

Isaac Blesses His Sons

Genesis 27

Background

Isaac married Rebekah. For many years, she had no children. Isaac prayed to the Lord, and she became pregnant with twins. During that time, she felt something wasn't quite right and asked God about it. God told her that the younger would rule over the older. We are not sure if Isaac was told about this prophecy.

When the babies were born, Esau came first, with Jacob grasping his heel. As the boys grew, Isaac favored Esau, perhaps because Esau hunted the kind of food that Isaac preferred. Rebekah favored Jacob.

One day, when he was very hungry, Esau sold his birthright to Jacob for a bowl of soup. Even if Isaac knew about the prophecy or the trade, he was still determined to give Esau the blessing.

Esau married a Hittite woman, which made life bitter for Isaac and Rebekah (Genesis 26:35). Jacob had yet to marry when he received the

blessing from his father. Rebekah used this excuse to convince Isaac to send Jacob to Laban's house to find a suitable wife. We know that her real reason was to save Jacob's life from a fuming Esau. Isaac lived for more than twenty years after giving this blessing.

Teach the importance of birthrights so that the children understand why Esau was extremely upset when he discovered that Jacob had stolen his blessing. In this time, the eldest son would receive the privilege of getting most of the father's possessions and also a blessing from God. The birthright was Esau's by birth order, but it was Jacob's by promise through the prophecy God told Rebekah when she was pregnant. When Esau lost his birthright, he not only lost the land that his father was to give him, but also the "power" that Isaac gave Jacob through his blessing.

Day 1 Classroom Devotion

Sydney and Camryn were twins, but they did not look alike, not one bit. Sydney had curly hair, and Camryn had straight hair. Sydney liked soccer, and Camryn liked basketball. But one thing they both liked was cookies. So when their mom told them they could each have one as soon as they put away their backpacks, both girls smiled.

They raced each other to put away their backpacks. Camryn stopped on the way back to feed her fish. Poor fish, she thought, they have to eat too.

Sydney grabbed her cookie and ate it quickly. It was good, she thought. It was so good that she wanted more. When Mom wasn't looking, she grabbed the other cookie and ran to hide on the porch.

Not long after that, Camryn came into the kitchen. She poured herself some milk and looked around on the table. Where was her cookie? "Mom," she asked, "where is my cookie?"

"On the table," said Mom. Then Mom turned and saw there was no cookie and there were crumbs leading to the porch. "Oh! Do you think Sydney ate it?" she asked.

Outside, Sydney stared at the boys playing soccer. Right now, she didn't want to play. She had an upset feeling in her stomach. She knew she had done something wrong. She felt guilty.

What do you think Sydney will do? What would you do? When we hurt others or disobey our parents, we feel guilty. When that happens,

Central Truth

God showed His love for us by continuing to carry out His purposes and plan for salvation, even through sinful people.

Objectives

- Begin to recognize the feeling of guilt after hurting others.
- Discover peace and comfort through Christ's forgiveness, knowing that we need not fear the consequences of our sins.
- Share God's love and forgiveness with others, especially those who have hurt us.

Materials

Day 1

- The Basics
- Word Wall Word: twins
- Student Book 1
- Web Resource 4a
- Rhythm sticks or pencils

Day 2

- The Basics
- Word Wall Word: lie
- Student Book 1
- Web Resource 4b
- Reproducible 4
- Rhythm sticks or pencils

we can ask Jesus to forgive our sins. We can say "I'm sorry" to the person we have hurt. Jesus is waiting to hear our confession, and He is willing to forgive our sins. He gives us peace and comfort, no matter what happens.

PRAY: Dear God, please help me not to hurt the people I know. Help me to forgive those who have hurt me and to ask for forgiveness from those I have hurt. In Jesus' name I pray. Amen.

Sing: "God Loves Me Dearly" (*LSB* 392) or "I'm Sorry" (*LOSP*, p. 27).

INTO the lesson

Introduce the idea of jealousy or unfair treatment. Children with siblings may feel that they compete for their parents' love and attention. They may deal with jealousy and hurt feelings over favoritism. Children without siblings may experience those feelings at school.

Ask, **Have you ever had to share your bedroom with someone? Have you ever had to share your bike? What things are easy to share? What things are hard to share?**

Show the Word Wall Word *twins*. Ask the students to say the word and use it in a sentence. Say, **Twins share a lot. Do you know any twins? Is that true for them?**

In today's story, we will meet brothers who are *twin* brothers. When *twins* are born, one is older than the other. And in Bible times, the oldest son got special things because he was born first. He got a birthright, and in Isaac's family, he would get a blessing. Listen to find out what happened when the *twins* wanted the same thing.

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Genesis 27



Isaac



Esau



Jacob



Rebekah

and were twins. was the older and the favorite of his father, . One day, called into his room. was getting very old and he wanted to give the blessing that was given to the oldest son. "Go out and hunt," his father said, "and then prepare my favorite meal. Bring it to me, and I will bless you," said . left to go hunting.

Now , and 's mother, heard what was planning. She wanted to receive the blessing. She told to get a few goats. She prepared a meal that would like. Then she dressed in 's clothing and sent him in to with the food to get the blessing.

, who was nearly blind, asked who was there. lied and said, "." still wasn't sure, so he asked him to come near him so he could feel him. Then he hugged and smelled 's clothes. then blessed , telling him that he would rule over all his brothers.

After left the room, entered with the food he had prepared. But he was too late, and could not take back the blessing he gave . Now hated because of the blessing his father had given .

was so angry that thought he would kill . For 's safety, told Isaac that should leave and travel many miles to live with her brother. There he could find a wife. And that is what happened.

The promise of a Savior passed from Abraham to and now to . Although all these men were sinful, God was faithful and kept His Word.

7

INTO the Word

Ask children to open their Student Books to page 7. Identify the characters at the top of the page. Before you read, focus the student listening. Ask the children to find out what happened between the two brothers. Have them listen for how God was at work.

After you have finished the story, organize your class into groups of three for a review. Assign a letter to each person in the group—A, B, or C. The student who is A tells B and C who was in the story. The person who is B tells A and C about the problem in the story. Person C tells A and B how God was at work. To keep the directions clear, write them on the board.

A tells who was in the story.

B tells about the problem.

C tells how God was at work.

Sharing God's Love and Forgiveness

LESSON 4



Bible Words to Remember

Love your enemies and pray for those who persecute you. Matthew 5:44



8

INTO our lives

Use Web Resource 4a with this section.

Read the Seventh Commandment.

Say, **In the Seventh Commandment, God tells us that we should not steal. Was there anything in our Bible story that made you think of stealing?** (Jacob stole Esau's blessing.) **What trouble did that stealing make between people?** (Esau was angry. Jacob had to leave his family.) **Sin hurts people and separates them from one another and from God. Do you think God could forgive Esau's anger and Jacob's lying?** (Yes)

Can God forgive you when you are angry and hurt others? Can God forgive you when you lie? (Yes) **Our God is a God of new beginnings. He used Jacob to carry out His plan to send the Savior, even though Jacob did not do everything right. The promise of the blessing that began with Adam and Eve was passed down from Isaac to Jacob. Can God still use you and me, even if we are sinners?** (Yes)

Say, **Jesus died on the cross to pay for our sins, and He rose again. As God's forgiven children,**

we can awake each day and be excited about the things we can do for others.

Use the activity on page 8 to continue talking about forgiveness. Say, **I will read three different stories. Think about how you can share God's love and forgiveness with the person in the story. Then we will put a sticker on each picture to remind us of forgiveness.** Give students the cross/heart stickers.

Story 1 (upper left): **Mom and Dad promised that they would take you to the dollar store to spend your birthday money. Then Dad tells you that they can't go. Your parents just found out they have to attend an important meeting. Dad is sorry. You are very sad and disappointed. What words could you use to share God's love and forgiveness?** After they answer, say, **Put a sticker on this picture. Even when we are disappointed, we can still forgive our parents.** Add the sticker.

Story 2 (upper right): **Terrell pushed Kiara on the playground. You are standing by Kiara too. Terrell lies and tells Kiara that you pushed her. Then Kiara tells the teacher, and you have to stand by the wall at recess. How will you feel toward Kiara and Terrell? How can you share God's forgiveness and love?** After students answer, say, **It's not easy to love and forgive those who have been mean to us. But Jesus forgives us, and He wants us to forgive others. We pray for this power in the Lord's Prayer when we say, "Forgive us our trespasses as we forgive those who trespass against us."** Add the sticker.

Story 3 (lower left): **Erik stole your favorite pencil off your desk. He was upset with you, took the pencil, and broke it. Later, he said he was sorry. How do you share God's forgiveness and love?** After the students answer, say, **Let's put a sticker on this picture to remind us of God's love and forgiveness and to remind us that we can love and forgive too.** Add the sticker.

Story 4 (lower right): **Draw a picture of a time when you hurt someone or someone hurt you. Put a sticker on your picture to remind you that you are a forgiven and loved child of God.**

Read the Bible Words to Remember. Explain the word *persecute* (being cruel to someone). Pass out rhythm sticks (use two pencils if rhythm sticks are not available) and beat out the rhythm. Use a tap for each *.

Love* your* en*e*mies* and* pray* for* those* who* per*se*cute* you.*

Close by singing the first two stanzas of "Go, My Children, with My Blessing" (LSB 922). Throughout the day, continue to share God's love and forgiveness with one another.

Day 2

Classroom Devotion

The kickball game ended when Joe threw out Juan at first base. Juan stomped over to Joe. He was furious. “You’re not my friend!” he shouted. Now Joe’s feelings were hurt. He walked away sad.

Juan was glad Joe was sad. Serves him right, he thought. He thinks he’s better than everybody else anyway.

Juan walked over to the edge of the field and sat down. Now he wasn’t feeling so great. He had this awful feeling in his tummy. What was wrong with him? Why had he hurt his friend Joe’s feelings? He knew that he had sinned. So he prayed, “Help me, God.” Then he walked over to Joe, half scared but also very sorry. “I’m sorry that I said that, Joe. You really are my friend, and I don’t want you to be sad.”

Joe looked up and said, “I forgive you.” The boys shook hands. Just then, the whistle blew and recess was over. But the boys were glad their friendship wasn’t. God had helped them to love and forgive each other.

Have you ever hurt someone’s feelings and then felt like Juan? This feeling is called guilt. Guilt helps us know that we have done something wrong. When we are guilty, we can ask for forgiveness.

God sent Jesus, His only Son, to earth so that we can receive forgiveness for all the times that we hurt others. Jesus also wants us to forgive others when they hurt us. Sometimes this can be hard, but we can pray to Jesus to help us.

PRAY: Dear Jesus, help me not to hurt people’s feelings. If I do, help me know that I need to say I am sorry and ask for forgiveness. Help me to also forgive the people that hurt my feelings. In Your name I pray. Amen.

Sing: “My Faith Looks Up to Thee” (*LSB* 702) or “I’m Sorry” (*LOSP*, p. 27).

DAY 2

INTO the Lesson

Say, **What do we call what you have done when you don’t tell someone the truth? Yes, we call that a lie.** Hold up the Word Wall Word *lie*. **What are some examples of lies?** Accept student responses. **Does God want us to lie to each other? (No.) Why not? Do you think it hurts someone if you tell them a lie?** (When we *lie*, we do not show love to others.)

In the Eighth Commandment, God tells us not to lie to each other. The Eighth Commandment says, “You shall not give false testimony against your neighbor.” You know that the word false is the opposite of true. And when you give a testimony, you tell the truth about something. When you lie to someone, you do not show love to them.

Yesterday, we found out that God worked His salvation plan through the blessing Isaac passed on to Jacob, even though Jacob, Esau, Isaac, and Rebekah were sinful. Let’s review that story today.

INTO the Word

Use Web Resource 4b with this section.

Organize your class into groups of four (Isaac, Esau, Jacob, and Rebekah) to act out the Bible story, using page 7 of the Student Book as a guide. Or organize the children to work in groups of five, and ask one child to read the story from the Student Book while the others act out the scenes.

When they finish, commend students who worked well together. Comment on their collaboration.

