

Jesus Heals the Man at the Pool of Bethesda

John 5:1-18



New Testament 5
Part 1: Jesus' Ministry

SUNDAY MORNING

New Testament 5 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

John 5:1-18

MEMORY WORK:

YOUNGER CHILDREN: “[W]hatever you want men to do to you, do also to them...”
(Matthew 7:12b).

OLDER CHILDREN: “[B]elieve the works, that you may know and believe that the Father is in Me, and I in Him” (John 10:38b).

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- [“God Created Me”](#)
- [“God Takes Care of Me”](#)
- [“Matthew 7:12”](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [Jesus' Ministry & Last Week Bible](#) fact cards (provided under “N.T. 5 Bible Facts” on curriculum Web site)
- “Summary of the Bible” from “[Kids Prep](#)” CD by Jeff Miller
- [Map of Palestine](#) (provided in activity sheets)
- Betty Lukens' felt pieces
- Boyhood and Early Ministry A Beka picture set (DISCLAIMER: use the cards, *not the lesson book*)
- Crutches and/or wheelchair to use in discussion about people with disabilities
- Pictures of people with disabilities (for preschoolers)
- If possible, have someone with a disability (permanent or temporary) come talk to



the class about what his/her life is like and how people treat him/her

- [NOTE: See *The Living Bible Encyclopedia, Volume 14* for information on Jewish

LESSON STARTS HERE

traditions regarding the Sabbath]

PERSONAL APPLICATION:

YOUNGER CHILDREN: I must treat other people just as I want to be treated.

OLDER CHILDREN: It is important to help others in need, remembering that the good things we do bring honor to our Heavenly Father.

INTRODUCTION: (YOUNGER CHILDREN)

The Bible tells us that Jesus had special power to do special things that ordinary people couldn't do. Why did He do miracles? Miracles confirmed Jesus' claim to be God's Son. Jesus helped other people and treated them like He wanted to be treated. That's what He wants us to do, too. Today we'll talk about one man that Jesus helped.

INTRODUCTION: (OLDER CHILDREN)

Do you know what it means to be disabled? Do you know someone who is disabled? What do you think it would be like if you could not walk, or see, or hear? There are still many people with problems like that today. Wouldn't it be wonderful if there was someone who could heal people who are suffering so much? Jesus could, and He spent much of His time on Earth doing just that—healing those who were blind, deaf, crippled, or sick. Today we're going to learn about one of those people who needed Jesus' help.

POINTS TO EMPHASIZE:

1. After Jesus' second miracle (healing the nobleman's son—John 4:46-54), it was time for Jesus and His disciples to go to Jerusalem for one of the yearly Jewish feasts. He went to the Pool of **Bethesda** on the Sabbath (Saturday, the day of worship for the Jews). Around the pool were many sick and disabled people. In Bible times (and even today in many countries), people who are crippled or very sick beg for money on the streets to get money (became beggars), because they can't work. They become totally dependent on the kindness of others. The sick people sitting or lying around the Pool of Bethesda were there because they believed that the water in



Bethesda means “house of mercy.”



RECOMMENDED READING FOR TEACHERS: See the article “[**The Stirring of the Water and Bible Integrity**](#)” by Dave Miller on the Apologetics Press Web site for a study on whether the Bible endorses the superstitious mentality of those at the Bethesda pool.



HISTORICAL NOTE: Underground springs were the source of the pool that bubbled up from time to time. Some superstitious Jews believed that angels were stirring the waters. The phrase “waiting for the moving of the waters” (John 5:3) and verse 4 are not in the oldest and most reliable New Testament manuscripts. Commentators think that this section may have been added later, possibly by a scribe, to clarify verse 7. In New Testament times, it was not uncommon for healing “shrines” to be set up for idol worshippers to purify themselves for worship. (See the recommended reading above.)

the pool would help them get well. There was nothing magical or healing about the water, whether it “moved” or not, but the pool became a focal point of hope for those who were desperately ill or disabled.

2. Jesus and His disciples found a man lying near the pool who had been sick for 38 years. Jesus knew immediately what the crippled man needed. The man did not know who Jesus was; he just thought that he needed help to get into the water.



RECOMMENDED READING FOR TEACHERS: See the article “[The Very Works that I Do Bear Witness of Me](#)” by Eric Lyons and Kyle Butt on the Apologetics Press Web site for a study on whether it is rational to believe in the miracles of Jesus.

3. Jesus said, “Rise, take up your bed and walk.” The man was healed immediately! This miracle, like all others in the Bible, proved that His words were from God. Jesus was Who He claimed to be—the Son of God

YOUNGER CHILDREN: Talk with them more about the man’s disability, what it would have been like to have been crippled and helpless, etc., with no hospitals or places where you could get help. Give them the opportunity to walk on crutches or sit in a wheelchair. People with any kind of handicap are no different than we are. We should treat them just as we want to be treated.

OLDER CHILDREN: At first, the man who was healed did not tell the Jews who had healed him, because he did not know Jesus’ name. But when he found out that it was Jesus who healed him, he went back and told the Jews. Whatever the man’s reasons for doing this, his action resulted in causing even more problems for Jesus (verse 16).

4. Jesus said, “My Father has been working until now, and I have been working” (John 5:17). When the Jews heard this, they knew Jesus was making Himself equal with God by calling Himself the Son of God, and they became very angry (John 5:18; 8:42). They were suspicious of everything He did and said (John 2:18; 4:1), and they were looking for opportunities to trap Him. They wanted to kill Jesus, because He told them that He was the Son of God, the Messiah, and because thousands of people were following Him. The miracles demonstrated that, as the Son of God, Jesus was more powerful than any “god” or supernatural force (John 10:25-38).
5. The Jews were even angrier with Jesus because He performed this miracle on the Sabbath (John 5:16). The Jews were also very upset when they saw the healed man carrying his bedroll on the Sabbath. In the Law of Moses, God provided the 7th day as a holy day when no man or animal was to work; it was clearly intended to be a blessing for the Jews, both physically and spiritually. But by

New Testament times, Jewish traditions [which originated between the time of Ezra and the New Testament era] said no one should carry anything on the Sabbath (see Jeremiah 17:21-22; Numbers 15:32-36; Exodus 31:13-17; 23:12; Nehemiah 13:19). Jesus regularly attended



RECOMMENDED READING FOR TEACHERS: See the articles “Did Jesus Break the Sabbath?” and “[Situation Ethics—Extended Version](#)” by Dave Miller, and “[Did Jesus Condone Law-breaking?](#)” by Eric Lyons on the Apologetics Press Web site for a study on whether Jesus ever endorsed breaking God’s laws (e.g., Jews breaking the Sabbath).

worship services at synagogues on the Sabbath, but He also taught that the Sabbath was made for man’s benefit and that the impossible traditions of the scribes and Pharisees regarding the 7th day should be ignored.

YOUNGER AND OLDER: Jesus was always looking for ways to help people. He wanted to give them what they needed most. But He also wanted everything He did to glorify God (to cause people to honor and praise God). We should be looking for ways we can help, too (giving them food and clothing, giving them a kind word and showing them respect, giving them a Bible, etc.). In our actions and words we should bring honor to our heavenly Father, just as Jesus did. (Everything we do reflects on our earthly family and our family name. Even more than that, our actions reflect our commitment and love for the Lord.)

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#)

Ages 2-5:

- “[Jesus Heals the Man at the Pool Coloring Sheet](#)” (provided in activity sheets)
- Reaching out to others: Make homemade cookies and bring them to class. Let the kids wrap them in small plastic bags. Let them draw a picture and/or write their names on cards to go with the cookies. Talk with the children about doing good to others, treating them like they would want to be treated if they were in a different or strange place. Let the children give the bags of cookies to visitors before or after class. You could also take the four and five-year-olds to the nursing home to deliver cookies and handmade cards.
- Handprint verses: Talk about how many good things we can do to help other people with our hands. Help each child make his/her handprint on a piece of card stock; write the memory verse on the card.

1st-2nd Graders:

- Review game: Cut out 6-10 men shapes and the same number of pallets/stretchers. Write review questions about the lesson on the pallet cutouts and the appropriate answers on the men cutouts. Put magnetic tape on the back of each shape, and play the game on a magnetic board. ([Man Cutouts](#) and [Stretcher Cutouts](#) provided in activity sheets)
- Remembering on a map: Draw a large map of Palestine on butcher paper or poster board. With each lesson in this unit, add a small picture or write a short description of what happened in each place (Example: Bethesda—card that says “Man at the pool” or small

picture that describes lesson). The next class period, take all the cards/pictures off the map and ask the children, “What happened at _____?” and let them put the pictures or cards back on the map.

- Word puzzles: Print the main words from the lesson on sentence strips or strips of card stock or construction paper. Cut the strips into individual letters, keeping each word together in a plastic bag. Divide the class into pairs or groups of three. Give each group one word at a time to unscramble. When they have figured out the word, let them tell the importance of that word. (The teacher can write the words on the board, if the students need help.) ([Word Puzzles Cutouts](#) provided in activity sheets)
- “Jesus’ Miracles” egg carton game: In each section of an egg carton, write the name of a place where Jesus performed a miracle. On plastic eggs, write the miracles He performed. Ask the students to match the eggs to the correct spaces in the egg carton.

3rd-4th Graders:

- Remembering on a map: Draw a large map of Palestine on butcher paper or poster board. With each lesson in this unit, add a small picture or write a short description of what happened in each place (Example: Bethesda—card that says “Man at the pool” or small picture that describes lesson). The next class period, take all the cards/pictures off the map and ask the children, “What happened at _____?” and let them put the pictures or cards back on the map.
- Review game: Cut out 6-10 men shapes and the same number of pallets/stretchers. Write review questions about the lesson on the pallet cutouts and the appropriate answers on the men cutouts. Put magnetic tape on the back of each shape, and play the game on a magnetic board. ([Man Cutouts](#) and [Stretcher Cutouts](#) provided in activity sheets)
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- “Jesus’ Miracles” egg carton game: In each section of an egg carton, write the name of a place where Jesus performed a miracle. On plastic eggs, write the miracles He performed. Ask the students to match the eggs to the correct spaces in the egg carton.
- Have the children read the following:
 - John 5
 - *Jesus Heals the Man at the Pool*, by Lisa M. Clark, Arch books

SONGS:

“GOD CREATED ME” ([Click to Hear](#))

Author: Unknown*

(Tune: “Row, Row, Row Your Boat”)

God created me. He gave me hands to wave. (wave)
God created me. He gave me hands to wave.

God created me. He gave me feet to walk. (walk in place)
God created me. He gave me feet to walk.

God created me. He gave me ears to hear. (cup hands to ears)
God created me. He gave me ears to hear.

“GOD TAKES CARE OF ME” ([Click to Hear](#))

Author: Lora Laycook
(Tune: Chorus of “Sunlight, Sunlight”)

Pray, pray; pray, pray,
Let us pray today.
Pray, pray; pray, pray,
As we work and play.
God is up in Heaven, so very good is He,
He will ever love and take good care of me.

“MATTHEW 7:12”

Author: Jeff Miller
(Tune: See “[Hidden in My Heart 2](#)” CD)

*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



Jesus Heals the Man at the Pool of Bethesda

John 5:1-18



New Testament 5
Part 1: Jesus' Ministry

WEDNESDAY EVENING

New Testament 5 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

John 5:1-18

MEMORY WORK:

YOUNGER CHILDREN: “[W]hatever you want men to do to you, do also to them...”
(Matthew 7:12b).

