

YOUTH EDUCATIONAL ADVENTURES

Hidden Treasures

YE2C · Teacher Edition

Primaries · Year 1: Life of Christ

Christian Educational Ministries — a faithful digital edition of the printed program

The Golden Rule

MEMORY VERSE

“Do to others as you want them to do to you” (NIrV). - Luke 6:31

OBJECTIVES

At the end of this lesson, students will be able to:

1. Tell why David was hiding in the cave.
2. Tell what David did to show Saul that he didn’t want to hurt him.
3. Explain why we should be kind to people who treat us badly.
4. Recite their memory verse.

TOPICS & THEMES

David

Golden Rule

Loving God

Loving Others

Obedience

Saul

MATERIALS NEEDED

Bible, YEA students and teacher’s books, memory verse and attendance charts, stars or stickers, pencils, marker pen, crayons or stickers, colored construction paper, metal brad-type paper fasteners, newsprint or blackboard and chalk, songbook, CD/cassette tape, music player

PREPARATION

This is the first lesson in this new book. You will need to have a chart to keep track of each child’s attendance and memory verse recitation. These can either be made or purchased at your local Christian bookstore or teacher’s supply store. Be sure to place the charts low enough for the children to reach. Each week they attend class and successfully recite their verse, allow them to place a star or sticker on their chart. When you complete this book, a small award can be given to those students with perfect attendance and who have recited all ten memory verses.

Because children learn in diverse ways, the lessons in this book are filled with variety to appeal to kids' many learning styles. When you, as a teacher, are full of excitement and understanding of the lesson, your students will be eager to learn. Begin by reading the lesson over in both the student's and teacher's books early in the week. Meditate on scriptures, and ask God to direct you to creative ways to reinforce the objectives.

Before you come to class, enlarge the elliptical pattern to about seven inches in length. Make enough copies of the shape on colored construction paper so that each child will have five shapes. On a sheet of newsprint, or a blackboard, write out today's memory verse. Divide the verse as follows: Luke 6: 31 – "Do to others – as you – want them – to do to you."

HOW TO TEACH THIS LESSON

Introduce this lesson by asking the children to think of some places where there are rules. Stimulate them to think of rules they must follow at school, like: no running in the halls, no talking without raising your hand, walk in single file, etc. Next, ask them to discuss the rules of driving: you must stop at a stop sign, drive on the right side of the road, don't speed, etc. Ask the children if they have any special rules in their home, like not sitting too close to the TV, not opening the door for strangers, always wash your hands before you eat, etc.

Explain to the children that rules are made for our protection or for our good. If we disobey the rules, we may be in danger or may get hurt. Examples: Failing to stop at a stop sign may cause an accident. If you run in the halls of your school, you may knock someone down and hurt them. You should not talk to strangers or let them into your house, because you don't know what they may do to you. Washing your hands before you eat helps to get rid of germs.

Next, explain why we call this lesson and verse the "Golden Rule." Things made of gold are usually very valuable. If your mother has a gold ring, she takes care of it. Because it is important to her, she probably keeps it in a jewelry box. Luke 6:31 is such an important and valuable verse that it is called "golden." This rule is also for your protection and good. If everyone obeyed it, there would be no fighting, no wars, no stealing, no murders, no one would lie about his neighbor, etc. Likewise, when this rule is disobeyed, we put ourselves, and others, in danger.

Emphasize the fact that David had an opportunity to get even with King Saul for the way Saul was treating him. But, David chose to respond the way he knew God would want him to. Treating others the way that you want to be treated is for your good and protection – plus it pays dividends. David could have been badly hurt or even killed if he tried to take vengeance on Saul. But instead, he was loved and respected by the people because of his character. And, he was rewarded by God when he was crowned King of Judah and later King of Israel.

REVIEW QUESTIONS

1. When someone is treated badly, what do most people want to do?
2. Why was Saul trying to kill David?
3. How did David respond when he found Saul in the cave?
4. Why do you think David did not try to get even with Saul?
5. Why do we call Luke 6:31 the “Golden Rule?”
6. What can happen if we don’t obey rules?

TEACHER-DIRECTED ACTIVITY

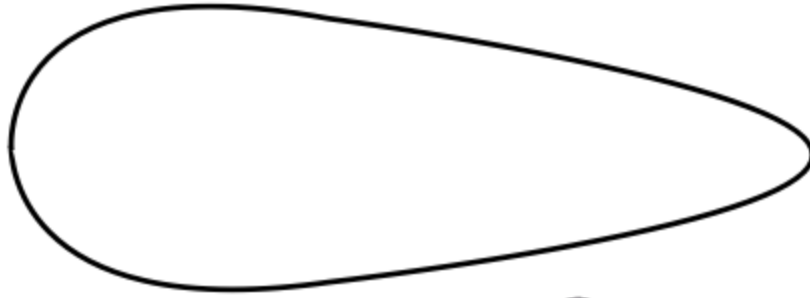
To make this memory verse fan, have each child cut out five of the elliptical shapes from colored construction paper. Next, have them copy the words of their memory verse on the shapes, dividing the verse as directed (You may have to help the younger children). Now place the shapes in order to form the memory verse, with the reference on top. Fasten the elliptical shapes together with a metal brad-type paper fastener at the narrow end of the ellipse. The children may want to add a decorative design to their fan with crayons, markers or stickers.

SONG

“This is My Commandment” is on page 4 of Kids Classics Collection.

CLOSING PRAYER

Ask one of the students if they would like to lead in prayer, asking God to help them remember to keep the Golden Rule instead of getting even.



Mountain Top Miracle

MEMORY VERSE

“This is my Son. . . listen to Him” (NIrV). - Matthew 17:5

OBJECTIVES

At the end of this lesson, students will be able to:

1. Name three other times God sent a special cloud to earth.
2. Tell why Jesus went up on the mountain with His disciples.
3. Name the three disciples Jesus took with Him.
4. Give the names of the two visitors who came from heaven.
5. Recite their memory verse.

TOPICS & THEMES

Clouds

Disciples

Elijah

God’s Voice

James

Jesus, God the Son

Jesus, Listen To

John

Moses

Obedience

Peter

Transfiguration

MATERIALS NEEDED

Bible, YEA students and teacher’s books, pink construction paper, glue, scissors, pencils, marker, tape, songbook, CD/cassette tape, music player, cotton balls, push pins, attendance and memory verse charts, and stars

PREPARATION

Before the children arrive, make sure you have all of the supplies needed for your craft. Set them out in an orderly fashion. If the children have to wait while you search for glue or if you don't have enough supplies for everyone, you will leave the door open for disruptive behavior.

