his loving care, etc.]



In the Bible lesson today, Jesus teaches his disciples that he is trustworthy. We will answer this: **How did Jesus show his disciples they could trust him for all their physical needs?**

WORD

John 6:1-5

1. Besides John, God also had other writers record this event. Find and bookmark the feeding of the five thousand in Matthew chapter 14, Mark chapter 6, and Luke chapter 9. Then write the verse numbers in which this event is recorded in these chapters.

Matthew 14: [13-21.]

Mark 6: [32-44.]

Luke 9: [10-17.]

2. Although Jesus and his disciples wanted to spend time together in a remote place, that did not happen. Large crowds of people followed them because they had seen Jesus perform miraculous healings. Write three ways Jesus showed compassion to them, based on these verses:

Mark 6:34 [*Jesus taught the people many things from God's Word.*]

Luke 9:11 [*Jesus healed people.*]

John 6:5 [*Jesus asked Philip where to buy food for the people.*]

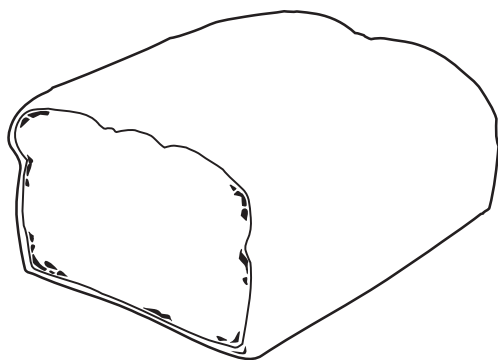
KEY POINT What physical need of the people did Jesus recognize?

Jesus knew the great **[crowd]** of people needed **[food]**.

WORD

GOD'S TODAY Daily Bread

In the Lord's Prayer, Jesus teaches us to pray for our *daily bread*—the physical blessings we need in order to live. Inside the bread loaf, list things that would be included in your daily bread.



Now look at what you wrote. Circle in red the things that you absolutely must have in order to survive. Did you write down any extra physical blessings—things that help but aren't crucial for survival? Circle those in blue.



1. Have the students complete **God's Word 1**, item 1. Give them a few minutes to read each account silently.

2. Point out that Jesus showed his concern for the crowd of people by asking Philip a question. Have the students find and read aloud in unison the verse that contains Jesus' question. [*John 6:5.*]



The Fourth Petition

Explain that when we pray for our *daily bread* in the Lord's Prayer, we are asking God to provide for all our physical needs. Have the students find Luther's explanation of the Fourth Petition of the Lord's Prayer on their student lessons. They should underline or highlight words that tell what things are included in our daily bread. [*Food and drink, clothing and shoes, house and home, land and cattle, money and goods, a godly spouse, godly children, godly workers, godly and faithful leaders, good government, good weather, peace and order, health, a good name, good friends, faithful neighbors, and the like.*]



3. Have the students complete **God's Word 2**, item 3. Also use the explanation following that item.

4. Have the students divide into groups of three. Each student should role-play one of these three people: Jesus, Philip, Andrew. Have each group role-play Jesus' talk with Philip and Andrew using quotations from the Bible or a paraphrasing of the quotations.

5. First have students read the question in **God's Word 2**, item 5. Then have each one individually write a confession as one of the disciples, admitting his lack of trust in Jesus that day. *[Example: I had seen Jesus do miracles and believed he was the Savior, so I should have had faith that he could provide food for all the people. I was wrong to look at it as a human impossibility instead of trusting Jesus.]*



We Can Be Sure

Have the students look up and read Romans 8:32. Then have each student write on a slip of paper how he or she can be sure—based on Romans 8:32—that God will provide for physical needs. Collect the slips and read them to see whether most of the students figured out the correct answer. *[Since God showed his love for us by giving his only Son to pay for our sins, we can be*

[Answers will vary. Examples for red: food, water, air, sleep, home/shelter, clothes/shoes, medicine, money/income/job. Extra: friends, good health, good weather, good government, etc.]



John 6:6-9

3. According to Scripture, why did Jesus question Philip about food for the people? *[To test Philip, since Jesus already knew what he would do.]*

Explain: Teachers today use this same teaching technique. They know the answers but ask questions of their students. This is a way to teach them to think about possible answers and strengthen their knowledge.

4. How did Philip and Andrew show that they felt it was impossible to feed all the people? *[Philip said it would take a large amount of money (200 denarii or more than half a year's wages) to feed everyone; they couldn't afford to do that. Andrew said a boy's five loaves of bread and two small fish were not enough to feed everyone.]*

5. Instead of pointing out why feeding the great crowd of people was humanly impossible, what answer would Jesus have wanted to hear from his disciples? *[We know you are God our Savior and you have almighty power to give food to all these people.]*

KEY POINT Why did Jesus test his disciples?

Jesus wanted his disciples to learn to **[trust]** him completely.



My God Meets My Needs

Think of the needs you wrote inside the bread loaf in **God's Word Today 1**. Read each passage below and write what it tells you about those needs.

Psalms 37:25 *[God is with his children and will not let them go hungry.]*

Matthew 6:8 *[God the Father knows my needs even before I pray for them.]*

Matthew 6:31-33 *[Jesus doesn't want me to worry about those needs. He wants me to make God and his kingdom my first priority and to trust that God will provide what I need.]*

W GOD'S WORD

John 6:10-15

6. How many people were present? [*Five thousand men.*] Note that this does not count the women and children.

7. Look at the lesson picture. The boy with the fish and bread is in the center of the picture. Why should Jesus, not the boy, be the focus or center of our lesson? [*It was Jesus who miraculously multiplied the boy's five small loaves of bread and two small fish to feed everyone.*]

8. Draw a picture which shows the proof that everyone had more than enough to eat.

[*The students should draw the 12 baskets that were full of pieces of leftover bread.*]

KEY POINT

How did Jesus provide for the physical need of the people?

Through an amazing [*miracle*], Jesus provided [*food*] for all the people.

W GOD'S WORD TODAY

How?

Look at the three problems listed below that need Jesus' help. Select one of them and write how Jesus might answer your prayer for help in that situation.

- Your aunt is very sick.
- You are crying because your parents are arguing.
- Everyone is safe after your house burns down, but all your things are gone.

[*Examples: a. Jesus might make my aunt well, give her strength to endure her sickness, or take her to heaven; b. Jesus might help my parents make up and live according to God's will, or if they continue to argue, Jesus might give me strength and knowledge that God loves and cares about me; c. Jesus might provide other things to replace what was lost, cause others to help my family, or teach my family that things aren't as important as we thought.*]

certain he will also give us the smaller, earthly blessings we need.]



6. Ask how many people Jesus fed. If the students answer "five thousand,"

have them read Matthew 14:21 to find out that there were actually more, since the five thousand figure did not count the women and children.

7. Ask the students to turn to the student lesson picture and put their fingers on the person who fed the crowd. [*They should point to Jesus, not the boy; see the answer to **God's Word 3**, item 7.*]

8. What is shown by the fact that 12 baskets of leftover bread were gathered? [*That more food was left over than they started with; Jesus miraculously provided more than enough for everyone to eat.*]



Jesus Has the Answers

Have the students look for current newspaper articles about people in need. (*Option: Instead of using newspaper articles, have the students recall and list current news events.*) Discuss how Jesus might provide help for the physical needs of the person or people in the news. [*Answers will vary.*]



Ask the students to work with their parents to list physical needs Jesus has provided for their family. The students should draw pictures of those things and label them “Thank you, Jesus.”



Show a **can of vegetables**. Ask the students what they would expect to find inside the can and why. *[The vegetable shown on the label because the label says so.]* Point out that we trust the label to be correct. How disappointed we would be if we found something completely different inside!

Say, “Jesus has promised to take care of all our needs. He will *never* disappoint us or give us false information about himself. We know we can trust him completely.”

Close by singing “I Am Trusting You, Lord Jesus” (hymn 446:1,4,6).

Aim: How did Jesus show his disciples they could trust him for all their physical needs?

Truth: Jesus miraculously *[fed]* more than five *[thousand]* people with only five small loaves of bread and two small fish.

Application: We can *[trust]* Jesus to provide for all our physical *[needs]*.

Response: We thank Jesus for providing for *[all]* our physical *[needs]*.



at Home

Go with a parent into your kitchen and two other rooms in your home. In each room identify at least five things that are blessings from God. Make a list of the blessings, indicating which are *basic* needs and which are *extra* blessings.

Student’s initials: _____ Parent’s initials: _____



Ask the students what a loving father would rather give up: his possessions or his only son. *[His possessions.]* Ask what our loving, heavenly Father was willing to give up for us and why. *[His only Son, Jesus, to save us.]* Then have the students look up and read Romans 8:32 together. Ask what the Father’s willingness to give up his Son for us shows us. *[He loves us and will certainly give us all the things we need.]*

Pray: Savior Jesus, forgive us for the times we do not trust you and our heavenly Father completely. Lead us to a stronger faith and a complete trust in you to provide for all our needs. Amen.



Memory Treasure Choices

★ Exodus 20:11a

★ Psalm 50:15

Psalm 145:15,16

★ The First Commandment

You shall have no other gods.

What does this mean?

We should fear, love, and trust in God above all things.

★ The Fourth Petition of the Lord's Prayer

Give us today our daily bread.

What does this mean?

God surely gives daily bread without our asking, even to all the wicked, but we pray in this petition that he would lead us to realize this and to receive our daily bread with thanksgiving.

What, then, is meant by daily bread?

Daily bread includes everything that we need for our bodily welfare, such as food and drink, clothing and shoes, house and home, land and cattle, money and goods, a godly spouse, godly children, godly workers, godly and faithful leaders, good government, good weather, peace and order, health, a good name, good friends, faithful neighbors, and the like.

★ Hymn 411:1,2

For hymn texts, use the hymnal or the electronic memory treasure files for your grade level.

Memory Treasures Exercises

Select one of the three memory treasure passages. In your own words write how it applies to what you learned in this lesson.

[Exodus 20:11a: God, who had the power to create the world in six days, has the power to provide for all our physical needs.

Psalm 50:15: Jesus wants us to pray to him with all our needs and troubles, trusting him completely.

Psalm 145:15,16: God provides for the physical needs of all living creatures, including me!]

Lesson Activities

1. Review

Extra! Extra!

Purpose: Students will complete a news report to review the facts and application of the lesson.

Procedure: Make one copy of **Copy Master 1** for each student. Directions: Fill in the missing information in this news report about Jesus' amazing miracle. [Answers: 1. thousand, 2. Galilee, 3. Passover, 4. five, 5. Philip (Andrew), 6. Andrew (Philip), 7. bread, 8. fish, 9. thanks, 10. enough, 11. leftovers, 12. twelve, 13. needs, 14. trust.]

2. Application

One Letter Away

Purpose: Students will review the lesson application and response through a cognitive activity.

Procedure: Have each student complete **Copy Master 2**. The answers are as follows:

[Part One: 1. (loaves) loves; 2. (live) give, (fish) wish, (live) give, (feed) need; 3. (rare) care, (heaping) helping, (ill) all, (weeds) needs; 4. (bake) take, (seeds) needs, (grayer) prayer; 5. (crust) trust, (test) best, (be) me; Part Two: Answers will vary.]

Get the Message

Purpose: Students will compose a lesson-related message and share it with others through coding and decoding.

Procedure: Ask each of the students to write a message of trust or thanks that relates to today's lesson, such as "I TRUST JESUS TO GIVE ME WHAT I NEED." They can develop their own secret codes by assigning a different number or letter to each letter of the alphabet. For example: A = 1, B = 2, etc.; or A = B, B = C, etc. Then have them write their messages using their secret codes. Finally, each student can exchange messages with a classmate and try to decode. (Students might give one or two clues to help their classmate decode the message.)

Alphabet Blessings

Purpose: Students work together to identify blessings God provides.

Procedure: Put each letter of the alphabet on a different piece of paper. Tape the papers all over the room. Direct the students to write the names of different blessings they have received that begin with each letter. Example: A paper might contain apples, aquariums, antiques, agriculture, art, and air conditioners.

3. Music

Loaves and Fishes

Purpose: Students will sing a song that summarizes the lesson.

Procedure: Teach the students to sing "Loaves and Fishes" (**Copy Masters 3.1 and 3.2**).