OLDER CHILDREN: “[B]elieve the works, that you may know and believe that the Father is in Me, and I in Him” (John 10:38b).

SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- [“God Created Me”](#)
- [“God Takes Care of Me”](#)
- [“Matthew 7:12”](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc.
[DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [Jesus' Ministry & Last Week Bible](#) fact cards (provided under “N.T. 5 Bible Facts” on curriculum Web site)
- “Summary of the Bible” from [“Kids Prep”](#) CD by Jeff Miller
- [Map of Palestine](#) (provided in activity sheets)
- Betty Lukens' felt pieces
- Boyhood and Early Ministry A Beka picture set (DISCLAIMER: use the cards, *not the lesson book*)
- Crutches and/or wheelchair to use in discussion about people with disabilities
- Pictures of people with disabilities (for preschoolers)
- If possible, have someone with a disability (permanent or temporary) come talk to



- the class about what his/her life is like and how people treat him/her
- [NOTE: See *The Living Bible Encyclopedia, Volume 14* for information on Jewish traditions regarding the Sabbath]

PERSONAL APPLICATION:

YOUNGER CHILDREN: I must treat other people just as I want to be treated.

OLDER CHILDREN: It is important to help others in need, remembering that the good things we do bring honor to our Heavenly Father.

INTRODUCTION:

Review [N.T. 5 Bible Fact Flash Cards](#) (provided under “N.T. 5 Bible Facts” on curriculum Web site)

POINTS TO EMPHASIZE:

Review Sunday’s lesson (see [N.T. 5 Review Questions](#) for example questions)

Let the children act out the lesson, taking turns being the crippled man, or ask teens from your congregation to act out the story. Continue talking about how grateful we should be to have our good health and how we can help others who are sick.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

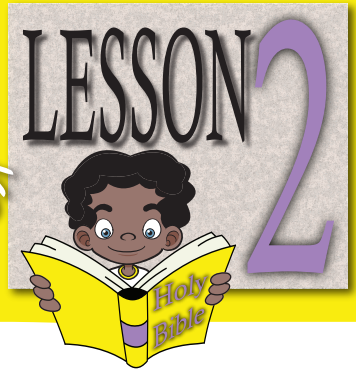
See Sunday morning’s lesson

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



The Parable of the Sower

Matthew 13:1-23



New Testament 5
Part 1: Jesus' Ministry

SUNDAY MORNING

New Testament 5 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Matthew 13:1-23; Mark 4:1-25; Luke 8:4-15; 2 Timothy 2:15; 3:15-17

MEMORY WORK:

YOUNGER CHILDREN: "Blessed are those who keep His testimonies..." (Psalm 119:2a).

OLDER CHILDREN: "Be diligent to present yourself approved to God, a worker who does not need to be ashamed, rightly dividing the word of truth" (2 Timothy 2:15).

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- "[Read Your Bible, Pray Everyday](#)"
- "[The Bible is God's Word](#)"
- "[Listen to My Words](#)"
- "[The Bible](#)"

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [Jesus' Ministry & Last Week Bible](#) fact cards (provided under "N.T. 5 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Parables of Jesus A Beka flash-a-card series: series #1 (DISCLAIMER: use the cards, *not the lesson book*)
- [Map of Palestine](#) (provided in activity sheets)

PERSONAL APPLICATION:

YOUNGER CHILDREN: The Bible is God's Word, and I need to read it so I will know how to be like Jesus and so I can go to heaven.



OLDER CHILDREN: I need to study God’s Word every day because it will help me know how to obey God and how to stay away from things and people that could pull me away from Him.

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

The Bible tells us that Jesus did many great miracles to confirm His Word while helping people. Do you remember what a miracle is? Last week we talked about how Jesus healed a man who could not walk. The miracles confirmed Jesus’ claim to be God’s Son, but so did His lessons. Jesus was the best teacher Who has ever lived, and He knew how to use special stories to help people understand how to live for God. Those special stories are called parables. Today we will talk about one of those special parables.

INTRODUCTION: (OLDER CHILDREN)

Review last week’s lesson.

Have you ever planted or helped your mom/dad plant flowers or other plants? (Discuss their experiences, focusing on how it’s important to make the soil in which you plant very good.) In our lesson today, Jesus uses a parable to teach how we should be ready to hear and obey His Word. He wants us to keep our hearts pure by reading the Bible daily and paying attention to what it is teaching us.

POINTS TO EMPHASIZE:

1. Many people followed Jesus everywhere He went. Some followed Him to see the great miracles He performed. Some followed Him to try to trick Him so they could have Him arrested; they wanted Him to stop preaching and teaching. Some people followed Jesus just to argue with Him. But many, many people followed Jesus to learn from Him. One day, such a large crowd followed Him as He went to the shore of the Sea of Galilee that He decided to get into a boat, push away from land a little, and talk to the people who were standing on the beach. That day He taught them at least seven **parables**.



Parable: often defined as a story about “earthly things with heavenly meanings,” i.e., things from every day life with which Jesus illustrated spiritual lessons. A parable has also been described as “a story of something real in life or nature, from which a moral is drawn for instruction” (*Master Study Bible*, p. 2076).

NOTE TO PRESCHOOL TEACHERS:

Because preschoolers have a difficult time understanding abstract concepts, the focus of this lesson should not be the parable itself, but the responses to God’s Word:

Jesus taught the people how important it is to study God’s Word and obey it. Some people hear a preacher or read the Bible and decide they don’t want to do what it says. Some hear God’s Word or read it and get excited about obeying, but it gets hard to always do right and they give up. Others hear or read God’s Word and try really hard to obey, but their friends convince them to disobey God. Others hear or read God’s Word, obey it, and keep obeying it even when things get difficult.

2. One of those seven parables is usually called “The Parable of the Sower” (Matthew 13:18). The parable is about the soils, or the four different kinds of hearts that hear God’s Word and respond in four very different ways.



HISTORICAL NOTE: In Palestine, winter planting (barley, winter grains, and wheat) was done in the latter part of October. The summer planting (sowing) began near the end of January.

3. A “sower” was a farmer (or someone who worked for the farmer) who scattered seeds over a field. He would carry a large bag of seeds on his shoulder, take seeds from the bag by the handful, and then scatter them over a field. Sometimes the seeds went across freshly plowed soil. Sometimes the seeds were sown (scattered) on unplowed/hard soil like a road or path. Packed hard by constant traffic (people, animals, chariots, carts, etc.), birds and insects could easily eat the seeds. And sometimes the seeds would fall on soil with lots of rocks or thorns.
4. Most of the people of Palestine were farmers or had some connection to the land. Everyone who heard Jesus talk about a man going through a field scattering (sowing) seeds had seen this happen themselves. Even so, most of the people did not understand what the parable meant. After Jesus told this parable, He took the 12 apostles aside and explained it to them.
5. The seed represents the Word of God. The sower was anyone who spreads the Word of God by preaching and teaching. The soil beside the road or walking path represents someone who hears the Word of God and does not understand it. The devil (or anyone who lives for him and not for Jesus) wants us to stay away from the Bible as much as possible. He knows that the more we read and study God’s Word, the stronger we will be, and the more we will make good choices and not bad ones. So, he does not want God’s Word to “take root.” [Many of the Jews who followed Jesus refused to listen, just as they had refused to listen to the prophets of the Old Testament (Isaiah 6:9-10). They were like the hard roadside soil.]
6. Rocky soil was also very common in Palestine. Nothing could grow in rocky places because a small plant could never push its roots past the rocks and deep enough into the Earth. Jesus said that the rocky soil represents someone who does not have a very strong faith. So, when bad things happen to him (as they do to everyone), he will give up on his faith in God. This kind of person chooses to live for Jesus when things are going well, but “when tribulation or persecution arises because of the word, he immediately stumbles.”
7. Jesus said that the seed that falls among the thorns is like a man who hears God’s Word and believes and obeys. But he allows worry, and wanting more and more money and wealth to take over his life—instead of depending on God. He looks for happiness, fulfillment, and contentment in more and more things. The man whose heart is like the thorny ground doesn’t study God’s Word every day so his faith in God doesn’t grow. He is never happy or satisfied. He thinks so much about what he wants that he doesn’t think about how he can help other people or teach them about Jesus.
8. The good ground, Jesus said, is like someone who is hungry to learn more about God’s Word each day. That kind of person not only studies the Bible, but he practices every day what he learns. Seed planted in good soil yields “one hundredfold,” i.e., for every 100 seeds sown, 100 times that many are harvested. The person with the good heart, who puts into practice what God teaches in the Bible, will teach others, will look for ways to help others, and will be blessed by God.
9. If I study God’s Word every day and do what God asks me to do, I will not only be happier, but I will also know that I’m going to heaven. If I study God’s Word, I will know how to stay away from bad

things and people who don't want me to follow Him. If I study God's Word, I can tell others how they can be happy in this life and how they can go to heaven, too.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#) and [Answer Key](#)

Ages 2-5:

- [“Parable of the Sower Coloring Sheet”](#) (provided in activity sheets)
- Planting seeds: You will need one Styrofoam or plastic cup for each child, as well as potting soil and seeds. (Lettuce seeds will grow very quickly.) On each cup, write “I am good soil.” Fill each cup $\frac{1}{2}$ to $\frac{2}{3}$ full of potting soil, and let the children plant the seeds. Either let the children take the cups home to watch the seeds grow, or keep the cups in the classroom on a window sill.
- Bag of seeds: Draw an outline of a bag on a piece of cardstock or construction paper; make a copy for each child. Write “Parable of the Sower” at the top of each page. Let the children glue seeds onto their papers. **Or** cut out small felt bags for the children and let them stitch two cutout pieces together with shoestrings. [Make sure that you use shoestrings with plastic tips.] Put a packet of seeds inside. ([“Bag Cutouts”](#) provided in activity sheets)
- Review game: Cut big “seeds” out of tan construction paper or cardstock. On each seed, write reasons to study and obey the Bible—some “good” reasons and some not good reasons. (Example of a good reason: “So we know how to get to heaven.” Example of a not good reason: “So we will have lots of money.”) Laminate the seeds. Bring a brown paper sack (lunch size) to class. Pass out seeds, read each seed, and let the children decide if that is a reason to study the Bible or not. Put the seeds that are “good” reasons in the bag, and throw the others on the floor. Make sure you play a few times so everyone gets a “good” seed. (With two- and three-year-olds, every seed could be a good reason.) ([“Seed Cutouts”](#) provided in activity sheets)

1st-2nd Graders:

- [“Parable of the Sower Word Search”](#) (provided in activity sheets)
- Show the children pictures of each type of soil. Let the children tell what type of soil it is and what happened to the seed that fell on that soil.
- Show the children what happens to seeds in the four soil types: Put lots of rocks with a little soil in one Styrofoam cup; put very dry, hard-packed soil in another cup; put soil with lots of thorns in another cup; and put **very** good soil in another cup. Have the kids help you plant seeds in each cup. Water the soil and put the cups in good sunlight. Over the next couple of weeks, have the kids watch what happens to the seeds. Talk with them about what kind of “soil” we should be when we read/hear God's Word.
- [“Four Soils Activity”](#) (provided in activity sheets): Have pictures of each type of soil. Let the children tell what type of soil it is, what happened to the seed that fell on that soil, and the application that Jesus gave of that type of soil.