Enlarge and photocopy on pink construction paper, both ear patterns. Cut strips of construction paper into 1 1/2 inch strips for the headband. You may need to tape two strips together in order that the band will fit around each child's head. Write the Scripture reference (Matthew 17:5) on a blackboard or sheet of butcher's paper for the children to copy.

The goal of the craft time goes beyond an artistic product. It is an active form of learning which completes the learning process. Take advantage of the time they are working on their craft to ask review questions, or to recite their memory verse.

Decorate your classroom by making "clouds" to hang from the ceiling out of white construction paper. Glue cotton balls to the cloud shapes to make them fluffy. Attach a piece of yarn to the cloud and hang it from the ceiling using a thumbtack or push pin.

HOW TO TEACH THIS LESSON

Give the students some background information about other appearances of clouds in the Scriptures. God sent a pillar of cloud to guide Moses and the children of Israel through the wilderness (Exodus 13:20-22). When the cloud moved, the people followed. When the cloud stood still, the people remained in their camp. Point out that it is always best to follow God's leading instead of going off in our own direction.

When the children of Israel had completed building the Tabernacle, God sent a cloud to be a visible witness to His presence (Exodus 40:34-38). And when Solomon had completed the Temple in Jerusalem, the cloud was a symbol of God's glory that filled the Temple (2 Chronicles 5:13-14).

As you tell the story, point out that in the New Testament, God sent a cloud to receive Jesus up into heaven (Acts 1:9-11). And, we are told that when He returns to this earth, He will come in a cloud (Matthew 24: 29-30). Some of these things may be difficult for primaries to fully understand, but they can begin by hearing the Word of God. Pieces of the puzzle will gradually come together.

The clouds that we see in the sky can be a reminder to us that God guides us, and that He is present with us in the form of the Holy Spirit. He sent His Son, Jesus, to earth to die for our sins, but Jesus also rose again, and was taken up into heaven in a cloud. There He sits at the right hand of the Father, making prayers of intercession for us. And finally, one day He will return with power and majesty.

It is important that the children understand that they can believe the words that Jesus spoke and the promises He made. It is so important that God said, “This is my Son . . . listen to Him.”

REVIEW QUESTIONS

Who were the three disciples who went up the mountain with Jesus?

1. Why did Jesus go up on the mountain?
2. Who were the two surprise visitors?
3. How did Jesus appear when He talked with the visitors?
4. Who spoke to them from the cloud?
5. What did Peter want to build on the mountain?
6. Why is it important that we listen to Jesus’ words?

TEACHER-DIRECTED ACTIVITY

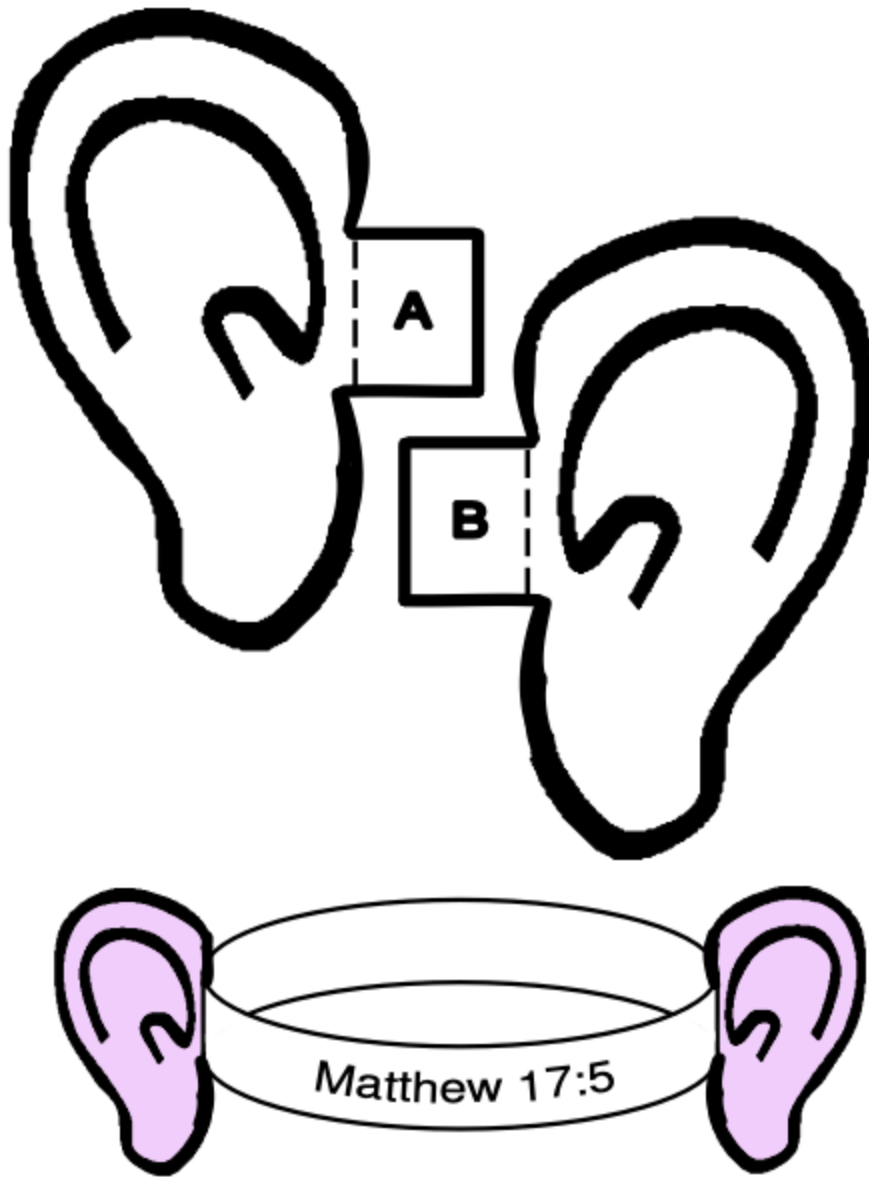
Give each child a sheet of construction paper on which the ear patterns have been enlarged. Help them to cut out the ears and bend each tab back at the dotted line. Give each child a band and have them write the Scripture reference in the middle. Help them glue the tabs on the ears to the sides of the band. Then, tape the ends of the band together to fit around each child’s head.

SONG

“Climb, Climb Up Sunshine Mountain” is on page 50 of Kids Classics Collection.

CLOSING PRAYER

Lead the children in prayer, or ask one of the older children to pray, thanking God for making clouds that remind us to hear and obey Jesus’ words.