Say, **At the end of the Bible story, Esau was very angry. Jacob was sent away to protect him from his brother. Years later, the two men were reunited and forgave each other. Even though Jacob and Esau were sinners, God continued His plan to send a Savior. Ask, To whom did Abraham give his promise? (To Isaac)**

You can also review today’s Bible story by creating a Venn diagram (two overlapping circles) on the board. Compare and contrast the two brothers. Write how they are alike where the circles overlap and how they are different outside the overlaps.

God's Love and Forgiveness

Name _____

Directions: Use a red crayon to color in the spaces that tell about you. Use any other color to color in the spaces that tell about Jacob or Esau.

Isaac gave Jacob a special blessing.	God loves Jacob.	God forgives my sins for Jesus' sake.	Esau was a hunter.
God gives me good things to do each day.	Esau was angry with Jacob.	I can share God's love.	Esau and Jacob were sinful.
Isaac could not see Jacob.	I can share God's forgiveness.	Rebekah helped Jacob.	Jacob lied to Isaac.

Bonus: Around the outside of the picture, write the names of people who forgive you. On the back of this paper, write the names of people you can forgive.

Make one copy per student.
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LESSON 4

INTO our lives

Pass out copies of Reproducible 4. Use the coloring activity to apply the lesson truths. Discuss with the children the concept of guilt over sin and the peace that comes through Christ's forgiveness. Remind them that we need not fear the consequences of sins. In our lives, we continue to share God's love and forgiveness with others.

Say, **Through a meal and words of blessing, the promise of the Savior's birth was passed down from Isaac to Jacob. Through Jacob's descendants—that is, his children's children—the Savior would be born.**

The blessing was the beginning of something new for Jacob.

In Baptism, God makes us members of His family. We are His children. And through the power of Baptism, God forgives our sins. The Holy Spirit works faith in us and gives us His power to forgive others, even others who hurt us. This is an awesome gift we receive from God and give to others. Through God's power, we can sincerely forgive and even gladly do good to those who sin against us.

Say the Bible Words to Remember together to remember what we can do through God's power. Pass out rhythm sticks again (use two pencils if rhythm sticks are not available) and tap out (or clap) a new rhythm for the words from Matthew. Use a tap or clap for each *.

Love your enemies*** and pray** for those*** who persecute** you.*** (Matthew 5:44)**



Lesson Support



Bringing it home

Show the children how to cut out and mount the reproducible coloring page on construction paper. Tape a loop of yarn on the back as a hanger. The children can take it home and, as an assignment, they can explain what it says to someone else.



HANDS TO SERVE

Rebekah prepared goats so that Jacob could serve his father a special meal. Esau prepared some food his father liked. Eating and celebrations go together. Think about someone you can honor who has been a blessing to you—the school cook, the custodian, or the librarian. As a class, prepare a simple “blessing” treat, like pizza crackers. Top square shredded-wheat crackers with a bit of marinara sauce. Top the cracker with mozzarella cheese and bits of ham. Bake them until the cheese melts, and enjoy. Or collect cans of soup and donate them to a food bank so that others can eat and spend time together.



Curriculum Connection

Many of the problems in Isaac’s family flowed from the fact that each person tried to make matters work out the way he or she wanted without consulting others involved. Take a look at the ideas and activities in section 2.3.2.3, Solving Problems, in the Physical Education volume of the Concordia Curriculum Guide series. Brainstorm with students: What other, better choices could Isaac have made to prevent the conflict from getting started in the first place? Or Rebekah, when she learned that her husband was planning to bless Esau? Or Jacob, when his mother told him about her plans? Or Esau, when he found that his brother had tricked their father?



Searching Further

When Isaac was old, his eyes were dim. He could not see. How do people “see” when they cannot see? Find out more about Braille. Who developed this language? What does it look like? What does it feel like? Find out more about Seeing Eye dogs. How are they trained? Find out more about Lutheran Blind Mission by visiting www.blindmission.org. Find out how you can help bring the Gospel to people who are visually impaired.



TEACHER TIPS

Visual learners need to see it to learn it. Most school-related tasks, such as following directions and listening, are geared toward children who are auditory learners. To reach children who are visual learners, you will need to vary activities and adjust the learning environment to engage them in the curriculum. Teachers can significantly increase student learning by engaging them in activities that match their learning styles. The following suggestions include activities that are preferred by visual learners:

- Pictures and visual aids to tell the Bible lesson instead of just words
- Drawing or using art to communicate what students learn
- Demonstrations and examples to promote deeper understanding

- Graphic organizers and mapping of information
- Multimedia presentations such as dramas and videos
- Illustrating a Bible lesson or Bible truth
- Visualizing the characters, setting, and actions
- Illustrating a song by drawing a picture for each stanza
- Writing with different media such as different colors, finger paints, or shaving cream

Visual learners rely primarily on their sense of sight to take in information, understand it, and remember it. As long as they can “see” it, they can comprehend it.

The Golden Calf

Exodus 32, 34

Background

The episode of the golden calf is remarkable in so many ways. It is amazing that any nation who had seen the miracles the people of Israel saw could so quickly and easily turn away from the true God. They knew idolatry was wrong, and they knew that the real God was nothing like the calf they created. Why, then, did they do this horrible thing? And why would Aaron, of all men, lead the way? He was Moses' brother and God's soon-to-be high priest!

We may shake our heads, but the same questions could be asked of us. With all our Bible knowledge and Christian training, with the very Son of God crucified and risen for us, why do we still (fill in the blank)? Or our children—most of us have memories of our parents confronting

us after we disobeyed, demanding to know why. Why, why, why? But there is no acceptable answer. The best we can say is “I sinned. I sinned because I am a sinner. I have no excuse and no reason.”

Thanks be to God that even in the face of such wicked idolatry, He still calls us back, brings us to repentance, and forgives us through His Son, Jesus Christ. This is sheer undeserved grace. We may suffer the consequences, but we don't get anything near what we actually deserve. Instead, we get gracious pardon, mercy, and reinstatement as God's own dearly loved children. Thanks be to God! He is “merciful and gracious, slow to anger, and abounding in steadfast love and faithfulness” (Exodus 34:6).

Day 1 Classroom Devotion

Zack wanted a soccer ball, a good one. His was scuffed up. First he asked his mom very nicely to buy him one. She said, “You'll have to wait.” Then, when he was taking out the trash, he asked his dad. “Sure, but not yet,” said Dad.

Zack didn't like waiting. He wondered if he had enough money to buy one, so he counted his spending money. He only had five dollars. He knew that wasn't enough.

At the end of recess, he stood in line. “I wish my parents would buy me a new soccer ball like this one,” he said, twirling the ball the class used. To Zack, it didn't seem fair that the school had good balls and he didn't.

Zack tried praying for a new ball. He thought if he asked often enough and nicely, God would give him one. So that's what he did. Each night for a week, he prayed, “Dear God, please

give me a good soccer ball.” Zack thought for sure he would get the new ball. But nothing happened.

Finally, he got tired of waiting. He came up with his own plan. Tomorrow, at the end of the last recess, he would hide the school's soccer ball in a bush. Then, on the way home from school, he would stuff it into his backpack. Finally, he would have a new soccer ball.

Have you ever been impatient like Zack? Have you done something wrong to get what you wanted? Zack made his way of doing things more important than God's way. And doing that leads to trouble.

God doesn't like sin, and He often lets us get caught. But He doesn't punish us the way we deserve. Because Jesus died for our sins, God is merciful. When we sin, He is ready to hear us confess. He is ready to forgive.

Central Truth

God shows His love for us even when we don't put God above everything else in our lives. Although there are consequences for that sin, He still loves and forgives us.

Objectives

- Repent that we do not always make God the most important thing in our life.
- Rejoice that although we deserve punishment for our disloyalty, God forgives us through Christ and empowers us with the Holy Spirit to be obedient.
- Grow in our desire to fear, love, and trust in God above all things.

Materials

Day 1

- The Basics
- Coins and paper money
- Bookmark from Lesson 10
- Word Wall Word: calf
- Student Book 2

Day 2

- The Basics
- Word Wall Word: gold
- Reproducible 11
- Student Book 2
- Web Resource 11a

As we journey through this life on our way to heaven—to our promised land—we can be thankful that God is merciful and gracious. He is full of love.

PRAY: Dear Father in heaven, I am sorry that I don't always make You the most important thing in my life. Forgive me for Jesus' sake. Amen.

Sing: “God Has Given Us His Word” (SKLS2, p. 12) or “Thine Forever, God of Love” (LSB 687:1, 5).

INTO the Lesson

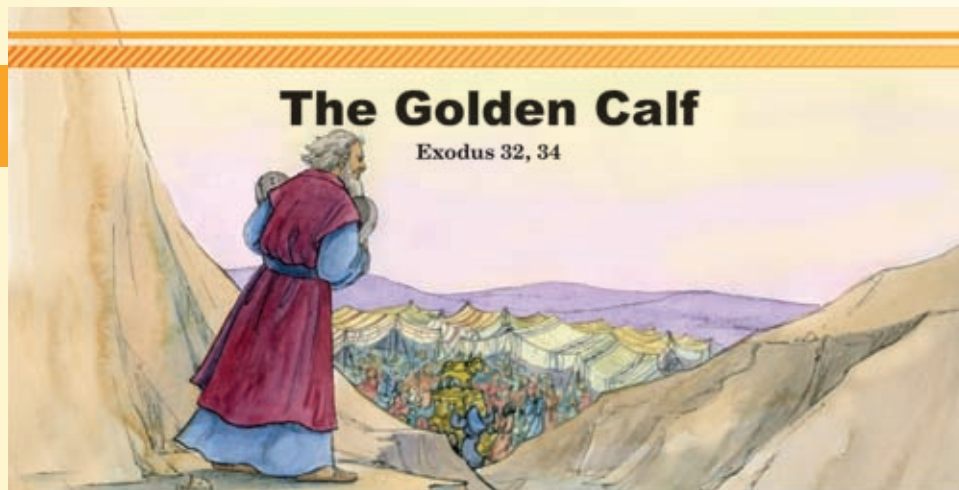
Show the children coins and paper money. Jingle the coins in your hand and ask, **Do you think money is an idol? Would you bow down and worship money?** Accept various answers. **What is an idol?** (An idol is something worshiped as a god.) **You might think of an idol as a statue. But anything you love more than God is an idol.**

Take time to review the Ten Commandments by using the bookmark from Lesson 10.

Hold up the Word Wall Word *calf*. Say, **In today's Bible story, a statue of a calf becomes an object to worship. That may seem very strange to you, but it wasn't to these people who had lived in Egypt where they saw other people doing it.**

Listen to find out where this event happened, who made the calf, and what God thought about it.

To focus the listening, write the words *where*, *who*, and *what* on the board.



The Golden Calf

Exodus 32, 34

Moses was **up** on Mount Sinai a long time, talking to God. The people of Israel didn't know what had happened to him. **Down** below, they got tired of waiting. They said to Aaron, "Make us gods."

The people brought their gold jewelry, and Aaron made it into a golden calf. The people worshiped the calf and danced **around** it. They said it was their new god.

Up on the mountain, God saw everything. He was angry. So Moses prayed that God would not destroy the people. God was merciful. He told Moses to go back **down** because the people were doing wicked things.

Moses went **down** the mountain with the two tablets from God. When Moses came near the camp, he saw the calf and the dancers. Now Moses was angry. He threw **down** the tablets. They broke into pieces. He burned the calf. He punished the people who did not love God. God said the people should repent.

Then Moses made two stone tablets like the first ones and went **up** Mount Sinai. There, he spoke to God and asked God to forgive the sins of the people. God agreed.

When Moses came **down** with the two tablets, his face was radiant because he had spoken to God.

5

INTO the Word

Ask the children to follow along on page 5 as you read the Bible story from the Student Book.

The children may wonder why the people would worship the statue of a calf. Explain that they were probably imitating the Egyptians, who worshiped many idol statues. They probably wanted to be powerful like the Egyptians. But they forgot that the idols of Egyptians were useless next to the power of God.

To review the story, point to the three words you wrote on the board.