3rd-4th Graders:

- Divide class into groups of three or four. Give each group a concordance and have them look

up scriptures on “seeds.”

- “[Parable of the Sower Word Search](#)” (provided in activity sheets)
- “[Four Soils Activity](#)” (provided in activity sheets): Have pictures of each type of soil. Let the children tell what type of soil it is, what happened to the seed that fell on that soil, and the application that Jesus gave of that type of soil.
- Show the children what happens to seeds in the four soil types: Put lots of rocks with a little soil in one Styrofoam cup; put very dry, hard-packed soil in another cup; put soil with lots of thorns in another cup; and put **very** good soil in another cup. Have the kids help you plant seeds in each cup. Water the soil and put the cups in good sunlight. Over the next couple of weeks, have the kids watch what happens to the seeds. Talk with them about what kind of “soil” we should be when we read/hear God’s Word.
- Have the children read the following:
 - Matthew 13; Mark 4; Luke 8
 - “The Proper Soil” article from the [November, 2000](#) issue of *Discovery Magazine*
 - *Jesus Teaches His Disciples*, Contemporary Bible Series, Scandinavia Publishing House (DISCLAIMERS: skip pp. 26-27, 40-41; change “hell” to “Hades” on p. 50)
 - *The Parable of the Seeds*, by Joanne Bader, Arch books (DISCLAIMER: skip the note to parents)

SONGS:

“READ YOUR BIBLE, PRAY EVERYDAY” ([Click to Hear](#))

Author: Unknown*

If you read your Bible and pray everyday, you’ll grow, grow, grow. (REPEAT)

Grow, grow, grow, grow,

Grow, grow, grow.

If you read your Bible and pray everyday, you’ll grow, grow, grow.

(Make hand movements as if reading, praying, and like a child growing.)

If you neglect your Bible and forget to pray, you’ll shrink, shrink, shrink.

(Make hand movements as if closing Bible, head gesture saying “No,” and like a child shrinking.)

(REPEAT)

Shrink, shrink, shrink, shrink,

Shrink, shrink, shrink.

If you neglect your Bible and forget to pray, you’ll shrink, shrink, shrink.

(Make hand movements as if closing Bible, head gesture saying “No,” and like a child shrinking.)

So read your Bible and pray everyday, and you’ll grow, grow, grow.

(Make hand movements as if reading, praying, and like a child growing.) (REPEAT)

Grow, grow, grow, grow,

Grow, grow, grow.

So read your Bible and pray everyday, and you’ll grow, grow, grow.

(Make hand movements as if reading, praying, and like a child growing.)

“THE BIBLE IS GOD’S WORD” ([Click to Hear](#))

Author: Lora Laycook

(Tune: “Farmer in the Dell”)

The Bible is God's Word.
The Bible is God's Word.
It tells us that God made us.
The Bible is God's Word.

The Bible is God's Word.
The Bible is God's Word.
It tells us that God loves us.
The Bible is God's Word.

The Bible is God's Word.
The Bible is God's Word.
We will study and obey.
The Bible is God's Word.

“LISTEN TO MY WORDS” ([Click to Hear](#))

Author: Unknown*
(Tune: London Bridge)

God gave me two ears to hear, ears to hear, ears to hear.
God gave me two ears to hear, I will listen.

God says, “Listen to My words, to My words, to My words.”
God says, “Listen to My words,” in the Bible.

“THE BIBLE” ([Click to Hear](#))

Author: Unknown*
(Tune: “Go In and Out the Window”)

I love to read the Bible, (REPEAT twice)
Because it is God's Word.

I will not tear its pages, (REPEAT twice)
Because I love God's Word.

I love to hear its stories, (REPEAT twice)
Because I love God's Word.

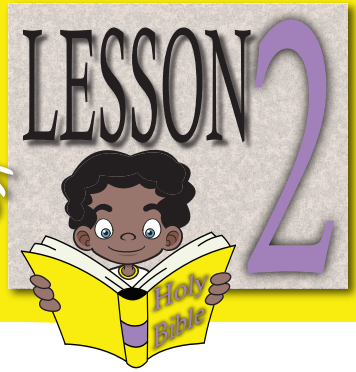
*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



The Parable of the Sower

Matthew 13:1-23



New Testament 5
Part 1: Jesus' Ministry

WEDNESDAY EVENING

New Testament 5 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Matthew 13:1-23; Mark 4:1-25; Luke 8:4-15; 2 Timothy 2:15; 3:15-17

MEMORY WORK:

YOUNGER CHILDREN: "Blessed are those who keep His testimonies..." (Psalm 119:2a).

OLDER CHILDREN: "Be diligent to present yourself approved to God, a worker who does not need to be ashamed, rightly dividing the word of truth" (2 Timothy 2:15).

SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["Read Your Bible, Pray Everyday"](#)
- ["The Bible is God's Word"](#)
- ["Listen to My Words"](#)
- ["The Bible"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [Jesus' Ministry & Last Week Bible fact cards](#) (provided under "N.T. 5 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from ["Kids Prep"](#) CD by Jeff Miller
- Parables of Jesus A Beka flash-a-card series: series #1 (DISCLAIMER: use the cards, *not the lesson book*)
- [Map of Palestine](#) (provided in activity sheets)

PERSONAL APPLICATION:

YOUNGER CHILDREN: The Bible is God's Word, and I need to read it so I will know how to be like Jesus and so I can go to heaven.



OLDER CHILDREN: I need to study God’s Word every day because it will help me know how to obey God and how to stay away from things and people that could pull me away from Him.

INTRODUCTION:

Review [N.T. 5 Bible Fact Flash Cards](#) (provided under “N.T. 5 Bible Facts” on curriculum Web site)

POINTS TO EMPHASIZE:

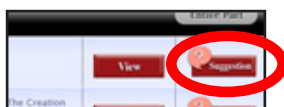
Review Sunday’s lesson (see [N.T. 5 Review Questions](#) for example questions)

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

See Sunday morning’s lesson.

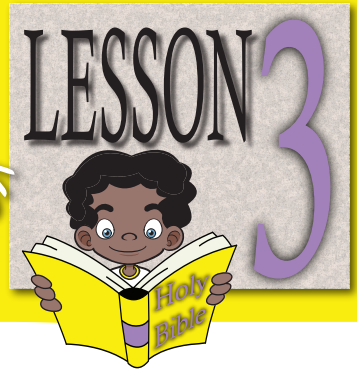
Preschoolers and 1st-2nd graders: Provide each child with a round or square foil pan. Give each child several dried pinto beans. Let them cover the beans with 2-3 wet paper towels. By the next class period, each bean should be splitting open and have sprouts.

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



Jesus Heals a Man Born Blind

John 9



New Testament 5
Part 1: Jesus' Ministry

SUNDAY MORNING

New Testament 5 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

John 9; John 3:16-21

MEMORY WORK:

“For God so loved the world that He gave His only begotten Son, that whoever believes in Him should not perish, but have everlasting life” (John 3:16).

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- [“John 3:16”](#)
- [“God Created Me”](#)
- [“Jesus Was a Friend to the Blind Man”](#)
- [“The More We Read the Bible”](#)
- [“Trust and Obey”](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [Jesus' Ministry & Last Week Bible](#) fact cards (provided under “N.T. 5 Bible Facts” on curriculum Web site)
- “Summary of the Bible” from [“Kids Prep”](#) CD by Jeff Miller
- Betty Lukens' felt pieces

PERSONAL APPLICATION:

To believe in Jesus means that I know He is God's Son and that He is my Savior. But believing is not enough. I must do what He tells me to do in His Word.



LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

What did Jesus do for the man who could not walk in Lesson 1? Remember the reason Jesus performed miracles?

Do you know what it means if someone is blind? Being blind means not being able to see anything. Close your eyes and imagine what it would be like if you couldn't see. Aren't you thankful God gave you eyes to see His beautiful world? Today, we are going to learn what Jesus did for a man who could not see.

INTRODUCTION: (OLDER CHILDREN)

In Lesson 1, we talked about a man Jesus met at the Pool of Bethesda in Jerusalem. What was wrong with the man? What did Jesus do for him? How did many of the Jews react? Do you remember why Jesus did miracles?

Have you ever known a blind person? How do you think life is different for him? One of the main things Jesus did while here on Earth was to heal sick and disabled people, but many Jews were angered by His miracles. Today, we're going to learn about Jesus helping a blind man.

POINTS TO EMPHASIZE:

1. Like other disabled people in New Testament times, most blind people made their meager living by begging because they could not work. As people went in and out of the Temple, those who had some kind of physical problem (like blindness) would sit outside the Temple and ask for money.
2. In John 8, Jesus had a long discussion with some Jews near the Temple. Jesus' words made the Jews very angry, and they picked up stones to kill Jesus. But He "hid Himself, and went out of the Temple" (John 8:59).
3. As the 12 apostles and Jesus were leaving the Temple area, He saw a blind man. The apostles immediately jumped to the conclusion that the man was suffering because of some great sin that he or his parents had done. Jesus quickly told them that the man's blindness was not because of anything someone had done; it was just the way the man was born. This was another opportunity for Jesus to show His power as the Son of God.



NOTE: In Bible times, it was commonly believed that disabilities or severe illnesses were the result of sin. Though suffering is often the result of sin (bad choices), much suffering is not, as is clearly taught in Scripture (Ezekiel 18:20). Recall, for example, that Job's friends, just like the apostles in this story, had made the assumption that Job's disease was due to his sins, and were insistent about it (e.g., Job 4:7-8; 5:6; 8:6,13,20; 11:6,14,20; 15:5,16,20,26; 18:5-21; 20:19; 22:5-9). They, of course, were wrong. Quite the opposite was true.

4. Jesus reminded the apostles that He was "the light of the world." Then, making a paste of saliva and dirt, He put the "clay" on the blind man's eyes and told him to go wash in the Pool of Siloam. The man did as Jesus told him and returned to Jesus completely healed! For the first time in his

life, the poor man could see flowers and trees and the faces of people all around him. Neither the water nor the clay healed the man. Jesus healed him because of his willingness to obey.



RECOMMENDED READING FOR TEACHERS: See the article “[The Miracles of Jesus](#)” by Kyle Butt and “[The Very Works that I do Bear Witness of Me](#)” by Eric Lyons and Kyle Butt on the Apologetics Press Web site for discussions about the purpose of Jesus’ miracles.



HISTORICAL NOTE: This is the only recorded example of Jesus healing someone born blind. It was a common problem in Bible times, just as it is in poorer countries today.

Many Jews thought the water of the Pool of Siloam was full of magical water that could heal diseases, and they believed its water was especially powerful during the Feast of Tabernacles. On the first seven days of the Feast, priests would go in a processional from the Pool of Siloam to the Temple to get some water from the pool to pour out at the base of the altar. Many people who came to the Feast even filled small bottles with the water as souvenirs/keepsakes of the supposedly special water.

In John 9:12-31, the key word is “know.” Pay attention to the repeated statements of what the people in the story know and do not know, i.e., what facts they understand, or think they understand.