Food For Thought

MEMORY VERSE

“I’ve treasured his words more than my necessary food” (NIrV). - Job 23:12

OBJECTIVES

At the end of this lesson, children will be able to:

1. State that to treasure something is to treat it as something very valuable.
2. Name the two women who were friends of Jesus.
3. Give the reason that Martha became upset with her sister, Mary.
4. Tell what Mary was doing instead of helping Martha.
5. Recite their memory verse.

TOPICS & THEMES

Bethany

Bible Study

Helping Others

Holy Conduct

Honor Your Father and Mother

Jesus, God the Son

Jesus, Listen To

Lazarus

Mary and Martha

Obedience

Prayer

Ten Commandments

MATERIALS NEEDED

Bible, YEA students and teacher’s books, construction paper, diagram of the table setting, glue, scissors, crayons, clear Contact paper, broom, dustcloth, tablecloth or place mats, paper plates, paper cups, plastic ware and napkins, songbook, CD/cassette tape, music player, attendance and memory verse charts, stars

PREPARATION

Prayer and Bible study are integral parts of our Christian life. Don't deny children this privilege simply because they cannot sit still for long periods of time. We are attempting to make our lessons, our daily devotionals and our memory verses short enough for even the active children to enjoy. Emphasize the importance of "hearing" and obeying the Words of God. It is to be "treasured . . . more than my necessary food" (Job 23:12 NIV).

Encourage the children in your class to participate in the prayer time. They will not be able to verbalize long, eloquent prayers. Instead, involve the children in prayer in ways that will help them understand that prayer is something they can do. Invite them to say sentence prayers, make prayer requests and follow the model prayer written in the student's book.

Before you come to class, enlarge and photocopy enough of the patterns for the plate, glass, napkin and silverware on construction paper so that each child will have one. On a blackboard or newsprint pad, draw the diagram of the table setting as an example for the children to follow.

You will want to bring a broom, dustcloth, tablecloth or place mats, paper plates, cups and plastic ware and napkins for the children to use when they pretend to prepare their house for the arrival of guests.

HOW TO TEACH THIS LESSON

Begin your class today by allowing students to pretend they are getting ready to have Jesus come to dinner. One child can sweep the floor and one can dust. Allow several to participate in setting the table. Explain that all of these things are nice, if they are done ahead of time. But, when your guest arrives, you will want to spend time with Him.

Emphasize the fact that the things that Martha was doing were not wrong in themselves. It was good that she wanted the house to be clean. It was thoughtful of her to prepare a meal for Jesus to eat. The problem was that she expected Mary to leave her place at Jesus' feet, and go help her.

Jesus was concerned with eternal matters, more than He was earthly matters. He was more interested in the condition of a person's heart than in the position of his body. Mary had her attention, her heart and her mind fixed on Jesus' words. She was feeding on the Bread of Life – drinking at the fountain of living water. She was fully satisfied!

Stress that it is just as important for children to treasure God's words as it is for adults. Remind them that their memory verse is short, so they should be able to memorize it easily. Hiding God's Word in their hearts will help them resist Satan when he tries to tempt them to do bad things. Their daily devotionals are also short, and will help them understand the principles taught in each week's lesson. By spending time each day "at the feet of Jesus," they will be treasuring God's words.

REVIEW QUESTIONS

1. What does our memory verse mean when it says we should treasure God's words?
2. Who were the two women that Jesus went to visit in Bethany?
3. Why did Martha get angry with her sister Mary?
4. What was Mary doing instead of helping Martha?
5. How did Jesus feel about what Mary was doing?
6. What are some things that you can do to show that you treasure God's words?

TEACHER-DIRECTED ACTIVITY

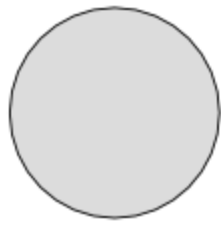
Give each child a large (12x18") sheet of colored construction paper, and a sheet on which the pattern for the plate, glass, napkin and silverware have been enlarged and copied. Tell the children to color and decorate their plate and napkin. Next, carefully cut out each item and glue them to their place mat in the proper position, as shown by the teacher. The fork and napkin go to the left of the plate. The knife, spoon and glass go to the right of the plate. You can have the place mats laminated for the children, or you can cover them with clear Contact paper. The children can use their place mats to help them learn how to set the table at home.

SONG

"Thy Word Have I Hid In My Heart" is on page 75 of the Kids Classics Collection.

CLOSING PRAYER

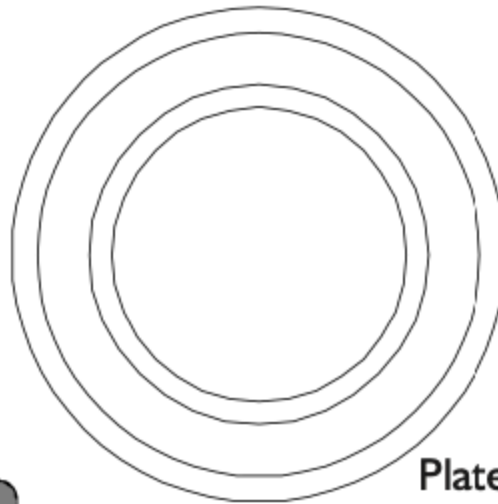
Ask if one of the children would like to lead in a prayer asking God to help them to treasure His Word - the Bible.



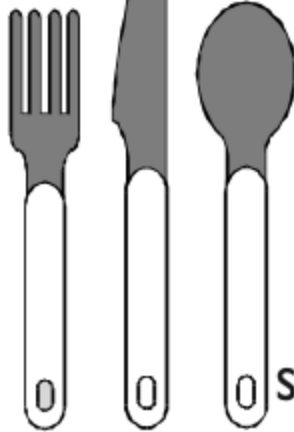
Glass



Napkin



Plate



Silverware

Growing Greedy

MEMORY VERSE

“Life is not made up of how much a person has” (NIrV). - Luke 12:15

OBJECTIVES

At the end of this lesson, students will be able to:

1. Define what it means to be greedy.
2. State the reason the rich man thought he needed bigger barns.
3. Give God’s reply to the rich man’s greediness.
4. Recite their memory verse.

TOPICS & THEMES

Coveting

Gratitude

Greed

Jesus, His Ministry

Loving God

Obedience

Parable of Rich Fool

Sharing

Ten Commandments

MATERIALS NEEDED

Bible, YEA students and teacher’s books, crayons, glue, scissors, butcher paper, magazine pictures, box with candy treats, gift wrap paper, songbook, CD/cassette tape, music player, attendance and memory verse charts, stars

PREPARATION

Preparation is a key factor in the behavior of your class. The less prepared you are, the more problems you will have. If the children in your class sense that they are not important enough to you for you to be prepared, they will attempt to gain your attention any way they can. This may include misbehavior. The answer isn’t discipline, it is discipleship. Ask pertinent questions as

the children arrive, such as: How was your week at school? Do you have anything exciting planned for tomorrow? Tommy, I hear that you have a birthday coming up. Are you going to have a party? How is that bruise on your knee, Billy? I hope it is better. Have you ever visited a farm? Have any of you ever lived on a farm? These last questions will lead into your opening activity. Letting the children know that you are interested in them personally will win their attention.

