



Community of Christ



# COMMUNITY OF CHRIST LESSONS

CHILDREN

3 JUNE 2018 — 2 SEPTEMBER 2018

# COMMUNITY OF CHRIST LESSONS



Lifelong Disciple Formation in Community of Christ is the shaping of persons in the likeness of Christ at all stages of life. It begins with our response to the grace of God in loving community and continues as we help others learn, grow, and serve in the mission of Jesus Christ. Ultimately, discipleship is expressed as one lives the mission initiatives of the church through service, generosity, witness, and invitation.

We invite you to use these lessons for your class, group, or congregation.

**Lectionary-based:** The weekly lessons connect the *Revised Common Lectionary* for worship with Community of Christ identity, mission, message, and beliefs.

**Quick, easy:** The lessons are designed for approximately 45-minute class sessions with two to three pages of ideas, discussion starters, and activities. Additional preparation help may be found in *Sermon & Class Helps, Year B: New Testament* (with focus on the gospel according to Mark).

Lessons are available for three age groups. Recognizing each age group represents multiple stages of development, the instructor is encouraged to adapt lessons to best meet the needs of the class or group. When possible, optional activities are provided to help adapt lessons for diverse settings.

**Children (multiage, 6–11):** Help children engage in the Bible and introduce mission and beliefs with stories, crafts, and activities.

**Youth (ages 12–18):** Engage teens in scripture study and provocative questions about identity, mission, and beliefs.

**Adult (ages 19 and older):** Deepen faith and understanding with reflective questions, theological understanding, and discussion ideas.

Note: Unless otherwise noted, all Bible scripture references are from the New Revised Standard Version (NRSV) Bible, copyright 1989, by the Division of Christian Education of the National Council of the Churches of Christ in the USA. Used by permission. All rights reserved.

# ORDINARY TIME (PROPER 4)

LESSON 27  
3 June 2018

**Focus Scripture Passage:** Mark 2:23—3:6

**Lesson Focus:** Disciples keep the Sabbath as a reminder to make room for Jesus in their lives.

## Objectives

*The learners will...*

- understand what the word Sabbath means.
- apply the meaning of Sabbath to their daily lives.

## Supplies

- *Community of Christ Sings (CCS)*
- *Lectionary Story Bible, Year B*, by Ralph Milton, illustrated by Margaret Kyle (Wood Lake Publishing, 2008, ISBN 9781551455648)

- Markers, crayons, or colored pencils
- Paper
- Whiteboard, poster board, or chart paper
- Bibles
- Doctrine and Covenants
- Jump ropes

**Note to teacher:** In preparation for this lesson, read “Exploring the Scripture” for Mark 2:23—3:6 in *Sermon & Class Helps, Year B: New Testament*, p. 84, available through Herald House.

## 1 GATHER

Activates background knowledge, prepares and motivates for lesson

*(15% of total lesson time)*

Welcome students to class by singing “Welcome, Jesus, You Are Welcome” CCS 277. Practice the first stanza until students are familiar with it and can sing with you. The lesson today will be about how we can welcome Jesus into our lives.

Invite students to stand and get in groups of three with a jump rope. Have them choose one person to be the jumper and invite students to start jumping. The goal of the game is for the students to jump long enough to need a break. Use this as a metaphor for today’s lesson: we need to take a break from the things we get busy doing to take time for Jesus. (If jump ropes or space is not available, have students run in place until they need a break.)

## 2 ENGAGE

Invites exploration and interaction

*(35% of total lesson time)*

Ask students to brainstorm all of the activities they have done in the last week and list them on a piece of paper.

If students are having trouble remembering what they did, make the list as a class eliciting responses from the children.

Ask students these questions:

- How many different things do you do in just one day?
- Does anything on your list remind you of God and Jesus?
- Do any of the things on your list help other people?

Today’s focus has the word “Sabbath” in it. The Enduring Principle Continuing Revelation tells us that God graciously reveals divine will today just as in the past. God is still speaking to and leading humankind today just as we read that God was involved in human life in biblical times. Have students read Doctrine and Covenants 119:7b to understand what the word Sabbath means.

- b. the Saints are to observe the first day of the week commonly called the Lord’s day, as a day of rest: as a day of worship, as given in the covenants and commandments.

Keeping the Sabbath might simply mean coming to church every Sunday, but we learn more from today’s scripture passage taken from Mark. Have students read Mark 2:23—

3:6 or "It Makes Me Very Sad" from the *Lectionary Story Bible, Year B*, pp. 133–134. Even though it was against the law to work on the Sabbath, Jesus still worked to heal people. Invite students to think about what it would mean to think about Sabbath not just on Sundays, but every day.

### Mark 2:23–3:6

<sup>23</sup>One sabbath he was going through the cornfields; and as they made their way his disciples began to pluck heads of grain. <sup>24</sup>The Pharisees said to him, "Look, why are they doing what is not lawful on the sabbath?" <sup>25</sup>And he said to them, "Have you never read what David did when he and his companions were hungry and in need of food? <sup>26</sup>He entered the house of God, when Abiathar was high priest, and ate the bread of the Presence, which it is not lawful for any but the priests to eat, and he gave some to his companions." <sup>27</sup>Then he said to them, "The sabbath was made for humankind, and not humankind for the sabbath; <sup>28</sup>so the Son of Man is lord even of the sabbath."

<sup>1</sup>Again he entered the synagogue, and a man was there who had a withered hand. <sup>2</sup>They watched him to see whether he would cure him on the sabbath, so that they might accuse him. <sup>3</sup>And he said to the man who had the withered hand, "Come forward." <sup>4</sup>Then he said to them, "Is it lawful to do good or to do harm on the sabbath, to save life or to kill?" But they were silent. <sup>5</sup>He looked around at them with anger; he was grieved at their hardness of heart and said to the man, "Stretch out your hand." He stretched it out, and his hand was restored. <sup>6</sup>The Pharisees went out and immediately conspired with the Herodians against him, how to destroy him.