Ask, **Where were the people of Israel?** (At Mount Sinai)

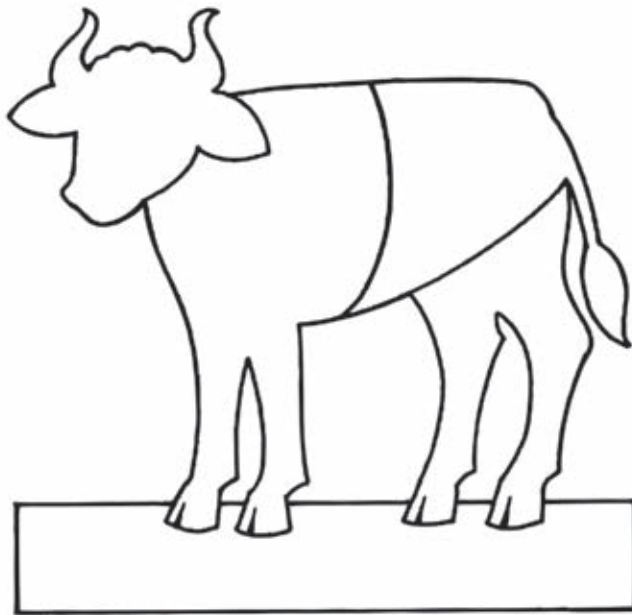
For whom were they waiting? (Moses) **Whom did the people ask to make a god?** (Aaron)

What did Aaron use? (He used the gold jewelry that the people offered.)

What happened when Moses came down the mountain? (Moses was angry and threw down and broke the stones on which were written the Ten Commandments.) **What happened next?** (Moses burned the calf and punished the people.) **How did God show His patience and kindness to the people of Israel?** (He forgave their sin. He gave them the Ten Commandments again.)

Whom Do You Fear, Love, and Trust?

Directions: The people of Israel did not always fear, love, and trust in God. As you hear your teacher read about other people, decide whom they trust. Color in a part of the calf when you hear about people whose actions show that they do not fear, love, and trust God above all things.



Bible Words to Remember

[God is] merciful and gracious, slow to anger, and abounding in steadfast love. Exodus 34:6



6

Read the following situations to the children. Ask them to color in a section on the calf if they think the person in the story is sinning and not putting God first.

1. My dad and I are making vegetable soup for our church supper.
2. I like to skip church and play soccer.
3. See my new soccer ball? Someone left it at the park, and I took it.
4. I'm going to skip my prayers tonight. I don't think God can help me.
5. My parents and I invited our neighbor to church.
6. My friends use bad words, and they don't get in trouble. I'm going to try it.

Ask, **How did Moses deal with the people of Israel?** (He punished them.) **Who took the punishment we deserve for our sin?** (Jesus) **In anger, Moses smashed the Ten Commandments, but in love, Jesus kept them all. What else did Jesus do for you?** (He died on the cross for our sins.)

God told the people of Israel that He would be merciful and gracious to them, slow to anger, and abounding in steadfast love. Let's look at His exact words as we read the Bible Words to Remember. Talk about the meaning of the words *merciful*, *gracious*, *slow*, *abounding*, and *steadfast*. **When we sin, God is also merciful, gracious, slow to anger, and abounding in steadfast love. Because of Jesus' death on the cross, He is ready and willing to forgive our sins.**

Say, **In the church service, we pray the Kyrie. It is a cry for mercy that our Lord and King hear us and help us in our needs and troubles. The word *kyrie* is a shortened form of the Greek words *kyrie eleison*, which mean, "Lord, have mercy." God was merciful to the people of Israel. God is merciful to us too.**

Sing "Kyrie! God, Father" (LSB 942). Tell the children to write the word *Kyrie* at the base of the calf.

INTO our lives

Tell the children to look at their Ten Commandments bookmark from Lesson 10.

Say, **The first three commandments tell us how we are to act toward God—how we love and trust Him, how we use His name, and how we use His Word.** Say the first three commandments.

Ask, **Which commandments did the people of Israel break?** (The First and Second Commandments)

We do this, too, when we sin and make something more important than God. Each day we make choices. Some of the things we do or say do not make God important. Let's look at some examples. Turn to the activity for this lesson.

Day 2

Classroom Devotion

Zack walked home, proud of himself for getting the soccer ball in his bag. He could hardly wait to use it and use it soon. Each day after homework, his friends played soccer at the corner lot.

Zack did some fancy footwork up the driveway. Then he hid the ball behind the planter and went in.

“Hi, Zack,” called his mom. “How was school today?”

Zack didn’t want to face his mom. He said, “I’ll tell you later.” Then he hurried to finish his math and find his shin guards.

When his homework was done, he went out the door and picked up the ball. His mom followed him to the door to remind him when to come home for supper. That’s when she spotted her son pulling the ball out from behind the planter. “Where did you get that ball?” she asked. Zack jumped. His face grew hot. He was in big trouble. Should he lie, he wondered, or tell the truth?

Zack decided to tell his parents the truth. They said he had to take the ball back and write an “I’m sorry” note for the principal.

What Zack didn’t know until that day was that his parents had already bought him a soccer ball for his birthday in a few weeks.

That night, his dad talked to him about sin. Dad said Zack had sinned against God’s commands. And Zack’s dad said that *he* had done that, too, in other ways. Both of them confessed their sin and asked God to forgive them. After their prayer, Zack felt better, even if he couldn’t play outside for a week.

Dad gave him a hug and said, “Remember, God is merciful and loving, full of goodness. He only wants what is best for us.”

PRAY: Dear Jesus, thank You for dying on the cross to pay for my sins. I’m sorry when I disobey You and do things my own way. Help me each day to find joy in Your ways and peace in Your forgiveness. Amen.

Sing: “God Has Given Us His Word” (SKLS2, p. 12) or “Thine Forever, God of Love” (LSB 687:1, 5).

DAY 2

INTO the Lesson

Ask, **What things are made out of gold?** Accept answers. **Where does gold come from?** (Gold is a precious metal. It is found in stones.) **If you find gold in a rock, it actually looks yellow. Gold has other interesting qualities. It can be hammered into sheets that are thin. The sheets look like aluminum foil. You can use thin gold to cover something. Our Word Wall Word for today is the word gold.**

In today’s Bible story, Aaron used gold jewelry to make an idol. Review the meaning of the word *idol*.

INTO the Word

Use Web Resource 11a with this section.

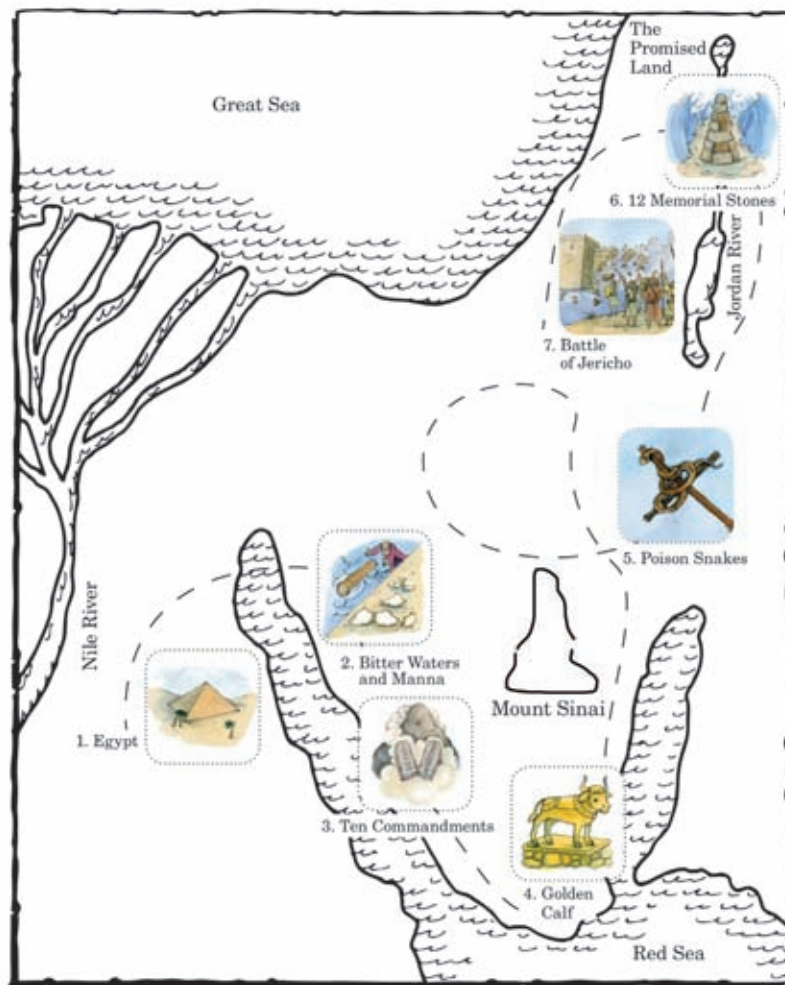
Read the Bible story again from the Student Book. Tell the children to listen for the words *up*, *down*, and *around*. They are to stand up when they hear the word *up*. They are to kneel down when they hear the word *down*, and they are to turn around when they hear the word *around*.

As you read, pause when you see a numeral, and share the following details to enhance the Student Book account.

- 1.** In the Bible, God said that the children of Israel were stiff-necked. Like a farm animal that does not let anyone guide it, the people of Israel refused to follow God’s lead. It was His new direction for them.
- 2.** God tells the people to take off their ornaments too. It would be a sign that they are sorry for their sins. They do what God asks because they are sorry for their sins. Each day, we can confess our sins to God too. He graciously forgives us.
- 3.** The two tablets of the Ten Commandments were written on both sides—on the front and on the back. They were the work of God.

Distribute Reproducible 11 and use the map to review the journey of the people of Israel to the Promised Land. The seven stickers will be placed near the location of the events. The children can add the Egypt, Ten Commandments, Bitter Waters and Manna, and Golden Calf stickers. The stickers can be applied flat on the map or placed on mini-tents made of folded paper. Students will add the remaining stickers in Lessons 12, 13, and 14. Have students cut out their map and glue it to the inside back cover of their Student Book.

Journey to the Promised Land



Make 1 copy for each student.
One in Christ™. **Reproducible 11** © 2011 Concordia Publishing House. Reproduced by permission.

LESSON 11

INTO our lives

Say, **The people of Israel disobeyed God. It is easy for us to see why God asked them to repent. We think to ourselves, “Those naughty people worshiped idols and not God.” But we are just as bad. The Catechism tells us that we should “fear, love, and trust in God above all things.” When we say “fear” here, we mean “respect.” We often fear, or respect, other things or other people more than God. We often love and trust other things more than God too.** Ask the children to identify things that they might fear (respect), love, or trust more than God.

God asks us to repent too. What do we do to repent? (We tell God and others that we are sorry for our sins and want to change.) **When can we repent?** Remind the children that as God’s dearly loved children, they can confess their sins daily and receive His forgiveness. Also talk about the time set aside in corporate worship for the public confession of sins and absolution. **Who made it possible for God to forgive our sins?** (Jesus did when He died on the cross for our sins. He paid for our sins.)

Practice the words one might say when confessing by reviewing situations that go along with the activity on page 6 of the Student Book. Read the following four sentences again, and ask the students to identify which commandment(s) the children are breaking. Then ask the students to model how to ask God for forgiveness.

1. I like to skip church and play soccer. (Third Commandment, First Commandment)
2. See my new soccer ball? Someone left it at the park, and I took it. (Seventh Commandment, First Commandment)
3. I’m going to skip my prayers tonight. I don’t think God can help me. (First Commandment)
4. My friends use bad words, and they don’t get in trouble. I’m going to try it. (First Commandment, Second Commandment)

To close, review the Bible Words to Remember and the words *merciful* (does not give us what we deserve), *gracious* (giving us gifts out of His kindness), *abounding* (plentiful, well supplied), and *steadfast* (unchanging). Sing the Bible Words to Remember to the tune “Are You Sleeping?”

God is merciful and gracious,
Slow to anger, slow to anger,
And abounding, And abounding,
In steadfast love, steadfast love.



Curriculum Connection

Aaron's excuse for making the golden calf was a masterpiece of absurdity. Take a look at how people misuse language in section 2.4.2.2, Evaluate Accuracy and Quality, in the Language Arts volume of the Concordia Curriculum Guide series. Help students understand that not everything they read or see on TV will be true. Even if it is true, it may be blown wildly out of proportion. You might ask students to bring in examples of advertising aimed at children that says or suggests much more than the truth. Does that snack food really taste as wonderful as they say? Is that new toy really going to make its owner popular with everybody? With so many TV commercials targeting young children, this kind of critical thinking is a skill students need to learn.