This miracle was another instance of Jesus being criticized by the Pharisees because He performed miracles on the Sabbath. (In Lesson 1, Jesus healed the man at the Pool of Bethesda on the Sabbath.) The Jews (mainly scribes) had developed a list of 39 types of work they said Jews could not do on the Sabbath. One of those was kneading dough; because Jesus “kneaded” spittle and dirt to make clay, He had broken one of their rules.

5. When people who had known him before as a blind beggar saw that the man was no longer blind, they took him to the Pharisees who asked him how he had regained his sight. They did not like his answers and questioned his parents. The parents, who should have been rejoicing and praising Jesus, refused to stand up for their son. When the Pharisees asked the parents how long their son had been blind, the parents said he was able to answer for himself. (After age 13, a Jewish boy was considered responsible for keeping the Law of Moses and was considered an adult in many aspects.) The parents were afraid because the Jewish leaders threatened to throw anyone out of the Temple (essentially excommunicate them) if they chose to follow Jesus.
6. The Pharisees questioned the once-blind man again but, even before he knew Jesus was the Son of God, he argued with them about Jesus and what a great Man He was. The man who had been blind his entire life knew enough of the Old Law to show that the Pharisees’ arguments did not make sense. Insulted and angry, the Pharisees followed through with their threats and “put him out,” i.e., refused to allow the man into the Temple or to participate in any Jewish rituals.
7. The once-blind man was healed both physically and spiritually, but the Pharisees were unwilling to “see” Jesus for who He was—the Son of God. Therefore, they were blind. They did not want to believe in Him (Matthew 23:31). Today we “see” Jesus in the pages of God’s Word. We can choose to “see” Him and **not** believe (like the Pharisees), or we can choose to believe and obey Him as the blind man did. [Read John 20:30-31 with the OLDER CHILDREN.]

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#) and [Answer Key](#)

Ages 2-5:

- [“Jesus Heals the Blind Man Coloring Sheet”](#) (provided in activity sheets)
- Review game: Make copies of an eye shape, at least one per child. Write review questions on the backs of the eyes, and cut them out. Hide the eyes around the room before class. Let each child take a turn finding an eye. Read the question and let him try to answer it before another child has a turn. Give each child a sticker or stamp on his hand when he answers the question correctly. ([“Eye Cutouts”](#) provided in activity sheets)
- Glasses for the blind: At a discount or party supply store, buy a pair of sunglasses for each child in your class. Paint the lenses black or cover them with black construction. As you retell the story, let the children wear the glasses. When Jesus heals the man, they can take off their glasses and see! Talk about what it would be like to be blind for your whole life and then instantly be able to see.
- Role play: Pretend that you are Jesus and one of the children is the blind man. **Or** let two of the children play the parts of Jesus and the blind man. **Or** ask two people from your congregation to come to class and act out the story.

1st-2nd Graders:

- Hang Man game: Play “Hang Man” with key words/phrases from this week’s lesson.
- Memory Verse Review: On small index cards, write a word or phrase from each memory verse in this unit. Mix up the cards for each verse and put them in separate plastic bags. Divide the class into groups, and give each group a bag. Each group should put the cards in the correct order to form its memory verse correctly. Circulate the bags until each group has completed all the verses. ([“Memory Verse Cutouts”](#) provided in activity sheets)
- Key words: Write key words from this lesson and Lesson 1 on index cards. Draw a line down the middle of the board, labeling one side “Jesus Heals a Lame Man” and the other “Jesus Heals a Blind Man.” Let the children take turns choosing and reading the cards, then putting their cards on the correct side of the board (with tape or a magnet).
- Role play: Let two of the children play the parts of Jesus and the blind man. OR ask two people from your congregation to come to class and act out the story.
- [“Jesus Heals a Man Born Blind Word Search”](#) (provided in activity sheets)

3rd-4th Graders:

- Hang Man game: Play “Hang Man” with key words/phrases from this week’s lesson.
- Memory Verse Review: On small index cards, write a word or phrase from each memory verse in this unit. Mix up the cards for each verse and put them in separate plastic bags. Divide the class into groups, and give each group a bag. Each group should put the cards in the correct order to form its memory verse correctly. Circulate the bags until each group has completed all the verses. ([“Memory Verse Cutouts”](#) provided in activity sheets)
- Key words: Write key words from this lesson and Lesson 1 on index cards. Draw a line down the middle of the board, labeling one side “Jesus Heals a Lame Man” and the other “Jesus Heals a Blind Man.” Let the children take turns choosing and reading the cards, then putting their cards on the correct side of the board (with tape or a magnet).

- [“Jesus Heals a Man Born Blind Word Search”](#) (provided in activity sheets)
- Have the children read the following:
 - John 9
 - “Hide and Seek!” article from the [December, 2002](#) issue of *Discovery Magazine*

SONGS:

“JOHN 3:16”

Author: Jeff Miller

(Tune: See [“Hidden in My Heart 2”](#) CD)

“GOD CREATED ME” ([Click to Hear](#))

Author: Unknown*

(Tune: “Row, Row, Row Your Boat”)

God created me. He gave me hands to wave. (wave)
God created me. He gave me hands to wave.

God created me. He gave me feet to walk. (walk in place)
God created me. He gave me feet to walk.

God created me. He gave me ears to hear. (cup hands to ears)
God created me. He gave me ears to hear.

“JESUS WAS A FRIEND TO THE BLIND MAN” ([Click to Hear](#))

Author: Lora Laycook*

(Tune: “Battle Hymn of the Republic”)

Once there was a blind man, he could never, never see; (3X)
He was very sad.

CHORUS:

Jesus, Jesus, O, He helped him! (3X)
He made the blind man see.

“THE MORE WE READ THE BIBLE” ([Click to Hear](#))

Author: Unknown*

(Tune: “The More We Get Together”)

The more we read the Bible,
The Bible, the Bible,
The more we read the Bible,
The happier we’ll be.

We’ll learn about Jesus,
And how we can please Him.

The more we read the Bible,
The happier we'll be.

“TRUST AND OBEY” ([Click to Hear](#))

Author: John Sammis
(Tune: See church songbook)

VERSE 1:

When we walk with the Lord,
In the light of His Word,
What a glory He sheds on our way!
While we do His good will,
He abides with us still,
And with all who will trust and obey.

CHORUS:

Trust and obey,
For there's no other way,
To be happy in Jesus,
But to trust and obey.

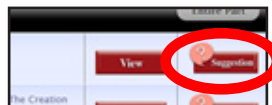
VERSE 2:

Then in fellowship sweet,
We will sit at His feet,
Or we'll walk by His side in the way.
What He says we will do.
Where He sends we will go.
Never fear, only trust and obey.

(CHORUS)

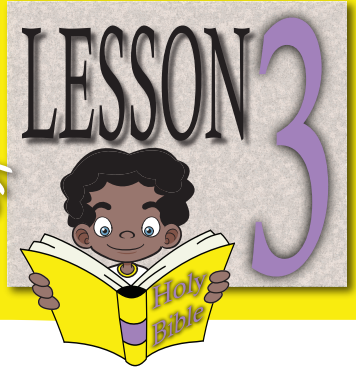
*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



Jesus Heals a Man Born Blind

John 9



New Testament 5
Part 1: Jesus' Ministry

WEDNESDAY EVENING

New Testament 5 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

John 9; John 3:16-21

MEMORY WORK:

“For God so loved the world that He gave His only begotten Son, that whoever believes in Him should not perish, but have everlasting life” (John 3:16).

SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- [“God Created Me”](#)
- [“Jesus Was a Friend to the Blind Man”](#)
- [“The More We Read the Bible”](#)
- [“Trust and Obey”](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [Jesus' Ministry & Last Week Bible fact cards](#) (provided under “N.T. 5 Bible Facts” on curriculum Web site)
- “Summary of the Bible” from “[Kids Prep](#)” CD by Jeff Miller
- Betty Lukens' felt pieces

PERSONAL APPLICATION:

To believe in Jesus means that I know He is God's Son and that He is my Savior. But believing is not enough. I must do what He tells me to do in His Word.



INTRODUCTION:

Review [N.T. 5 Bible Fact Flash Cards](#) (provided under “N.T. 5 Bible Facts” on curriculum Web site)

POINTS TO EMPHASIZE:

Review Sunday’s lesson (see [N.T. 5 Review Questions](#) for example questions)

Talk about the blessing of sight, the great design of our eyes, etc. (Refer to *Discovery* articles listed)

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

See Sunday morning’s lesson.

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



The Parables of the Good Shepherd and the Lost Sheep

John 10:1-31



New Testament 5
Part 1: Jesus' Ministry

SUNDAY MORNING

New Testament 5 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

John 10:1-31; Luke 15:1-7; Matthew 18:12-14

MEMORY WORK:

YOUNGER CHILDREN: "The Lord is my Shepherd; I shall not want" (Psalm 23:1).

OLDER CHILDREN: "I am the good shepherd. The good shepherd gives His life for the sheep" (John 10:11).

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["Little Sheep"](#)
- ["Only One Shepherd"](#)
- ["The Lost Lamb"](#)
- ["Jesus Loves Me"](#)
- ["Who Does Jesus Love?"](#)
- ["I Love Jesus"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [Jesus' Ministry & Last Week Bible](#) fact cards (provided under "N.T. 5 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Betty Lukens' felt pieces
- Parables of Jesus A Beka flash-a-card series: series #1 (DISCLAIMER: use the cards, *not the lesson book*)
- Pictures of sheep, shepherds at work
- Raw wool or a wool rug

PERSONAL APPLICATION:

YOUNGER CHILDREN: Jesus loves me and takes care of me.

OLDER CHILDREN: Jesus knows everything about me. He loves me, and He takes care of me.

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Have you ever been to a farm or a zoo? The animals need people to take care of them. A shepherd is someone who takes care of sheep. Jesus told some special stories about shepherds and sheep. We are going to talk about one of those stories today.

INTRODUCTION: (OLDER CHILDREN)

Review last week's lesson. Find information about the life of a shepherd during Bible times (see the *Discovery* article under the Recommended Additional Visuals, refer to a Bible Encyclopedia, the Internet, etc.), and share as much information as is appropriate with your class. (Shepherding in the Bible lands today is very much the same as it was in Bible times. So pictures should be available from reference books in your local library or on the Internet.)

In Bible times, sheep were very important animals because they provided wool (for clothing and tents) and meat. Shepherds had an important job and a lot of responsibility taking care of their sheep. In today's lesson, we will learn how Jesus compares Himself to a shepherd and how we are compared to sheep.

POINTS TO EMPHASIZE:



NOTE: John 10 is a continuation of Jesus' teachings in chapter 9, after He healed the man born blind. Jesus used the words "truly, truly," "verily, verily," or "most assuredly" in 10:1 and 10:7 to tie the two chapters together—not to introduce a completely new, disconnected thought.



NOTE TO PRESCHOOL TEACHERS: Most preschoolers cannot understand symbolism and will not be able to understand many of the comparisons that parables make. Use only the most basic information about shepherds and sheep to relate Jesus' loving relationship to us. Most of the children probably have pets, and they know what would happen if they did not take care of their pets (hunger, getting lost, being hurt or in danger, etc.).