Before you come to class, tear pages from magazines that illustrate different aspects of farm life. These should include farm animals, vegetables and fruit, fruit trees, house, barn, fence, tractor, etc. Attach a sheet of butcher paper to the wall. The children will use these to create a farm mural.

For your activity you will need a box with enough candy treats for each child in your class to have one. Wrap the box in colorful gift wrapping paper.

HOW TO TEACH THIS LESSON

As an introduction to today's lesson, have the children create a farm mural. They may cut out pictures from the magazine pages and glue them to the butcher paper. Some of the children may want to draw items to complete the mural, such as a pond for the ducks, a fence around the animals, a path to the house and barn or a scarecrow in the garden. Let them be creative. As they are busy, discuss what is necessary to have a successful farm. They must have rain, seeds have to be planted, weeds must be pulled, animals must be fed, etc. Encourage the children to think of as many things as they can.

Explain that the rich farmer in today's lesson had many barns. He evidently had been successfully farming for a number of years. He knew the right things to do to ensure a plentiful harvest.

He was very proud that he was rich. He not only wanted to keep all of his money and things for himself, but he took all of the credit for having them. He did not thank God's for giving him a successful harvest. His decision to tear down his old barns, and build bigger barns, showed his pride. He worked hard, was clever and thought no one could conquer or beat him. To reward himself, he told himself to "eat, drink and be merry" (Luke 12:19).

God looked down on this selfish, greedy man and saw something different. He saw the man as being rude, unthankful, not caring how others felt. God showed that He didn't like it by telling the man he was about to lose it all. Everything that he had worked for, took pride in and gloried over was about to be taken from him. Then what would he have?

Explain that God is more interested in our obeying Him than in our money, more concerned with our person than the things we have.

REVIEW QUESTIONS

1. Can you tell what it means to be greedy?
2. Why did the rich farmer think he needed to build bigger barns?
3. When the man told himself to eat, drink and be merry, what did God say?
4. Why do you think God told the man he would lose everything?
5. What is more important, what you have or what kind of person you are?

TEACHER-DIRECTED ACTIVITY

This activity will emphasize sharing and discourage greediness. Have all of the children sit in a circle. Give one of the children the package you have wrapped. Tell them that you are going to ask the child with the package a question. As long as he can truthfully answer “yes” to the questions, he can keep the package. As soon as he answers “no,” he must pass the package to the child next to him. The last child with the package before you run out of questions gets the prize.

You’ll need about three questions per child. Ask questions such as: Do you have brown eyes? Do you wear nail polish? Have you ever been to the fair? Can you wiggle your ears? Do you read your Bible everyday? Is today your birthday? Do you play baseball? Etc.

After a child answers one or two “yes” questions, ask him a definite “no” question so the package will be passed along. The last child holding the package gets to open it and share the treats with the class.

SONG

“Jesus Wants Me For a Sunbeam” is on page 21 of the Kids Classics Collection.

CLOSING PRAYER

The teacher may lead in prayer, or ask one of the children to pray, thanking God for the story about the greedy farmer. Ask God to help you not be selfish, but to share what you have with others.

Draw and color your own treasure map to the treasure chest at the bottom of the page. Add signs, animals, houses or other things that you would see on a road.

These will help to lead you to the treasure!

● **START**



Believing is Seeing

MEMORY VERSE

“Go. . .your faith has healed you” (NIrV). - Mark 10:52

OBJECTIVES

At the end of this lesson, students will be able to:

1. Describe what it might be like to be blind.
2. Tell how Bartimaeus made money to live on.
3. Tell how Bartimaeus knew someone was coming down the road even though he couldn't see.
4. State what Jesus did to give Bartimaeus his sight.
5. Recite their memory verse

TOPICS & THEMES

Bartimaeus

Blindness

Faith (Belief)

Fear

Jesus, His Miracles

Healing

Jesus, son of David

Mercy

Physical Infirmities -

Blindness

Poverty/Beggars

Prayer

MATERIALS NEEDED

Bible, YEA students and teacher's books, attendance and memory verse charts, pencil, sand paper, washcloth, book, metal cooking pot, spoon, coins in a metal container, slice of apple, orange or banana, slice of bread, carrot, celery, cucumber, songbook, CD/cassette tape and music player

PREPARATION

Because of our media-based society, today's children want to be entertained, amused and informed. If we as Christian educators fail to make our lessons appealing and applicable to children's lives today, we will miss the mark when it comes to reaching and teaching children.

When telling this Bible story, strive to stir the emotions of the children. If they can identify with the fears, the hurts, the love or joy of the Bible character, the story will be cemented in their minds. Thoroughly study your lesson. Ask questions and search for details that will evoke an emotional response in the children.

HOW TO TEACH THIS LESSON

As you introduce children to blind Bartimaeus, you need to flesh him out in order to make him more than a two-dimensional character. Help the children feel his frustration at not being able to see. Use examples from the everyday life of a child, like trying to pick out clothes to wear to school, kids not wanting to play with him, not being able to play baseball or trying to feed himself, in order to make it real to them. Demonstrate how difficult it would be to get dressed in the morning by having a child try to dress himself while blindfolded. Place adult sized shirt, pants, shoes and sox on a table. Lead the blindfolded child to the table and ask him to dress himself.

Awaken the hope that Jesus might possibly be interested in helping Bartimaeus. Children crave attention. They will readily be able to understand Bartimaeus' importunity in calling out to Jesus in the crowd. Guide them into understanding that faith is demonstrated when we act on our hope. We pray, asking for God's help, knowing that He is able to help us. Sometimes He doesn't answer our prayers the way we would want, but we continue to trust Him that He loves us and wants us to be in His Kingdom with Him.

Finally, encourage the children to enter into the joy and thankfulness of Bartimaeus' healing. Emphasize the importance of expressing our gratitude for the things that Jesus does for us. This might be a good time to ask one of the children to lead in a prayer of thanksgiving.

REVIEW QUESTIONS

1. If you couldn't see, what are some of the things you would miss?
2. How did Bartimaeus make a living for himself?
3. How did Bartimaeus know that someone was coming down the road, since he couldn't see?
4. How did Jesus react when Bartimaeus called out to him? Was He angry?
5. What did Jesus tell Bartimaeus?
6. After he received his sight, what did Bartimaeus do?