Faith in Action

The people of Israel danced around the golden calf. We don't dance in church, but we do other things. Discuss church postures. When do we stand, sit, or kneel in church? When do we fold our hands? When do we bow our heads? Use a camera to take pictures of the various postures. Use a hymnal to match the postures with the parts of the Divine Service. Use the CPH resource *Worshiping with Angels and Archangels: An Introduction to the Divine Service* (item #22-3094).



Reaching Every Child

Especially when teaching English Language Learners (ELL), teachers can help students feel welcome by finding out more about them and their culture.

Verbal and nonverbal customs and cues may mean different things in different cultures, so it is wise to find out as much about the child's culture as possible.

To help ELL students to learn and grow in their faith, teachers can implement several general strategies.

- Pair students with a buddy or friend. Children learn well from each other.
- Use Bible pictures and visual aids frequently.
- Model spoken language without singling out the child.
- Provide adequate wait time so students can process the information before speaking.
- Include hands-on learning activities.
- Review vocabulary with picture cards.
- Teach a song to the rest of the class in the child's native language so the child feels special and welcome.

Jesus Brings a Widow's Son to Life

Luke 7:11–17

Background

While the main action of this Biblical account focuses on the widow and her son, we shouldn't lose sight of the large crowd of witnesses to this miracle. According to Jewish tradition, it is of the utmost importance to honor the dead. After the body was wrapped, family and friends would carry it on a stretcher. As the procession made its way through town, bystanders would be expected to join the crowd. In fact, many families would even hire mourners to cry loudly and draw attention to the funeral procession. The body would be carried to burial grounds in some caves a few miles outside of town. The family's mourning would last thirty days.

Imagine how frightened this crowd of people would have been to see the dead man get out of his coffin alive, right there in the busy street (Luke 7:16). But beyond

their fear, these people felt an even deeper emotion: joy. Immediately, they recognized Jesus as the great prophet they had long been seeking. They made a connection to Old Testament prophets like Elijah and Elisha, who had boldly proclaimed God's message and performed miracles such as bringing the dead to life (1 Kings 17:17–24, 2 Kings 4:18–37). The crowd also realized that Jesus was not just a great prophet, but was much more—He is true God, the fulfillment of the promise of a Messiah who would have mercy on his people (Isaiah 63:9).

The crowd's response provides an important life application for us as believers. The crowd praised Jesus for meeting the needs of His people and shared the message of His love with others. We are so thankful for the compassion and power of Jesus!

Day 1 Classroom Devotion

Mia sat alone outside of her grandpa's hospital room. "What if grandpa never gets better?" she thought. "What if grandpa dies?" Mia began to cry.

Just then her family's pastor came out of the room. He had been praying with grandpa and giving him Communion. He noticed Mia's troubled face and asked kindly, "Is there anything you want to talk about?"

"Doesn't God care about my grandpa?" Mia asked. "Can't He do something to make Grandpa better?"

"Mia, I know you love your grandpa very much," the pastor replied. "But do you know who loves him even more? Jesus. He loved him so much that He died on the cross to save him from his sins."

"God may heal your grandpa so he can continue serving Him here on earth. Or it may be time for him to begin a wonderful life with Jesus in heaven. We don't know what will happen, but we can trust God and know He's doing what's best. He tells us in Romans 14:8, 'For if we live, we live to the Lord, and if we die, we die to the Lord. So then, whether we live or whether we die, we are the Lord's.'"

Mia thought about what the pastor said. "So no matter what happens Jesus is with my grandpa. If he dies, I am going to miss him very much. But I know I'll see him again in heaven!"

Say, **Do you know anyone who has died? Why are people sad when a loved one dies?** Allow time for discussion.

Central Truth

God shows His love for us by giving us a sign of Jesus' compassion and by proving Jesus is more powerful than even death and the grave.

Objectives

- Recognize that because of our sin and the sins of others, tragedy can affect anyone, any age, anywhere.
- Praise and worship Jesus for His great care and concern for us, and His great power that takes away the sting of death.
- Joyfully tell others how Jesus takes our sadness away.

Materials

Day 1

- The Basics
- Word Wall Word: hope
- Student Book 6
- Wrapped box with a bow

Day 2

- The Basics
- Word Wall Word: compassion
- Student Book 6
- Web Resource 43a
- Reproducible 43
- Paper 12 × 18-inch, one sheet for each child

When Jesus died on the cross and rose again, He showed His power over death. Jesus says to us, "Because I live, you also will live!" (John 14:19).

PRAY: Dear God, I live in a sinful world, so bad things happen all around me. Sometimes people I love die, and I feel sad. I know that because You died on the cross and rose again, You are more powerful than death and the grave. When others are sad, help me to share that news. Amen.

Sing: "Jesus, You Help" (*SKLS*, p. 31) and "O Christ, Who Shared Our Mortal Life" (*LSB* 552). Use stanzas 7 and 8—Raising of the Widow's Son.

INTO the lesson

Say, When God created the world, it was perfect. Is it still perfect today? (No) What happened to ruin God's perfect world? (Sin) When sin came into the world, it made a lot of bad things happen. Can you think of some bad things caused by sin? On the board, list student responses such as fighting, pain, hunger, crying, sickness, storms, earthquakes, and death. **These bad things happen because we are all sinners. No matter how old you are, where you live, or what you look like, bad things happen to all of us.**

Say, Can we do anything to save ourselves from sin? (No) Our situation seems hopeless, but it isn't. God has given us hope.

Hold up the Word Wall Word *hope*. When sin entered the world, God had a plan to get rid of it. What was God's plan? (He sent Jesus to lead a perfect life, suffer, die, and rise again.) Because Jesus took the punishment of our sins, God has forgiven us and promises to take us someday to heaven. Draw a cross over the list of bad things caused by sin.

In today's Bible story, we will learn about a woman who had a situation that seemed hopeless. Let's find out how Jesus brought hope to this sad situation.

Jesus Brings a Widow's Son to Life

Luke 7:11-17



1 Jesus went to a town called **Nain**. His disciples and a big crowd of people came with Him. They wanted to know more about Jesus and learn from Him.

2 As they entered the town, a **boy who had died** was being carried out. The boy's mother was there, weeping. The boy was her only child, and she was a **widow**. Lots of people from the town were with her. Everyone was crying and filled with sadness.

3 When Jesus saw the mother, his heart went out to her. He wanted to help her. Jesus said, "Don't **cry**."

4 He went over and touched the coffin. The people carrying it stood still. They were probably wondering what Jesus was going to do.

5 Jesus said, "Young man, I tell you: **Get up!**" The boy sat up and began talking. Jesus helped him get up and walk back to his mother.

4 His mother was filled with joy! She was so happy that her only son was alive again. All of the people were excited too. They thanked God and were amazed at what happened.

5 The people knew Jesus was no ordinary person. They said, "A great **prophet** is with us." Then they said, "**God** has come to help His people." They praised Jesus and told their friends and family about Him. The news of Jesus' miracle spread through the country.

INTO the Word

Read page 5 in the Student Book. Say, As we read the story, pretend you are a part of the crowd. Where you see the numerals make the sound effects I suggest.

Shared reading:

1. Walking
2. Crying
3. Sniffing
4. Celebrating: "Yeah! Hurray! Wow!"
5. Clapping

After reading, ask, **How did you feel being a part of that funeral? Was it like any funeral you have been to or heard about?** (At the beginning, it was like a regular funeral, with everyone crying and feeling sad. At the end, it was not like any other funeral because the dead person was raised to life!)

Jesus' Gift of Life

Directions: Listen to your teacher read the story. Decide which Bible verse would help each person understand Jesus' victory over death. Place a gift-shaped sticker in each person's hands.



Bible Words to Remember

I am the resurrection and the life. Whoever believes in Me, though he die, yet shall he live, and everyone who lives and believes in Me shall never die. John 11:25–26



6

LESSON 43

When we say the Apostles' Creed, we confess our belief in “the resurrection of the body and the life everlasting.” Jesus has given the free gift of salvation to all believers.

Invite the children to identify how God has shown His love and care for them. They can say, **God has shown His care for me by . . .** As each child responds, allow him or her to hold the wrapped gift. When the group has finished, continue.

There are many people who are afraid of death because they think that's it! That's the end! They have no idea about the new life we have in heaven. We can joyfully tell others what Jesus has done for us. He is more powerful than death and the grave. We can share our hope in the resurrection with all people!

Complete Student Book page 6. Students look at the pictures as you read the corresponding story. Ask the students to add gift-shaped stickers to the page. The stickers tell an appropriate Bible verse to comfort or encourage the child pictured.

Gather the children in a circle to learn the Bible Words to Remember. Pass around the gift box as you recite the three sections of the verse: “I am the resurrection and the life / whoever believes in Me, though he die, yet shall he live / and everyone who lives and believes in Me shall never die” (John 11:25–26).

While reciting the first section, raise up the gift box on the word *resurrection*. While reciting the second section, move the gift box down on the word *die*. While reciting the third section, move the gift box in a circle on the words *lives and believes in Me* while shaking your head on the word *never*.

INTO our lives

Say, **We are not dead like the boy in the story, but we are dead in a different way. We are dead in sin. We can't save ourselves or make ourselves alive again. God had compassion on us and sent Jesus to raise us to life in Him. The widow's son didn't earn his second chance at life. Can we earn our new life in Christ? (No; it is a free gift of God.)**

The Bible says, “For by grace you have been saved through faith. And this is not your own doing; it is the gift of God, not a

result of works, so that no one may boast” (Ephesians 2:8–9).

Show the students a wrapped box with a bow on top. Ask, **If someone gives you a present, do you have to earn it or work for it? (No) Someone else pays for the gift and gives it to you for free.**

Now think about God's gift to us—eternal life. Eternal life is a gift. We do not earn our way to heaven; Jesus gives it to us. What is the price Jesus paid for our salvation? (He paid with His own life.)

Day 2

Classroom Devotion

It was a dark and stormy night in 1860. Two ships crashed into each other on Lake Michigan. One ship, called the Lady Elgin, had hundreds of people on board. When the ship began to sink, the people jumped into the water. They clung to whatever floated near them to try to stay alive—life preservers, pieces of wood, and even the drum from the ship's band!

A crowd of people on the shore took action to save the drowning passengers. Among them was a young man studying to become a pastor. His name was Edward Spencer, and he was an expert swimmer. Edward repeatedly charged into the churning waters, despite being hit over and over again by the floating wreckage. Edward was able to save seventeen people's lives that day. That is amazing.

What Jesus did for us is even more amazing. Jesus died for all people. When bad things happen in our lives, God doesn't make them happen. Bad things happen because of sin. Instead of causing trouble, God shows His love for us. He sent Jesus who through His death on the cross overcame sin, death, and the devil. Our God is a God who lives. Our God is a God who loves. Our God is a God who cares for us when bad times come.

PRAY: Dear Jesus, I thank You that You care for me when bad times come. Help me to joyfully tell others of Your love and care. In Jesus' name I pray. Amen.

Sing: "Praise Him, Praise Him" (SKLS2, p. 45) or "Christ Be My Leader" (LSB 861).

DAY 2

INTO the lesson

Say, **The Word Wall Word for today is *compassion*.** Hold up the sign. **Let's practice it.** Organize the children to work as partners. Ask them to think of something bad that can happen to children and demonstrate how they could show love and care for each other during those times.

Allow time for the pairs to present their ideas. When they are finished, thank the children for their hard work.

INTO the Word

Read the Bible story from the Student Book. Ask the children to assist by saying the words in color when you come to them in the text. When you have finished, read the following sentences and ask the children to identify the missing word. Or use Web Resource 43a as a similar but interactive review.