1. Jesus and His apostles were in the Temple area and were still being followed by a large crowd. Jesus said that there was no way anyone could please God without choosing to follow His Son. In spite of His powerful message and the miracles He performed, most of the Pharisees refused to believe in Jesus.
2. Jesus compared Himself to the door/gate of a **sheepfold**, i.e., the only way into the loving care and protection promised by God. Jesus also called Himself the Good Shepherd. He used

two everyday things familiar to the Jews (a door to a sheepfold and a shepherd) to teach a powerful lesson about obeying a loving God.



Sheepfold: a pen or enclosure to protect sheep from wild animals, especially at night



NOTE: The door and the shepherd were easy for the Jews of Jesus' day to relate to, but they were also familiar from Old Testament scriptures:

- God is often portrayed as the Shepherd of Israel (Genesis 48:15; 49:24; Psalm 23:1; 28:9; 77:20; 78:71; Isaiah 40:11).
- The Jews (the nation of Israel) were God's chosen people under the Old Law and were called God's "flock" (Psalm 74:1; 78:52; 79:13).
- Religious leaders and false teachers who divided and destroyed God's people were often portrayed as enemies of the flock (Jeremiah 23:1-2; Ezekiel 34).

3. During cooler winter months, sheep were often kept inside a sheepfold at night. Shepherds had to constantly watch out for robbers and wild animals. Sometimes thorn branches (briars) were put on top of the stone walls to discourage thieves. It was very common for the shepherd to lie down in front of the gate/door as another way to keep thieves out. He would use his staff, rod, and sling to fight off wild animals. Jesus is like the door to the sheepfold, that keeps His sheep (His followers) safe from spiritual danger. But we cannot be in the sheepfold and be protected by Him without going through Him (becoming a Christian).
4. Sheep often wander away from the flock, and the shepherd has to be willing to go find the sheep. If a sheep gets into water, it will quickly drown because its wool is so heavy. The shepherd has to guide his sheep away from deep water to good pasture, away from danger (Psalm 23). Jesus, again, compared Himself to a Good Shepherd that will search for a sheep if it is lost. In other words, if a Christian (His sheep) stops behaving like a Christian (he leaves the sheepfold), Jesus will try to help bring the sheep back into the fold.
5. The shepherd was willing to do anything necessary to protect his flock. His sheep were his livelihood, providing food, clothing, and an income for his family. But a "hired hand" who did not have so much invested in the flock might not be so willing to risk his own life for the sheep. Jesus compared the hired hand (John 10:12-13) and strangers (John 10:5) to ungodly religious leaders and false teachers who were not interested in the spiritual welfare of God's people. [Jesus used the analogy of wolves in sheep's clothing in Matthew 7:15, as did Paul in Acts 20:28-30.]
6. In contrast, Jesus compared Himself to:
 - the Door through which His sheep could enter for protection and security (John 14:6).
 - the Good Shepherd Who knew each one of His sheep individually and would do anything to save them—even give His life to protect them, which is what He did.
7. In John 10:10, Jesus said, "I have come that they may have life, and that they may have it more abundantly." But thieves (false teachers, ungodly leaders) do not care about the sheep like the Good Shepherd does.



NOTE: The Greek in John 10:10 literally says "that they may **keep on having** life," i.e., **eternal life** (John 10:28). "Abundant" here means life overflowing!

8. The Good Shepherd knows and cares for every one of His sheep. Jesus knows each one of us, cares about each one of us, and died for each one of us. As in the parable, Jesus will look for the one that is lost and needs His help.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#) and [Answer Key](#)

Ages 2-5:

- “[Parable of the Lost Sheep Coloring Sheet](#)” (provided in activity sheets)
- Sack puppets. Help the children make sheep sack puppets. For two- and three-year-olds, draw eyes and mouths on the sacks ahead of time; four- and five-year-olds can probably draw the eyes and mouths on their own. Help the children glue cotton balls (“wool”) on the sacks.
- Sheep and Shepherd Tic-Tac-Toe: Divide the class into two groups: the sheep and the shepherds. Draw a Tic-Tac-Toe diagram on the board. Let each group have a turn answering review questions. For each correct answer, the sheep or shepherds mark the game board. [If you can find stickers of sheep and shepherds, you can put sheep stickers on “O’s” and shepherd stickers on “X’s” that you have cut out of cardstock. If using a magnetic board, put magnetic tape on the back of the O’s and X’s. Otherwise, masking tape or teachers’ putty will work on another kind of board.] (Tic-Tac-Toe board and [instructions](#) provided in activity sheets)
- Little lost lamb: Before class, hide a small, stuffed sheep somewhere in the classroom (or on a pretty day, hide it outside). After telling the story, stop and tell the class you have a sheep that is lost. Ask the children to help you find it. As your class looks for the lost sheep, talk about how you miss the sheep and how important it is to find it. When the sheep is found, act very excited, and tell them thank you for finding the sheep. Then talk about how happy God is when we stop doing wrong things and obey Him (i.e., when we’re not lost any more).
- Shepherd and lost sheep game: Make 8-10 cutouts/diecuts of men (shepherds) and the same number of sheep. Write review questions on the shepherds and answers on the sheep so children can help the shepherds “find” their sheep by matching the correct questions and answers. ([Shepherd cutouts](#) and [Sheep Cutouts](#) provided in activity sheets)

1st-2nd Graders:

- Sheep and Shepherd Tic-Tac-Toe: Divide the class into two groups: the sheep and the shepherds. Draw a Tic-Tac-Toe diagram on the board. Let each group have a turn answering review questions. For each correct answer, the sheep or shepherds mark the game board. [If you can find stickers of sheep and shepherds, you can put sheep stickers on “O’s” and shepherd stickers on “X’s” that you have cut out of cardstock. If using a magnetic board, put magnetic tape on the back of the O’s and X’s. Otherwise, masking tape or teachers’ putty will work on another kind of board.] (Tic-Tac-Toe board and [instructions](#) provided in activity sheets)
- Shepherd and lost sheep game: Make 8-10 cutouts/diecuts of men (shepherds) and the same number of sheep. Write review questions on the shepherds and answers on the sheep so children can help the shepherds “find” their sheep by matching the correct questions and answers. ([Shepherd cutouts](#) and [Sheep Cutouts](#) provided in activity sheets)
- Bible Baseball: Write review questions on index cards and divide them into “singles,”

“doubles,” “triples,” and “home runs,” depending on the difficulty of the questions. Divide the class into two teams. Assign places for first, second, and third bases and home plate in the classroom **or** draw a baseball diamond on the board. When a team is “up to bat,” a member of that team selects a card and tries to answer the question. If he answers correctly, he takes the base indicated (first, second, third, or home plate). If he answers incorrectly, he is out. After three outs, it is the other team’s turn to “bat.”

- “[Lost Sheep Maze](#)” (provided in activity sheets)
- Pizza Review Game: Make two large cardboard circles or use clean cardboard circles from real pizza boxes. Cut out two “pizzas” from poster board the same size as the circles. Cut the “pizzas” into triangular “slices.” Divide the class into two teams. Take turns asking each team review questions. For every review question they answer correctly, they can add a slice to their pizzas. The first team to have a complete pizza wins.
- “[Good Shepherd and Lost Sheep Crossword Puzzle](#)” (provided in activity sheets)

3rd-4th Graders:

- Concordance Search: Divide the class into groups. Give each group a Bible concordance. Ask them to find scriptures related to the lesson (example words: “flock,” “shepherd,” “door,” “sheep,” etc). Let each group read several of the scriptures they find.
- Bible Baseball: Write review questions on index cards and divide them into “singles,” “doubles,” “triples,” and “home runs,” depending on the difficulty of the questions. Divide the class into two teams. Assign places for first, second, and third bases and home plate in the classroom **or** draw a baseball diamond on the board. When a team is “up to bat,” a member of that team selects a card and tries to answer the question. If he answers correctly, he takes the base indicated (first, second, third, or home plate). If he answers incorrectly, he is out. After three outs, it is the other team’s turn to “bat.”
- “[Lost Sheep Maze](#)” (provided in activity sheets)
- Pizza Review Game: Make two large cardboard circles or use clean cardboard circles from real pizza boxes. Cut out two “pizzas” from poster board the same size as the circles. Cut the “pizzas” into triangular “slices.” Divide the class into two teams. Take turns asking each team review questions. For every review question they answer correctly, they can add a slice to their pizzas. The first team to have a complete pizza wins.
- “[Good Shepherd and Lost Sheep Crossword Puzzle](#)” (provided in activity sheets)
- Have the children read the following:
 - John 10
 - *The Parable of the Lost Sheep*, by Claire Miller, Arch books (DISCLAIMERS: angels are not said to have wings in the Bible; use caution with the note to parents, as the wording can be misleading)
 - *The Little Lost Lamb*, by Goldthwaite, A Bible Board Book
 - “Shepherds” article from the [February, 2014](#) issue of *Discovery Magazine*
 - *Jesus, the Good Shepherd*, by Robert Mitchell, Arch books
 - *Jesus Teaches His Disciples*, Contemporary Bible Series, Scandinavia Publishing House (DISCLAIMERS: skip pp. 26-27, 40-41; change “hell” to “Hades” on p. 50)

FINGERPLAYS:

“LITTLE SHEEP”

Jesus is the Shepherd. (hold up index finger, right hand)
I am His little sheep. (hold up thumb, left hand)
He is always near me. (bring finger close to thumb)
When I'm awake or asleep. (eyes wide open, then lay head on hands)

“ONLY ONE SHEPHERD”

This is the shepherd. (hold up index finger, right hand)
These are his sheep. (hold fingers on left hand down, slightly spread)
They follow him all the day. (move both hands to the right)
Another shepherd (hold up middle finger of right hand instead of index finger)
May call to them, (stop sheep to listen)
But the sheep just turn away. (turn left hand around, move quickly away)

SONGS:

“THE LOST LAMB” ([Click to Hear](#))

Author: Unknown*

(Tune: “Mary had a Little Lamb”)

The shepherd had a little lamb, little lamb, little lamb.
The shepherd had a little lamb, who wandered far away.

The shepherd was so very sad, very sad, very sad.
The shepherd was so very sad; his little lamb was gone.

The shepherd went to look for him, look for him, look for him.
The shepherd went to look for him; he sought him everywhere.

Then the shepherd jumped for joy, jumped for joy, jumped for joy.
Then the shepherd jumped for joy; he found his little lamb.

We are God's little lambs, little lambs, little lambs.
We are God's little lambs; He loves and cares for us!

“JESUS LOVES ME” ([Click to Hear](#))

Author: Anna B. Warner

Jesus loves me this I know.
For the Bible tells me so.
Little ones to Him belong.
They are weak but He is strong.

CHORUS:

Yes Jesus loves me.
Yes Jesus loves me.
Yes Jesus loves me.
The Bible tells me so.

Jesus love me when I'm good.
When I do the things I should.
Jesus loves me when I'm bad,
Though it make Him very sad.

(CHORUS)

“WHO DOES JESUS LOVE?” ([Click to Hear](#))

Author: Sarah Richey
(Tune: “Farmer in the Dell”)

Who does Jesus love?
Who does Jesus love?
Jesus loves _____, (fill in blank with child's name)
That's who Jesus loves!
(Sing enough times to use every child's name)

“I LOVE JESUS” ([Click to Hear](#))

Author: Sarah Richey
(Tune: “Are You Sleeping?”)

I love Jesus,
I love Jesus,
Yes I do, yes I do!
Praise His name forever,
Praise His name forever,
Hallelujah! Hallelujah!