4. Art

Give Us Today Our Daily Bread

Purpose: Students will illustrate some of the daily blessings God gives.

Procedure: Have each student do the following:

- Fold a 9" x 12" piece of white drawing paper into 16 rectangles and then open it up again.
- Draw the outline of a slice of bread in each of the small rectangles. (You might draw one on the board as a guide.)
- Write the name of a favorite food or draw a picture of it inside each slice of bread.

Display all the artwork under the heading "Give Us Today Our Daily Bread."

5. Writing

A Lunch for Thousands

Purpose: Students place themselves in the midst of this Bible event.

Procedure: On a plain piece of paper, have each student draw an outline of a large fish. Then say, “Imagine you are the boy with the five loaves and two fish. Inside the fish, write about Jesus feeding thousands of people with your lunch.”

[Example: One day I followed Jesus to see him heal people and hear him teach. How totally amazed I was when Jesus miraculously made my lunch of five loaves and two fish feed more than five thousand people! There were even 12 baskets of bread pieces left over! No human could do such a miraculous thing. He must be the promised Savior.]

6. Service Project

Blessings Received Are Blessings to Share

Purpose: Students will put into practice one way God provides for the needs of others—through us.

Procedure: Make a donation drop box for the classroom. Tell the students that one way God provides food to people is through other people. He has given us many resources, and he wants us to be generous with them. Encourage the students to bring nonperishable food and canned goods to donate to the church’s food shelf for the needy or to a local food bank.

Explain that the synod also provides help to people in need. Ask for volunteers to research the synod’s relief work and report about it to the class.

The Transfiguration

Matthew 17:1-9



Aim

What did Peter, James, and John learn at Jesus' transfiguration?



Truth

Peter, James, and John learned that Jesus is God's Son, who came to die for all people.

Application: Jesus left the glories of heaven to be our Savior so that we may live forever with him in heaven.

Response: We thank Jesus for coming to be our Savior, and we look forward to being with him in heaven.

Lesson Summary: Peter, James, and John were eyewitnesses of Jesus' transfiguration, revealing his divine glory. Moses and Elijah also appeared and talked with Jesus. The disciples also heard God the Father proclaim his approval of his Son and say, "Listen to him!"



Memory Treasure Choices

- Mark 10:45**
- 2 Corinthians 8:9**
- Philippians 2:8b**
- * 1 John 1:7b**
- * The Second Article of the Apostles' Creed**



Wordwise

transfigured—transformed; changed in appearance



DIG Deeper

See Franzmann, *Bible History Commentary: New Testament*, Volume 1, pages 343-348; The People's Bible: Albrecht, *Matthew*, pages 244-250.



the Teacher Prays

Dear Savior, lead your children and me to realize your great love as we learn about your transfiguration. Open our hearts and cause us to look forward to spending eternity with you in heaven. Amen.

Looking Back at Lesson 8

Jesus Feeds the Five Thousand

John 6:1-15

Aim: How did Jesus show his disciples they could trust him for all their physical needs?

Truth: Jesus miraculously fed more than five thousand people with only five small loaves of bread and two small fish.

Application: We can trust Jesus to provide for all our physical needs.

Response: We thank Jesus for providing for all our physical needs.

Lesson Summary: When a huge crowd of people following Jesus needed to be fed, the disciples realized it was humanly impossible to feed all of them. However, Jesus miraculously fed all the people with only five small loaves of bread and two small fish.

Memory Treasures: *Exodus 20:11a; *Psalm 50:15; Psalm 145:15,16; *The First Commandment; *The Fourth Petition of the Lord's Prayer; *Hymn 411:1,2

Alternate Lesson Plan



Sing: Sing “Glory Be to Jesus” (hymn 103:1,2,6) to praise Jesus for sacrificing himself for our sins.

Pray: Dear Lord, may we see and learn what you wanted the disciples to see and learn through your transfiguration. Open our ears and our hearts to learn from your Word so that we believe. Amen.



Show a **dictionary** to the students and ask them what they could learn from a dictionary. [Word definitions, pronunciations, spellings, origins, etc.] Point out that we learn different things from different books. For example, math books teach math, and history books teach history. The Bible teaches us God’s Word and what God wants us to know.



Today we will read about an event in which Jesus wanted his disciples to learn some very important truths. Let’s learn with the disciples as we answer this question: **What did Peter, James, and John learn at Jesus’ transfiguration?**



WORSHIP

Sing: Sing “O God, Our Lord, Your Holy Word” (hymn 204:1,2) to praise God for giving us his Holy Word, which tells us the way to salvation through Jesus.

Pray: Father in heaven, we were not there to witness Jesus’ transfiguration, but help us through your Word to see and learn what you wanted the disciples to see and learn. May the heavenly glory of Jesus be shown to us also. Amen.



Optional: Have available a **toy** that transforms from one form to another. Ask,

Have you ever seen something that transforms?

Allow students to share experiences, such as watching a caterpillar transform into a butterfly. If you have a toy that transforms, show it. Point out that there are toys which change from one form (perhaps a car) into another form (perhaps an action figure). Although it’s only one toy, it’s like having two toys in one.

Write “transfigure” on the board. Ask if anyone knows the meaning of *transfigure*. Explain that it has the same meaning as *transform*: to change from one form to another, to change into something else.

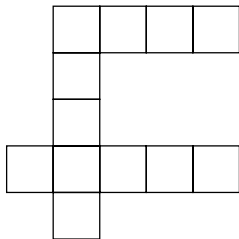


Today we will hear about an event in which Jesus was transfigured before his disciples. They were eyewitnesses of Jesus’ two “figures,” or forms. Let’s learn more about this truth as we answer this question: **What did Peter, James, and John learn at Jesus’ transfiguration?**

W GOD'S 1 WORD

Matthew 17:1,2

1. Fill in the crossword blanks with the names of the three disciples who went up the mountain with Jesus.



[John and Peter are the horizontal names, and James is the vertical name.]

2. On that mountain Jesus was transfigured before the disciples' eyes. From verse 2, list two ways Jesus was transformed. [His face shone like the sun; his clothes were white as the light.]

3. Jesus has two natures: human and divine. Jesus is always both human and divine at the same time. Put an *H* in front of each sentence that tells about Jesus' human nature and a *D* in front of each that tells about his divine nature.

[H] Jesus has a body of flesh and blood.

[D] Jesus is holy and never sinned.

[D] Jesus is true God.

[H] Jesus is true man.

[D] Jesus has power over all things.

[H] Jesus grew tired, hungry, and thirsty.

[D] Jesus' transfiguration showed him in his magnificent glory.

Explain: Although Jesus always remained true God, most of the time he did not allow his divine glory to be seen. These three disciples truly were blessed to witness Jesus' transfiguration.

KEY POINT What did Peter, James, and John see when Jesus was transfigured?

Peter, James, and John witnessed [Jesus'] divine nature and heavenly [glory].



1. Ask for the names of the three disciples Jesus took with him up the mountain.

[Peter, James, and John.]

2. Have the students complete **God's Word 1**, item 2.

3. Have the students read **God's Word 1**, item 3. Direct them to find the sentences that describe Jesus' human nature. Ask for a volunteer to use those ideas to prove to the class that Jesus is truly human. Next ask another volunteer to use the ideas in the remaining sentences to prove that Jesus is true God. Then give the explanation after item 3.



We Will See Him Too

Say, “You and I were not on the mountain to witness Jesus’ transfiguration. However, there will come a time when we will see Jesus in all his divine glory. When and where will that be?”
[We will see Jesus in heaven after we die; if we are still living on judgment day, we will see Jesus coming again to judge the world and take all believers to be with him in heaven.]



4. Ask the students to imagine they are Peter. As Peter they are to describe what happened next.

[James, John, and I saw Jesus transfigured, when suddenly Moses and Elijah also appeared with Jesus! They were talking with him. I was so happy to be there that I wanted to build three dwellings, one for each of them, and make this moment last as long as possible.]

5. Have the students read Luke 9:30,31 and explain the following:

- What was going to happen soon in Jerusalem *[Jesus would suffer and die. He also would rise from the dead and ascend to heaven.]*
- What these actions fulfilled *[They fulfilled the Old Testament prophecies about the Savior.]*

WORD GOD'S TODAY

Another Transformation

Read 1 Corinthians 15:51,52 and Philippians 3:20,21. Then answer these questions:

Who else will be transformed (greatly changed) in the future? *[All believers, including us!]*

When will this happen? *[On judgment day, when our bodies are raised and changed.]*

Where will this happen? *[In heaven.]*

WORD GOD'S

Matthew 17:3,4

4. The disciples were amazed when Jesus’ appearance changed from looking like a normal man to showing his divine nature also.

Why did Peter want to build three dwellings there on the mountain? *[Moses and Elijah also appeared with Jesus, and Peter wanted to build one dwelling for each of them; Peter also wanted to remain there longer.]*

5. Luke also recorded this wonderful event. Read Luke 9:30,31. What did the disciples hear Moses and Elijah talk about with Jesus? *[They spoke of his departure/decease/death.]*

Explain: They spoke about Jesus’ suffering and death on the cross, which were foretold by Old Testament prophets. Jesus also would rise again on the third day and later ascend into heaven.

6. Why was it important for the disciples to know that Jesus, true God and true man, had to suffer and die? *[Jesus was preparing them for what had to happen to him to fulfill Old Testament prophecies about the Savior. All this had to be done to pay for the sins of all people.]*

KEY POINT

From Moses’ and Elijah’s conversation with Jesus, what did the disciples hear about Jesus?

Peter, James, and John heard that Jesus would suffer and *[die]* to fulfill the Old Testament prophecies about the *[Savior]*.

WORD GOD'S TODAY For You and for Me

Why are Jesus' birth, life, and death so important for you and for all people? (Draw lines between the words to show the answer.)

A true God and true man Jesus fulfilled all Old Testament prophecies about the Savior.

Jesus lived a perfectly holy life.

Then he suffered and died on the cross to pay for the sins of all people.

Now I can be sure I will be with Jesus forever and experience all the wonders of heaven.

All this is possible only because Jesus is my Savior.

[As true God and true man Jesus fulfilled all Old Testament prophecies about the Savior. Jesus lived a perfectly holy life. Then he suffered and died on the cross to pay for the sins of all people. Now I can be sure I will be with Jesus forever and experience all the wonders of heaven. All this is possible only because Jesus is my Savior.]

WORD GOD'S TODAY

Matthew 17:5-9

7. The disciples saw and heard Moses, Elijah, and Jesus. What else did the disciples hear and see? *[God the Father spoke to them from a bright cloud that surrounded them.]*

8. What three things did God the Father say to the disciples?

- [That Jesus is his Son whom he loves.]*
- [That God is pleased with (delights in) his Son.]*
- [That the disciples should listen to Jesus.]*

Explain: It is important to know that God the Father was well pleased with his Son, Jesus. It means Jesus was doing perfectly the work of saving us.

KEY POINT

What message from God the Father did Peter, James, and John hear?

God the Father called Jesus his **[Son]**, whom he **[loves]** and with whom he is **[pleased]**.

6. Have the students complete **God's Word 2**, item 6.



I Love to Tell the Story

Have the students look at **God's Word**

Today 2. Then tell them to write their own sentences to answer the question, printing their sentences with all the words running together, as in that activity. Have the students exchange their run-together sentences and draw lines in them to see what each other wrote.



7. Have students draw a picture of what happened next to Moses, Elijah, Jesus, and the disciples.

[Drawing: All six were within a bright cloud.]

8. Divide the students into three groups. Then divide God the Father's quote into three sections. (See the wide column for a paraphrase of each section.) Assign one section to each group. Have the groups discuss and tell the class the importance to us of each section of the Father's words. *[Answers: Section 1: We can be certain that Jesus truly is God's Son, our Savior. Section 2: Jesus was carrying out his Father's will—the work of saving us perfectly. Section 3: Jesus' teachings have all authority. We need to hear and obey his words.]*



Thank Jesus

Have the students form two lines at the board. When you give the signal, the first person in each line should write on the board one way to thank Jesus for his saving work, then go to the back of the line. The next person should write a different way to thank Jesus, the third person yet another way, and so on. If someone can't come up with an idea that has not been written, he or she should say "pass" and go to the back of the line. When you say that time is up, read the students' ideas, and see which team came up with the most!