Jesus went to a town called _____ with His disciples and a large crowd.
(Nain)

When he entered the town, a _____ boy was being carried out. (dead)

The boy was his mother's only child and she was a _____. (widow)

When Jesus saw her, He said, "Don't _____." (cry)

Jesus touched the boy's coffin and said, "Get ___!" (up)

Jesus brought the dead boy back to _____. (life)

The crowd was amazed and called Jesus a great _____. (prophet)

They spread the news that _____ was at work among His people. (God)

Ask, **Why was the widow so sad?** (Her husband had already died, and now she had lost her only son.) **The widow had lost all of her support. When the big crowd of mourners left, she would be all alone with no one to take care of her. She might have to beg for money on the streets. But Jesus helped. Jesus is loving and caring.**

Student Banners

Directions: Cut out the squares. Put them in order to make a word that means feeling sorry for someone who is sad.

Glue the letters in order along the left side of a sheet of paper, from top to bottom. Write down ways you can help others that begin with these letters.



Make 1 copy for each student.

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LESSON 43



Jesus shows love and care for us too. He comforts us through His Word and Baptism when we are feeling sad or hopeless. **God's Word tells us that Jesus loved us so much that He died on the cross for our sins. He has power over sin, death, and the devil. No problem is too little or too big for Jesus to handle.**

He also uses us—His children—to help others feel better. He uses our friends and family to remind us of His love and care. Jesus is always ready to turn our sorrow into joy!

Distribute Reproducible 43. Say, **On this paper are squares with letters. These letters spell a word that means feeling sorry for someone who is sad, so sorry that you want to help. Cut out the squares. Put the letters in order to spell that special word.**

Allow time for the children to work together and do this. When they are ready, have them say the word out loud together: **COMPASSION!**

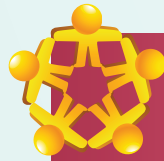
Tell the students they will make compassion banners. Have the children glue the letters vertically down the left side of a 12 × 18-inch sheet of paper. Then they are to describe an activity that begins with a letter of the word **COMPASSION** next to that letter. The activity they mention is a way of showing or telling others what Jesus has done. For example, "A" could be "Ask mom if she needs any help cooking dinner" or "N" could be "Never cut in front of my classmates in line." Children can collaborate to complete the banner. Provide help with difficult words. Allow for variations and sharing.

Repeat the Bible Words to Remember and close in prayer. **Dear Jesus, thank You for Your love and compassion that is so great that it can overcome my greatest sadness. Help me to show love to others when they are sad and tell them what You have done. Amen.**



Curriculum Connection

The widow had even more to grieve for than most who lose loved ones, because her son was apparently her only family and source of support. Discuss family roles using section 2.3.1.1 in the Social Studies volume of the Concordia Curriculum Guide. How do family members depend on one another? What roles do they play, and how do they adapt when illness, death, or distance takes one family member out of the picture?



Working in Groups

Divide the class into small groups. One person in each group should act as writer. The writer puts two headings on a sheet of paper: *Caring* and *Uncaring*. Students should give ideas of actions to list under these headings. Each group presents their findings to the class. As a class, discuss what it would take to move all of the items from the uncaring column into the caring column. Target a few specific goals for your students to reach. Pray together that God would bless your efforts to establish a more caring classroom. Return to the list later in the year to evaluate the students' progress.



Bringing it home

Suggest that families discuss how Jesus is an example to guide decisions. Have family members keep charts of their decisions during the week. Have them draw a happy face on the chart when they choose what they think Jesus would want them to do. Discuss the results as a group. Family members can encourage each other by discussing positive choices they've seen throughout the week. If a family member is struggling with a decision, encourage the rest of the family to pray that the person makes a God-pleasing choice.



HANDS TO SERVE

Have the class plan a service project to show compassion to others. Consider having them visit the preschool or kindergarten classroom to make a craft or read a story. Visit senior citizens at a nursing home and sing hymns with the residents. Collect canned food for a local food bank or gently used toys for children in the hospital with cancer. Clean up litter around your school. Prayerfully decide on a project that would meet the particular interests of your students and church community.



Just for Fun

Jesus touched the boy's coffin. Then he told the boy to "Get up!" and brought him back to life. Play the guessing game, Who Touched Me. Students form a circle. One person acts as the widow's son and lies in the middle of the circle with his or her eyes closed. Choose a student to gently touch him and run back into the circle. When you say, "Get up!" the person guesses who touched him by asking "yes" or "no" questions. The child who touched the person in the middle of the circle has the next turn as the widow's son.



Check it Out

The crowd in the Bible story recognized that Jesus was not only a great prophet, but God Himself. They were so ecstatic that Jesus was the Promised Messiah, the Chosen One, Immanuel, that they immediately began praising and thanking Him. What's more, they didn't just keep their joy to themselves, but shared it with friends and family members. The good news spread quickly about Jesus!

To help the children understand this concept, have them draw bright designs and patterns on coffee filters using washable markers. Fill a spray bottle with water and lightly squirt it onto the filters. Students will see the colors blend and spread. Talk about how the word about Jesus spread and why it spread so quickly.



Celebrating GROWTH

In their journals, have the students respond to the following prompts: "Describe the most caring thing someone has ever done for you. How did it make you feel?" and "Write about a time when you showed compassion to someone else. Tell what happened as a result."

Jesus in Gethsemane

Mark 14:26–42

Background

The word *garden* usually conjures up images of a beautiful outdoor area teeming with life. The Book of Genesis describes the Garden of Eden as a perfect paradise, with splendor above anything we can even imagine. Yet the Garden of Eden is where our trouble began. It was here that man placed his desires above God's and fell into sin and death.

Fast-forward two thousand years and you will again find the Lord walking through a garden. There was nothing spectacular about this garden, the Garden of Gethsemane, full of gnarled olive trees and nightly shadows. Yet it was there that Jesus Christ began His final plunge into

the depths of agony in order to atone for the sins of the world.

The Bible refers to Jesus as “the last Adam.” Scripture tells us, “Thus it is written, ‘The first man Adam became a living being’; the last Adam became a life-giving spirit” (1 Corinthians 15:45). What the first Adam lost in the Garden of Eden by rebelling against God, the last Adam regained in the Garden of Gethsemane by submitting to God. Jesus submitted to the will of God, sacrificing Himself to save us from our sins. All believers have forgiveness and eternal life through Him. “Paradise lost” became paradise found because of Jesus’ saving work on the cross!

Day 1 Classroom Devotion

When Jared walked into the kitchen, looking for a snack, he saw bowls, measuring spoons, and a mixer. “I bet Mom’s making a cake for Easter!” Jared thought. Then he noticed the flour, sugar, milk, eggs, and . . . chocolate!

“I don’t think Mom would mind if I had a little bite of chocolate,” he thought. He popped a square into his mouth, planning to savor its sweet, creamy taste.

“Yuck!” Jared yelled as he spit out the chocolate. “This is awful!”

Mom walked into the kitchen. “I see you tried some of my baking chocolate. It is unsweetened chocolate—without any sugar in it.”

“If it doesn’t have any sugar in it, then why does your cake always taste so good?” Jared asked.

“I add the sugar myself. When all of the ingredients are mixed together, the cake tastes delicious. In a way, it’s like the story Pastor talked about today in church.”

“About Jesus in the Garden of Gethsemane?” Jared asked. “What does that have to do with chocolate?”

“Think of Jesus’ sadness while He prayed in the garden,” Mom explained. “Jesus was about to bear the sins of the whole world on the cross. He faced bitter suffering and death, much more bitter than that chocolate. But this isn’t the only part of the story, just like bitter chocolate isn’t the only ingredient in my cake. Jesus rose from the dead on Easter morning. Just like I mix *all* the ingredients together to make a yummy cake, Jesus worked all things together for our good—including His own pain and suffering—so that we may experience the sweetness of eternal life in Him.”

PRAY: Dear Jesus, through Your bitter suffering and death, You have paid the price to redeem me from sin. Thank You that I will taste the sweetness of eternal life in heaven. Amen.

Sing: “Go to Dark Gethsemane” (LSB 436) or “Do You Know Who Died for Me” (SKLS, p. 13).

Central Truth

God shows His love for us through Jesus’ fulfillment of His plan of salvation, through Jesus’ suffering, death, and resurrection.

Objectives

- Grow in our understanding of the enormous task that Jesus faced and completed, carrying the sins of the world.
- Give thanks that God listens to our troubles and joys and that Jesus intercedes for us at the Father’s right hand.
- Avoid spiritual slumber and call on Jesus for every need, praying that His will be done.

Materials

Day 1

- The Basics
- Garlic press, cookie press, bottle of olive oil, and picture of a Bible times oil press
- Student Book 8
- Word Wall Word: suffering
- Option: sweet-and-sour candy

Day 2

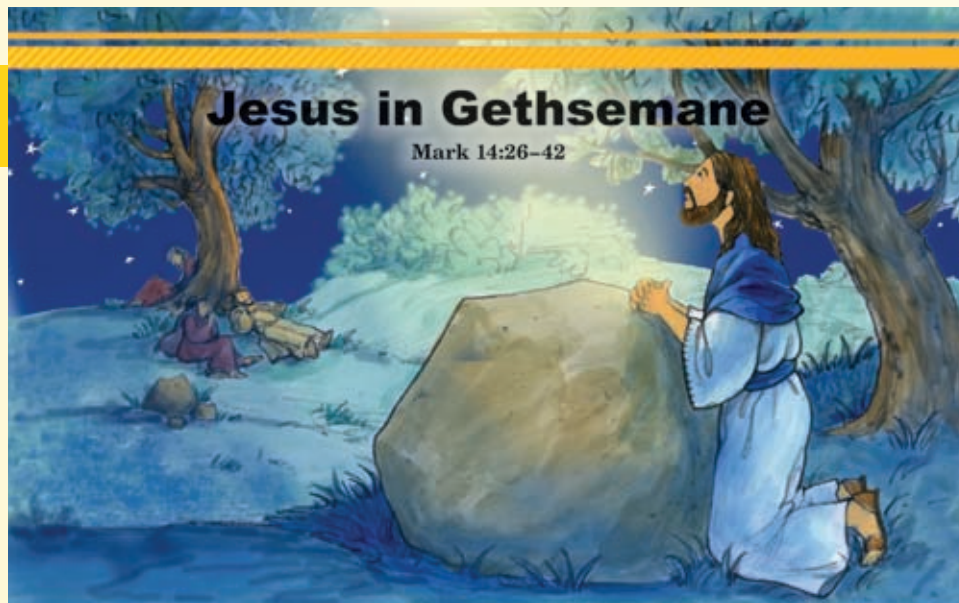
- The Basics
- Word Wall Word: want
- Web Resource 59a
- Reproducible 59
- Use white, red, yellow, green, and blue pony beads with string or craft cord

INTO the lesson

Say, In today's devotion, we read about a mom baking a cake. She might have used kitchen tools such as measuring cups, mixing bowls, or a mixer. Here are some kitchen utensils you've probably seen. Hold up the garlic press and cookie press. Show students how they work.

Say, In today's Bible story, we will see that Jesus prayed in the Garden of Gethsemane. The name *Gethsemane* comes from two Hebrew words that mean "oil press." The Garden of Gethsemane was full of olive trees, so there was probably an oil press nearby. Show the students a picture of an oil press. During Jesus' time, heavy stone slabs were placed on top of olives. The slabs squeezed the oil out of the olives, and the oil ran into a pit. From there, workers collected it in clay jars. It was used in cooking, anointing, healing, and to burn in oil lamps. The oil was very useful and valuable. Show the students a bottle of olive oil and ask if their families use it at home.

Say, The olive press reminds us of Jesus' suffering in the Garden of Gethsemane. The heavy slabs pressed down on the olives remind us of the weight of carrying the sins of the world pressed down upon Jesus. Although the life was pressed out of our Savior, His suffering and death makes eternal life with Him in heaven possible. That was God's plan of salvation all along. Let's read about Jesus in the Garden of Gethsemane.



Jesus in Gethsemane

Mark 14:26-42

After supper, Jesus and His disciples went to the Mount of Olives. Jesus told them, "You are all going to run away when My enemies come."

Peter was surprised. He said, "Even if everyone else runs away, I will never leave You!"

Jesus answered, "This very night, before the rooster crows twice, you will say three times that you don't know Me."

Peter declared, "Even if I have to die with You, I will never deny knowing You!" The other disciples said the same thing.

They went to a garden called Gethsemane. Jesus told most of His disciples, "Stay here while I pray."