*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE
“SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE
CURRICULUM WEB SITE.



The Parables of the Good Shepherd and the Lost Sheep

John 10:1-31



New Testament 5
Part 1: Jesus' Ministry

WEDNESDAY EVENING

New Testament 5 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

John 10:1-31; Luke 15:1-7; Matthew 18:12-14

MEMORY WORK:

YOUNGER CHILDREN: "The Lord is my Shepherd; I shall not want" (Psalm 23:1).

OLDER CHILDREN: "I am the good shepherd. The good shepherd gives His life for the sheep" (John 10:11).

SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["Little Sheep"](#)
- ["Only One Shepherd"](#)
- ["The Lost Lamb"](#)
- ["Jesus Loves Me"](#)
- ["Who Does Jesus Love?"](#)
- ["I Love Jesus"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [Jesus' Ministry & Last Week](#) Bible fact cards (provided under "N.T. 5 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Betty Lukens' felt pieces
- Parables of Jesus A Beka flash-a-card series: series #1 (DISCLAIMER: use the cards, *not the lesson book*)
- Pictures of sheep, shepherds at work
- Raw wool or a wool rug



PERSONAL APPLICATION:

YOUNGER CHILDREN: Jesus loves me and takes care of me.

OLDER CHILDREN: Jesus knows everything about me. He loves me, and He takes care of me.

INTRODUCTION:

Review [N.T. 5 Bible Fact Flash Cards](#) (provided under “N.T. 5 Bible Facts” on curriculum Web site)

POINTS TO EMPHASIZE:

Review Sunday’s lesson (see [N.T. 5 Review Questions](#) for example questions)

Spend more time talking about the relationship between sheep and the shepherd, about God’s love and care for us. Emphasize to the children that God gave them families to take care of them. If they ignore instructions and warnings from their families, they may get hurt or find themselves in bad situations. They must obey the grown-ups who are in charge of taking care of them, just as sheep must obey the shepherd if they want to stay safe.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

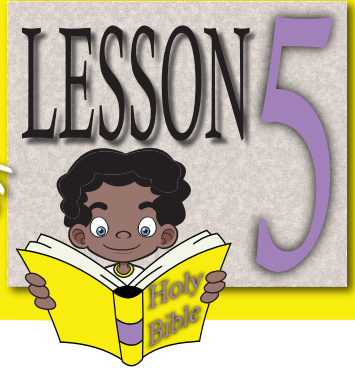
See Sunday morning’s lesson

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



The Widow's Mites And the Rich Young Ruler

Mark 12:41-44



New Testament 5
Part 1: Jesus' Ministry

SUNDAY MORNING

New Testament 5 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Mark 12:41-44; Luke 21:1-4; Matthew 6:1-4; 2 Corinthians 9:6-15

MEMORY WORK:

YOUNGER CHILDREN: "God loves a cheerful giver" (2 Corinthians 9:7b).

OLDER CHILDREN: "So let each one give as he purposes in his heart, not grudgingly or of necessity; for God loves a cheerful giver" (2 Corinthians 9:7).

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["Giving to Jesus"](#)
- ["The Widow Gave to God"](#)
- ["What You Have"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [Jesus' Ministry & Last Week Bible fact cards](#) (provided under "N.T. 5 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Betty Lukens' felt pieces
- Felt figures (or dolls) to represent the widow and one or more finely dressed men; Temple scene (purple cloth over a cardboard background)
- Two drawstring purses made of felt (one with several coins, the other empty). As you talk about the rich who gave, look into the purse with money and talk about how much money they had left over. Then open the empty purse and show that the widow had nothing left.
- Play money and pictures to illustrate how our contribution is used (pictures of your congregation's missionaries, the preachers, Bible class supplies, Bibles, etc.). As you



talk about the ways the elders decide to use our contributions, lay the play money on each picture. Then give each child equal amounts of the money, and ask them to decide how they will use it and what they will save for the Lord.

PERSONAL APPLICATION:

One way I show God that I love Him is by giving cheerfully (gladly; with a good attitude).

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Review last week's lesson.

Jesus was the best Teacher that has ever lived. He taught important lessons about how we should live so we can go to heaven. We can learn the same lessons He taught by reading the Bible. Today we are going to talk about an important lesson Jesus taught about how we should give.

INTRODUCTION: (OLDER CHILDREN)

Review last week's lesson.

Jesus was the greatest Teacher that has ever lived. He taught many important lessons about how we should live so we can go to heaven. We can learn the same lessons He taught by reading the Bible. One of the lessons He taught was about the kind of attitude we should have about giving to God. Jesus taught that it's not necessarily how much we give, but what our attitude is when we give. Let's see how He taught this lesson.

POINTS TO EMPHASIZE:

1. Some of the Jewish leaders [Pharisees, Herodians (Mark 12:13), Sadducees (Mark 12:18), and Jewish scribes (Mark 12:28)] came to Jesus to try to trick Him with difficult questions. They wanted to find some excuse to have Jesus arrested so that they could stop His teaching and His miracles. These men thought they were better than other people. They often wore special clothing to set themselves apart from everyone else. When they gave to the poor and put money in the Temple treasury, they made sure that other people saw what they were doing. They liked to draw attention to themselves and make others think, "Wow, look how religious they are!" These men thought they should even have seats of honor in the **synagogues**. But Jesus condemned them for trying to make themselves look better than everyone else when their actions (e.g., taking away widows' houses, etc.) showed that they loved themselves and not God.



NOTE: Under the Law of Moses, widows and orphans were supposed to be assisted by everyone else (Exodus 22:22-24; Deuteronomy 27:19; Isaiah 1:17; Jeremiah 22:3). But by the first century A.D., they were given very little help, in spite of what the Law said. Widows had no economic or social power; without a husband, they were defenseless, easy targets for greedy landowners, and creditors. Jewish religious leaders could say long, beautifully worded prayers, but they did not show mercy or compassion to widows (or others) in need.



Synagogue: In New Testament times, the synagogue was a house of worship for the Jews. It was also a place where men would gather to study and discuss Scripture. There had to be at least 10 men in a community to build a synagogue.

2. Jesus and His apostles were sitting in the Temple courtyard, watching people put money (their offerings to God) into the treasury box. Jesus had just finished condemning the Jewish leaders for their arrogant, show-off behavior when He spotted a widow approaching the box. He saw her put two small copper coins into the treasury box. He had seen a multitude of people put large sums of money into the box, but He was much more impressed with what this poor widow had done. Even though the other people gave large amounts of money, they gave out of their abundance. They wouldn't miss the money they put in the treasury box; they were not giving all they could. They were giving so that others could see them and praise them. The poor widow gave to God out of love. Jesus told the apostles that the widow gave more than the rich people because she willingly gave all she had; she truly sacrificed to God.

HISTORICAL NOTE: The Temple in which Jesus was sitting was the one being built by Herod Antipas—the same Herod who beheaded John (Matthew 14:1-12) and who would be part of Jesus' mock trials before His crucifixion. In the ruins of this Temple, archaeologists have found several treasury boxes with cone-like openings on top through which money could be deposited.



The widow's mites were two "leptons" (*lepta*), which were Jewish coins made before the Romans took over Palestine. The word lepton means "thin." As its name implies, this tiny coin was thin, very lightweight, and made of inferior bronze or copper. These coins may have been worth as much as 3.5 cents or as little as 2 cents. Since the average daily wage was about 18 to 20 cents (one denarius), the mites would have been a sizable part of the common person's daily income.

3. Why do we give things to people? When we love and appreciate someone for what they do for us, we want to show them how we feel by giving them something special (Mother's Day, Father's Day, birthdays, teacher's gifts, etc.).
4. God gives us many wonderful blessings because of His great love for us. So how do we show God that we love Him and appreciate all He's done for us? By giving back to Him! We should plan ("purpose") what to give, with much thought and prayer. If you get an allowance, you should plan to put some of it aside for your contribution on Sunday. If you earn money by cutting grass or baby-sitting, you should make it a habit to save some of your earnings to give back to God.
5. What is our money (contribution) used for? We give money to help missionaries and teachers and preachers tell others about Jesus, both here and in other parts of the world. We give our money to buy things (food, clothing, medicines) for people who have lost their jobs or can't work. We give our money so we can have a place to worship and materials to use in Bible class. We give our money to buy Bibles for people who don't have any. We give our money to help children who do not have a home.
6. Do we give other things to God besides money? Yes! We can give our time and talents (abilities) to help others and honor God. Under the Old Law, the Jews not only gave gold or silver to God, they also offered sacrifices at their place of worship (Tabernacle, synagogue, or Temple) to show their

love for Him. Today our sacrifices include praising God, doing good to others, sharing what we have (Hebrews 13:15-16), being kind and fair to others, and being humble (Micah 6:6-8).

7. When do we give? We are told to give on the first day of the week, Sunday (1 Corinthians 16:2), but there are also other times when we can give (i.e., whenever there is a special need—2 Corinthians 8:1-5; Acts 6:1-4).
8. How do we give? We should give cheerfully, with a willing heart—not grudgingly. A cheerful giver never says, “Do I have to give **my** money? Why should I give **my** money?” (2 Corinthians 9:7). No matter how much I give, if my attitude toward God isn’t right, I am not making the kind of gift God expects or appreciates. A large amount of money given with the wrong attitude is worthless in God’s sight.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#) and [Answer Key](#)

Ages 2-5:

- “[The Widow’s Mites Coloring Sheet](#)” (provided in activity sheets)
- Making Piggy Banks: Help the children make banks from plastic soda bottles, small boxes, or other containers. Cut a slot in each container, and encourage the children to decorate their banks with stickers, foam or felt stickers, markers, etc. Talk with the children about what they will do with the money they save, encouraging them to give some back to God.
- Review game: You will need several coin cutouts or play money bills (at least one for each child). You can usually find packages of coin cutouts at teachers’ supply or dollar stores. Another option is to find pictures of Bible times coins on-line, enlarge them to at least half-dollar size, and print them. Give each child one of these coins or paper bills on which you have written a review question. Read the questions on the backs of their money. When he answers correctly, he puts his coin or paper bill in the plate (or basket) and passes it to the next child. (“[Coin Cutouts](#)” provided in activity sheets)
- Role play: Let the children act out the story.

1st-2nd Graders:

- Making Piggy Banks: Help the children make banks from plastic soda bottles, small boxes, or other containers. Cut a slot in each container, and encourage the children to decorate their banks with stickers, foam or felt stickers, markers, etc. Talk with the children about what they will do with the money they save, encouraging them to give some back to God.
- “[Memory Verse Cutouts](#)” (provided in activity sheets)
- “[Widows Mites Word Search](#)” (provided in activity sheets)
- “I Can Name that Memory Verse with...” game: You will need to use all the memory verses from this lesson and previous lessons. The game can be played with pairs or two teams. The teacher says the scripture reference for a memory verse. Then the team (or team member) going first decides how many words they/he need you to give so they/he can say the memory verse. The other team can then decide if it wants to try to figure out the verse with fewer words given. The teams go back and forth until one team decides to let the other try, and says, “Name that verse.” You say the given number of words from the verse, and the team must then say the entire verse. (Example: If a team says it can name the verse after only two words, you give the first two consecutive words as a clue, and then it must say the whole

verse.)