Ask the students to read with their parents all three accounts of Jesus'

transfiguration: Matthew 17:1-9; Mark 9:2-10; and Luke 9:28-36.

WORD GOD'S TODAY Look Around You

Option: If you are teaching in an area with very few objects around, take the students into another room or the church sanctuary to complete this activity—or ask them to imagine what they would see in their homes.

Look around the room. Find two things you can use to show your thankfulness for Jesus' saving work. Draw a picture of each item, and tell how you can use it to praise Jesus.





[Answers will vary. Examples: Bible—I could study God's Word often. Musical instrument—I could sing or play music to praise Jesus. Telephone—I could tell others about Jesus and invite them to church.]

Aim: What did Peter, James, and John learn at Jesus' transfiguration?

Truth: Peter, James, and John learned that Jesus is God's [Son], who came to die for [all] people.

Application: Jesus left the glories of [heaven] to be our [Savior] so that we may live forever with him in heaven.

Response: We thank [Jesus] for coming to be our Savior, and we look forward to being with him in [heaven].



Tell your parents what you learned about Jesus' transfiguration. Ask them to tell you how they feel about being saved by Jesus and why. Write their answers on a sheet of paper, and read their answers back to them.

at Home

Student's initials: _____ Parent's initials: _____

CLOSE

You will need a **box** with a lighted **flashlight** inside.

Show the closed box. Point out that it looks like an ordinary box. Open it and show the lighted flashlight. Explain: While the box looks ordinary on the outside, there is more to it inside. The same is true with Jesus. He looked like an ordinary man, but he also was God at the same time. Most of the time Jesus kept his glory “inside.” But at his transfiguration, the disciples witnessed some of Jesus’ divine glory. Ask, “How can we still see Jesus’ divine glory today?” [By reading about *Jesus in the Bible.*] Point out that just as it was good for the three disciples to see Jesus’ glory, it is good for us to see it in God’s Word. Close by singing “How Good, Lord, to Be Here” (hymn 95).



Have the students read 2 Peter 1:16-18. Ask what experience

Peter is referring to. [*Jesus’ transfiguration.*] Ask the students how they think this experience may have changed Peter. [*It may have made him want even more to honor and worship Jesus as God’s Son.*] Ask, “How does knowing that Jesus is our Savior change our lives here on earth?” [*It makes us want to use our lives to thank and praise Jesus.*]

Pray: Dear Jesus, may our hearts always be filled with thanks and praise for you. You are our dear Savior—our only way to heaven. Thank you. Amen.



Memory Treasure Choices

Mark 10:45

2 Corinthians 8:9

Philippians 2:8b

* 1 John 1:7b

* The Second Article of the Apostles’ Creed

I believe in Jesus Christ, his only Son, our Lord, who was conceived by the Holy Spirit, born of the virgin Mary, suffered under Pontius Pilate, was crucified, died, and was buried. He descended into hell. The third day he rose again from the dead. He ascended into heaven and is seated at the right hand of God the Father almighty. From there he will come to judge the living and the dead.

What does this mean?

I believe that Jesus Christ, true God, begotten of the Father from eternity, and also true man, born of the virgin Mary, is my Lord.

He has redeemed me, a lost and condemned creature, purchased and won me from all sins, from death, and from the power of the devil, not with

gold or silver but with his holy, precious blood and with his innocent suffering and death.

All this he did that I should be his own, and live under him in his kingdom, and serve him in everlasting righteousness, innocence, and blessedness, just as he has risen from death and lives and rules eternally.

This is most certainly true.

Memory Treasures Exercises

Write the reference of the passage that is paraphrased (put into other words) below:

- Jesus obeyed his Father’s will by coming down to earth to be our Savior, even though it meant he must die to pay for our sins. [*Philippians 2:8b.*]
- We are blessed because Jesus left the glories of heaven to become a lowly human like us. Because he became lowly and died for us, we may receive the treasures of heaven. [*2 Corinthians 8:9.*]

Lesson Activities

1. Review

Trans-Figure It Out

Purpose: By working a crossword puzzle, students will reexamine the Bible accounts.

Procedure: Have each student complete **Copy Master 1**. The answers are as follows:

[*Across:* 2. HERE, 3. PETER, 4. AFRAID, 6. ELIJAH, 9. MAN, 10. GOOD, 12. SON, 13. VOICE, 14. JOHN.

[*Down:* 1. TRANSFIGURATION, 2. HEAVEN, 5. DEATH, 7. JAMES, 8. SUN, 11. MOSES.]

2. Application

Look at It This Way

Purpose: Students will look at Jesus’ mission and purpose for coming to earth and relate it to their own lives and salvation.

Procedure: Have each student complete **Copy Master 2**. The answers are as follows:

[*Part One:* 1. Jesus came down from heaven; 2. Jesus was born as a human; 3. Jesus lived a perfect, holy

life; 4. Jesus died to pay for our sins; 5. Jesus rose from the dead; 6. Jesus ascended into heaven.

Part Two:

Matthew 13:43—Believers will shine like the sun.

Revelation 7:16—We’ll never be hungry, thirsty, or overheated.

Revelation 21:4—There will be no death, sadness, crying, or pain.]

3. Music

Down From the Mount of Glory

Purpose: Students will study a hymn that contrasts Jesus’ glory at his transfiguration with his humiliation at Calvary.

Procedure: On the board draw a mountain and a road leading down the mountain. Ask the students, “After these moments of glory, Jesus came back down the mountain and again took the road of his humiliation. To what other hill did this road of humiliation lead him?” [*The road led him to the hill of Calvary, where he died, just as Moses and Elijah had discussed with him.*] Draw a small hill and a cross at the end of the road. Have

the students open their hymnals to “Down From the Mount of Glory” (hymn 97) and find words in the hymn that point out the differences between Jesus’ glory at his transfiguration and his humiliation at Calvary. [“Yet mark this glory hidden! See him the mount descend . . . To suffer degradation.” “Strange how his journey ended! . . . Our Lord again ascended A mount—the hill of shame.” “The holy mount acclaims him The majesty divine; Mount Calvary proclaims him Redeemer—yours and mine.”] Sing the hymn together.

4. Art

Chalk It Up!

Purpose: Students will artistically depict Jesus’ transfiguration.

Procedure: On construction paper, each student should make a very light pencil drawing of Jesus’ transfiguration. They may draw Jesus alone, with Moses and Elijah, or with all five persons. Give the students colored chalk and a small cup of water. Have them lightly dip the chalk into water and fill the paper with a colorful scene depicting Jesus’ transfiguration and glory. Spray the drawings with hair spray to affix the chalk.

5. Writing

Round-Robin Conversation

Purpose: Students will contemplate the conversation at Jesus’ transfiguration.

Procedure: Tell students that we don’t know exactly what Jesus, Moses, and Elijah said, but we do know they talked about Jesus dying for sinners and his resurrection. Have each student write a short conversation that *might* have taken place among the three. That student should then pass it on to two different people who can add to the conversation. When done, the original writer may read it to the class.

6. Bible Study

The Two Natures of Jesus

Purpose: Students will search Bible passages to examine Jesus’ two natures.

Procedure: Have each student complete **Copy Master 3**. [Answers: 1. baby; 2. everything, us; 3. created, place; 4. flogged/scourged, crucified; 5. God, died.]

The Parable of the Good Samaritan **Luke 10:25-37**



Aim What did Jesus teach a man about loving his neighbor?



Truth Jesus taught a man to love his neighbor and help others whenever he could.

Application: God wants us to love and help all people.

Response: We love and help all people in response to God's great love for us.

Lesson Summary: When an expert in the law/lawyer asked what he had to do to go to heaven, Jesus pointed him to the law "Love God and your neighbor." Then through the parable about the loving Samaritan, Jesus illustrated that to keep that law, one must be a good neighbor to everyone and help anyone in need.



- * **Matthew 22:39b**
- * **Romans 13:10**
- * **Galatians 5:13b**
- * **The Fifth Commandment**
- * **Hymn 490:1-3**



parable—an earthly story with a heavenly (spiritual) meaning
justify—to show or prove blameless
priest—worship leader in God's temple

Levite—man from the tribe of Levi who served in the temple

Samaritan—a person from the region of Samaria

mercy—undeserved kindness



See Franzmann, *Bible History Commentary: New Testament*, Volume 1, pages 380-386; The People's Bible: Prange, *Luke*, pages 124-126.



Dear Lord, as I teach your Word, please help me reflect your great love to me. Lead me to be kind and patient with all my students, especially those who require more attention and help. Amen.

Looking Back at Lesson 9

The Transfiguration

Matthew 17:1-9

Aim: What did Peter, James, and John learn at Jesus' transfiguration?

Truth: Peter, James, and John learned that Jesus is God's Son, who came to die for all people.

Application: Jesus left the glories of heaven to be our Savior so that we may live forever with him in heaven.

Response: We thank Jesus for coming to be our Savior, and we look forward to being with him in heaven.

Lesson Summary: Peter, James, and John were eyewitnesses of Jesus' transfiguration, revealing his divine glory. Moses and Elijah also appeared and talked with Jesus. The disciples also heard God the Father proclaim his approval of his Son and say, "Listen to him!"

Memory Treasures: Mark 10:45; 2 Corinthians 8:9; Philippians 2:8b; *1 John 1:7b; *The Second Article of the Apostles' Creed

Alternate Lesson Plan



Sing: Sing “God Loved the World So That He Gave” (hymn 391:1,3,4) as a reminder that God

loves us so much that he sent his only Son to save us.

Pray: God, you are more loving than we can imagine. Help us learn more about how we, as your people, can show love to others. We pray in Jesus’ name. Amen.



You will need maps of your city, state, and the world.

Explain that the word *neighbor* means “one who lives nearby.” Ask the students to name people in their neighborhood who are “good neighbors.” Show the city map and ask them to name some neighboring cities. Do the same with the state and world maps, asking for neighboring states and countries.



People might not always mean the same thing when they use the words *good neighbor*. One man thought he was a good neighbor, but Jesus taught him a lesson that is important for us also. Let’s answer this: **What did Jesus teach a man about loving his neighbor?**



WORSHIP

Sing: Sing “Love in Christ Is Strong and Living” (hymn 490:1–3) as a reminder that Christ’s love for us leads us to love others.

Pray: Dear Jesus, you showed great love for us and for all people by coming to earth to be our Savior. Lead us to follow your ways by loving one another as you have loved us. Amen.



Read the words from the student lesson:

“Good fences make good neighbors.”

Explain that those words are from a famous poem called “Mending Wall” written by Robert Frost early in the 1900s. In his poem, Robert Frost uses a fence or a stone wall around a farm to show he doesn’t like the idea that a barrier between properties is necessary for people to remain “good neighbors.” Yet, in the end he sadly concludes that perhaps fences are necessary for people to get along as good neighbors.

Ask the students what they think makes someone a good neighbor. [Someone who is considerate of others’ property, helps others in the neighborhood, etc.]



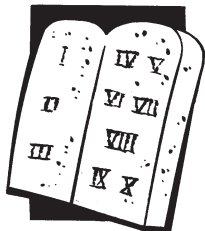
Aim

Long ago Jesus also taught about being a good neighbor. No matter what others may think or say about neighbors, it is Jesus’ words that we want to hear and follow. So let’s answer this: **What did Jesus teach a man about loving his neighbor?**

GOD'S WORD 1

Luke 10:25-28

1. How do the man's words show that he did not believe he needed a Savior to save him? [*He thought he could do something to save himself.*]
2. Jesus directed the man who knew the law to look at God's law for the answer. When the man gave his answer, he summarized the two great commands of the Ten Commandments. What was his summary?



- To love God with all your [*heart*], soul, [*strength*], and mind.
- To love your [*neighbor*] as you love [*yourself*].

3. What did Jesus say about the man's answer? [*It was correct.*]

KEY POINT 1

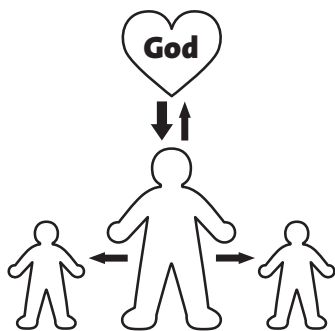
What did Jesus tell the man that he needed to do?

Jesus told the man to [*love*] God with all his heart and to love his [*neighbor*] as himself.