Just as Jesus healed the sick, disciples of Jesus can do many things to "keep the Sabbath."

- Brainstorm with students some actions disciples could do to remember the Sabbath every day. For example: spend time with someone who is lonely, pray for someone in need, or spend time resting with God.
- Create the list on a board or chart for the class to see.

## 3 RESPOND

Takes the learners from hearing to doing  
(35% of total lesson time)

Ask students to take out the list of their daily activities and circle those that describe how disciples can keep the

Sabbath.

Living as a disciple of Jesus means remembering to live like him in our daily lives.

- Invite students to reflect on the past week and all of the activities that were on their lists.
- Have students think of one "keeping-the-Sabbath" action they could have done in the past week. Maybe there was a time that they were bored and they could have helped a sibling or parent, or a time they saw someone that needed help and could have responded.
- Give each student a piece of paper. Have students draw a line down the middle of the page. On one side of the paper have students draw a picture of them doing an action that reflects living like Jesus. On the other side, have them think ahead to the coming week. Have them draw a picture of something they plan to do this week that would be like Jesus and also remember the Sabbath.

## 4 SEND

Explores how the lesson might be lived  
(10% of total lesson time)

Have students pair together to share about the pictures they drew. Pose these sentence starters to help with their conversation:

Last week, I could have \_\_\_\_\_.

This week, I plan to \_\_\_\_\_.

## 5 BLESS

Time of prayer, praise, blessing, and hope  
(5% of total lesson time)

Invite the class to repeat this prayer together:

Dear God,

Thank you for this time together in Sunday school. Thank you for my teacher and my friends in class. Please help me remember the things I learned today. Please help me remember that Sabbath is important not just on Sunday, but every day. Help me share your love with others by being kind. In Jesus' name, amen.

End the class by singing "Welcome, Jesus, You Are Welcome" CCS 277 again.

# ORDINARY TIME (PROPER 5)

LESSON 28  
10 June 2018

**Focus Scripture Passage:** Mark 3:20–35

**Lesson Focus:** God views all people as having great and equal worth. Jesus loves all people.

## Objectives

*The learners will...*

- read a passage from Mark’s Gospel to learn Jesus’ message of love for all people.
- study words from a hymn “Who Is My Mother, Who Is My Brother?” CCS 336.
- act out scenes that show students’ understanding of God’s love for all people.

## Supplies

- *Community of Christ Sings (CCS)*

- Bibles
- *Lectionary Story Bible, Year B*, by Ralph Milton, illustrated by Margaret Kyle (Wood Lake Publishing, 2008, ISBN 9781551455648)
- Pencils or markers
- Poster board or paper
- Globe or world map
- *It’s a Small World* by Richard M. and Robert B. Sherman (Disney Press, 2011, ISBN 9781423146896)

**Note to teacher:** In preparation for this lesson, read “Exploring the Scripture” for Mark 3:20–35 in *Sermon & Class Helps, Year B: New Testament*, pp. 85–86, available through Herald House.

## 1 GATHER

Activates background knowledge, prepares and motivates for lesson  
(15% of total lesson time)

Gather the class around a globe or world map. Find where you and the class members live. Ask students these questions:

- Do you know anyone who lives in another city?
- Do you know anyone who lives in another state or country?
- What do you know about other places in the world?

Share with students that today’s lesson is learning how God loves all people, no matter where they come from.

## 2 ENGAGE

Invites exploration and interaction  
(35% of total lesson time)

Invite students to find today’s passage from Mark 3:20–35 in their Bibles. For younger students you may read “Who Are My Family?” from the *Lectionary Story Bible, Year B*, pp. 137–138. Students need to understand that Jesus was teaching people the way that God views people on Earth. Jesus said, “...whoever does the will of God is my brother and sister and mother.” Jesus is showing us that God wants all people to experience wholeness of body, mind, spirit, and relationships.

Mark 3:20–35

<sup>20</sup>and the crowd came together again, so that they could not even eat. <sup>21</sup>When his family heard

it, they went out to restrain him, for people were saying, "He has gone out of his mind." <sup>22</sup>And the scribes who came down from Jerusalem said, "He has Beelzebul, and by the ruler of the demons he casts out demons." <sup>23</sup>And he called them to him, and spoke to them in parables, "How can Satan cast out Satan? <sup>24</sup>If a kingdom is divided against itself, that kingdom cannot stand. <sup>25</sup>And if a house is divided against itself, that house will not be able to stand. <sup>26</sup>And if Satan has risen up against himself and is divided, he cannot stand, but his end has come. <sup>27</sup>But no one can enter a strong man's house and plunder his property without first tying up the strong man; then indeed the house can be plundered.

<sup>28</sup>"Truly I tell you, people will be forgiven for their sins and whatever blasphemies they utter; <sup>29</sup>but whoever blasphemes against the Holy Spirit can never have forgiveness, but is guilty of an eternal sin"— <sup>30</sup>for they had said, "He has an unclean spirit."

<sup>31</sup>Then his mother and his brothers came; and standing outside, they sent to him and called him. <sup>32</sup>A crowd was sitting around him; and they said to him, "Your mother and your brothers and sisters are outside, asking for you." <sup>33</sup>And he replied, "Who are my mother and my brothers?" <sup>34</sup>And looking at those who sat around him, he said, "Here are my mother and my brothers! <sup>35</sup>Whoever does the will of God is my brother and sister and mother."