He took Peter, James, and John with Him farther into the garden. Jesus told them, "I feel very sad." He knew His friends would leave Him. He asked them, "Stay here and keep watch with Me."

Jesus walked a little bit away from

them. He prayed, "Father, if there is a way for Me to save all people from their sins without having to suffer and die, please take away My pain! But do what You want, not what I want. **Thy will be done.**"

Jesus came back and found the disciples asleep. He said to them, "Can't you stay awake for even one hour? Watch and pray so you don't fall into sin."

Jesus went and prayed the same prayer. "Father," He said, "**Thy will be done.**"

Jesus came back and found the disciples asleep again!

Jesus went and prayed a third time, "**Thy will be done.**"

When He returned, Jesus said to His disciples, "Wake up! You've slept long enough. Look! My enemies are coming now!"

5

INTO the Word

Ask, How many of you have heard the pastor talk about God's will for our lives? Has your Sunday School teacher ever prayed that God's will would be done? When we talk about "God's will," what does that mean? (It means that God is in control. He has a perfect plan for our lives and knows what will work out best for us.) Jesus came to do His Father's will, even though it wasn't always easy to do.

Look at the story on page 5. Notice the words in dark print: "Thy will be done." Follow along as I read the story, and when we get to those words, I would like you

to read them aloud. Read page 5 in the Student Book, having the students read the boldfaced "Thy will be done."

After reading, write the words "True God" and "True Man" next to each other on the board. Say, In church we say the Nicene Creed to confess our faith. Part of that creed says that we believe in "one Lord Jesus Christ, the only-begotten Son of God, begotten of His Father before all worlds, God of God, Light of Light, very God of very God, begotten, not made, being of one substance with the Father." We believe that Jesus is true God and true man.

Wake Up! Look Out for the Devil!

Directions: The disciples fell asleep in the Garden of Gethsemane. We sometimes become lazy and forget to be aware of how the devil is tempting us to do what we want, not what God wants. Fill in the correct square after each example.

	My Will	Thy Will
1. Taking medicine so I feel better	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Not taking medicine	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Not doing my homework	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Doing my homework so I learn more	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Not picking up my room	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Picking up my room	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7. Playing a video game	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Getting ready to go to church	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9. Taking time to pray for my friends and family	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10. Going to bed right away without prayers	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Bible Words to Remember

Continue steadfastly in prayer, being watchful in it with thanksgiving. Colossians 4:2



6

Ask, **In this story, how was Jesus true man, a human, just like us?** (Through His suffering in the Garden of Gethsemane; He suffered under the weight of the entire world's guilt and sins. He knew that He would soon suffer under Pontius Pilate and would die on the cross at the hands of people He loved and came to save. Jesus is still true man as He reigns in heaven.)

Ask, **How was Jesus true God?** (He knew His disciples would run away when His enemies came.

He obeyed God's will perfectly, knowing it was the only way to save us from our sins. Jesus is also still true God.)

Even though Jesus understood the incredible amount of suffering He was about to face, did He doubt His Father's plan to save us or run away from it? (No! He prayed, "Thy will be done.") **Jesus' love for us is so great that He wanted to give up His own life to redeem us from sin!** Draw a cross between the two phrases on the board.



Hold up the Word Wall Word *suffering*. Ask, **What is suffering?** (When you experience pain or distress) **Jesus suffered on the inside when He was sad over our sins. Jesus suffered on the outside when He was beaten and died on the cross. Jesus' suffering was both sad and happy. Why?** (Sad because He had to go through so much pain, but happy because He fulfilled God's plan of salvation) Ask, **Have you ever eaten something that is both sweet and sour at the same time?** Accept student responses; if they have difficulty thinking of examples, mention sweet-and-sour dipping sauce, sour apple candy, and so forth. If desired, give a piece of candy to each child as you discuss the dichotomy. Ask, **How can our suffering be both sweet and sour—good and bad?** Sometimes we will have sad times or bad experiences in our lives. We will suffer. But God can make something good happen out of it. Just as God had a plan for Jesus to bring salvation to everyone, God has a plan for our lives too. Just as Jesus prayed to God during His difficult time, we can pray "Thy will be done" and be strengthened in the faith too.

Did the disciples do God's will and pray and keep watch with Jesus like He asked? (No, they were tempted to do their own will. They fell asleep and let sin overpower them.) **We are just like the disciples. Often we want to do the right thing, but we end up giving in to our own will instead of God's. As Jesus said, "The spirit indeed is willing, but the flesh is weak"** (Mark 14:38).

Continue with the activity on page 6 of the Student Book to consider whether the choices were God's will or our own. Then read aloud the Bible Words to Remember. Say, **Jesus asks us to stay watchful just as He asked the disciples in the Garden of Gethsemane. To avoid going to sleep spiritually, we need to be aware of the devil's temptations to do our own will, and we need to call on Jesus for every need and ask Him to help us do God's will. Jesus asks us to pray with thanksgiving. We are grateful that God listens to our joys and sorrows and knows what's best for us.**

Day 2

Classroom Devotion

It was the biggest soccer match of the season! The Falcons were down by one with under a minute to go. Claire dribbled the ball down the field to her opponent's net. Claire realized she was the Falcons' only hope to tie the game and go into overtime.

"Dad told me I could pray anytime, anywhere, and about anything," Claire thought. "So here goes . . . God, please let me make this goal!"

Confidently, Claire approached the goal and kicked the ball directly toward the net. Oh no! The ball hit the goalpost and bounced out of bounds. The game was over. The Eagles had won.

Claire buried her head in her hands. When she looked up, her dad was standing next to her.

"I don't understand it!" Claire cried. "I prayed for God to let me make the goal. Why didn't He answer my prayer?"

"He did answer your prayer," responded Dad. "His answer was no. Sometimes our prayers can be selfish. We want God to give us what *we* want *now*."

"I guess I shouldn't have prayed for something as unimportant as a kids' soccer game, huh?" asked Claire. "God probably has more important things to think about."

"God *does* care about your soccer game, Claire," said Dad. "We can talk to Him about all our cares and concerns. Our prayer is always that God's will would be done, no matter what happens."

PRAY: Dear Lord, thank You for the gift of prayer. Strengthen me and help me put Your will first in my life. Amen.

Sing: "We Pray for Each Other" (*SKLS2*, p. 58); "The Lamb" (*LSB* 547); or "Oh, That the Lord Would Guide My Ways" (*LSB* 707).

DAY 2

INTO the lesson

The following activity can be done in small groups or as a whole class. Have the children help you list things that are bothering them, things for which they are sorry, and things that they are worried about. Explain that you are going to use these thoughts in an activity.

Talk to the children about the process of breathing. Say, **The air we breathe in refreshes us. The air we breathe out is no longer useful for our body. It has carbon dioxide. We need to get rid of it. We are going to do an activity with our breathing.**

Say, **Take a very deep breath of good air and hold it for a count of three. One, two, three—and release your breath very slowly, without making any sound.** Have the children practice with you a few times. Then have the children lie on the floor, and have them do the breathing again.

Say, **I want you to think of one of the things that we listed. As you exhale and let your air out, think of one of the bad things and let it go. Get rid of your burden.** Repeat several times.

Say, **We can share with God anything that is upsetting us, so that we don't have to worry about it anymore.** Hold up the Word Wall Word *want*. **We pray that what God wants to happen happens, not necessarily what we want to happen.**

Let's review five things to remember about praying that God's will be done. Touch the tips of your fingers together one at a time as you fold your hands in prayer. Students will not interlock their fingers. **1) God listens to our troubles and joys; 2) Jesus sits at the right hand of God and talks to Him about us and asks Him to have mercy on us; 3) God wants us to be saved from our sin through Jesus, so that we can also go to heaven; 4) God wants us to obey His commandments; and 5) God wants whatever is best for us.**

Pray together that as they endure the burdens they listed, what God wants to happen in the lives of your students will indeed happen. Pray for a strong faith to trust that God knows best. Thank God for sending Jesus to endure suffering on our behalf, so that we might have salvation.

INTO the Word

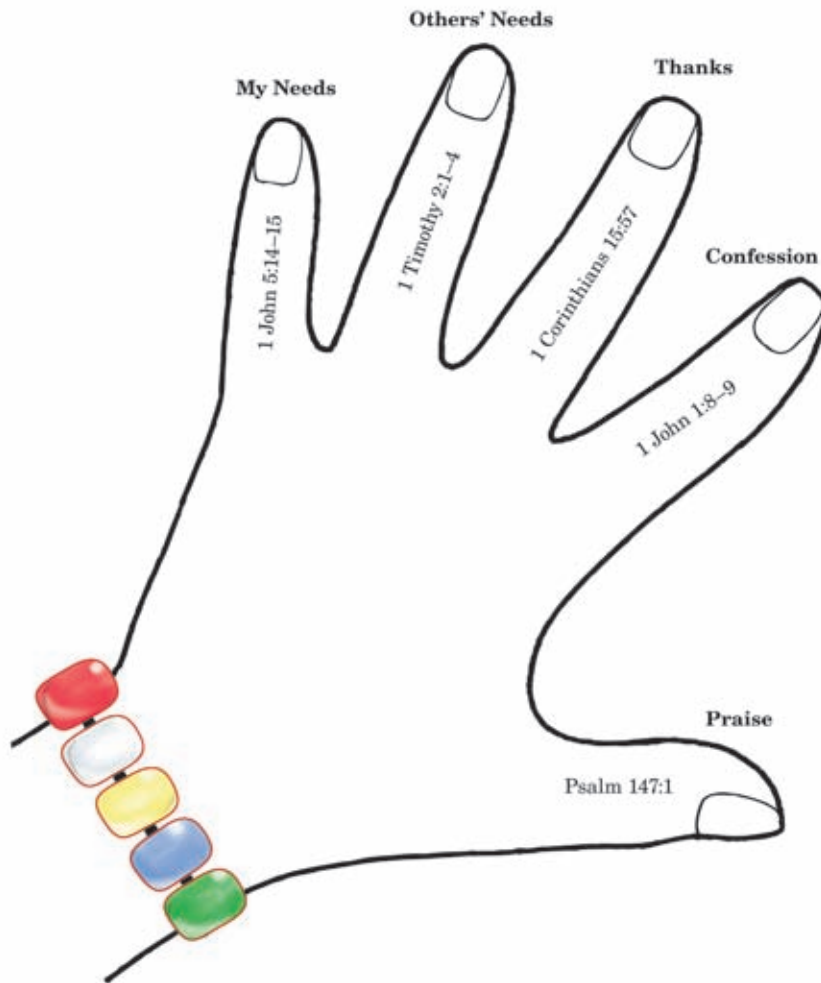
Use the following action poem to review the Bible story. You may want to use it as an echo pantomime; the children will repeat your phrase and action after you.

Jesus celebrated the Passover (*Eat and drink.*)

With twelve of His closest friends. (*Hold hands.*)

Praying Hands

We can use our hands to remind us of what to pray for.



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Say, **Think about the Bible story. Did the power of prayer deliver—or take away—Jesus from suffering?** (No; it was God’s will that Jesus suffer and die so that we might be saved from sin.) **Prayer helped Jesus make it through His bad time.**

Sometimes we suffer. Maybe your friends are mad at you, someone you love is sick, or you have to move far away. Instead of praying for the problem to go away, pray that God will draw you close to Him and strengthen your faith. **God will help us overcome temptation or complaining that things aren’t going our way. God will help us to trust in Him even during hard times.**

Pray the following prayer. Practice the children’s response before starting. Have a simple signal to indicate when they speak. Their response is the Third Petition of the Lord’s Prayer.

Teacher: When I sin and fail to do God’s will, remind me how Jesus obeyed His Father and forgives me.

Children: Thy will be done.

Teacher: When it is hard for me to obey my parents as I should, make me strong to do Your will.

Children: Thy will be done.

Teacher: When I have schoolwork to do but want to do other things first, help me to do what I should do, knowing it is Your will that I grow in intelligence and obedience.

Children: Thy will be done.

Teacher: When I see someone being mistreated, it is not always easy to defend them, but it is what You want. Please make me strong.

Children: Thy will be done.

Teacher: In Jesus’ name, Thy will be done. Amen.