GOD'S WORD 1

TODAY A Look at Love

Where does love come from? And what does that love we receive lead us to do? Answer these questions by looking at the diagram and writing its meaning.



[*Love comes from God. He gives his love to us, and we in turn love God back and love all people.*]



1. Have the students complete **God's Word 1**, item 1.

2. Read **God's Word 1**, item 2, but do not answer the question. Have the class find the Ten Commandments in *Luther's Catechism*. Direct half of the class to complete the first summary in item 3 and read the answer in unison. Then have the other half of the class read in unison Commandments 1 to 3 (without explanations). Reverse groups and do the same for the second summary and Commandments 4 to 10.

3. Ask why the man's answer was correct, even though he didn't say that the way to heaven is through Jesus. [*Because if anyone were to love God and other people perfectly for his or her entire life, that person would never sin and therefore would not deserve the punishment of hell.*] Point out that this is impossible for us because we are all born sinful. The Bible says we are sinful from the time we were conceived (Psalm 51:5).



The Source of Love

Have the students read 1 John 4:7-12.

Ask the following questions based on this reading:

- From whom does love come? [*God.*]

- How did God show his love among us? [*By sending his Son as a sacrifice for us.*]
- God's love is perfected/made complete in us when we do what? [*Love each other.*]
- What does John say about those who do not love others? [*They don't know God, because God is love.*]



4. On the board write “Who?” and “Response?” In a column under and to the left of those headings, list these people: man on the road, priest, Levite, Samaritan. Ask the students to briefly describe each person and jot down (or have one student jot down) their answers under the “Who?” heading. Next ask how each of the last three persons responded when he saw the injured man, and jot down the answers under the “Response?” heading. [*See answers to God's Word 2, item 4.*]

5. Have the students complete **God's Word 2**, item 5.

6. Draw three continuums on the board, each one a horizontal line with numbers from 1 to 10 marked along it. Label them “Priest,” “Levite,” and “Samaritan.” For each continuum, have a volunteer circle a number from 1 to 10 to show how much we would have expected each person to help the Samaritan. Discuss the answers. [*The priest and the*



Luke 10:29-35

4. Place the code letter of the person by each sentence that describes him. Some sentences describe more than one person.

M = Jewish man on the road **P** = Priest

L = Levite **S** = Samaritan

- [M] He was seriously beaten and needed help.
- [P] He was a Jewish religious worship leader in the temple.
- [L] He took care of the temple and knew God's Word.
- [S] He was from a nation of people whom the Jews looked down on.
- [P, L] They did not help the man but stepped aside to avoid him.
- [S] He cared about the man and stopped to help him.

Explain that the Samaritan used oil to soothe the man's pain and wine to cleanse and disinfect his wounds.

5. Circle all the ways the Samaritan showed love to the injured man.

- Pitied him
- Laughed at him
- Cared for his wounds
- Put him on his own donkey
- Took him to a hospital
- Took him to an inn
- Paid the innkeeper to look after him
- Promised to pay more if it cost more until the man was well
- Asked the injured man to pay him back when he was well

[Circle a, c, d, f, g, and h.]

6. Jews and Samaritans did not get along. Name at least one part of Jesus' parable that might have surprised the Jewish teacher who was listening. [*Jesus used a Samaritan as the example of showing kindness. The ones who did not help were two Jews who knew that God wanted them to be kind to others.*]

KEY 2 POINT In Jesus' parable, how did the Samaritan love his neighbor as himself?

The Samaritan showed neighborly love by helping an injured man.

W^{GOD'S}WORD TODAY What could I do?

Your classmate Ted struggles with reading. Sometimes he gets behind and has to stay in during recess to catch up. Circle the ways you could be a "good Samaritan" to Ted.

- Say, "Hey, Ted, we're playing kickball at recess. Too bad you can't."
- Offer to stay in and help him.
- Make faces at him through the windows when you're outside.
- Stay in and do some of your own work so that he isn't all alone.
- Ignore him. It's his problem, not yours, right?
- Compliment something he does well.

[A good Samaritan might do b, d, and f. Encourage students to offer other "good Samaritan" suggestions.]

W^{GOD'S}WORD 3 Luke 10:36,37

7. Jesus asked which of the three men was a neighbor to the injured man. What answer did Jesus receive? [The one who had mercy.]

8. Through this parable, what did Jesus teach about neighbors? Circle all correct answers.

- Neighbors are only the people who live near us.
- A good neighbor shows love to anybody in need.
- God wants people to be good neighbors even to their enemies.

[The second and third sentences should be circled.]

KEY 3 POINT How did Jesus want the man to be a good neighbor and obey God's command?

Jesus told the man to be like the Samaritan and love all people.

Levite continuum should have the 9 or 10 circled because they knew God's law and because the injured man was a fellow Jew. The Samaritan continuum should have a much lower number circled because Samaritans and Jews hated one another.]



Yes or No

Have the students look at **God's Word Today 2**. Ask for volunteers to act out each of the six actions. After each action is dramatized, ask students to vote if it would be a way to be a good neighbor to Ted. [See answers to **God's Word Today 2**.]



7. Divide the class into two groups. Have the class read the dialogue from verses 36 and 37 in unison by groups. Group 1 reads Jesus' question, group 2 the expert's answer, and group 1 Jesus' command.

8. Have the students complete **God's Word 3**, item 8.



Love to All

Remind the students that out of love for God we show love for *all* people. On the board write these four categories:

1. different age
2. different skin color
3. different talents and abilities
4. different gender

Have the students count off from numbers 1 to 4 to assign each of them one category. Each student should tell how he or she could be a good neighbor to someone in that category. *[Example for different age: I could help a five-year-old learn to swing a baseball bat.]*

This lesson provides a wonderful opportunity to make a

practical application in the classroom. Sad to say, sometimes God's people, including children, fail to help one another. When you witness this in your classroom, remind the students of Jesus' parable. Then encourage them to ask Jesus for his forgiveness (which he gives out of his great love), ask for forgiveness from the person(s) who needed help, and give the needed help out of love for God.

Teaching
tip

WORD GOD'S TODAY I'd Like to Help, But ...

Imagine what the Levite and the priest might have said to themselves as they passed the wounded man—perhaps, “I'd like to help, but I'm already late.” Today people still make excuses for not helping all people. What excuses might a kid your age make in these situations?

Mom asks Tiana to do a chore that her sister forgot to do.



I'd like to help, but [my sister needs to do her own chores.]

Drew's neighbor asks if Drew could mow her lawn. Drew knows that the neighbor's grandson lives right down the road.

I'd like to help, but [I'm busy and her grandson can do the mowing.]



How many excuses did Jesus make when we needed him to help us by dying for our sins? *[None.]*

Thank Jesus for his love by helping all other people whenever you can—no excuses!

Aim: What did Jesus teach a man about loving his neighbor?

Truth: Jesus taught a man to [love] his neighbor and [help] others whenever he could.

Application: God wants us to [love] and [help] all people.

Response: We [love] and help all people in response to God's great [love] for us.



at Home

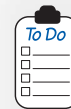
Cut a heart from a large piece of paper. On one side of the heart write “God loves us.” As a family, discuss a plan of action to help someone or a family in need. On the other side of the heart, write who to help plus when and how your family members will be good neighbors to that person or family.

Student’s initials: _____ Parent’s initials: _____

CLOSE

Have the students raise their hands if they are right-handed, then if they are left-handed. Ask, “If someone didn’t raise his or her hand, how would we know if that person is right-handed or left-handed?” *[Watch to see with which hand he or she writes, eats, throws, etc.]* Say, “We would know by a person’s actions if someone were right-handed or left-handed. The same is true for believers. By our actions, we show whether we are good neighbors. Like the Samaritan, we want to show love for all people and help those in need.”

Pray: We praise you, Jesus, for showing God’s love when you came to be our Savior. Holy Spirit, help us reflect God’s love by showing love to all people, especially those in need. Amen.



Have the students ask their parents if they remember a time someone showed great kindness to them, and ask what impact these “good neighbors” had on them. They should then thank God together for his believers who show Christian love to others.



Have the students each write on a **slip of paper**, without using any names, one way a student their age could help someone. *[Examples: Talk to someone who is lonely, shovel snow for an elderly neighbor, help a younger sibling with homework.]* Collect the slips in a container and have each student draw one slip. Encourage the students to read the ideas on their slips and try to carry out those ideas as soon as possible.

Close by singing the hymn 490:1-3 memory treasure.



Memory
Treasure
Choices

* Matthew 22:39b

Romans 13:10

Galatians 5:13b

* **The Fifth Commandment**

You shall not murder.

What does this mean?

We should fear and love God that we do not hurt or harm our neighbor in his body, but help and befriend him in every bodily need.

Hymn 490:1-3

For hymn texts, use the hymnal or the electronic memory treasure files for your grade level.

Memory Treasures Exercises

Look at the stanzas of the memory treasure hymn. Write the stanza number in the blank and draw the symbol described next to the stanza number you write.

- Which stanza includes a prayer that we believers obey Jesus' command to love all people? (Draw a cross next to the stanza number.) [1.]
- Which stanza tells how long this wonderful love in Christ will last? (Draw an unending circle next to the stanza number.) [3.]
- Which stanza lists eight truths about believers who show Christian love for all people? (Draw a heart next to the stanza number.) [2.]

Lesson Activities

1. Review

Love Is an Action Verb!

Purpose: Students will review the lesson with an emphasis on love being an action not just a feeling.

Procedure: Have each student complete **Copy Master 1**. The answers are as follows: [Part One: 1. asked, 2. do, 3. written, 4. love, 5. love, 6. beaten, 7. saw, 8. passed, 9. helped, 10. go, 11. do, 12. helping. Part Two: Cartoons will vary.]

Tell About It

Purpose: Students will work together to retell the parable.

Procedure: This activity works best with a large class (ten or more students). Before class, gather one or more of each of these items:

(1) bandage/gauze, (2) container labeled “oil,” (3) container labeled “wine,” (4) play money, (5) card with the lesson truth printed on it, (6) heart with the lesson’s response statement written on it. You will need one item for each student, and you should try to have equal numbers of the items. For example, for a class of 18 students, you will need three of each item. (If the number of students in your class is more easily divisible by five than by six, combine “oil” and “wine” into one set.)

Give each student one item. When you say “go,” students should find others to form a group consisting of one of each item. Using its items, each group should tell the parable, concluding with the truth and response statements.

2. Application

Open Your Eyes to Your Neighbors!

Purpose: Students will think of practical ways to show God’s love to all people.

Procedure: Have the students work individually or with partners to complete **Copy Master 2**. [Answers will vary.]

Love = Action

Purpose: Students will produce ideas of how they can put their love into action by helping others.

Procedure: On slips of paper, write the following action verbs: *sing, ask, share, pick up, offer, invite, send, read, write, give, help, and reach*. Put the slips into a bag. Ask a student to choose one and read it to the class. Then have the class supply three ways to show love, using that verb. Example: *wash* = wash the dishes for my sister, wash Mom’s car, wash my little brother’s hands before supper.

3. Music

Good Samaritans

Purpose: Children sing about the parable and how they can be like the Samaritan (showing God’s love to all people).

Procedure: Make one copy of **Copy Master 3** for each student. Read the song in unison before singing it. Ask the students to find words in the song that describe how we can be like the Samaritan. [Many examples are in lines 5 to 11.] Also ask them to find the motivation for why we show love to all people. [“We first were loved by Jesus!”]

Note: This song is written to the Jewish folk melody of hymn 496. Like many Jewish folk songs, it is meant to be sung over and over, starting very slowly and increasing in speed each time. The students may also clap hands to the rhythm of the song.

Love!

Purpose: Students will sing a song that reminds them to show love to others just as God has shown love to them.

Procedure: Lesson 11 contains a song titled “Love!” You may wish to begin teaching the song with this lesson, as it points out that we love because God first loved us and that one way we show love is by helping those in need.

4. Art**Art That Helps**

Purpose: Students will work together to artistically illustrate the lesson’s application.

Procedure: Have the students brainstorm ways they can use their artistic abilities to help others. Ideas could include making cards to cheer up people in the hospital, making holiday decorations for an elderly or disabled person and helping to decorate that person’s home (or room in a nursing home), making a bulletin board for a busy teacher, helping a younger class complete an art or craft project, and the like. Select a “helping art” project and carry it out as a class.