Sometimes scripture can be hard to understand. *Community of Christ Sings* is a great tool for disciples to learn about what Jesus wants us to do. Ask students to locate "Who Is My Mother, Who Is My Brother?" CCS 336. Divide the students into four groups and give each group a stanza. Ask them to write their stanza on a piece of paper or poster board; then rewrite the stanza in words their friends would understand. Help students understand bigger words like status, stigmas, and enigmas.

## 3 RESPOND

Takes the learners from hearing to doing  
(35% of total lesson time)

Read *It's a Small World* by Richard M. and Robert B. Sherman (or any children's book on diversity) to move students from just talking about God loving everyone to seeing what this means for them in everyday life. After reading the book, invite students to go back into their groups from the previous activity. Reflecting on the words of the hymn, ask them to create a scene, using the stanza they were assigned, that illustrates how they would love and accept someone who is different from them.

## 4 SEND

Explores how the lesson might be lived  
(10% of total lesson time)

Act it out! Have students act out their scenes for the class. After each scene have a discussion with students using these questions:

- What happened in their scene?
- How was it an example of the words from the hymn?
- How did they illustrate Jesus' message of loving everyone?

## 5 BLESS

Time of prayer, praise, blessing, and hope  
(5% of total lesson time)

Ask a student to end the class with a prayer. Encourage them to use words from their posters in their prayer.

End the class by singing "Who Is My Mother, Who Is My Brother?" CCS 336 or reading the verses created by the students.

# ORDINARY TIME (PROPER 6)

LESSON 29  
17 June 2018

**Focus Scripture Passage:** Mark 4:26–34, Parable of the Mustard Seed

**Lesson Focus:** Like a mustard seed, disciples can grow the kingdom of God in many small ways.

## Objectives

The learners will...

- read the parable of the mustard seed.
- think of ways they can pursue peace on Earth.
- write prayers of peace for our Earth.

## Supplies

- *Community of Christ Sings (CCS)*
- Bible
- Doctrine and Covenants

- *Lectionary Story Bible, Year B*, by Ralph Milton, illustrated by Margaret Kyle (Wood Lake Publishing, 2008, ISBN 9781551455648)
- Mustard seeds
- Glue
- Markers and pencils
- Lined paper
- Construction paper
- *Let There Be Peace: Prayers from Around the World* by Jeremy Brooks and Jude Daly (Francis Lincoln Children's Books, 2009, ISBN 9781845075309)

**Note to teacher:** In preparation for this lesson, read "Exploring the Scripture" for Mark 4:26–34 in *Sermon & Class Helps, Year B: New Testament*, pp. 87–88, available through Herald House.

## 1 GATHER

Activates background knowledge, prepares and motivates for lesson

(15% of total lesson time)

Sing together with the students "If You Only Had Faith" CCS 249 to start class and get students up and dancing! Accompaniment and vocal tracks for this song can be found on the *Community of Christ Sings* audio recording thumb drive (UPC 680121003823) available through Herald House. Today's lesson uses a mustard seed to illustrate the size of faith that disciples need in order to build God's kingdom on Earth. Pass out mustard seeds to let students see the size of the seeds.

## 2 ENGAGE

Invites exploration and interaction

(35% of total lesson time)

Have students look up today's passage from Mark 4:26–34. Before reading, explain to students that this is one of Jesus' parables he used to teach his disciples about serving God. A parable is a short, simple story to illustrate a point. Refer to an example of a familiar story that teaches a theme such as the Tortoise and the Hare or the Boy Who Cried Wolf.

For younger children, read "God's Realm" from the *Lectionary Story Bible, Year B*, pp. 141–142.

Explain to students that having faith is about believing that the kingdom of God belongs to God. We are called to help God in building God's kingdom of love and peace on Earth. One of the scripture passages today comes from Doctrine and Covenants 163:3b: "Pursue peace." Brainstorm with students all of the ways we can pursue peace every day in our lives.

### Mark 4:26–34

<sup>26</sup>He also said, "The kingdom of God is as if someone would scatter seed on the ground, <sup>27</sup>and would sleep and rise night and day, and the seed would sprout and grow, he does not know how. <sup>28</sup>The earth produces of itself, first the stalk, then the head, then the full grain in the head. <sup>29</sup>But when the grain is ripe, at once he goes in with his sickle, because the harvest has come."

<sup>30</sup>He also said, "With what can we compare the kingdom of God, or what parable will we use for it? <sup>31</sup>It is like a mustard seed, which, when sown upon the ground, is the smallest of all the seeds on earth; <sup>32</sup>yet when it is sown it grows up and becomes the greatest of all shrubs, and puts forth large branches, so that the birds of the air can make nests in its shade."

<sup>33</sup>With many such parables he spoke the word to them, as they were able to hear it; <sup>34</sup>he did not speak to them except in parables, but he explained everything in private to his disciples.

## 3 RESPOND

Takes the learners from hearing to doing  
(35% of total lesson time)

Give students pieces of construction paper and glue. Have them write the word "Faith" in glue on the paper. Then, give

mustard seeds to the students; have them sprinkle the seeds over the glue and tip the paper so the excess seeds come off. Making the word "Faith" out of the mustard seeds can be a reminder of the small amount of faith it takes to be a disciple of Jesus.

Around the outside of the word "Faith" on their paper, students may brainstorm together and write the ways they can pursue peace. Share with them *Let There Be Peace: Prayers from Around the World* by Jeremy Brooks and Jude Daly. After reading selected prayers from the book, invite students to write their own peace prayer using the words and actions they have written on their papers.

## 4 SEND

Explores how the lesson might be lived  
(10% of total lesson time)

Have students pair up and share their prayers with each other. After each student has shared with the other, say a prayer of blessing over the students. Include the importance of helping one another pursue peace on Earth.