- “Bible Bingo”: Make a list of review questions over lessons in the unit that have one or two word answers. Make a Bingo card for each student, and write the answers in different places on each card. (Use Bible stickers when possible for 1st graders.) If possible, laminate the cards. Give students small squares of paper (or candy) to cover the spaces on their boards. To play, read the review questions, and ask the students to cover the correct answers on their boards. The first to get four or five in a row (depending on your Bingo board) wins. (Bible Bingo [rules](#) and board provided in activity sheets)

3rd-4th Graders:

- “[Memory Verse Cutouts](#)” (provided in activity sheets)
- “[Widows Mites Word Search](#)” (provided in activity sheets)
- Concordance search: Divide the class into small groups. Give each group a Bible concordance. Have the groups find and read scriptures that contain the words “give” or “giving.”
- “I Can Name that Memory Verse with...” game: You will need to use all the memory verses from this lesson and previous lessons. The game can be played with pairs or two teams. The teacher says the scripture reference for a memory verse. Then the team (or team member) going first decides how many words they/he need you to give so they/he can say the memory verse. The other team can then decide if it wants to try to figure out the verse with fewer words given. The teams go back and forth until one team decides to let the other try, and says, “Name that verse.” You say the given number of words from the verse, and the team must then say the entire verse. (Example: If a team says it can name the verse after only two words, you give the first two consecutive words as a clue, and then it must say the whole verse.)
- “Bible Bingo”: Make a list of review questions over lessons in the unit that have one or two word answers. Make a Bingo card for each student, and write the answers in different places on each card. (Use Bible stickers when possible for 1st graders.) If possible, laminate the cards. Give students small squares of paper (or candy) to cover the spaces on their boards. To play, read the review questions, and ask the students to cover the correct answers on their boards. The first to get four or five in a row (depending on your Bingo board) wins. (Bible Bingo [rules](#) and board provided in activity sheets)
- Have the children read the following:
 - Mark 12; Luke 21; 2 Corinthians 9
 - “The Gift of Giving” article from the [August, 2013](#) issue of *Discovery Magazine*
 - *What If I Owned Everything?* by Larry Burkett, Tommy Nelson, Inc.
 - *Bethany Learns About Giving*, by Vicki Billings
 - *Jesus Teaches His Disciples*, Contemporary Bible Series, Scandinavia Publishing House (DISCLAIMERS: skip pp. 26-27, 40-41; change “hell” to “Hades” on p. 50)

FINGERPLAYS:

“GIVING TO JESUS”

(Illustrate with pictures and movements)

This is Billie when he gives to the baker. *(frown and reluctantly reach into pocket for*
This is Billie when he gives money to buy a new toy. *first two lines)*
But this is Billie when he gives to Jesus. *(smile, eagerly reach into pocket)*
Did you ever see such a happy boy?

This is Becky when she goes shopping, *(frown, act unwilling)*

To buy clothes or shoes or pearls.
But this is Becky when she gives to Jesus! *(smile and willingly open pretend purse)*
Did you ever see such a happy girl?

SONGS:

“THE WIDOW GAVE TO GOD” ([Click to Hear](#))

Author: Unknown*

(Tune: chorus of “Blessed Be the Name”)

The widow gave to God; the widow gave to God;
The widow gave to God all she had.
The widow gave to God; the widow gave to God;
The widow gave to God all she had.

Let us give to God; let us give to God.
Let us give to God on the Lord’s Day.
Let us give to God; let us give to God.
Let us give to God on the Lord’s Day.

“WHAT YOU HAVE” ([Click to Hear](#))

Author: Unknown*

(Tune: “Skip to My Lou”)

Do, do, good to o-thers. (3X)
Remember, do good to o-thers.

Share, share, share what you have. (3X)
Share what you have with o-thers.

Give, give, give from your heart. (3X)
Give from your heart to o-thers.

*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



The Widow's Mites And the Rich Young Ruler

Luke 18:18-30



New Testament 5
Part 1: Jesus' Ministry

WEDNESDAY EVENING

New Testament 5 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Luke 18:18-30

MEMORY WORK:

YOUNGER CHILDREN: "God loves a cheerful giver" (2 Corinthians 9:7b).

OLDER CHILDREN: "So let each one give as he purposes in his heart, not grudgingly or of necessity; for God loves a cheerful giver" (2 Corinthians 9:7).

SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["Giving to Jesus"](#)
- ["The Widow Gave to God"](#)
- ["What You Have"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

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- [Jesus' Ministry & Last Week Bible](#) fact cards (provided under "N.T. 5 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Betty Lukens' felt pieces
- Felt figures (or dolls) to represent the widow and one or more finely dressed men; Temple scene (purple cloth over a cardboard background)
- Two drawstring purses made of felt (one with several coins, the other empty). As you talk about the rich who gave, look into the purse with money and talk about how much money they had left over. Then open the empty purse and show that the widow had nothing left.
- Play money and pictures to illustrate how our contribution is used (pictures of your



congregation’s missionaries, the preachers, Bible class supplies, Bibles, etc.). As you talk about the ways the elders decide to use our contributions, lay the play money on each picture. Then give each child equal amounts of the money, and ask them to decide how they will use it and what they will save for the Lord.

PERSONAL APPLICATION:

One way I show God that I love Him is by giving cheerfully (gladly; with a good attitude).

INTRODUCTION:

Review [N.T. 5 Bible Fact Flash Cards](#) (provided under “N.T. 5 Bible Facts” on curriculum Web site)

POINTS TO EMPHASIZE:

1. Review Sunday’s lesson (see [N.T. 5 Review Questions](#) for example questions). Continue talking about making a habit of saving money for the weekly contribution.
2. A good object lesson would be to give each child ten one dollar bills (play money), and ask them to pretend this is their allowance, given to them on Saturday morning. Play-act the part of the mother taking each child shopping for the day, (i.e., toy store, the mall, grocery store, etc.), and have the child “spend” his money on various items. At the end of the shopping trip, have each child count how much money is left. Some may not have anything. Ask them “How much money do you have left to give to God tomorrow?” Help the children think about planning ahead so that their offering to God is set aside first before they spend all that they have on themselves.
3. Build on the object lesson by showing that if they are given more from God, they should also give more to God (“storing up **as he may prosper**”—1 Corinthians 16:2). Give the children twenty play dollars instead, and show how they should give two times as much as they gave when they only had ten dollars.
4. In Luke 18, we read about a man who came to see Jesus—a wealthy young man (vss. 18-30). He had trouble letting go of his riches for God. He asked Jesus what he needed to do to inherit eternal life (to go to heaven and be with God forever).
5. He assured Jesus that he had been careful to obey the Old Testament laws (the Law of Moses) all his life (from his youth). Jesus knew that this was partly true, but He knew that the man had not really followed one of the commandments very well: the tenth commandment of the Ten Commandments (You shall not covet/strongly crave things...). Jesus knew that the man loved material things (e.g., money, clothes, games, and toys) more than he loved spiritual things (e.g., God, heaven, helping others, and the Church).
6. Jesus told the rich young man that to make sure he would be with God, he needed to let go of all of his material possessions—his stuff. He needed to sell everything he had and then follow Him. The young man went away sorrowful, because he did not want to do what Jesus told him to do. He had a lot of money, and he wasn’t willing to give it up. He did not want to give up all the **things** he had in order to follow Jesus. **Things** were very important to him—more important than God, and more important than heaven. Read Matthew 6:19-20; 16:24.
7. After the rich young man walked away from Jesus, Jesus told His disciples how hard it is for a rich person to go to heaven—harder than it is for a camel to go through the eye/hole

in a needle. But He also told His disciples that with God, all things are possible. He then told His disciples that those who are willing to give everything up for the Kingdom (things, and even their family if it is necessary to do what's right) will be blessed on Earth and in heaven.

8. Let's be sure to never love money and things more than others. Use every opportunity you have to help those in need and to share with and give to others—especially God, Who gave us our things in the first place!

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

See Sunday morning's lesson

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Parables of the Persistent Widow and the Publican's Prayer

Luke 18:1-14



New Testament 5
Part 1: Jesus' Ministry

SUNDAY MORNING

New Testament 5 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Luke 18:1-14

MEMORY WORK:

YOUNGER CHILDREN: "[M]en always ought to pray and not lose heart" (Luke 18:1b).

OLDER CHILDREN: "Then He spoke a parable to them, that men always ought to pray and not lose heart" (Luke 18:1).

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["Bow Your Head"](#)
- ["God Is Listening"](#)
- ["I Can Talk to God"](#)
- ["I Like to Pray to God"](#)
- ["Jesus Taught Us How to Pray"](#)
- ["When We Pray for Each Other"](#)
- ["Make Me A Servant"](#)
- ["Humble Yourselves in the Sight of the Lord"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [Jesus' Ministry & Last Week Bible fact cards](#) (provided under "N.T. 5 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Betty Lukens' felt pieces
- Later Ministry of Jesus A Beka picture set (DISCLAIMERS: use the cards, *not the lesson book*; skip card CD 4.3)



PERSONAL APPLICATION:

God hears His faithful, humble children when they pray to Him every day—even though we can't see Him. We shouldn't give up praying.

LESSON STARTS HERE

INTRODUCTION:

We've been learning about Jesus and what He did while He was on Earth, and especially, what He taught. What are some of the parables He told that we have learned about in other lessons? [Sower; Good Shepherd; Lost Sheep] Today we're going to learn two of Jesus' parables about prayer, that tell us how important it is to pray and to have a humble attitude.

POINTS TO EMPHASIZE:

1. Near the end of Jesus' ministry, as He was slowly traveling to Jerusalem for His own crucifixion, Jesus and His followers traveled along the border between Samaria and Galilee (Luke 17:11), headed towards the Jordan River and Perea. As they traveled, Jesus taught His followers. One day, Jesus told two parables about prayer.



NOTE: In *The Fourfold Gospel*, Bible scholar J.W. McGarvey discusses the events of Jesus chronologically. According to McGarvey, Jesus traveled eastward across the Jordan and into Perea in the last several days of His life. He taught in Perea as He moved southward through the territory, and then crossed the Jordan westward to go to Jericho and on to Jerusalem.

2. The first parable was about a widow who was very **persistent** with her requests to a **judge**. Someone had wronged her, and since she had no husband, nobody could stand up for her against the person. So the widow went to the judge, herself, asking for him to give her justice. Sadly, the judge didn't care about anybody else, and he didn't care about God, either.



Persistent: to continue trying to do something, no matter how difficult it might be and no matter who or what is in the way

Judge: a person who helped settle disputes between individuals (an arbiter), perhaps comparable to the role of a modern judge in a civil trial (i.e., without a jury or prosecution). See 1 Kings 3:9,16-28.

3. Over and over, the widow came to the unjust judge to beg him to give her justice, and the judge would send her away without helping her. Finally, the judge decided that he would never be rid of her if he didn't go ahead and help her. So he decided to make sure she received justice against the one who wronged her.
4. As was always the case with Jesus' parables, there was a message beneath the story that Jesus wanted His followers to understand. In this case, Jesus explained that God is also a Judge, but a Just Judge—He's fair. He explained that if, through persistence, someone can even get an unjust judge to do right—a judge who cares nothing about people or obeying God—how much more will God help His faithful followers who persistently go to Him in prayer when they want help? Read Romans 12:12.