5. Writing**Many People Need Our Help**

Purpose: Students will recognize that many people in the world need help.

Procedure: Distribute newspapers, magazines, and publications containing pictures or articles about people in need. (Examples: natural catastrophe victims, homeless, elderly, sick.) Tell students to find people who need help and cut out the pictures or articles. After they glue each picture or article onto a piece of paper, they should write under it these three explanations: (1) who needs help, (2) what kind of help is needed, and (3) what he or she can do to be a good neighbor to the person(s) in need.

The Parable of the Unforgiving Servant **Mt 18:21-35**



What did Jesus teach Peter about forgiving others?



Through a parable, Jesus taught that God wants believers to forgive others as he has forgiven them.

Application: God wants us to forgive others as he has forgiven us.

Response: Out of thankfulness to God for forgiving us, we forgive others.

Lesson Summary: When Peter asked Jesus how many times he should forgive someone, Jesus answered with this parable: A king forgave a servant's very large debt. But when that servant refused to forgive the small debt of another servant, the king turned the man over to be jailed and tortured. Jesus said that the Father in heaven would treat his unforgiving children in the same way.



- ★ **Matthew 22:39b**
- ★ **Ephesians 4:32**
- ★ **The Fifth Commandment**
- ★ **The Fifth Petition of the Lord's Prayer**



accounts—records of business dealings involving money

10,000 talents/bags of gold represent millions of dollars while **100 denarii/silver**

coins represent pay for about 100 days' work (a much smaller amount).



See Franzmann, *Bible History Commentary: New Testament*, Volume 1, pages 367–370; The People's Bible: Albrecht, *Matthew*, pages 262–266.



Dear Lord Jesus Christ, I am not always quick to forgive. So that I may more willingly forgive others, help me remember the huge debt of sin you have forgiven me.

Strengthen my students also, so that they become more patient and loving with one another and willing to forgive. Amen.

Looking Back at Lesson 10

The Parable of the Good Samaritan

Luke 10:25-37

Aim: What did Jesus teach a man about loving his neighbor?

Truth: Jesus taught a man to love his neighbor and help others whenever he could.

Application: God wants us to love and help all people.

Response: We love and help all people in response to God's great love for us.

Lesson Summary: When an expert in the law/lawyer asked what he had to do to go to heaven, Jesus pointed him to the law "Love God and your neighbor." Then through the parable about the loving Samaritan, Jesus illustrated that to keep that law, one must be a good neighbor to everyone and help anyone in need.

Memory Treasures: *Matthew 22:39b; Romans 13:10; Galatians 5:13b; *The Fifth Commandment; Hymn 490:1-3

Alternate Lesson Plan



Sing: Sing “Love in Christ Is Strong and Living” (hymn 490:1-3) as a reminder to show Christian love to others.

Pray: Dear Lord God, you showed us your great love for all people when you gave your only Son to be our Savior. Give us such a love so that we treat others as you have treated us. Amen.



Use a **balance scale and weights**, or draw one on the board.

Place (or draw) several weights on one side of the scale. Ask why the scale is unbalanced. *[All the weights are on one side.]* Ask what the two ways are that we can balance the scale. *[(1) Put an equal amount of weight on the other side of the scale; (2) Remove all the weights.]* Illustrate both ways.



When some people are treated badly, they look for balance. They want to make things even by doing an equal amount of wrongs to the other person. But Jesus teaches us a different response, as we’ll see today. We will answer the question, **What did Jesus teach Peter about forgiving others?**



WORSHIP

Sing: Sing “O God of Mercy, God of Might” (hymn 499:1-4) as a prayer that God’s saving love for us would lead us to show love to others.

Pray: Dear Jesus, it is only through you that we understand what it is to love one another. We see how much you loved us: so much that you gave yourself on the cross for the forgiveness of our sins. Lead us to reflect that love by loving others. Amen.



Say, “Imagine that you are minding your own business when a classmate intentionally sticks out a foot and trips you.

What would be your first reaction?” *[Get angry; do something to get back at him or her; say something hateful.]*

Say, “As sinners, our first reaction is to get back at someone who wrongfully does something to us. We want to get even. Our first reaction is *not* to forgive. Many times we don’t want to ever forgive such a person.”



Aim

In the Bible, Peter also was troubled with the question of forgiveness. Today we will learn along with Peter as we answer this question: **What did Jesus teach Peter about forgiving others?**

WORD

Matthew 18:21,22

1. What concern did Peter have about forgiving his fellow Christian? [*How many times he should forgive the person.*]
2. How many times did he think he should forgive the same person? Answer by making the correct number of tally marks: [*Seven tally marks.*]
3. What did Jesus' answer mean? [*Peter should forgive him every time without counting.*]



KEY POINT How did Jesus answer Peter's question about forgiving others?

Jesus taught that believers are to [**forgive**] others every [**time**], without counting.

WORD TODAY

Records of Wrongs

Read Psalm 130:3. What would happen if God kept a record of our sins? [*We could never escape judgment.*]

Think of someone who has sinned against you many times. Use a pencil to put a tally mark in the box for each time you think that person has sinned against you.

Now read 1 Corinthians 13:5. Do what you think God would want you to do with the tally marks you made. [*The student should erase the tally marks.*]

It can be hard to forgive the same person over and over again. Remember, you have help! Pray that God would give you the strength to forgive, every single time.



1. Have the students complete item 1 in God's Word 1.

2. On paper, have students write "Peter thought" and "Jesus said." Under "Peter thought," have the students tally how many times Peter thought he should forgive someone. Under "Jesus said," have them write how often Jesus said Peter should forgive his brother. [*Peter: 7 tallies; Jesus: 77 times (or 70 times 7).*]

3. Have the students complete God's Word 1, item 3.



Practicing Forgiveness

Have each student think of something someone their age might need forgiveness for and write the action on a slip of paper. [*Example: Cutting in line.*] Collect the slips of paper. Have students pair up, and have each student draw one slip of paper. One partner should pretend he or she is guilty of the action on the paper and apologize to his or her partner for it. The partner should forgive him or her. Then they should switch roles with the other partner being the "guilty" one.



4. Have the students complete **God's Word 2**, item 4.

5. Have the students make two lists, one labeled "Master could have" and the other "Master did." Have the students list things the master *could have* done to the servant who owed him money and the things he *did* do. [*Could have:* put him into prison; demanded payment; sold his wife, his children, and all his belongings; *Did:* had pity; canceled his debt; let him go free.]

6. Have the students complete **God's Word 2**, item 6.

7. Have the students write the correct answers to **God's Word 2**, item 7 in chronological order. [*Choked him; demanded payment; put him in prison.*]

8. Ask a volunteer to act out the master pronouncing sentence on the unforgiving servant. The volunteer should be sure to say why this sentence is being given.



IOU

Have each student write the following on a sheet of paper:

"To God: IOU for _____ sins." Have the students fill in a very rough estimate of how many times they might have sinned against God in their lifetimes so far. For those who are good at math, they might wish to guess 20 times per day



Matthew 18:23-34

4. How much did the servant/slave owe his master?

[10,000] talents/bags of gold = millions of dollars

5. This debt was so large that the servant would never be able to repay it. Yet what was the master's reaction to his servant's request for patience? (Circle all correct answers in blue.)

- sold all the servant's belongings
- canceled the man's debt
- put him into prison
- demand payment
- sold his wife and children
- had pity on the man
- choked him
- let him go free

[Circle in blue b, f, and h.]

6. How much did a fellow servant owe the forgiven servant?

[100] denarii/silver coins = much smaller debt

7. How did the forgiven servant respond to his fellow servant? Go back to item 5 and circle all correct answers in red. [Circle in red c, d, and g.]

8. The forgiven servant had not learned to forgive others as he had been forgiven. Because the forgiven servant did not show mercy, what happened to him? [*The master had him put in prison where he was tortured until he paid the large debt he owed, which he could never repay.*]



KEY POINT

In Jesus' parable, why did the master expect his servant to forgive his fellow servant?

The master expected the servant to [forgive] because he had been [forgiven].



My Turn to Forgive

God wants us to forgive others as he has forgiven us, but we often do not forgive others.

Two boys were angry with Kirk and decided that when they picked teams at recess, they would pick him last. The next day Kirk was a

captain and got to pick a team. Which of the following would be a way for Kirk to show forgiveness? (Circle any correct answer.)

- Pick them last to give them a taste of their own medicine.
- Pick them if they say they're sorry.
- Pick them if they promise to pick him first next time.
- Pick them and say, "See, I'm not like you."

[None of these are ways to show forgiveness.]

How do *you* think Kirk could show forgiveness? [Possible answer: Pick the two boys and be friendly without saying a word about the day before.]



Matthew 18:35

9. A parable is an earthly story with a heavenly (spiritual) meaning. Match the earthly items of this parable with their spiritual meanings below.

- | | |
|----------------------------|-----------------------|
| a. master | e. small debt |
| b. the first servant/slave | f. debt not canceled |
| c. large debt | g. prison and torture |
| d. canceled debt | |

- | | |
|--|--|
| [c] all the sins someone commits against God | [b] believer in God's kingdom |
| [a] God | [g] hell |
| [e] sin committed against another believer | [d] through Jesus, God mercifully grants forgiveness |
| [f] one person does not forgive another | |

10. How will God treat everyone who shows unbelief by not truly forgiving others? [The same way the master treated the unmerciful servant: condemn them to hell as unmerciful and unrepentant.]



How does God want believers to treat other believers who sin against them?

God the Father wants believers to lovingly **[forgive]** one another just as they have been **[forgiven]** by God.

(which is probably underestimating) times 365 days in a year times their age. [Example: For an 11-year-old it would be $20 \times 365 \times 11$, or 80,300.]

Point out that since we often sin without even realizing it, the number of sins we've committed against God is more than we can count. Yet Jesus paid for every one of those sins on the cross. Have the students rip up and throw away their IOUs. Ask what today's parable teaches us to do in response to God's forgiveness. [Forgive others their much smaller number of sins against us.]



9. Have the students complete **God's Word 3**, item 9.

10. Ask, "What does verse 35 mean?" [God will condemn a person to hell for not mercifully forgiving as God forgives us.]

Teaching
tip

If the alternate lesson (either the wide-column lesson or the narrow-column lesson) is not being used, you can glean other ideas and procedures from the unused lesson. This will give you more options to customize and vary your teaching to meet the needs of your students.



Hard to Forgive

Give this scenario:

TODAY Alexa's brother was killed by a drunk driver. Alexa is so angry at the driver that she finds it very hard to forgive him. What might she pray in a situation like this?

Ask the students to write and share prayers that Alexa might say, or work together to write a prayer. [Example: *Dear God, you have forgiven me again and again. Please help me forgive this man. Remove the hate and anger in my heart so that I forgive him as you have forgiven me. Amen.*] Also read to them the "Important reminder" in the **God's Word Today 3** activity.



Ask the students to look at the lesson picture with their parents and write

down two different events in the parable that the picture might be showing. Have them bring their answers to your next class. [The picture might be showing the master mercifully forgiving the servant and the final time when the master treated him as he had treated his fellow servant.]

WORD GOD'S TODAY A Lifetime of Unforgiving

Al is 80 years old and dying. As he sleeps, he says a name over and over. It is his childhood friend's name, the person who "stole" his girlfriend 60 years ago. Al says that his friend ruined his life and that he can never forgive him. How would you describe Al?

1. He is like the parable's servant who was [forgiven] but remained [unforgiving].
2. He does not realize that he too is a sinner whom God has [forgiven].
3. He is not showing [mercy/forgiveness] to someone who has wronged him.
4. He is in danger of losing his [soul/salvation].

Important reminder: When you have trouble forgiving someone, what can you do? [Pray for God to help me forgive.] If you have been unforgiving in the past, don't be afraid. Remember that Jesus died for all your sins, including sins of being unforgiving.

Aim: What did Jesus teach Peter about forgiving others?

Truth: Through a parable, Jesus taught that God wants believers to [forgive] others as [he] has forgiven them.

Application: God wants us to forgive [others] as he has [forgiven] us.

Response: Out of thankfulness to [God] for forgiving us, we [forgive] others.



at Home

Ask your parent if he or she has ever remained angry with someone for a long time because it was hard to forgive that person. Talk about how it makes us feel when we are full of anger or hate. Then tell your parent if you are having trouble forgiving someone. If you are, pray together for God's help to forgive that person.