## 5 BLESS

Time of prayer, praise, blessing, and hope  
(5% of total lesson time)

End the class with "If You Only Had Faith" CCS 249.

Afterward, ask a student to give a closing prayer thanking God for the time together and help in building God's kingdom by pursuing peace.



# ORDINARY TIME (PROPER 7)

LESSON 30  
24 June 2018

**Focus Scripture Passage:** Mark 4:35–41

**Lesson Focus:** Jesus is a presence of peace during the storms or problems in our lives. Christ is our peace.

## Objectives

*The learners will...*

- learn a song about Jesus calming the storm.
- practice Dwelling in the Word on a passage from the Bible.
- make a craft that will remind them of Jesus' presence in our lives.

## Supplies

- *Community of Christ Sings (CCS)*
- Bibles
- Whiteboard, chalkboard, or chart paper
- Markers
- Water bottles, one per student
- Water
- Cooking oil
- Blue food coloring
- Sand, shells, toy fish, etc. (optional)
- Glue

**Note to teacher:** In preparation for this lesson, read "Exploring the Scripture" for Mark 4:35–41 in *Sermon & Class Helps, Year B: New Testament*, pp. 89–90, available through Herald House.

## 1 GATHER

Activates background knowledge, prepares and motivates for lesson

*(15% of total lesson time)*

Greet students and welcome them to class. Gathering together often to learn about Jesus is a great thing for disciples to do. Today's lesson is about Jesus calming a storm, and a song in *Community of Christ Sings* is about Jesus calming a storm. Have students say the words aloud before teaching them the tune of "Calm to the Waves" CCS 158. You may need to explain that a balm is something to heal or soothe a wound, similar to lip balm that many people use to soothe or heal their lips. Sing the song until children are comfortable with the tune.

## 2 ENGAGE

Invites exploration and interaction

*(35% of total lesson time)*

Have students look up Mark 4:35–41. Once students have read it once, invite them to close their Bibles and listen to you read it. Take them through a spiritual practice called Dwelling in the Word. Read the passage once and ask them to just listen. Afterward ask them what caught their attention. Were there particular words or phrases that stuck out? Read through the passage again and ask students to close their eyes this time. Repeat the same questions. The third time you read to them, ask students to get in a comfortable spot in the room and close their

eyes again. Afterward, have a discussion with students about what stood out in the passage to them.

Mark 4:35–41

<sup>35</sup>On that day, when evening had come, he said to them, "Let us go across to the other side." <sup>36</sup>And leaving the crowd behind, they took him with them in the boat, just as he was. Other boats were with him. <sup>37</sup>A great gale arose, and the waves beat into the boat, so that the boat was already being swamped. <sup>38</sup>But he was in the stern, asleep on the cushion; and they woke him up and said to him, "Teacher, do you not care that we are perishing?" <sup>39</sup>He woke up and rebuked the wind, and said to the sea, "Peace! Be still!" Then the wind ceased, and there was a dead calm. <sup>40</sup>He said to them, "Why are you afraid? Have you still no faith?" <sup>41</sup>And they were filled with great awe and said to one another, "Who then is this, that even the wind and the sea obey him?"

### 3 RESPOND

Takes the learners from hearing to doing  
(35% of total lesson time)

Today's lesson shows the power of Jesus and how he can help solve our problems. Have students quietly write down a list of all the problems they have had in the last week. These may include a disagreement with a friend at school, not listening to their parents, or getting in trouble with their siblings. Then make a combined list on the board or chart paper. Brainstorm possible ways they could have Jesus calm their "storms" or problems. Remind students of other Sunday school lessons or things they've heard their parents say about what Jesus can do.

The beauty of being a disciple of Jesus is we are never alone. We always have Jesus to talk to. Through reading scripture, praying, coming to church to learn about him, and through talking with other disciples, we have many ways we can bring our "storms" to Jesus.

Jesus is our peace and wants us to be peacemakers. Brainstorm and list ways students can practice peace for me, peace for others, and peace for the planet.

As a reminder of taking our "storms" or problems to Jesus, have students make an ocean in a bottle. Fill a water bottle halfway with water and put a couple drops of blue food coloring in it. Fill the rest of the bottle with cooking oil. You may want to add shells and toy fish, but it's not necessary. Then, glue the lid on the top of the water bottle. When you rock the bottle, you can see the waves moving.



### 4 SEND

Explores how the lesson might be lived  
(10% of total lesson time)

Ask students to think about how this ocean bottle will remind them of today's lesson. When they face a problem at home, they can rock the bottle back and forth to remember that Jesus is our peace, even in the storms of life. Following Jesus helps us be peacemakers for others. Ask students to share where they will keep their bottles at home and why they chose that spot. How will the bottle remind you to practice peace?

### 5 BLESS

Time of prayer, praise, blessing, and hope  
(5% of total lesson time)

Ask a student to offer a prayer thanking God for our time together today. Close the class with "Calm to the Waves" CCS 158.

# ORDINARY TIME (PROPER 8)

LESSON 31  
1 July 2018

**Focus Scripture Passage:** Mark 5:21–43

**Lesson Focus:** Jesus heals people in response to their faith.

## Objectives

*The learners will...*

- read Mark's telling of Jesus healing the woman and the child.
- find other examples of Jesus' healings in the Bible.
- think of ways they can keep themselves healthy and bring blessings to others.