Use Reproducible 59 to review different kinds of prayers. Students add stickers that remind them of five prayer categories, or students could make a real bracelets, using pony beads. and lacing

If your students are capable using a Bible to find the Bible verses on the reproducible, assign them. If that is not possible, read each verse yourself. Explain more about the readings with explanations that follow, so students can associate the colors with their categories.

White: **We praise and honor our pure and perfect Savior.** (Praise)

Red: **We’re sorry for our sins that caused Jesus to shed His blood on the cross.** (Confession)

Yellow: **We are happy and cheerful that Jesus forgives us.** (Thanks)

Green: **We grow in faith and love as we serve others and care about their needs.** (Others’ Needs)

Blue: **Through water and God’s Word in Baptism, we become God’s children.** (My Needs)

He said, “When My enemies come, you will all run away. (Run in place.)

Peter was shocked! He cried out, (Make surprised face and outstretch arms.)

“I’ll never deny knowing You!” (Shake head no.)

Christ said, “Three times they’ll say that you follow Me, (Hold up three fingers.)

And you’ll shout, “That isn’t true!” (Cup hands around mouth.)

They came to the Garden of Gethsemane. (Walk in place.)

Jesus said, “Stay here while I pray. (Hand stretched out to show “stop.”)

I feel so sad—I need My friends near.” (Make a sad face.)

He walked a bit farther away. (Walk in place.)

He dropped to His knees and folded His hands. (Drop to knees, fold hands.)

“Father, hear the pleas of Your Son. (Raise hands toward heaven.)

Take this cup of suffering from Me. (Pretend to touch a cup to lips and then hold away.)

Not My will, but Thy will be done.” (Point toward heaven.)

The disciples slept and ignored His request: (Close eyes and make snoring noises.)

“Watch and pray so you don’t fall into sin.” (Shield eyes with hand as if looking in the distance.)

Christ’s enemies came to take Him away. (Make the sign of the cross.)

Jesus died so new life we’d win. (Put palm on chest and then outstretch hand.)

Use Web Resource 59a to review this lesson.

A graphic of a green chalkboard with a yellow border and a white chalk piece, containing the text "Lesson Support".

Lesson Support

A blue checkmark graphic.

Check it Out

Encourage children to visualize their understanding of the Bible story by creating a corresponding art project. Have the students look through magazines or catalogs, cutting out pictures of flowers, trees, gardens, and parks.

Children can glue the images onto a piece of construction paper to represent the Garden of Gethsemane. Students can draw a picture of Jesus in the middle of the garden, possibly even adding the sleeping disciples and the approaching soldiers.

A graphic of three stacked books in green, blue, and orange.

Curriculum Connection

Three times Jesus came back to find His disciples sleeping, not praying or even listening. The memory of that failure doubtless stayed with the disciples all their lives. Thank God for forgiveness! You can help your students learn appropriate listening behaviors with section 2.4.1.2 in the Language Arts volume of the Concordia Curriculum Guide series. This section provides strategies that help students stay attentive.

A magnifying glass graphic.

Searching Further

Have your class “adopt” people from another congregation, state, or country in order to pray for them. For example, does your church support missionaries to a specific country? Do you know other Lutheran school teachers currently teaching in another state?

Learn as much as you can about the area. Divide your class into small groups, and assign each group a different task. The groups could research the culture, geography, climate, and

history of that area. Students can color maps, flags, or other relevant symbols. Consider having your students write letters, e-mail, or send care packages to their “adopted” friends. Your class may be able to visit a Web site or blog associated with the missionaries or students. Most importantly, find out the people’s specific needs from that area. Encourage the class to gather around a map or globe; touch that particular area while you pray together.

A red heart with a white cross inside.

Faith in Action

Ask another teacher if your classes could become prayer partners. Ideally, a prayer partner program would pair older children with younger children. This allows the older children to put their faith in action and become responsible leaders. The younger children can develop special relationships with the older students, who serve as role models and friends. Provide time for the children to share prayer requests or even create a prayer journal together. Encourage students to pray for

each other on a daily or weekly basis.

Your classes could also meet regularly for other activities. Faith-based activities such as attending chapel together or working on service projects will help strengthen their bond as brothers and sisters in Christ. Students can also engage in educational activities such as tutoring, reading books, playing games, assembling puzzles, making crafts, and writing stories in order to learn from each other.

A graphic of several yellow figures holding hands in a circle.

Working in Groups

Discuss how much Jesus needed the comfort of His closest friends when He was suffering in the Garden of Gethsemane. Say, **Sometimes you pray when you are alone. Other times, it is nice to know that your friends and family are praying with you too.** Have the children form a circle and hold hands. Explain the concept of a circle prayer. Begin the

prayer and then squeeze the hand of the person to your right when you are finished praying. That person can pray or can pass their turn by squeezing the hand of his or her neighbor. Ask the children to say “Let Your will be done” at the end of their petitions, trusting that God has heard their prayers. Continue around the circle until you close the prayer.

The Jailer at Philippi

Acts 16:16–40

Background

There are several astonishing things about one of Paul and Silas's adventures in Philippi. These start with the demon-possessed slave girl who is apparently giving a truthful witness to the Gospel. How odd for a demon to do that! It's even more odd for a missionary to put a stop to it. But Paul does so, because this particular "witness" is causing nothing but harm.

No one wants to be recommended by a known liar and deceiver, and that is exactly what the devil is. Even worse, people listening were likely to assume that the girl's power and that of Paul and Silas all came from the same source—the Lord

Jesus. Nothing could be further from the truth! And so Paul puts a public stop to this deceitful "witness" for the sake of those who might be misled. Christian love compelled him.

The same love compelled Paul and Silas to give an even more astonishing witness to Christ by staying in prison, even when God set them free by miracle! To them, the life and salvation of the jailer were far more important than their own safety. Their staying was a true and costly witness to Jesus, and it resulted in the salvation of the jailer's whole family. Now *that's* a helpful witness!

Day 1 Classroom Devotion

Susan saw Jenny crying in a corner of the playground. No one was near her to help. Feeling awkward, Susan went over and put a hand on Jenny's shoulder. "Um, are you okay?"

Jenny sniffled and scrubbed at her face. "No! How can I be okay? My dad's moving away!"

Susan didn't know what to say. "Dear Lord," she prayed silently, "please help Jenny. What should I do?"

Jenny wiped her face on her sleeve and said, "My mom and dad are getting a divorce. All they ever do is fight anymore, and nobody cares about me. I mean, it's my birthday next week. What a horrible birthday present!"

Susan put her arms around Jenny. "I'm so sorry," she said. "You sound so sad and lonely."

Jenny nodded. "I just wish I could wake up and it would all be a bad dream. But it doesn't go away. And I don't have anybody to talk to."

Susan gulped. "Well, you can talk to me," she offered. "I can't make things better, but you can tell me about it."

"Thanks," said Jenny.

"And I'll pray for you too," Susan said. "You know, when I'm scared and lonely, I talk to Jesus. I know He cares about me, even when there's nobody else paying attention."

Jenny looked up, startled. "Really?" she asked. "You can talk to Him? I thought He was just a baby in a Christmas story."

"Sure you can talk to Him," said Susan eagerly. "He's not a baby anymore. He grew up. He's our Savior, and He loves us. And He's God, you know. So He can hear everybody."

"Do you think He'd mind if I talked to Him too?" Jenny asked.

"Of course He'd let you," Susan said. "Look, I have a book that tells all about Him. If you want, I can let you borrow it so you know what He's like. It tells about all the stuff He did to save us."

"That would be great," said Jenny. "Thanks a lot."

Central Truth

God shows His love for us by wanting all people to be saved and by using us to share the Good News of salvation through Christ.

Objectives

- Pray for encouragement when fearful or dismayed.
- Joyfully share the Gospel that God wants all people to be saved by trusting in the Lord Jesus.
- Tell others about Jesus by praying, singing, and sharing God's Word.

Materials

Day 1

- The Basics
- Word Wall Word: encourage
- Student Book 9

Day 2

- The Basics
- Word Wall Word: sing
- Hymnals
- Reproducible 70
- Construction paper
- Web Resource 70a: Role-Play Scenario

PRAY: Dear Jesus, sometimes I don't know how to help others, but You do. Use me to show Your love to other people. Amen.

Sing: "A Friend Loves at All Times" (SKLS, p. 4) or "What a Friend We Have in Jesus" (LSB 770).

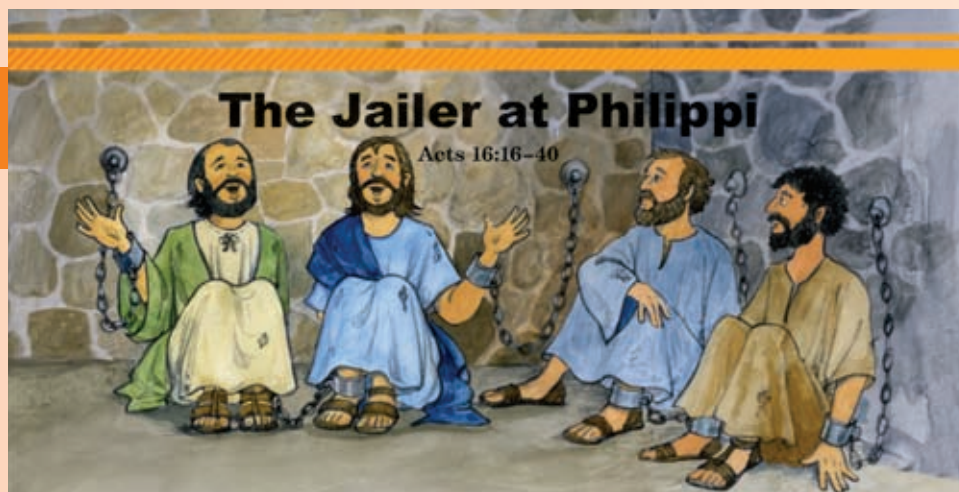
INTO the lesson

With part of your hand, cover the letters *en* on the card for the Word Wall word *encourage*. Show the card.

Say, **What is this word?** (Courage) **Tell me about a time when you showed courage.** Let the children share stories about their bravery. **Sometimes we don't have the courage we need. We may be afraid or sad. At those times, we may ask someone to do this.** Remove your hand that is covering the letters so the children can see the entire word.

Say, **We may pray and ask God to help us. God uses our family and friends to encourage us. And He uses us to encourage others. What are some ways you can encourage others?** (Talk to them, listen to them, help them, give them a gift or card, pray for them, pray with them, visit them, sit by them)

Say, **In today's lesson, we will see two men arrested. They didn't do anything wrong, but they were put in prison.**



To begin, choose readers and actors. You will need seven people: a narrator, Paul, Silas, two prisoners, a jailer, and a jailer's helper.

Narrator: Paul and Silas were in prison, but that did not stop them from telling people about Jesus. Paul and Silas prayed and sang to God while the other prisoners listened.

Paul: Dear Lord, please forgive these men for the wrong things they are doing. Help them to know that You love them and sent Jesus to be their Savior.

Silas: (Singing) Praise God from whom all blessings flow! Praise Him, all creatures here below!

Narrator: About midnight, there was an earthquake.

Prisoner 1: What's going on? It's an earthquake! Help!

Prisoner 2: Wait, the doors are opening! My chains fell off! It's a miracle!

Narrator: It's true. The prison doors opened. Every prisoner's chains fell off. The jailer woke up and saw that the doors were open. He was afraid that all the prisoners had escaped.

Jailer: Oh, no! The doors are open. The prisoners must have escaped. I'm in big trouble!

Narrator: The jailer was about to kill himself because losing prisoners was not allowed.

Paul: Stop! We are all here!

Narrator: This news surprised the jailer.

Jailer: (To a helper) Give me a torch! (Runs into jail by Paul and Silas). Sirs, what must I do to be saved?

Paul: Believe in the Lord Jesus! Then you will be saved, you and everyone in your house.

Narrator: The jailer invited Paul and Silas to his house. There he cleaned up their wounds. Paul and Silas told the jailer and his family all about Jesus. Everyone believed and was baptized. And the Gospel spread.

11

INTO the Word

Use the readers theater on page 11 of the Student Book to tell the Bible story. Assign parts and have students read the story.