Student's initials: _____ **Parent's initials:** _____



Have the students open their hymnals to “Forgive Our Sins as We Forgive” (hymn 493). Ask the questions that follow about each stanza.

Stanza 1: Who alone can help us say “I forgive you” to someone who has wronged us? [*God.*]

Stanza 2: When we “brood on wrongs and will not let old bitterness depart,” what are we not doing? [*Forgiving.*]

Stanza 3: As we look at the cross, what do we realize about our own debt of sin and the debts owed to us? [*Our debt of sin is much larger than other people’s debts of sin against us.*]

Stanza 4: What is this stanza of the hymn? [*A prayer to help us forgive.*]

Close by singing the hymn.



Write “Forgiven” on one side of a sheet of **construction paper** and “Unforgiven” on the other. Show the “Forgiven” side and explain that God freely forgives all our sins—a debt we could never repay. But when we are unforgiving toward others, we turn our backs on God’s loving forgiveness. (Turn your back toward the class.) Explain that when we continually are unforgiving, God will condemn us for turning our backs on him. (Face the class and show “Unforgiven.”) Say, “Out of thankfulness for God’s loving forgiveness, let’s forgive others.”

Pray: Lord, grant us grace to forgive others, just as you always are ready and willing to forgive all our sins. Amen.



Memory Treasure Choices

★ **Matthew 22:39b**

Ephesians 4:32

★ **The Fifth Commandment**

You shall not murder.

What does this mean?

We should fear and love God that we do not hurt or harm our neighbor in his body, but help and befriend him in every bodily need.

★ **The Fifth Petition of the Lord’s Prayer**

Forgive us our sins, as we forgive those who sin against us.

What does this mean?

We pray in this petition that our Father in heaven would not look upon our sins or because of them deny our prayers; for we are worthy of none of the things for which we ask, neither have we deserved them, but we ask that he would give them all to us by grace; for we daily sin much and surely deserve nothing but punishment.

So we too will forgive from the heart and gladly do good to those who sin against us.

Memory Treasures Exercises

- Which memory treasure passage best summarizes what Jesus taught in the parable he told to Peter? [Ephesians 4:32.]

- What does the other memory treasure passage have to do with forgiving? [*One way we show love to others is by forgiving them.*]

Lesson Activities

1. Review

Why Forgive?

Purpose: Students will review the lesson by completing a true-false exercise and by explaining why we forgive.

Procedure: Have each student complete **Copy Master 1**. The answers are as follows:

[Part One: 1. F, 2. F, 3. T, 4. T, 5. F, 6. T, 7. F]

Part Two:

1. (Already done.)
2. *God forgives even those who hate him.*
3. *God forgives even those who don't show a loving spirit.*
4. *God forgives us even before we say we're sorry.*

2. Application

Forgiveness Objects

Purpose: Students will collect objects that remind them of the meaning of forgiveness.

Procedure: Ask the students to find and bring to your next class objects that they think could symbolize forgiveness. Give them an example, such as a bottle of correction fluid—God “whites out” our sins. (Other objects could include an eraser, disinfecting wipes, an air purifier, paint, window cleaning solution, soap, or laundry

detergent.) At your next class, give the students an opportunity to show what they brought and tell how it symbolizes forgiveness.

3. Music

Love!

Purpose: Students will sing a song that reminds them to show love to others just as God has shown love to them by taking their sins away.

Procedure: Teach the students to sing “Love!” (**Copy Masters 2.1 and 2.2**). Ask them to find in the song the reasons we show love to others. [*Because God showed love to us by taking our sins away; because God first loved us.*] Point out that one way we show love to others is by forgiving them.

4. Art

Cross Reminders

Purpose: Students will make cross-shaped reminders of how we respond to the forgiveness Jesus earned on the cross.

Procedure: Have each student cut out a large cross from a sheet of light-colored construction paper. Across the crossbar they should write “FORGIVEN” in capital letters. They should then write random words or phrases that explain what we will do because we are thankful for God’s forgiveness of all our sins. [*Forgive others, thank him, do good to others, etc.*] Post the crosses in a prominent location.

Salt or Sand Art

Purpose: Students will use colored salt or sand to make reminders to forgive others.

Procedure: Use food coloring to color salt or sand (or buy colored sand at a craft store). Ask the students to lightly pencil the word *Forgive* or a short phrase about forgiving in bold, open letters on heavy white paper. They may also pencil in stripes, dots, or some other pattern. Have them cover with glue the sections that they want to be a certain color. They should sprinkle that color sand over the glue and shake off the excess. Have them continue working with one color at a time until all the spaces are filled with sand.

5. Memory Treasure Review

Jesus Is the Reason

Purpose: Students review a memory treasure while being reminded that Jesus' death on the cross won their forgiveness.

Procedure: Use **Copy Master 3** to help each student learn the Fifth Petition of the Lord's Prayer. [Answers: sins, forgive, sin, against, Father, heaven, sins, deny, prayers, we, none, things, ask, deserved, ask, would, give, grace, daily, sin, deserve, nothing, punishment; will, forgive, heart, gladly, good, sin, us.]

6. Bible Study

When Someone Sins Against Us

Copy Masters 4.1–4.4 contain an age-appropriate, theme-related Bible study. Use it as an additional classroom activity, or encourage parents to conduct this Bible study with their children at home. The Bible studies are from the original Christ-Light (©1998) and use the 1984 edition of the New International Version Bible translation.

Jesus Heals Ten Men of Leprosy **Luke 17:11-19**

Looking Back at Lesson 11

The Parable of the Unforgiving Servant

Matthew 18:21-35

Aim: What did Jesus teach Peter about forgiving others?

Truth: Through a parable, Jesus taught that God wants believers to forgive others as he has forgiven them.

Application: God wants us to forgive others as he has forgiven us.

Response: Out of thankfulness to God for forgiving us, we forgive others.

Lesson Summary: When Peter asked Jesus how many times he should forgive someone, Jesus answered with this parable: A king forgave a servant's very large debt. But when that servant refused to forgive the small debt of another servant, the king turned the man over to be jailed and tortured. Jesus said that the Father in heaven would treat his unforgiving children in the same way.

Memory Treasures: *Matthew 22:39b; Ephesians 4:32; *The Fifth Commandment; *The Fifth Petition of the Lord's Prayer



How was the Samaritan different from the other men who had been healed?



Only the Samaritan showed his faith by thanking Jesus.

Application: God cares for us in many ways and deserves our thanks and praise.

Response: We show our faith by living lives of thankfulness to God.

Lesson Summary: As Jesus traveled between Samaria and Galilee, ten men with leprosy cried out for mercy. He sent them to show themselves to the priests, and as they went, he cleansed them. One of them, a Samaritan, came back, fell at Jesus' feet, and thanked him. Jesus asked where the other nine were and then dismissed the Samaritan, who had shown his faith by thanking Jesus.



Deuteronomy 33:27a

*** Psalm 118:1**

Psalm 139:14

*** The First Article of the Apostles' Creed**



leprosy—a skin disease; people with leprosy were considered “unclean” by Jews

Samaritan—a person from the region of Samaria



See Franzmann, *Bible History Commentary: New Testament*, Volume 1, pages 473–476; *The People's Bible: Prange, Luke*, pages 190 and 191.



Dear Lord, prepare me to teach your Word to these children. Use me to help them understand what you want them to know so that they appreciate your blessings and thank you. Amen.



WORSHIP

Sing: Sing “Now Thank We All Our God” (hymn 610) to praise God for his many blessings.

Pray: Dear Lord of all, please open our hearts to realize all the wonderful blessings you have given us, and open our mouths to thank and praise you for them. Amen.



You will need **two hard-boiled eggs, one unbroken raw egg**, and a **bowl**.

Show the eggs. Read the question on the student lesson:

Which one is different?

Ask the students to identify (just by looking at them) which eggs are hard-boiled and which one is uncooked. [If the eggshells are not cracked, they will not be able to identify the raw egg.] Crack open the eggs into a bowl to show which one is uncooked.

Explain that just as the students could not positively identify the raw egg just by looking at the outside of it, we can't know what's inside a person's heart just by looking at the person. People may look similar on the outside, but they can be very different on the inside.



In today's lesson we will learn about one Samaritan who was different from other people he was with. Let's answer the question, **How was the Samaritan different from the other men who had been healed?**

Alternate Lesson Plan



Sing: Sing “I Am Jesus' Little Lamb” (hymn 432:1) as a reminder that Jesus cares for us as a shepherd cares for his sheep.

Pray: Lord and Savior, you bless us and care for us in so many ways. Give us thankful, obedient hearts now and forever. Amen.



Collect **three sets of three items each**.

Within each set, be sure two items are exactly the same and one is different. Example: three red crayons, two long and one short.

Ask the students to identify which object in each set is different. Point out that most of them probably did this type of activity when they were preschoolers. Now it's easy to do. However, when it comes to people, it is not always easy to find one in a group who is different from the others.



In our lesson today we will hear about some men who were healed. One of them, a Samaritan, was different. We'll answer the question, **How was the Samaritan different from the other men who had been healed?**



1. Divide students into small groups to complete **God's Word 1**, item 1. Then read the explanation after **God's Word 1**, item 2.

2,3. Ask for a few volunteers to imagine they are one of the ten men with leprosy. As that man they should say what he was thinking when he heard Jesus' words. *[Answers will vary. Example: "I was so excited that Jesus took pity on us! When he told us to show ourselves to the priests, I knew that meant we would be healed!"]*



"P" Phrases

Explain that God hasn't cured us of leprosy, but he does care and provide for us in many ways. On the board, write these four phrases that begin with *P*: Preserves us, Protects us, Pardons us, Promises paradise (heaven). After reading the passage(s) for each phrase, have students go to the board and write how God provides for us under the correct "P" phrase.

- Psalm 145:15,16 *[Preserves us: gives us food and all we need (water, air to breathe, clothing, shelter).]*
- Psalm 50:15; Romans 8:28 *[Protects us: delivers us from evil; makes everything turn out for our good.]*

WORD

Luke 17:11-14

1. List reasons why the ten men with leprosy . . .

- called out to Jesus rather than approach him. *[Because they were at a distance and could not go near him.]*
- called Jesus "Master." *[Because they knew who Jesus was and trusted in him.]*
- asked Jesus to have pity on them. *[They knew Jesus could heal them.]*

2. What did Jesus tell the ten men to do? *[Go show themselves to the priests.]*

Explain: When people thought their leprosy was gone, according to the law they were to show themselves to the priests who could declare them "clean" again.

3. By telling them to go and show themselves to the priests, what did Jesus mean would happen to them before they got there? *[They would be healed.]*



KEY POINT How did Jesus care for ten men with leprosy?

Jesus **[answered]** their call for pity and promised to **[heal]** the men.

WORD TODAY

We're Like Them

Finish the sentences to show how we are like the ten men with leprosy who called out to Jesus for mercy.

- The men had leprosy. We are sick with the spiritual disease of **[sin]**.
- They could not heal themselves. We can do nothing to get rid of **[our sins]**.
- They trusted Jesus to heal them. We must rely on God's mercy to **[forgive our sins through Jesus]**.
- Jesus healed the men. God has **[forgiven our sins (healed us and made us clean)]**.



Luke 17:15,16

4. Write the number of men who were healed: [Ten.]

5. From verses 15 and 16, list six things about the man in the left corner of the lesson picture. [He was healed, went back to Jesus, praised God, fell at Jesus' feet, thanked Jesus, and was a Samaritan.]

6. Why was it surprising that this man came back to thank Jesus, who was a Jew? [The man was a Samaritan; most Jews and Samaritans hated one another.]

KEY POINT How did one man healed of leprosy respond?

The healed [Samaritan] was the only one to return to [thank] Jesus.



Let's Show It

Divide the class into six groups. Assign each group one of the situations below. Each group is to work as a team to think of as many answers as possible for its situation. Then each group will share its answers with the class.

The Samaritan remembered to thank God for healing him. Tell how you could show your thankfulness to God in each of the following situations:

- At church [Sing songs of praise, pray prayers of thanks.]
- When you eat [Thank God for my food, not complain about the food.]
- When you have a nice birthday party [Thank my family and friends for the party and the presents, thank God for my family and friends.]
- When a friend admires the way you play the piano [Give the glory to God with words like "I couldn't do it on my own" or "God gave this gift to me."]
- When your mom tells you to vacuum [Obey her to show my thanks to God, not complain.]
- When your little sister needs help [Help her to show my thanks to God, thank God for being able to help.]