## Supplies

- *Community of Christ Sings (CCS)*
- Bibles
- *Lectionary Story Bible, Year B*, by Ralph Milton, illustrated by Margaret Kyle (Wood Lake Publishing, 2008, ISBN 9781551455648)
- Construction paper
- Markers

**Note to teacher:** In preparation for this lesson, read "Exploring the Scripture" for Mark 5:21–43 in *Sermon & Class Helps, Year B: New Testament*, pp. 91–92, available through Herald House.

## 1 GATHER

Activates background knowledge, prepares and motivates for lesson

(15% of total lesson time)

Welcome students to class and invite them to sing "Lord, Prepare Me" CCS 280. Repeat until students are familiar with it.

## 2 ENGAGE

Invites exploration and interaction

(35% of total lesson time)

Invite students to open their Bibles to today's passage, Mark 5:21–43. Jesus' ministry involved many healings. Jesus cared about people's well-being and comfort. This is just one example of many times in the Bible where Jesus heals someone who is sick.

<sup>21</sup>When Jesus had crossed again in the boat to the other side, a great crowd gathered round him; and he was by the lake. <sup>22</sup>Then one of the leaders of the synagogue named Jairus came and, when he saw him, fell at his feet <sup>23</sup>and begged him repeatedly,

"My little daughter is at the point of death. Come and lay your hands on her, so that she may be made well, and live." <sup>24</sup>So he went with him.

And a large crowd followed him and pressed in on him. <sup>25</sup>Now there was a woman who had been suffering from hemorrhages for twelve years. <sup>26</sup>She had endured much under many physicians, and had spent all that she had; and she was no better, but rather grew worse. <sup>27</sup>She had heard about Jesus, and came up behind him in the crowd and touched his cloak, <sup>28</sup>for she said, "If I but touch his clothes, I will be made well." <sup>29</sup>Immediately her hemorrhage stopped; and she felt in her body that she was healed of her disease.

<sup>30</sup>Immediately aware that power had gone forth from him, Jesus turned about in the crowd and said, "Who touched my clothes?" <sup>31</sup>And his disciples said to him, "You see the crowd pressing in on you; how can you say, 'Who touched me?'" <sup>32</sup>He looked all round to see who had done it. <sup>33</sup>But the woman, knowing what had happened to her, came in fear and trembling, fell down before him, and told him the whole truth. <sup>34</sup>He said to her, "Daughter, your faith has made you well; go in peace, and be healed of your disease."

<sup>35</sup>While he was still speaking, some people came from the leader's house to say, "Your daughter is dead. Why trouble the teacher any further?" <sup>36</sup>But overhearing what they said, Jesus said to the leader of the synagogue, "Do not fear, only believe." <sup>37</sup>He allowed no one to follow him except Peter, James, and John, the brother of James. <sup>38</sup>When they came to the house of the leader of the synagogue, he saw a commotion, people weeping and wailing loudly. <sup>39</sup>When he had entered, he said to them, "Why do you make a commotion and weep? The child is not dead but sleeping." <sup>40</sup>And they laughed at him. Then he put them all outside, and took the child's father and mother and those who were with him, and went in where the child was. <sup>41</sup>He took her by the hand and said to her, "Talitha cum," which means, "Little girl, get up!" <sup>42</sup>And immediately the girl got up and began to walk about (she was twelve years of age). At this they were overcome with amazement. <sup>43</sup>He strictly ordered them that no one should know this, and told them to give her something to eat.

For younger children, read "Jesus Heals a Sick Girl" from the *Lectionary Story Bible, Year B*, p. 149.

Hand out construction paper to students, large enough to trace both of their hands on the paper. Have them write a title on the paper "Jesus' Hands Heal." Once students trace their hands on the paper, have them look up these passages and write what happened in each.

Matthew 4:23–24	Jesus heals the paralyzed.
Matthew 10:1–8	Jesus heals the lepers.
Matthew 9:3–5	Jesus heals the sick.
Luke 5:17–24	Jesus heals a man so he can walk.
Luke 14:1–6	Jesus heals a man with pain.

Help the students discover the similarities of these healing stories. Have students write or draw ways that Jesus healed others.

### 3 RESPOND

Takes the learners from hearing to doing  
(35% of total lesson time)

Give students another piece of construction paper (or use the back of the piece they have) to trace their hands again. This time have them write the title "My Hands Can Heal."

Around the edge of this paper, have students write all of the ways their hands can be used to heal. Brainstorm as a class how their hands can help their bodies stay healthy.

- Washing hands often
- Putting good food in their bodies
- Cleaning up messes
- Washing dishes
- Washing clothes and towels

There are many more ways that the students' hands can be a blessing! Depending on the age of your class, you may want to talk about how our hands are used to do kind things for others.

### 4 SEND

Explores how the lesson might be lived  
(10% of total lesson time)

Talk with students about the sacrament Laying on of Hands for the Sick. Jesus blessed those who were hurting in many ways, (James 5:14–15). When people are sick or hurting, they request this sacrament of blessing from ministers. The ministers put a drop of oil on the head of the ill person (this is called anointing), then place their hands on that person's head to offer a blessing. This sacrament opens a way for healing in whatever form it comes. The person knows of God's love and concern for his or her wholeness, and the faith community comes together in covenant to receive the generosity of God (*Of Water and Spirit: Preparing Children for Baptism and Confirmation in Community of Christ*, pp.52-53).

Ask students if they have experienced or witnessed this sacrament. Invite students to share about their experience. Challenge students to ask three other people about their experience with this sacrament. Remind students they can invite friends and family to experience this sacrament when they are sick or hurting.

### 5 BLESS

Time of prayer, praise, blessing, and hope  
(5% of total lesson time)

Say a special prayer of blessing over the class. Thank God for the time together to learn more about Jesus, and ask for a special blessing on the children as they develop faith in Jesus.

End the class by singing "Lord, Prepare Me" CCS 280.