TEACHER-DIRECTED ACTIVITY

To demonstrate what it would be like to be blind, play this Sensory Stimulation game.

What does it smell like?

Have the children sit in a circle and close their eyes. While they have their eyes closed, go around the circle with a piece of fruit (apple, orange or banana) and let the children smell it. No peeking! Next, go around the circle with a piece of bread for the children to smell. Finally, have the children smell a vegetable (carrot, celery, cucumber, etc.). Now have the children guess what they smelled.

What does it sound like?

With the children seated in the circle with their eyes closed, walk behind them flipping through the pages of a book. Be sure to go all around the circle so that all of the children can hear the sound. Next, with a metal cooking pot and spoon, walk around behind the children stirring the pot. Finally, place some coins in a metal container and walk around jingling the coins. Ask the children to guess what the sounds were.

What does it feel like?

One at a time, pass around a paper lunch sack with a piece of sand paper, a pencil and a washcloth inside. Each child may reach into the sack and feel the items. After each child has had a chance to feel all three objects, ask them to guess what they were.

Explain to the children that when a person is blind, they must rely on the sense of touch, smell and hearing to take the place of their sight.

SONG

“Isn’t He Wonderful” is on page 42 of Kids Classics Collection.

CLOSING PRAYER

Lead in prayer thanking God that we can see. Ask Him to help us to remember when we see a blind person to be helpful of their needs.

Up a Tree!

MEMORY VERSE

“The Son of Man came to look for the lost and save them” (NIrV). - Luke 19:10

OBJECTIVES

At the end of this lesson, students will be able to:

1. Discuss why people didn't like Zacchaeus.
2. State that Jesus came to save people who are sinners.
3. Tell why Zacchaeus climbed the sycamore tree.
4. Tell what Jesus said to Zacchaeus.
5. Recite their memory verse.

TOPICS & THEMES

Holy Conduct

Jericho

Jesus, His Ministry

Jesus, Savior

Sharing the Gospel

Sin

Sycamore Tree

Tax Collector

Zacchaeus

MATERIALS NEEDED

Bible, YEA students and teacher's book, brown construction paper, marker pen, several different colors of construction paper cut in half, crayons, magazine pictures of different kinds of trees, glue, scissors, song- book, CD/cassette tape, music player, attendance and memory verse charts, stars

PREPARATION

Before you come to class, cut out pictures of different kinds of trees from magazines. You will need pictures of tall evergreen trees, fruit trees, flowering trees, and small trees. A gardening

magazine might be a good place to look. Glue the pictures to construction paper to make flash cards that can be used in the telling of the story and the Bible lesson.

Using brown construction paper, build a tree trunk with branches and attach it to the wall in your classroom. On the trunk of the tree, write the words “I will be used.” The children will decorate the tree with hand print “leaves” during the activity time.

Background - Tax-collectors were often referred to in the Scripture as publicans. They were hated by the people because of their dishonesty and extortion (Luke 3:12-13). They were classed with the lowest of sinners (Matthew 9:10). Because their sin was so blatant, and they were hated by the people, they were sometimes ostracized and ridiculed by the religious leaders (Luke 18:10-13).

The middle-eastern sycamore is a tree with a short trunk with lateral branches that made it easy to climb. The tree has large leaves like a fig or mulberry tree. Zachaeus may have thought he could use the tree as a vantage point from which to see Jesus, while remaining hidden among the leaves.

HOW TO TEACH THIS LESSON

As a teacher, God has entrusted you with one of the most rewarding and important responsibilities – that of imparting the life-changing Word of God to the pliable minds of children. It is not enough that you give out the Word, the Word must be received and applied.

The approach and central character of this lesson is somewhat different than what is usually taught, but the truth that Jesus loves, and came to die for sinners remains the same. The tree was chosen as the central character in order to emphasize the fact that God can use anything or anyone to accomplish His goals – even young children!

The sycamore tree had no special gifts, didn't have to perform any extraordinary acts or become anything other than what God created it to be. The only thing that was necessary for the sycamore tree to be used to help Zacchaeus see Jesus was that it be available. God needs people who will just say with Isaiah, “Here am I; send me” (Isaiah 6:8).

Sometimes the complexities of life crowd out or obscure people's view of the Savior. The sycamore tree didn't have to explain Jesus or move the people out of the way, it simply gave Zacchaeus a different perspective. It lifted him up and helped him to see beyond the circumstances. When we live our lives in obedience to God, we offer those around us a different perspective of Jesus. He becomes more than just a curse word – he becomes a life changer!

Encourage the children, as they draw their hand and place it on the tree, to be like the sycamore tree. God can use them to help others see Jesus, if they are available.

REVIEW QUESTIONS

1. Why did Zacchaeus climb the sycamore tree?
2. What can you tell us about Zacchaeus?
3. Why didn't the people in town like Zacchaeus?
4. What did Jesus do when He came to the sycamore tree?
5. What did Zacchaeus do after Jesus talked to him?
6. What can you do to help people see Jesus?