- Ephesians 1:7 [Pardons us: forgives our sins.]
- John 3:16 [Promises paradise: gives us eternal/everlasting life.]



4,5. Have the students look at the lesson picture and tell what the artist depicted in it. [The one man returned to Jesus and thanked him for healing him. The other nine men also were healed but continued on to show themselves to the priest.]

6. Ask why it might be important to know that the man was a Samaritan. [It is surprising that a Samaritan would believe in Jesus and worship him because he was a Jew. Most Jews and Samaritans hated one another.]



Prayers of Thanks

Have each student draw praying hands on a sheet of paper by tracing one of his or her hands (fingers and thumb together) and then drawing an outline of another hand behind it. Tell the students to write a prayer of thanks to God for all he has done for them. [Prayers will vary. Be sure their prayers are personalized for their own situations.] Encourage the students to take home and use the prayers they have written.



7. How were the other men different from the Samaritan? *[They did not return to thank Jesus.]*

8. Ask what Jesus saw in the Samaritan’s heart. *[Faith.]*

9. Have the students complete **God’s Word 3**, item 9.



It Is Important

Explain this scenario:

Nan says to you, “I don’t need to sing along in church. God has plenty of others thanking and praising him. He won’t even miss me.”

Ask the students how they could use this lesson to tell Nan about thanking and praising God. *[Tell her this lesson and then explain that the thankfulness of one man was important to Jesus. Jesus even asked where the other nine were. He loves to hear praise and thanks from each of us.]*

W GOD’S **3** **WORD**

Luke 17:17-19

7. What caused Jesus deep sadness? *[Although all ten men had been healed, only one returned to thank him.]*

8. What astonished Jesus about the man who came back to thank and worship him? *[He had faith and was a foreigner, a Samaritan.]*

9. Jesus didn’t *need* the praise of the other nine men. However, what would their returning to thank and praise Jesus show about them? *[They were thankful to him for the miracle of healing them, and they believed in him as their Savior.]*

KEY 3 POINT

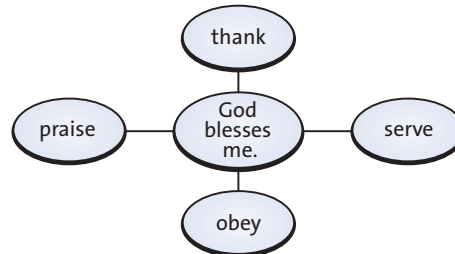
What did Jesus say about the response of the men who were healed?

Jesus noted the Samaritan’s [faith] and asked about the other nine men who had not [thanked] him.

W GOD’S **3** **WORD TODAY**

A Web of Thanks

In Luther’s explanation of the First Article of the Apostles’ Creed, we are reminded to *thank, praise, serve, and obey* God. Draw three to five lines going out from each of those four words in the word web below. On each line, write a few words to show *when* or *how* you can thank, praise, serve, or obey God.



[Answers will vary. Examples: thank—when I go to bed, anytime, pray thank-you prayer; praise—in church, by telling others how God blessed me; serve—by helping my teacher, by doing extra chores; obey—by doing what my parents say, by telling the truth.]

Aim: How was the Samaritan different from the other men who had been healed?

Truth: Only the [Samaritan] showed his faith by thanking [Jesus].

Application: God cares for us in many ways and deserves our [thanks] and [praise].

Response: We show our [faith] by living lives of [thankfulness] to God.



at Home

Tell your parents about how Jesus miraculously healed the ten men and how the Samaritan responded. Then with your parents' help, on a piece of paper write statements of praise by using one syllable to fill each of the four blanks and ending with "thank God." Examples: "Each day I will (thank God.)" or "We're for-giv-en, (thank God.)". See how many praise statements you can think of.

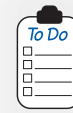
_____ thank God.

Student's initials: _____ **Parent's initials:** _____



On the board draw a horizontal line. Then draw an arrow downward from the top of the board toward the line and another arrow pointing upward from the line. Point to the downward arrow and ask, "What do we receive from God?" [Blessings, forgiveness, help, all we have, protection, etc.] Point to the upward arrow and ask, "How do we want to respond to God's wonderful gifts?" [Thank him, praise him, worship him, obey him, etc.]

Pray: Dear Father in heaven, we thank you for all the blessings you have given to us, especially for the forgiveness of all our sins. Make us like the Samaritan, always ready to thank and praise you. We pray in Jesus' name. Amen.



Direct students to read Luke 17:11-19 to their parents. With their parents' help,

they are to write a sentence telling how having faith and being thankful to God go together. [Possible answer: Through faith we recognize how wonderful God is to us and we are thankful to him.]



Show a **thank-you card**. Ask why we send a thank-you card to

someone. [To show we are thankful and appreciate something someone has done for us or given to us.] Ask how we can send a thank-you card to God. [Praise him, pray thankful prayers, worship him, obey his will, etc.]

Sing or read "Praise God, From Whom All Blessings Flow" (hymn 334) with an *amen* at the end as a prayer of thanks to God.



Memory Treasure Choices

Deuteronomy 33:27a

*** Psalm 118:1**

against all danger, guarding and protecting me from all evil. All this God does only because he is my good and merciful Father in heaven, and not because I have earned or deserved it. For all this I ought to thank and praise, to serve and obey him.

This is most certainly true.

Psalm 139:14

Memory Treasures Exercises

Read each memory treasure passage. Write an occasion when the message of each memory treasure might encourage or motivate you.

Deuteronomy 33:27a

Psalm 118:1

Psalm 139:14

[Various responses.]

*** The First Article of the Apostles' Creed**

I believe in God the Father almighty, maker of heaven and earth.

What does this mean?

I believe that God created me and all that exists, and that he gave me my body and soul, eyes, ears, and all my members, my mind and all my abilities.

And I believe that God still preserves me by richly and daily providing clothing and shoes, food and drink, property and home, spouse and children, land, cattle, and all I own, and all I need to keep my body and life. God also preserves me by defending me

Lesson Activities

1. Review

Causes and Effects

Purpose: Students will review the lesson by completing a cause-and-effect exercise and by creating acrostics.

Procedure: Have each student complete **Copy Master 1**. The answers are as follows:

[Part One: Answers will vary but should be similar to the following:

1. Jesus healed the ten men.
2. The Samaritan thanked Jesus.
3. Jesus praised his faith.
4. Jesus was saddened that they didn't thank him.
5. We are saved and will go to heaven.
6. We thank God throughout our lives.

Part Two: Answers will vary.]

Up Close and Personal

Purpose: Through interview questions and answers, students interact for immediate feedback.

Procedure: Divide the students into two groups—interviewers and “eyewitnesses.” Have an interviewer ask an eyewitness about the healing of the ten men who had leprosy. The interviews may be scripted or ad lib. You may record the interviews and play them back for the class. Remind the interviewers about the five *W* questions: Who? What? Where? When? Why?

2. Application

Pat, Clap, Snap

Purpose: Through a fun activity, students will verbalize their thanks to God.

Procedure: The action consists of two pats on the thighs, two handclaps, and two finger-snaps (one right, one left). Students sit in a circle and all participate with the pats, claps, and snaps as each person takes a turn supplying the words.

Students begin with “Thank you, God, for” and finish with their own words for the right and left snaps. Example: “Thank” (pat), “you” (pat), “God” (clap), “for” (clap), “ice” (right-hand snap), “cream” (left-hand snap).

Option: Use the completed sentences from the **To Do at Home** section. Students furnish the first four syllables or words (pats, claps) from their sentences and end with “thank God” (snaps).

3. Music

Stop and Thank Him

Purpose: Through singing and composing lyrics, students will express their thankfulness.

Procedure: Make one copy of **Copy Master 2** for each student. Sing the song with the class. Then have the students work alone or with partners to complete the rest of the copy master. [Answers for Part Two: 1. *spiritual* (heavenly), 2. *earthly*.]

4. Art

Cross Magnets

Purpose: Students will express in written form some of the things for which they are thankful.

Procedure: Before class prepare the crosses and squares for students to cut. Use craft foam or poster board for the cross and squares. (Cross dimensions: 9" across x 12" tall; center: 3" x 3"; bottom section: 3" x 6". Individual square dimensions: 3" x 3".)

Each student will need glue, scissors, a fine-tip marker, a cross, six squares, and a magnetic strip. Give the students these directions:

- Cut out the cross and six squares.
- Glue the squares to the cross.
- On the center square write “Thank You, Jesus, for . . .”
- On the other squares write what you are thankful for.
- Affix the magnetic strip to the back.

Thank-You Hangers

Purpose: Students will use their artistic abilities to express thanks to God.

Procedure: Give each student a muslin square (6" to 12" square). Have them use fabric crayons to color a picture of something they are thankful for. Hem the squares by turning under the edges and sewing or gluing them to the back. Glue or staple the top edge of each square to a small dowel. Make a hanger by tying a length of yarn to the dowel ends. (*Option:* Ask an experienced quilter to finish the edges and quilt the pieces before attaching to the dowel.)

5. Writing

What If

Purpose: Students will probe their own feelings concerning both a physical disease and a spiritual disease.

Procedure: Ask the students to imagine their doctor just diagnosed them with an incurable disease. Have them write a few sentences describing their feelings. Next tell them that a cure has just been found, so they're going to live. Have them write a few sentences describing their feelings. Then have them write a paragraph in which they describe how they are suffering from the disease of sin—yet Jesus has cured them and they will live forever in heaven. Have them finish with a short prayer of thanks to Jesus for healing them of their sins.

6. Bible Study

What Jesus Wants for Every Child

Copy Masters 3.1-3.4 contain an age-appropriate, theme-related Bible study. Use it as an additional classroom activity, or encourage parents to conduct this Bible study with their children at home. The Bible studies are from the original Christ-Light (©1998) and use the 1984 edition of the New International Version Bible translation.

Mary and Martha

Luke 10:38-42



What important lesson did Jesus teach Martha?



Jesus taught Martha that the most important thing in life is God's Word.

Application: We serve God in many ways, but hearing the Word is the most important thing we do.

Response: We show that hearing God's Word is most important when we regularly attend church and study God's Word.

Lesson Summary: While Jesus visited the home of Mary and Martha, Mary sat at his feet and listened to his Word. Meanwhile, Martha busily prepared a meal. When Martha wanted Mary to help her, Jesus pointed out that Mary had chosen the better thing, the one thing needed, which is hearing and learning God's Word.



- ★ Psalm 119:105
- ★ Luke 11:28
- John 5:39
- 2 Timothy 3:15
- ★ The Third Commandment
- Hymn 284:1,3,4



distracted—attention drawn away



See Franzmann, *Bible History Commentary: New Testament*, Volume 1, pages 412–416; The People's Bible: Prange, *Luke*, pages 126 and 127.



Dear Savior, open my heart to the truths of your Word. Strengthen my faith and trust through your Word. Lead me to cherish its message above all else. Amen.

Looking Back at Lesson 12

Jesus Heals Ten Men of Leprosy
Luke 17:11-19

Aim: How was the Samaritan different from the other men who had been healed?

Truth: Only the Samaritan showed his faith by thanking Jesus.

Application: God cares for us in many ways and deserves our thanks and praise.

Response: We show our faith by living lives of thankfulness to God.

Lesson Summary: As Jesus traveled between Samaria and Galilee, ten men with leprosy cried out for mercy. He sent them to show themselves to the priests, and as they went, he cleansed them. One of them, a Samaritan, came back, fell at Jesus' feet, and thanked him. Jesus asked where the other nine were and then dismissed the Samaritan, who had shown his faith by thanking Jesus.

Memory Treasures: Deuteronomy 33:27a; *Psalm 118:1; Psalm 139:14; *The First Article of the Apostles' Creed

Alternate Lesson Plan



Sing: Sing “Lord, Open Now My Heart to Hear” (hymn 282:1,2). In this hymn we ask

God to open our hearts to his Word.

Pray: O Lord, we thank you for giving us your Word, the Bible. We ask that it always will be precious to us and that it will guide us throughout our lives. Amen.