# ORDINARY TIME (PROPER 9)

LESSON 32  
8 July 2018

**Focus Scripture Passage:** Mark 6:1–13

**Lesson Focus:** Just as Jesus called the twelve disciples to serve, the church has priesthood members today who serves as minister.

## Objectives

*The learners will...*

- read about Jesus sending the twelve to minister.
- learn about the different priesthood offices in Community of Christ.
- identify people in the congregation who serve in various priesthood roles.

## Supplies

- *Community of Christ Sings (CCS)*
- Paper
- Pencils
- Bibles
- *Lectionary Story Bible, Year B*, by Ralph Milton, illustrated by Margaret Kyle (Wood Lake Publishing, 2008, ISBN 9781551455648)
- Index cards

**Note to teacher:** In preparation for this lesson, read “Exploring the Scripture” for Mark 6:1–13 in *Sermon & Class Helps, Year B: New Testament*, pp. 93–94, available through Herald House.

## 1 GATHER

Activates background knowledge, prepares and motivates for lesson  
(15% of total lesson time)

Welcome students to class and tell them you are happy they came today. Start class with an opening prayer thanking God for everyone who could come. Then sing together the first stanza of “All Are Called” CCS 606.

## 2 ENGAGE

Invites exploration and interaction  
(35% of total lesson time)

Read the scripture passage from Mark 6:1–13 to the students. Have them listen with their eyes closed. Before you start reading ask the students this question, “What is Jesus doing in this passage?”

<sup>1</sup>He left that place and came to his home town, and his disciples followed him. <sup>2</sup>On the Sabbath he began to teach in the synagogue, and many who heard him were astounded. They said, “Where did this man get all this? What is this wisdom that has been given to him? What deeds of power are being done by his hands! <sup>3</sup>Is not this the carpenter, the son of Mary and brother of James and Joses and Judas and Simon, and are not his sisters here with us?” And they took offense at him. <sup>4</sup>Then Jesus said to them, “Prophets are not without honor, except in their home town, and among their own kin, and in their own house.” <sup>5</sup>And he could do no deed of power there, except that he laid his hands on a few sick people and cured them. <sup>6</sup>And he was amazed at their unbelief.

Then he went about among the villages teaching. <sup>7</sup>He called the twelve and began to send them out two by two, and gave them authority over the unclean spirits. <sup>8</sup>He ordered them to take nothing for their journey except a staff; no bread, no bag, no money in their belts; <sup>9</sup>but to wear sandals

and not to put on two tunics. <sup>10</sup>He said to them, "Wherever you enter a house, stay there until you leave the place. <sup>11</sup>If any place will not welcome you and they refuse to hear you, as you leave, shake off the dust that is on your feet as a testimony against them." <sup>12</sup>So they went out and proclaimed that all should repent. <sup>13</sup>They cast out many demons, and anointed with oil many who were sick and cured them.

For younger children, read "Jesus' Friends Become Apostles" from the *Lectionary Story Bible, Year B*, pp. 153–154.

After reading the passage, have the students respond to your question. Jesus was sending out people to share the peace of Christ. Just as Jesus sent out the twelve disciples, the church has priesthood members today who serve the church in many ways. Today we're going to learn about the different people who serve the church.

Write a priesthood office or a ministerial function on each of the index cards. Then, flip all of the cards face down. Students take turns drawing two cards at a time, trying to match each priesthood office with its function. If they find a match, they get to continue their turn. Here are the priesthood offices and functions:

deacon	minister of comfort and welcome
teacher	minister of peacebuilding with individuals
priest	minister of presence with families
elder	minister of sacred and spiritual community building
seventy	minister of witness and invitation
high priest	minister of vision
bishop	minister of generosity
evangelist	minister of blessing
apostle	minister of global witness proclaiming Christ's peace
presidency	minister of prophetic leadership

Before you start playing the game, pass out a blank piece of paper. Have the students draw two lines on the paper so they have three columns to write in. When students get the match have them record the priesthood office and its role. Discuss what each role means in kid-friendly language.

For younger students, make the chart available to them to check their matches.

### 3 RESPOND

Takes the learners from hearing to doing  
(35% of total lesson time)

When the game is over, students should have all ten priesthood offices written down with their roles. Now is the time to fill in the third column. Ask students if they know anyone in the congregation who serves in a priesthood role. If so, start with those roles and write the names in the third column next to the appropriate priesthood office. Continue until students can't think of anyone else; then share with them the rest of the priesthood members from the congregation that they did not mention. It is not unusual for some congregations to include only a few priesthood offices. Explain that some priesthood offices are focused on congregational ministry (deacon, teacher, priest, elder) while the others have broader responsibilities that may extend to other congregations, mission centers, or fields.

Have each one of the students choose someone from the congregation to ask about serving in the priesthood. If students cannot think of a question, think of one as a class and have it prepared before they go. Here are some samples:

- How long have you been a(n) \_\_\_\_\_?
- What do you do as a(n) \_\_\_\_\_?
- What do you enjoy most about serving as a(n) \_\_\_\_\_?

Before class starts, make sure members of the congregation are aware that students may come and ask them questions during class.

### 4 SEND

Explores how the lesson might be lived  
(10% of total lesson time)

When students return, have them share what they learned. Ask the students to listen for any similarities they heard in the interviews, especially if the students used the same questions. Affirm with the students the most important calling is to be a disciple or follower of Jesus!

### 5 BLESS

Time of prayer, praise, blessing, and hope  
(5% of total lesson time)

Have a student from class end with a prayer thanking God for the time to learn more about Jesus and his disciples. Then sing together the first stanza of "All Are Called" CCS 606.