TEACHER-DIRECTED ACTIVITY

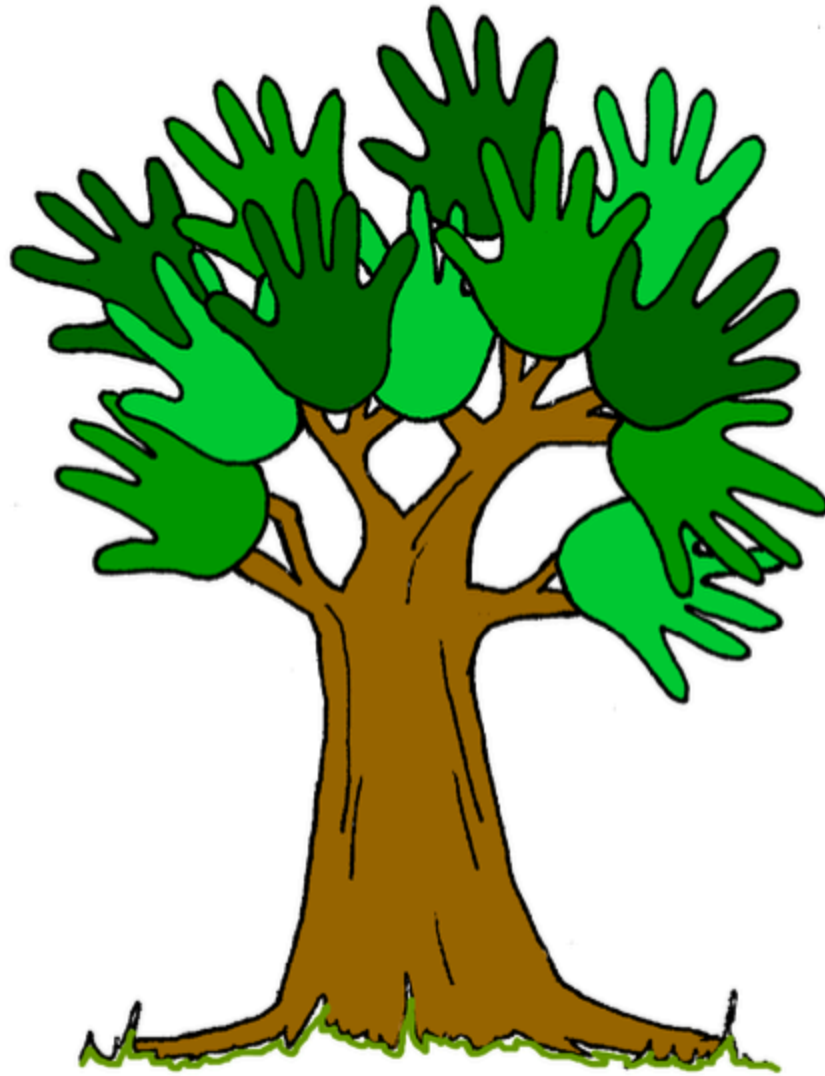
After you have placed the “tree” on your wall, give each child a half sheet of colored construction paper. Have the children trace around their hand (they may take turns tracing each other's hands). Cut out the hand shapes and have each child write his or her name on their hand. Glue the hands on the branches of the tree, like leaves. If your class is small, you may have the children trace both of their hands. Explain that by glueing their hands on the tree, they are saying that they are willing to let God use them to help someone see Jesus.

SONG

“Zacchaeus” is on page 29 of the Kids Classics Collection.

CLOSING PRAYER

Ask one of the children to lead in a prayer asking that God uses them to help other people see Jesus. Also, ask God to give them the courage to invite their friends to church.



Two Small Coins

MEMORY VERSE

“God loves a cheerful giver.” - 2 Corinthians 9:7b

OBJECTIVES

1. At the end of this lesson, students will be able to:
2. Tell how many coins the poor widow put into the offering.
3. Identify who saw how much the widow's offering was.
4. State the reason Jesus said she had given more than anyone else.
5. Tell what kind of giver God loves.
6. Recite their memory verse.

TOPICS & THEMES

Attitude

Faith

Generosity

Loving God

Loving Others

Offerings

Pride

Sacrifices

Women

Widow's Mite

MATERIALS NEEDED

Bible, YEA students and teacher's books, newsprint, marker pen, construction paper, bag with craft supplies, glue, scissors, pencils, various sized coins, a metal pot or container, songbook, CD/cassette tape, and music player, attendance and memory verse charts, stars

PREPARATION

Primaries are just beginning to develop the logical skills needed to interpret a series of statements. In a group, however, they are more likely to talk to their friends than to pay

attention to your lesson and draw conclusions. To help your students learn, get their attention, establish control, and encourage

them to listen carefully. They will understand and retain information better when it's presented in more than one way. When your students have to listen and look, they are receiving information through two of their senses. The use of visuals help to attract and hold their attention. Your local Christian bookstore can provide a wealth of pictures, flannelgraph and other visual aids to help bring life to your lessons.

Before you come to class, place the following items into a paper bag to be used in decorating the children's greeting cards: lace scraps, braid, rick-rack, colorful fabric scraps, colorful buttons, small silk flowers and stickers. Be sure you have enough so that each child will be able to have some of each item. Write the following on a sheet of newsprint, and display it on the wall:

As my gift to you, I promise to

_____.

Name _____

HOW TO TEACH THIS LESSON

This lesson not only addresses the subject of giving, but also our attitude about giving. It is true that everyone is taught to give. But, we are also told with what spirit we are to give (2 Corinthians 9:6-7).

The offering spoken of in today's lesson "probably occurred in the Court of Women where there were 13 trumpet-shaped boxes in which worshipers would place their gifts. The scene was probably even more impressive as it was drawing near to the time of the Jewish Passover which brought many more worshipers to the temple in Jerusalem" (The Complete Biblical Library).

These offering boxes were more than likely made out of brass or other metal, so that when money was dropped into them they would make a clatter, attracting the attention of others. You can illustrate this by allowing the children to drop various sized coins into a metal pot, or having the children toss coins into the pot. Arrange the children in a circle at least eight feet in diameter. Place the metal pot in the center of the circle. Give each child a coin (penny) and have them toss their coins in the pot one at a time. Generally speaking, the more noise, the more money that was being offered. The rich men were proud, and wanted attention and praise, so their offerings were often given to show off.

The two mites that the poor widow placed into the offering were of far less value than our penny. The exact value of a mite changes with the rise and fall of the currency market. However, the amount was of little consequence when compared to that of the rich men's offerings.

As Jesus sat with His disciples in the Temple, the large gifts of the rich men looked like much more than the two small coins the poor widow gave. People were surprised to hear Jesus say that she had given more than all the others. What Jesus was really saying was equal amount of an offering is not as important as what it costs the giver. The rich men gave out of their riches – they would not miss what they had given. The widow’s offering was sure to affect how she could live. There was nothing left with which to buy food or clothing. She had given all that she had. Hers was a gift of love and faith.

Emphasize that the greatest gifts are not always the most expensive in terms of money. A gift of your time that makes use of your talents is often of greater value. Everyone, including children, can give the good gift of themselves to God and to others.

REVIEW QUESTIONS

1. Describe the offering boxes that were in the Temple.
2. How much money did the widow woman place in the offering?
3. What did the rich men want when they gave their offering?
4. Do you know why Jesus said that the widow gave more than anyone else?
5. What kind of giver does your memory verse say that God loves?
6. What can you give as an offering to God?

TEACHER-DIRECTED ACTIVITY

Give each child a sheet of construction paper. Have them fold it in half to make a greeting card. Allow the children to choose items from the supply bag to decorate their greeting card cover. On the inside of the card, ask the children to copy the message written on the newsprint, adding their own “gift” in the blank. Suggested ideas are: give a hug and kiss; wash the car; wash the dishes; set the table; clean my room; wash or walk the dog; etc. These cards can be given to their parents, grandparents, a friend or neighbor.

SONG

“Down In My Heart” is on page 69 of the Kids Classics Collection.

CLOSING PRAYER

Ask one of the children to lead in a prayer thanking God for showing them that it is more important how they give than what they give.