Say, “When Janna was only three years old, her mother showed her how to tell if the stove’s burners were off or on. Janna’s older sister thought it was silly for Janna to learn about it because she wouldn’t be cooking on the stove. Why was it important for little Janna to learn about the stove burners?”
[By learning when a burner is on or off, Janna would be safer if she came near the stove.]



We learn many lessons throughout our lives. Some lessons are more important than others. Today we will answer the question, **What important lesson did Jesus teach Martha?**



WORSHIP

Sing: Sing “How Precious Is the Book Divine” (hymn 284:1,3,4) as a reminder that God’s Word is a precious treasure because it tells us the way to heaven through Jesus.

Pray: Almighty God, as we study your Word today, open our hearts to learn what you want us to know and then to apply what we have learned to our daily lives. We pray in Jesus’ name. Amen.



You will need a **life preserver** (or picture of one), an **apple**, and a **drinking straw**.

Give this scenario:

Imagine you are on a huge ocean liner taking a cruise. While you are in the middle of the ocean, the ship begins to sink and the captain tells everyone that they will perish if they stay on the ship.

Read the question on the student lesson:

What is most important to have?

Show the three items and ask the students which would be most important to them: a life preserver, an apple, or a drinking straw. [Life preserver.] Point out that all three items are good items. The straw is good for drinking when a person is thirsty. The apple is good when a person is hungry. However, the life preserver becomes most important when one’s ship is sinking because it can save the person’s life; the straw and the apple would be worthless at that time.



Today in our lesson, we will learn along with Martha about what is important as we answer the question, **What important lesson did Jesus teach Martha?**

GOD'S WORD 1

Luke 10:38-40a

1. As Martha, explain two ways you showed your love for your Savior Jesus. [*opened my house to him. I also prepared a meal to feed Jesus and his disciples.*]
2. As Mary, explain how you showed your love for Jesus your Savior. [*sat at his feet and listened to him as he taught.*]
3. As Mary listened to Jesus, what do you think he was teaching about? (Circle the correct answers.)

sports	news
weather	Scripture
God's Word	family
politics	

[Answers: God's Word, Scripture.]

KEY POINT What did Martha and Mary do when Jesus visited them?

Martha prepared the [meal] while Mary [listened] to Jesus.

GOD'S WORD TODAY I can

Both Martha and Mary loved Jesus, but they showed their love in different ways. Complete the sentences below to show how we can be like Martha and Mary.

- a. Like Mary, I can listen to God's Word . . .
- b. Like Martha, I can serve Jesus by . . .

[Answers will vary. Examples: a. at church, at Sunday school, at home; with a glad attitude; by reading my Bible; b. helping others; doing things to help at church; giving money to spread God's Word.]



GOD'S WORD 2

Luke 10:40b-42

4. As Martha prepared the meal for Jesus and his disciples, she became more and more upset. When she went to Jesus, she had two complaints. Fill in the blanks to complete her two complaints.



1. Ask how Martha showed her love for her Savior Jesus. [*Opened her house to Jesus and prepared a meal for him and his disciples.*]

2. Ask how Mary showed her love for her Savior Jesus. [*She sat at Jesus' feet and listened to him teach.*]

3. Have the students complete **God's Word 1**, item 3.



Picture It Like This

Have students look at **God's Word Today 1**. Direct them to draw two pictures to depict their answers instead of completing the sentences.



4. Have the students look at Martha's complaint to Jesus. Tell them to write in their own words two things Martha complained about. Hint: See **God's Word 2**, item 4.

5,6. Have the students complete **God's Word 2**, items 5 and 6.

7. Have the students examine Jesus' words to Martha. Ask why Jesus was disappointed with Martha. [See **God's Word 2**, item 7.]

8. Have each student draw a picture of what is the one thing that is needed—even more important than food. [Picture of **God's Word: the Bible**.]

9. In a column on the board write: "Mary's eyes," "Mary's ears," "Mary's thoughts," "Mary's heart." Divide the students into pairs. Have the students examine the lesson picture. Then tell each pair to work as a unit to describe how Mary was "listening" to Jesus with each item listed in the column. [Eyes: fixed on Jesus and not distracted; ears: hearing only what he was teaching; thoughts: concentrating and processing what he was saying; heart: gladly learning and believing God's Word.]

- a. [Lord], you don't seem to [care] that [I] am doing all the [work] by myself.
- b. [Mary] has [left] me to do all the [work] of preparing the [meal] by myself.

5. Martha and Mary both loved Jesus and wanted to show love for their Savior. Circle in red the things Martha thought were more important at the time.

Preparing a meal	Listening to Jesus teach
Hearing God's Word	Earthly things
Serving Jesus a good meal	Making her sister help her

[Preparing a meal, serving Jesus a good meal, earthly things, making her sister help her.]

6. In the same list, circle in blue the things Mary thought were most important at the time. [Hearing God's Word, listening to Jesus teach.]

7. Why did Jesus scold Martha? (Circle the correct word in each set of parentheses.)

- a. Martha was distracted because she was (worried/happy) and (pleased/upset) about many (things/ideas).
- b. Martha did not understand that only (one thing/earthly things) (are forever/is needed).

[Circled answers: a. worried, upset, things; b. one thing, is needed.]

8. Although we need food to eat, what did Jesus say is the only thing that is necessary? [God's Word.]

9. Jesus said Mary's choice was better than Martha's choice. Mary's choice would endure forever because the truths of God's Word could not be taken from her. Write "yes" before each sentence that describes why Mary's choice was better and could not be taken from her.

- a. As Jesus taught God's Word, Mary was assured that Jesus was her Savior from sin.
- b. Mary wrote down everything Jesus said so it would not be taken from her.
- c. Mary gladly heard God's Word and believed in her heart that she was saved.
- d. Mary's faith grew stronger as she heard God's Word.
- e. God's Word told Mary spiritual things—things about her Savior, forgiveness of sins, and eternal life in heaven.

["Yes" answers: a, c, d, e.]

KEY POINT What did Jesus explain to Martha?

Jesus told Martha that only [one] thing was needed: God's [Word].

WORD GOD'S TODAY Like Martha

Have the students divide into small groups. Each group as a unit is to follow these directions:

Select one of these situations and evaluate it based on the lesson:

- Jim's dad doesn't have to work Sunday mornings, but he says he works on Sundays to earn more money to give to church.
- During the fall the Miller twins, Danny and Danielle, participate in Sunday morning football games. Danny plays and Danielle cheerleads. They say they are just using the talents and abilities God gave them.
- Four women skip the Easter morning church service to make sure the Easter breakfast is ready for everyone.

[Answers:

- It's more important to hear God's Word than to earn money, even if it is money for God's work.
- Danny and Danielle are using their God-given talents, but they shouldn't let the Sunday morning games crowd out their times to hear God's Word in church.
- The women are like Martha—more concerned and distracted by earthly serving and preparations, thus neglecting hearing God's Word.]

Aim: What important lesson did Jesus teach Martha?

Truth: Jesus taught Martha that the most [important/needed] thing in life is God's [Word].

Application: We serve [God/Jesus] in many ways, but hearing the [Word] is the most important thing we do.

Response: We show that hearing God's [Word] is most important when we regularly attend church and study God's [Word].



Okay but Not Okay Now

Have the students divide into small groups. First have them write a list of three things that are not sinful and that they like to do. [Example: Watch a G-rated movie.] Next have groups exchange their lists. Then tell the groups to write how the things in the lists they received can distract us from the one thing that is really needed. [Answers will vary. Example: Take a lot of time to watch movies but rarely study God's Word.]



Give the students three index cards or three pieces of paper each. They should write one of these phrases on each card: (1) What Mary and Martha each did, (2) what each of them thought was important, and (3) how Jesus responded to their acts of love. Have them take the cards or papers home, turn each over in order, and tell their parents what they learned about Martha and Mary.



Show two **fiction books** you like. Say, "Both of these books are good. I recommend that you read them because I know they are good." Then show a **Bible** and say, "You all know that this is a good book. Why is the Bible a better choice to read than any other book?" *[It is God's Word; it tells us about God, our sins, our Savior, and eternal life through Jesus. The other books are just stories.]* Encourage the students to be like Mary, choosing what is best.

Pray: Dear Lord, thank you for the gift of your Word. Help us gladly hear your Word, concentrate on it, and make it the most important thing in our lives. Amen.



at Home

Ask your parent to help you find a calendar that you can use to mark the dates your family attends worship services. After attending each one, the family should name one or two things learned from God's Word that day and write it on the calendar.

Student's initials: _____ Parent's initials: _____



You will need a **saucepan** and a **Bible**.

Show the saucepan and Bible. Ask which one reminds us of Martha and which one reminds us of Mary and why. *[Saucepan: Martha, because she was busy preparing a meal for Jesus; Bible: Mary, because she was hearing and learning God's Word.]* Remind the students that serving God is important, but learning God's Word is more important than cooking or performing any other task. God uses his Word to strengthen our faith in Jesus and to show us the way to heaven. That's why he wants us to put his Word first in our hearts and in our lives.

Pray: Wonderful Lord, without your Word we would be lost forever. You graciously gave us your Word to read, study, and believe so that we may have eternal life. Thank you, Lord. Amen.



Memory Treasure Choices

★ Psalm 119:105

What does this mean?

We should fear and love God that we do not despise preaching and his Word, but regard it as holy and gladly hear and learn it.

★ Luke 11:28

Hymn 284:1,3,4

For hymn texts, use the hymnal or the electronic memory treasure files for your grade level.

John 5:39

Memory Treasures Exercises

Give each student one copy of the words of the hymn 284 memory treasure.

2 Timothy 3:15

Two memory treasures—Psalm 119:105 and hymn 284—express the same truths that Jesus taught Martha. Put those truths in your own words.

★ **The Third Commandment**

Remember the Sabbath day by keeping it holy.

[Various responses.]

Lesson Activities

1. Review

The One Thing You Need

Purpose: Students will review the lesson through a fill-in-the-blank activity.

Procedure: Have each student complete **Copy**

Master 1. The answers are as follows: [1. Jesus, 2. distracted, 3. Mary, 4. listened, 5. help, 6. Don't, 7. upset, 8. worried, 9. better, 10. salvation; SCRIPTURES.]

2. Application

God's Word Is Wonderful!

Purpose: Students will apply the memory treasure passages to their lives.

Procedure: Have each student complete **Copy Master 2.** The answers are as follows:

[Part One: 1. b, 2. a, 3. e, 4. c, 5. d. Part Two: John 5:39—b, d; Luke 11:28—a; Psalm 119:105—c; Part Three: He is glad to see that people study God's Word so much that their Bibles are worn with use.]

The Purpose of God’s Word

Purpose: Students will verbalize the importance of God’s Word.

Procedure: Tell the students to imagine that they are giving a Bible to someone who has never heard God’s Word. Ask how they would describe God’s Word to this person. *[It is God’s own words, exactly what he wants us to know about him and his love.]* Ask how they would describe the importance of God’s Word. *[The Bible is the most important book because it tells about our Savior Jesus, who saves us from our sins and gives us eternal life in heaven.]* Finally, ask how they could encourage this person to read God’s Word. *[Show the person the story of Mary and Martha in the Bible, read the Bible with the person, etc.]*

More Important Than . . .

Purpose: Students will consider things that could tempt them away from hearing God’s Word.

Procedure: On the board write “Hearing God’s Word is more important than . . .” Explain that some good things are wrong when they distract us from God’s Word. On the board have students write a list of things they like to do that could distract them from God’s Word. Conclude with the class reading the list aloud in unison. *[Possible answers: camping, watching videos, sleeping in, going out for breakfast, staying overnight with a friend.]*

3. Art

Bible Book Cover

Purpose: Students will make protective Bible covers expressing how precious God’s Word is.

Procedure: Give the students large pieces of paper to make book covers for their Bibles. Point out that we take care of our Bibles because they are God’s Word. *Before* putting their covers on their Bibles, students can use markers to decorate the covers with Bible passages, their own words of thanks and praise, etc.

4. Writing

They Said

Purpose: The words of Jesus and Martha and the actions of Mary are revisited.

Procedure: On white sheets of paper the students should do the following:

- Draw conversation bubbles for Martha and Jesus.
- Write Jesus’ and Martha’s words in the bubbles.
- Cut out the bubbles and glue them to the lesson picture.
- Make a label stating what Mary was doing. Cut it out and glue it next to Mary on the picture.