# ORDINARY TIME (PROPER 10)

LESSON 33  
15 July 2018

**Focus Scripture Passage:** Mark 6:14–29

**Lesson Focus:** Choosing righteousness means we live in right relationship with God and others.

## Objectives

*The learners will...*

- discover what the word righteousness means.
- explore the Enduring Principle Continuing Revelation.
- explore Doctrine and Covenants 153:9.
- think about what choices they can make that are righteous.

## Supplies

- *Community of Christ Sings (CCS)*
- Scenarios handout (end of lesson)
- (Optional ) vocabulary map
- Paper
- Markers

**Note to teacher:** In preparation for this lesson, read “Exploring the Scripture” for Mark 6:14–29 in *Sermon & Class Helps, Year B: New Testament*, p. 95, available through Herald House.

## 1 GATHER

Activates background knowledge,  
prepares and motivates for lesson  
(15% of total lesson time)

Welcome students to class by singing “Welcome, Jesus, You Are Welcome” CCS 277. Focus on the first verse until students are familiar with it and can sing with you. Tell students that just as the song is welcoming Jesus, the lesson today will be about how we can make responsible choices, just like Jesus did.

## 2 ENGAGE

Invites exploration  
and interaction  
(35% of total lesson time)

The scripture text for today is Mark 6:14–29; it deals with the death of John the Baptist. We read that King Herod showed weakness as he was manipulated or tricked into killing John. In this lesson we will explore how the choices we make may be influenced by what the people around us want rather than what we believe is right.

Note: The following passage contains graphic images that can be disturbing. Adapt or tell the story according to the age and needs of students.

Mark 6:14–29

<sup>14</sup>King Herod heard of it, for Jesus’ name had become known. Some were saying, “John the baptizer has been raised from the dead; and for this reason these powers are at work in him.”  
<sup>15</sup>But others said, “It is Elijah.” And others said, “It is a prophet, like one of the prophets of old.”  
<sup>16</sup>But when Herod heard of it, he said, “John, whom I beheaded, has been raised.”

<sup>17</sup>For Herod himself had sent men who arrested John, bound him, and put him in prison on account of Herodias, his brother Philip’s wife, because Herod had married her. <sup>18</sup>For John had been telling Herod, “It is not lawful for you to have your brother’s wife.”  
<sup>19</sup>And Herodias had a grudge against him, and wanted to kill him. But she could not, <sup>20</sup>for Herod feared John, knowing that he was a righteous and holy man, and he protected him. When he heard him, he was greatly perplexed; and yet he liked to listen to him.

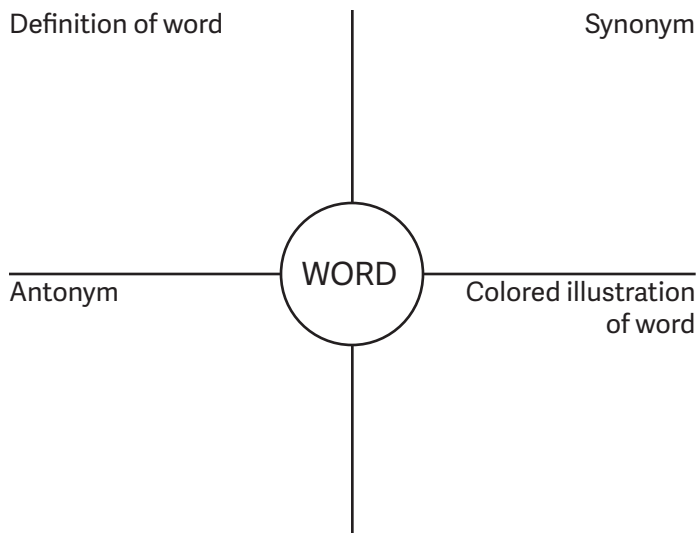
<sup>21</sup>But an opportunity came when Herod on his birthday gave a banquet for his courtiers and

officers and for the leaders of Galilee. <sup>22</sup>When his daughter Herodias came in and danced, she pleased Herod and his guests; and the king said to the girl, "Ask me for whatever you wish, and I will give it." <sup>23</sup>And he solemnly swore to her, "Whatever you ask me, I will give you, even half of my kingdom." <sup>24</sup>She went out and said to her mother, "What should I ask for?" She replied, "The head of John the baptizer." <sup>25</sup>Immediately she rushed back to the king and requested, "I want you to give me at once the head of John the Baptist on a platter."

<sup>26</sup>The king was deeply grieved; yet out of regard for his oaths and for the guests, he did not want to refuse her. <sup>27</sup>Immediately the king sent a soldier of the guard with orders to bring John's head. He went and beheaded him in the prison, <sup>28</sup>brought his head on a platter, and gave it to the girl. Then the girl gave it to her mother. <sup>29</sup>When his disciples heard about it, they came and took his body, and laid it in a tomb.

Today's theme has a big word in it: righteousness. The dictionary definition is "1: acting in accord with divine or moral law; free from guilt or sin; 2: morally right or justifiable" ([www.merriam-webster.com](http://www.merriam-webster.com)).

That may be a confusing definition, but point out the word "divine." Divine means having to do with God. So doing something that is righteous means that God would like the action we are doing. Give each student a vocabulary map like the one below or just have students make one on a blank piece of paper.



—<https://hmmsfalcons.wikispaces.com/Ms.+Stewart>

Create a simpler definition that the class can understand. For example, "doing the right thing and something that God would like us to do."

Before having students draw a picture of the word "righteous," explore the Enduring Principle Responsible Choices.