To begin, say, **Paul and Silas were on a journey, telling people that Jesus was the Savior God had promised. They stopped in Philippi and spoke about Jesus with some believers there. While they were there, some people became angry. They did not like the things Paul and Silas were teaching. They told the authorities "Paul and Silas are breaking the rules." So the law officers beat Paul and Silas. Then they threw them into prison.**

If time allows, after one reading, have a different group of students both read and role-play.

Review the Bible story with the questions that follow.

What did Paul and Silas do while they were in prison? (They prayed and sang hymns to God.)

What did God do while Paul and Silas were in prison? (God caused an earthquake that freed the prisoners.)

What did the jailer try to do after the earthquake? (The jailer was going to take his own life.)

What question did the jailer ask Paul and Silas? ("What must I do to be saved?")

How did God use Paul and Silas's time in prison to spread the news about Jesus? (Paul and Silas were able to tell the jailer about Jesus. The jailer had faith in Jesus. The jailer and his family were baptized.)

Build Up Each Other in Love

Directions: What could you do to encourage the person in each picture? Put a sticker by each one. Some stickers may fit more than one place.



Bible Words to Remember

[Jesus said,] "Go into all the world and proclaim the gospel to the whole creation."
Mark 16:15



12

INTO our lives

Say, Paul and Silas were having a bad day. Or it seemed like a bad day. They were beaten and thrown into prison for speaking about Jesus. Instead of singing and praying, what could they have done? Ask each child to work with a partner and suggest another response.

Continue, Paul and Silas might have been afraid. They might have been discouraged. They might have complained and said, "That's not fair." But they didn't.

We often get discouraged when bad things happen to us. Sin makes us sad and fearful.

Show the Word Wall Word *encourage*. Explain that when we are discouraged, it means that we do not have courage. When we or others get in trouble, when bad things happen, we can get discouraged. Bad times, fear, and discouragement can keep us from experiencing God's peace and joyfully sharing the Gospel. The news about Jesus, our Savior from sin, is called the Gospel. The news that Jesus died and rose again gives us hope. Jesus wants us to believe in Him and be encouraged. He makes our bad times turn out good.

LESSON 70

How did Paul and Silas encourage each other? (Prayer and singing hymns) How did Paul and Silas encourage the jailer and his family? (They shared the news that they could be saved by Jesus.)

Look at the activity on page 12 of the Student Book. Say, Many times children and even adults do not know when someone needs encouragement. It can be hard to know what to do to help. Look at the pictures. Use the stickers to show what someone could do in each situation.

Read the words aloud before students place the stickers to be sure they understand all the words. These answers are just suggestions. Students may have legitimate reasons for putting the stickers in different places than suggested. Ask for explanations as you do the activity.

Look at the Bible Words to Remember from the Book of Mark. Ask, Where does Jesus tell the disciples to go? (Into all the world) What news do they proclaim? (The Gospel) To whom do they speak? (The whole creation) Put the words *where*, *what*, and *to whom* on the board as prompts to help the children remember the Bible Words to Remember.

If you have time, talk about how the Ten Commandments can guide to encourage others.

Say, Do any commandments teach us how to encourage others? We might not have thought of it, but each commandment begins, "You shall not . . ." Then what *shall* we do?

The Fifth Commandment reads, "You shall not murder," which includes hating other people or hurting them. To encourage others, God wants us to "help and support [our neighbor] in every physical need." Our physical needs are the things we need to keep our bodies going—food, clothing, shelter. What are some ways we can help others here at school? (Chapel offerings, special all-school events, developing awareness to the needs of others, praying for others)

The Eighth Commandment reads, "You shall not give false testimony against your neighbor," which includes telling lies and spreading rumors about others. What could God help us do? After hearing the first example, students should be able to give some concrete actions that would be the opposite of false testimony. God helps us to defend other people, saying good things about them and to them, especially if others are saying bad things. These things turn bad situations into good ones.

Sing: "Jesus Wants Me for a Helper" (LOSP, p. 33) or "Hark, the Voice of Jesus Crying" (LSB 826).

Day 2

Classroom Devotion

Natalie was in the hospital. She needed to have her tonsils out. Even though they called it a routine procedure and she didn't even have to spend the night, she was very nervous. She had never been in the hospital before, not even to visit someone. When the doctor left the room, Natalie squeezed her mother's hand tightly.

"Are you doing okay, sweetheart?" her mother asked. "I know it's scary to be here. It will be over soon."

Natalie looked out the window for a moment and then met her mother's gaze. "I just wish you could come with me. I know I'll be asleep, but it would be better if I knew you were there," she finished quietly.

"It would be nice to have someone with you, wouldn't it?" her mother said thoughtfully. "But who could be there besides the doctors?" She paused and looked at Natalie. "Can you think of anyone?" she asked meaningfully.

"You mean Jesus?" Natalie said. "I know He's always with me. I mean, I know the Bible says that, but it isn't like He can hold my hand or anything."

"The Bible says He will be with you always and wherever you go. Even though we can't see Him, there are ways we can feel His presence. One of my favorite ways is to sing songs, especially songs taken from Scripture. Why don't we try that now? Then you can sing again when you go to surgery, and it will remind you that you aren't alone."

PRAY: Dear Lord, when I doubt that You care, forgive my sin for Jesus' sake. Thank You for the people and songs that remind me of Your loving care. Amen.

Sing: "You Are by My Side" (SKLS, p. 63) or "Have No Fear, Little Flock" (LSB 735).

DAY 2

INTO the lesson

Hold up the Word Wall Word *sing* but cover up the last letter of the word so that the children see the word *sin*.

Say, **What word do you see?** (Sin) **In our Bible story today, we will hear how Paul and Silas overcame the temptation to sin** (*reveal the letter g*) **by doing this. What is this word?** (*Sing*) **Yes, it is the word *sing*. Paul and Silas sang hymns. What are hymns?** (Hymns are songs about God.) **We sing hymns in chapel and during the church service. But we can also sing hymns anytime and anywhere. With them, we joyfully confess all that God has done for us, declaring the praises of God, who sent Jesus to be our Savior.**

A book filled with hymns is called a hymnal. If you have hymnals in your classroom, show them. **Often, hymns are the words of God sung to music.**

Sing a hymn such as "Jesus Loves Me" (LSB 588). Or, if you can, distribute hymnals. Then take requests for hymns the students would like to *sing*.

When you finish *singing*, set aside the hymnals until the end of today's session.

INTO the Word

Pass out copies of Reproducible 70. The children cut apart the storytelling sentences. Talk about the pieces before you assemble the cross.

Guide the discussion. Say, **We are going to look at all these pieces and try to find a special word. It will remind us how God can turn bad days into good days.**

Find the piece that says, "Paul and Silas were thrown into jail." This seemed like something that would happen on a bad day. They must have wondered why God let them be thrown in jail, but God had a plan. We are going to write some letters on our story pieces to help us find out. Write the letter G on this piece. As you say this, also write the letter *G* on the board.

You will be adding letters after each discussion until you spell the word *Gospel*.

Now find this piece: "Paul and Silas prayed and sang songs to God." Paul and Silas knew that God was with them, so they could pray, sing, and be joyful. When we have bad days, we can do that too. Let's put the letter o on this piece. Write the letter *o* next to the letter *G*.

INTO our lives

Now use the puzzle pieces to form a cross. Say, **When troubles come to us or others, God puts it all together to make something good.**

Put together your puzzle pieces. What do they make? (A cross) Tell the children to glue the pieces onto construction paper.

Say, **Working through the Holy Spirit, God uses us to tell others about His love in sending Jesus to die on the cross for our sins. He uses us to pray for others. We are just a little part of God's big picture in spreading the Gospel.**

Our Bible Words to Remember verse for this lesson is from Mark 16:15. Read the Bible verse aloud. Several other versions of this verse say "preach the Good News." Ask, **Who preaches the Gospel in our church?** Take time to pray for your pastor and other church workers who proclaim or teach the Gospel message, even in times of hardship.

Ask the children to choose a hymn for your closing activity.

The guard and his entire family were baptized.
l

Paul and Silas prayed and sang songs to God.
o

The guard wondered if the prisoners had escaped.
p

The guard asked, "What must I do to be saved?" Paul answered, "Believe in the Lord Jesus."
e

Paul and Silas were thrown into jail.
G

At midnight, there was a terrible earthquake.
s

Make 1 copy for each student.
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Next find this piece: "At midnight, there was a terrible earthquake." The earthquake was so strong that the prison doors opened and the prisoners' chains fell off. God used the earthquake to free the prisoners. Let's put the letter **s** on this piece. Add the letter **s** to the word on the board.

Find "The guard wondered if the prisoners had escaped." The guard was worried because he would not just lose his job if the prisoners escaped; he would lose his life. But Paul told the jailer, "We are all here." Put the letter **p** on this piece. Add the letter **p** to word on the board.

We are getting close to the end of the story. Find these sentences:

"The guard asked, 'What must I do to be saved?' Paul answered, 'Believe in the Lord Jesus.'" Wow! God turned this bad situation into something good. Write the letter **e** on this piece. Add the letter **e** to the word on the board.

The last sentence says, "The guard and his entire family were baptized." That day, many people came to faith. On the last piece, write the letter **l**. Write the letter **l** at the end of the word.

What word did we spell? (Gospel) What is the Gospel? (The Gospel is the Good News of our salvation. It is the message that Jesus died for our sins and has given us forgiveness and life eternal.)



Reaching Every Child

Some children act out in school because they have trouble learning. Rather than be embarrassed because they do not know an answer, they act out with inappropriate behavioral responses. Children do not want to look “stupid,” and in turn, may fight these fears of inadequacy with poor behavior.

Teachers can solve some behavior challenges by helping students become competent and successful in school. Look for ways to help children accomplish tasks, thereby avoiding embarrassment. Religion class is an especially good time to help all children feel like they belong. Discuss how Jesus loves each person and that we are claimed as His in the waters of Holy Baptism.

It sounds simple, but establishing and enforcing rules is the first step to helping children behave appropriately. Make clear and concise rules and explain them to the students. Some children with behavior and learning

challenges have a difficult time processing language, so keep explanations brief. When a student starts to engage in an inappropriate behavior, provide a non-verbal cue, such as raising one finger, to remind the child to stop the behavior.

When children act out in anger, teach replacement behaviors to help them deal with their frustrations. The old adage of “counting to ten” either forward or backward or by twos can distract children from their anger. It’s hard to stay angry when you are busy thinking. Teach children to calm themselves by using deep breathing. Count to five when inhaling and again when exhaling. Once again, this gives children tools they need to calm themselves down. Let children know that you are available to help them work through their anger. Pray with the children, letting them know that God listens to all of their concerns and can help them overcome their anger.



Art Connection

Reuse pieces of an old puzzle to make crosses. Tell the children that Paul and Silas didn’t know how God would use them. They were a part of God’s plan to bring the jailer and his family to faith in Jesus. Remind the children that we don’t always understand how God will work through us in puzzling situations, but He knows. He wants His Gospel to be preached to all nations.



Working in Groups

Use Web Resource 70a. Give your students a chance to put their faith into action by watching the video of what happens when a brother and sister have a problem while riding together in the family car. How will they resolve their problem? Who will apologize?



BETWEEN TWO WORLDS

Your immigrant students are caught between two worlds—the American world of school and friends, and the old-country world of their parents and family. This can lead to conflict on a regular basis, particularly as the child becomes more and more Americanized. Be aware that your students may be stressed by having to balance two incompatible sets of expectations. For example, parents may expect them to stay at home as much as possible to care for younger children, as they would in the old country; but friends and teachers at school are encouraging them to take part in after-school

and weekend activities. Parents from restrained, hierarchical, group-oriented cultures may disapprove of the free-and-easy, egalitarian, and individualistic ways of speaking and behaving that their children come home with from school. This conflict is inevitable. Still, you can help your students by encouraging them to respect their parents even when they disagree and by showing that respect to parents yourself. Students who grow up in this way often become unusually flexible, level-headed and diplomatic adults, able to adapt to almost any setting.



Curriculum Connection

Paul and Silas showed unusual care and concern for their jailer. Instead of escaping, they prevented him from killing himself and finally led him to faith in Jesus Christ. Consider using section

2.6.2, Communicating Care to Others, with your students. You’ll find it in the Health volume of the Concordia Curriculum Guide series.