More Than Meets the Eye

MEMORY VERSE

“Man looks at how some- one appears on the outside. I look at what is in the heart.” (NIrV).
- 1 Samuel 16:7

OBJECTIVES

At the end of this lesson, students will be able to:

1. State that God is the only one who can see what is in a person’s heart.
2. Tell why Jesus said that we should not judge someone else.
3. Explain what we should do instead of judging someone else.
4. Recite their memory verse.

TOPICS & THEMES

Attitude

Forgiveness

God’s Omniscience

Jesus, His Ministry

Judging Others

Prayer

Reconciliation

Repentance

MATERIALS NEEDED

Bible, YEA students and teacher’s books, construction paper, washable finger paint, old shirts to protect the children’s clothing, newspaper to protect the table, chalkboard (any size), chalk and a wet sponge or rag, songbook, CD/cassette tape and music player, attendance and memory verse charts, stars

PREPARATION

For successful class discussions, keep in mind that primary aged children are concrete thinkers. This parable that Jesus taught is dealing in the abstract, so keep your questions simple. Be prepared to ask a lot of questions that do not require evaluative or critical comments. Accept any reasonable contribution to the discussion by constantly steering it back on course.

Because children of primary age are self-conscious, their self-concepts are very fragile. It is important that they receive positive affirmation rather than criticism, both from significant adults in their lives and from their peers.

Before you come to class, cut enough heart shapes out of construction paper so that each child will have one. (Cut one large heart per sheet of paper) Cover your table with newspaper to protect it from the paint used in the activity. You will also need old shirts to protect the children's clothing.

HOW TO TEACH THIS LESSON

Primary age children may not understand that their words can affect the feelings of others. Negative comments about the appearance of others may be made in innocence. Explain in a gentle way that everyone has feelings, and that Jesus wants us to be kind. He is not as concerned about how a person looks on the outside as He is about his heart attitude.

But, oftentimes our heart attitude shows up on the outside. Ask several of the children to think about someone who has been unkind to them. Have the rest of the class watch their facial expressions. Explain that when we feel angry, it shows up on our face. Now ask someone else to think about a happy time – like a birthday party. Notice how happy thoughts take the form of happy expressions.

Use the following object lesson to point out to the children that by changing their attitude, their behavior can be changed.

(Draw a heart on a chalkboard. As you talk about different attitudes, begin to make marks inside the heart.) If you feel angry you will act in a hostile way. Anger and hatred are wrong thoughts that can lead to sinful acts. If you feel jealous of someone, you might be tempted to say bad things about that person. If you are greedy, you might be tempted to take things that don't belong to you. God's cure for sin is to talk with Him about it and He will forgive you (1 John 1:9). When we tell God about our wrong attitudes, He forgives them. He also makes us clean – just like washing the marks off the blackboard. (Using a wet rag, wash the blackboard.)

Help the children identify critical, negative comments, and replace them with praise for positive behavior. Setting the right example is the best way to teach positive behavior. Emphasize that each one of us should spend our time making sure our hearts are clean (removing the board from our own eye) rather than finding something wrong that another person is doing.

REVIEW QUESTIONS

1. Your memory verse says that “man looks on the outward appearance,” but what does God look at?

2. Why is it wrong to judge someone else?
3. Instead of making fun of someone who answers a question wrongly, what would be a good thing to do?
4. How can other people tell if we have a wrong heart attitude?
5. When we tell God about our wrong thoughts, what will He do?

TEACHER-DIRECTED ACTIVITY

Give each child a heart shaped piece of construction paper and have them write their name on it. Have them fold the heart in half. With the heart opened, place a small amount (about the size of a quarter) of washable finger paint in the center of the heart and fold it, spreading the paint into a design. Unfold the heart and allow the paint to dry. As you hold up each heart, ask the children what they think the design looks like to them. The children may each have a different idea of what the design looks like. Use this example to demonstrate that we may see one thing, but only God can truly see what is in a man's heart. The children may take their hearts home with them.

SONG

“Standin’ In The Need Of Prayer” is on page 53 of the Kids Classics Collection.

CLOSING PRAYER

Ask the children to think of a wrong heart attitude that they may have today – anger, jealousy, condemning, etc. and have them silently tell God about it before you lead them in prayer.

Growing Pains

MEMORY VERSE

“The secret of God’s kingdom has been given to you” (NIrV). - Mark 4:11

OBJECTIVES

At the end of this lesson, students will be able to:

1. Explain what a parable is.
2. Tell why Jesus often used stories in His teaching.
3. List the different places the farmer’s seeds fell and what happened to them.
4. Explain that the seeds were like God’s Word.
5. Recite their memory verse.

TOPICS & THEMES

Belief (Faith)
God’s Kingdom
Great Commission
Jesus, His Ministry
Jesus, Listen to
Loving God
Obedience
Parable of the Seeds
Sharing the Gospel

MATERIALS NEEDED

Bible, YEA Students and teacher’s books, chalkboard and chalk or newsprint and marker pen, visual aid (see preparation) or flannelgraph, styrofoam cups, potting soil, seeds and pitcher of water, songbook, CD/cassette tape, music player, attendance and memory verse charts, and stars

PREPARATION

The story of the sower should be taught by using visual aids. You can find a flannelgraph or pictures at your local Christian bookstore. When using a flannel board or pictures, be sure that

you have them at the children's eye-level. If the children are seated on the floor or in low chairs, you may want to seat yourself on their level, holding the flannel board or pictures in your lap.

Or, you can make your own hands-on visual. Begin with a shallow box or container about 9x12" in size. Place a layer of soil in the bottom of the box. In one corner of the box place several rocks. Along one edge of the box make a "path" of hard soil. (You can make plaster out of flour and water with some soil mixed in. Pour the mixture along the path and allow it to dry to harden.) "Plant" some small weeds in your soil.

For the Activity, place about 1 1/2" of potting soil in styrofoam cups (one cup for each child). These will be used for children to plant their seeds. You will also need water.

HOW TO TEACH THIS LESSON

To help the children comprehend this lesson, put yourself into their kind of thinking. Jesus, the master at storytelling, used this method as He taught the people in parables. A parable has been described as "an earthly story with a heavenly meaning." Jesus often chose a parable to teach His followers godly principles, or about God's character. He began with something with which the people were familiar and, step by step, proceeded to the "heavenly meaning."

Some of the children in your class may never have seen seeds planted. Use your visual aid to teach this lesson. For a seed to grow healthy and strong it must have good soil, water and sunlight. Allow them to feel the soil and sow the seeds. Explain that if their seeds fell on the hard, dry "path", birds would easily be able to see them and eat them. If their seeds fell where the rocks are piled up, there would not be enough soil for their roots to grow. Explain that weeds grow faster than good plants. Weeds use up all the nourishment and water from the soil and choke out the good plants.