5. As He ended the parable, Jesus said, “Nevertheless, when the Son of Man comes, will He really find faith on the Earth?” “Faith” here means to trust or believe God. By asking that question, Jesus is saying that many times when people pray, they don’t really believe that God will hear and answer them. Their prayer is not from faith, and since they don’t really believe God will hear them, they won’t have the attitude of the widow, who so fervently believed she could get justice that she persistently begged the judge for help. When we pray to God, we should believe that He hears us and will answer us according to His will for our good. Read 1 John 5:14-15 and James 5:15-16 and discuss what they mean. We should not doubt that God will hear us and answer us (read James 1:5-8). We should not lose heart. Read Psalm 27:13-14.
6. Jesus was an excellent Teacher. He was never afraid to boldly tell people what they needed to hear to be right with God, and He always taught people in the best, most effective and loving way. Some of the people that were following Jesus as He traveled to Jerusalem were Pharisees (Luke 17:20ff.). The next parable Jesus told would have especially been aimed at the Pharisees.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#) and [Answer Key](#)

Ages 2-5:

- “[Persistent Widow Coloring Sheet](#)” (provided in activity sheets)
- Bring a small cardboard box and several craft sticks for each child. Glue pieces of cardboard to the craft sticks to make each stick look like a gavel. Ask the children who or what they should pray for persistently, and write their answers on the craft sticks with colorful markers. On the box, write “I can judge justly!” Let the children decorate the boxes and use their “gavels” on the boxes. Let the kids put their craft sticks in the pail.
- Bring a **small** balloon for each child. Take turns letting each child make a prideful statement (bragging about himself). After each statement, let them blow once into the balloon. After several turns, they will have bragged so much that the balloon will pop (or if popping the balloons will be too loud, talk about what would happen to the balloons if they kept bragging). Read 1 Timothy 3:6 and 1 Corinthians 13:4, and talk about how pride is a bunch of hot air that puffs us up and causes us to hurt ourselves and others.

1st-2nd Graders:

- Bring a small cardboard box and several craft sticks for each child. Glue pieces of cardboard to the craft sticks to make each stick look like a gavel. Ask the children who or what they should pray for persistently, and write their answers on the craft sticks with colorful markers. On the box, write “I can judge justly!” Let the children decorate the boxes and use their “gavels” on the boxes. Let the kids put their craft sticks in the pail.
- Bring a **small** balloon for each child. Take turns letting each child make a prideful statement (bragging about himself). After each statement, let them blow once into the balloon. After several turns, they will have bragged so much that the balloon will pop (or if popping the balloons will be too loud, talk about what would happen to the balloons if they kept bragging). Read 1 Timothy 3:6 and 1 Corinthians 13:4, and talk about how pride is a bunch of hot air that puffs us up and causes us to hurt ourselves and others.
- Write out the following verses on note cards. Divide the kids into two teams. Call out one of the verses, and let the kids discuss with each other what they can learn about pride from the passage.

Let a spokesman for each team tell the teacher what their team thinks you can learn from the passage. If the team is correct, they get a point. Call out the next verse, and so on. Passages to look up: Proverbs 21:4,24; Psalm 10:4; 18:27; 101:5b; Proverbs 6:16-17a

- [“Fill in the Blank Activity”](#) (provided in activity sheets)
- [“Persistent Widow Word Search”](#) (provided in activity sheets)
- [“Word Scramble Activity”](#) (provided in activity sheets)

3rd-4th Graders:

- Bring a **small** balloon for each child. Take turns letting each child make a prideful statement (bragging about himself). After each statement, let them blow once into the balloon. After several turns, they will have bragged so much that the balloon will pop (or if popping the balloons will be too loud, talk about what would happen to the balloons if they kept bragging). Read 1 Timothy 3:6 and 1 Corinthians 13:4, and talk about how pride is a bunch of hot air that puffs us up and causes us to hurt ourselves and others.
- Divide the kids into two teams. Call out one of the following verses, and let the kids look it up in the Bible and then discuss with each other what they can learn about pride from the passage. Let a spokesman for each team tell the teacher what their team thinks you can learn from the passage. If the team is correct, they get a point. Call out the next verse, and so on. Passages to look up: Proverbs 21:4,24; Psalm 10:4; 18:27; 101:5b; Proverbs 6:16-17a
- [“Fill in the Blank Activity”](#) (provided in activity sheets)
- [“Persistent Widow Word Search”](#) (provided in activity sheets)
- [“Word Scramble Activity”](#) (provided in activity sheets)
- Have the children read the following:
 - Luke 18
 - *Bethany Learns About Prayer*, by Vicky Billings (out of print, but available on-line used)
 - *Jesus Teaches His Disciples*, Contemporary Bible Series, Scandinavia Publishing House (DISCLAIMERS: skip pp. 26-27, 40-41; change “hell” to “Hades” on p. 50)
 - “Talking to God” article from the [August, 2013](#) issue of *Discovery Magazine*
 - *The Parable of the Woman and the Judge*, by Claire Miller, Arch Books (DISCLAIMER: skip note to parents)
 - *The Proud Prayer*, by Derek Matthews, Christian Focus Publications, Look ‘n See series (DISCLAIMER: on the last page, change “If we ask Him” to “When we’re Christians”)

SONGS:

“BOW YOUR HEAD” ([Click to Hear](#))

Author: Unknown*
(Tune: “Taps”)

Bow your head, close your eyes,
Send a prayer, send a prayer to the skies.
God is list’ning above.
God is love.

“GOD IS LISTENING” ([Click to Hear](#))

Author: Unknown*
(Tune: “Frère Jacques”)

God is listening, God is listening, (put your hand to your ear)
While we pray, while we pray, (put hands together as if to pray)
Bow your head so lightly, (bow your head)
Close your eyes so tightly, (close your eyes)
Let us pray, let us pray.

“I CAN TALK TO GOD” ([Click to Hear](#))

Author: Unknown*
(Tune: “The Farmer In the Dell”)

I can talk to God (point to self, to mouth, then upward), (REPEAT)
God listens when I pray to Him,
I can talk to God.

“I LIKE TO PRAY TO GOD” ([Click to Hear](#))

Author: Lora Laycook
(Tune: “The Farmer In the Dell”)

I like to pray to God, I like to pray to God,
With all the other boys and girls, I like to pray to God.
He’ll hear me when I pray, He’ll hear me when I pray;
With all the other boys and girls, He’ll hear me when I pray.
I’ll pray in Jesus’ name, I’ll pray in Jesus’ name.
With all the other boys and girls, I’ll pray in Jesus’ name.

“JESUS TAUGHT US HOW TO PRAY” ([Click to Hear](#))

Author: Unknown*
(Tune: “The Farmer In the Dell”)

Jesus taught us how to pray, to God our Father everyday;
Morning, noon, and night-time, too, we can pray and so can you.
Yes, we can pray! Yes, we can pray!
Yes, we can pray; to God through-out the day.

“WHEN WE PRAY FOR EACH OTHER” ([Click to Hear](#))

Author: Unknown*

(Tune: “The More We Get Together”)

When we pray for each other,
Each other, each other,
When we pray for each other,
The stronger we’ll be.

‘Cause your prayers,
And my prayers,
Together make great prayers.
When we pray for each other,
The stronger we’ll be.

The more we love each other,
Each other, each other,
The more we love each other,
The happier we’ll be.

‘Cause your love,
And my love,
Together is God’s love.
The more we love each other,
The happier we’ll be.

“MAKE ME A SERVANT” ([Click to Hear](#))

Author: Unknown*

(Tune: See Internet)

Make me a servant,
Lord, make me like you.
For you are a servant,
Make me one, too.

Make me a servant,
Do what you must do.
To make me a servant,
Make me like you.

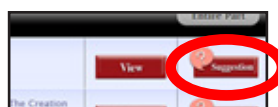
“HUMBLE YOURSELVES IN THE SIGHT OF THE LORD”

Author: Bob Hudson

(See Internet)

*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

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Parables of the Persistent Widow and the Publican's Prayer

Luke 18:1-14



New Testament 5
Part 1: Jesus' Ministry

WEDNESDAY EVENING

New Testament 5 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Luke 18:1-14

MEMORY WORK:

YOUNGER CHILDREN: "[M]en always ought to pray and not lose heart" (Luke 18:1b).

OLDER CHILDREN: "Then He spoke a parable to them, that men always ought to pray and not lose heart" (Luke 18:1).

SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

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- "[Jesus Taught Us How to Pray](#)"
- "[When We Pray for Each Other](#)"
- "[Make Me A Servant](#)"
- "[Humble Yourselves in the Sight of the Lord](#)"

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

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- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Betty Lukens' felt pieces
- Later Ministry of Jesus A Beka picture set (DISCLAIMERS: use the cards, *not the lesson book*; skip card CD 4.3)



PERSONAL APPLICATION:

We should not be arrogant and think we are better or more righteous than others, especially when we pray.

INTRODUCTION:

Review [N.T. 5 Bible Fact Flash Cards](#) (provided under “N.T. 5 Bible Facts” on curriculum Web site)

POINTS TO EMPHASIZE:

1. Review Sunday’s lesson (see [N.T. 5 Review Questions](#) for example questions)
2. Discuss 1 Thessalonians 5:17—“Pray without ceasing,” which means to have a practice of prayer (e.g., always praying before meals and/or before bedtime, in the morning, before tests, etc.) and to keep it.
3. Discuss James 5:16b [“The prayer of a righteous person has great power as it is working” (ESV)] and the fact that prayer works and is powerful if it is offered by a “righteous person,” explaining what that means.
4. Jesus told His followers about two men who went to the Temple in Jerusalem to pray to God: a Pharisee, whom everyone would have thought was very religious and godly, and a tax collector (or publican), whom everybody would have thought was wicked and a thief (remember Zacchaeus?). Jesus described their prayers.
5. The Pharisee was very prideful, self-centered, and **self-righteous**. Jesus described him as praying “with himself,” as though the man was thinking more about himself, than the One to Whom he was supposed to be praying: God.



NOTE: It is possible that Jesus meant that the Pharisee was standing by himself praying (e.g., ESV translation of Luke 18:11), as though not wanting to be “contaminated” by the tax collector, but many scholars believe that the translation is better understood to be that the Pharisee was standing, praying with/to/about himself.



Self-righteous: thinking about yourself, believing that you are more righteous and superior than others

6. The Pharisee prayed that he was thankful that he was so much better and more righteous than other people: people who sin and break God’s commandments (e.g., those who blackmail others, unjust people, and adulterers, vs. 11; more relevant for kids today: kids who say bad words, don’t share, don’t go to church as much, etc.). He even thanked God that he was better than the tax collector who was also praying in the Temple. He bragged on himself because of the good things he did (e.g., fasting two times each week and tithing).
7. The tax collector’s prayer, however, was an humble one. He felt so bad about his sins that he kept his head bowed and wouldn’t even look up to the sky towards God. He begged God to be merciful to him even though he had been a sinner.

8. Again, Jesus gave the point of His parable: the humble man who sees his own sinfulness and comes to God for forgiveness will be justified, while the prideful person who thinks he's better than others will not be justified. Jesus then gave a warning about the Judgment Day: "For everyone who exalts himself will be humbled, and he who humbles himself will be exalted." We should be very careful to not brag or think we are better than others. If we are humble, Jesus will exalt us when He comes again.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

See Sunday morning's lesson.

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