When Jesus' disciples asked Him what this story meant, Jesus told them that they could understand the meaning of these parables, because they tell a great deal about the Kingdom of God. But there are people who hear these parables and don't understand them.

Jesus explained that the seed is God's message to us. The hard path where some of the seed fell illustrates that some seeds fell on hard hearts. Seeds must have fertile soil in which to grow. When the seeds fell on the hard path, they could not send down their roots and were visible. The devil comes along and steals the Words away. "The stony ground represents those who enjoy listening to sermons, but somehow the message never really gets through to them and doesn't take root and grow. They know the message is true, and sort of believe for a while; but when the hot winds of persecution blow, they lose interest. The seed among the thorns represents those who listen and believe God's words but whose faith afterwards is choked out by worry and riches and the responsibilities and pleasures of life. And so they are never able to help anyone

else to believe the Good news” (Luke 8:13-13 TLB). Explain that Christ must be more important to us than money or doing fun things.

Christ used the “good soil” to represent honest, good-hearted people who would listen to God’s word and obey them. The harvest is converted, good-hearted people who tell others about Christ. It is for this reason that we are told to “Go into all the world and preach the gospel to every creature” (Matthew 28:19). Not everyone who hears the gospel message will accept it, but we can give thanks for everyone who does.

Ask the children to think of ways that they can help sow the seeds of God’s Word. Make a list on a piece of news print or chalkboard to help the children remember.

REVIEW QUESTIONS

1. Why did Jesus use parables when He taught people?
2. In today’s story, what were the different places the farmer’s seeds fell?
3. What did Jesus tell His disciples that the seeds were like?
4. Who wants to steal God’s Word away before it has a chance to grow, like the birds who ate the seeds on the hard path?
5. Will everyone who hears God’s Word believe it?

TEACHER-DIRECTED ACTIVITY

Give each child a styrofoam cup with potting soil in the bottom, and 2 or 3 fast growing seeds or beans. Tell them that they will be planting seeds and watching them grow. Have the children make a shallow hole in the soil and place their seeds into the hole. Cover the seeds lightly with soil and sprinkle with water (do not soak the soil). Instruct them to take their seeds home and place them on a window ledge so that they can get plenty of sunlight. Remind them to water their plants when the soil feels dry. They may want to bring their plants back to class after they have sprouted to show the other children.

SONG

“Everybody Ought To Know” is on page 11 of the Kids Classics Collection.

CLOSING PRAYER

You might ask if one of the older children would like to lead in prayer, asking God to help them all to be busy “sowing” the seeds of God’s Word.

No Excuses!

MEMORY VERSE

“Serve the Lord with gladness.” - Psalm 100:2

OBJECTIVES

At the end of this lesson, students will be able to:

1. Define what a parable is.
2. Tell what is meant by a “talent” in today’s lesson.
3. Give the reason why Jesus took the third servant’s talent and gave it to the first servant.
4. Recite their memory verse.

TOPICS & THEMES

Bible Study

Loving God

Loving Others

Obedience

Parable of the Talents

Sabbath

MATERIALS NEEDED

Bible, YEA students and teacher’s books, tan construction paper, double stick tape (or flocked paper), flannelgraph board, vinyl material, hole punch, yarn, masking tape, candy “coins,” attendance and memory verse chart, stars, songbook, music player and CD/cassette

PREPARATION

A flannelgraph is a helpful medium for telling Bible stories or object lessons. (A flannelgraph board can be purchased from your local Christian bookstore, or one can be made by covering a 24 x 18" sheet of card-board with flannel.) Children learn better when material is presented through more than one sense. Hearing the story and seeing it is better – and more interesting – than just hearing it. There will also be opportunities for tactile learning if you allow the children to handle the figures. Using flannelgraph for this lesson will also allow your primaries to make use of their math skills.

Enlarge and photocopy the “bag” pattern onto tan construction paper (making 15 bags) and cut them out. Place a small strip of double stick tape on the back of each one (or glue a strip of flocked paper or sandpaper to the back).

Trace a circle the size of a paper plate onto vinyl material (can be purchased at a fabric store) making enough circles for each child in your class to have one. Cut out the circles. With a hole punch, punch holes around the perimeter of each circle about one inch from the edge, leaving one inch between the holes.

Cut enough yarn into 24" pieces for each child to have one. Wrap a small piece of masking tape on each end of the yarn to make it easier to thread through the holes.

Purchase enough candy “coins” for each child in your class to have five.

HOW TO TEACH THIS LESSON

As you begin telling this story, explain that the word “talent” refers to an amount of money. Authorities differ on the specific amount, but it was probably what a man would earn for working an entire year. When the landowner entrusted his servants with the talents, he was entrusting them with a great deal of money.

On the left side of your flannel board, place the “bags” that the landowner originally gave to each servant (five to the first, two to the second, and one to the third) grouping them in descending order. As your story progresses, ask several students to place the “bags” that the servants “earned” on the right-hand side of the flannel board (opposite the original bags). Allow the children to count the bags as they are placed on the board. Finally, have the children count the total that each servant had to present to his master.

Ask the children how the landowner felt when he returned and asked each servant how he took care of his money. Was he happy or sad? What did the landowner do for each servant?

Ask: How do your parents feel when you obey them? Do they ever reward you? Does anyone receive an allowance for cleaning your room or for helping out around the house? Ask: But, what happens when you don’t obey? Do you ever have privileges taken away?

God wants us to obey Him, just like your parents want you to obey. He doesn’t want any excuses for not obeying. Ask: Can you think of some things that God has told you to do? How will God reward you for obeying?

REVIEW QUESTIONS

1. What do we call the stories that Jesus used to help people understand His teaching?
2. How many talents did Jesus give the first servant? The second? The third?
3. What did Jesus do for the first two servants?

4. What did the third servant do with his master's money?
5. What did Jesus do to the servant who made excuses for not obeying?

TEACHER-DIRECTED ACTIVITY

Give each child a vinyl circle and a piece of yarn. Show the children how to “sew” the yarn in and out through the holes around the circle, ending in the hole next to where they began. With the ends of the yarn on the outside, pull to gather the fabric, forming a pouch. As the children think of things God has told them to do, and how they can obey God, give them each five candy “coins” to place in their money pouch. This will remind them of the “talents” that were given to the servants.

SONG

“Jesus in the Morning” is on page 89 of the Kids Classics Collection.

CLOSING PRAYER

Ask if one of the students would lead in prayer, asking God to help them obey gladly, without making excuses for not obeying.