### Responsible Choices

- God gives humans the ability to make choices about whom or what they will serve. Some people experience conditions that diminish their ability to make choices.
- Human choices contribute to good or evil in our lives and in the world.
- Many aspects of creation need redemption because of irresponsible and sinful human choices.
- We are called to make responsible choices within the circumstances of our lives that contribute to the purposes of God.

—*Sharing in Community of Christ*, 3rd Edition, p. 13

Have students read Doctrine and Covenants 153:9c to understand that doing the right thing takes guidance. Verse 9c talks about how we get our guidance from God. Have students draw a picture on vocabulary map that shows how we decide what the right thing is to do in difficult situations: we get our help from God!

### Doctrine and Covenants 153:9c

9c Be steadfast and trust in the instructions which have been given for your guidance. I will be with you and strengthen you for the tasks that lie ahead if you will continue to be faithful and commit yourselves without reservation to the building of my kingdom.

## 3 RESPOND

Takes the learners from hearing to doing  
(35% of total lesson time)

Give each student a copy of the scenarios found at the end of the lesson. Guide each student to reflect on the righteous or responsible thing to do in each situation. After each student has reached a decision, have them pair up to share their scenarios with each other. Another option could be to group students and have them act out the scenarios. Before they have the characters in the scenarios make a decision, have them stop so the class can discuss their options and the right thing to do.



# 4 SEND

Explores how the lesson  
might be lived  
*(10% of total lesson time)*

To summarize what students have learned today, give them another piece of paper. Have them write the word "Righteous" vertically down the page. If you have older students, have them use "Righteousness." Students will create an acrostic poem using words or phrases that have something to do with the lesson. Each word or phrase they come up with has to start with one of the letters in the word "righteous." Here is one example:

R ight thing to do!  
I can make good choices!  
G ood  
H ard  
T eaching others  
E veryday  
O ffering  
U nique  
S haring

# 5 BLESS

Time of prayer, praise,  
blessing, and hope  
*(5% of total lesson time)*

Ask the students to stand and join hands in a circle. To close the class, do a circle prayer in which one person starts praying and the prayer goes around the circle until it reaches the first person again. If a student doesn't want to pray aloud, they can squeeze the next person's hand as a way of passing. Invite students to pray about a choice they'll make this week that will be a responsible choice.

# SCENARIOS

1. You're with friends when they start teasing an unpopular kid, taking his things, and calling him names. If you stick up for him, the group could turn on you. You start to slip away, but someone throws you the boy's backpack. What will you do? (James 4:17; Ecclesiastes 4:10)
2. You're in the middle of an intense video game. Just a few more points and you'll beat your high score. You hear Dad say it's time to turn off the game. The game's loud, so it would be easy to pretend you didn't hear. That way, you could finish the game. What will you do? (Colossians 3:20)
3. Some of your friends have started using bad language because it makes them feel cool. Each day you hear words you know your parents don't like. Your friends even use the names of God and Jesus as if they were just bad words, and they call you a baby because you won't talk like them. What will you do? (Exodus 20:7; Ephesians 4:29)
4. You heard your best friend and some others lying to the principal about who started a fight. You didn't see the fight, but your friend told you another good friend of yours started it. Now an innocent person has been blamed and will be suspended from school. What will you do? (James 4:17; Proverbs 12:17)
5. You're playing with two good friends. They both want to be your best friend. You think you like one friend better. That friend says, "Let's go play by ourselves." You know your other friend's feelings will be hurt if she's left out. What will you do? (Proverbs 17:17; Luke 6:31)
6. There's a new kid at school who hardly talks and seems to look at the ground a lot. The other kids laugh at him, and they expect you to laugh with them. You know this child needs a friend, but if you become his friend, the other kids might not be your friends anymore. What will you do? (John 15:12–14; 1 John 4:11)
7. Your friend has invited you over for a fun afternoon doing all your favorite things. You have your parents' permission to go, but you have to get your homework done first. The assignment isn't hard, but it would take time to do well. You could just tell your parents you did the work even though you didn't. They'll never know. What will you do? (Job 31:6; 1 Corinthians 10:31)

—Scenarios taken from: <https://www.focusonthefamily.com/parenting/spiritual-growth-for-kids/what-will-you-do-scenarios>

# ORDINARY TIME (PROPER 11)

LESSON 34  
22 July 2018

**Focus Scripture Passage:** Mark 6:30–34, 53–56

**Lesson Focus:** We are called to be like Jesus, who was generous and compassionate.

## Objectives

*The learners will...*

- explore the concept of rest in the scriptures.
- discuss the idea of Jesus being a shepherd.
- consider the importance of balance and the Enduring Principle Responsible Choices.

## Supplies

- Bible(s)
- *Community of Christ Sings (CCS)*
- (Optional) chart paper or whiteboard, markers
- Small, unwrapped candy or other small snacks for each child
- Copies of scale (end of lesson)
- Psalm 23 scripture text to cut into strips

**Note to teacher:** In preparation for this lesson, read “Exploring the Scripture” for Mark 6:30–34, 53–56 in *Sermon & Class Helps, Year B: New Testament*, pp. 97–98, available through Herald House.

## 1 GATHER

Activates background knowledge, prepares and motivates for lesson

*(15% of total lesson time)*

Greet the children as they enter and invite them to form a circle. Ask: Have you ever taken a break or gone on a vacation? Was it relaxing? Did you feel rested when the break or vacation was over? Were you able to go back to school or regular life afterward feeling refreshed? (NOTE: For children in North America, you could relate this to their current summer break from school, if applicable.)

The Bible gives us many examples of when and why rest is important. Have each child look up and read one or more of the following scripture passages that talk about rest. For a small class you can look up the scriptures together:

- Genesis 2:3
- Exodus 20:8–10

- Exodus 33:14
- Psalm 55:6
- Psalm 62:1–2
- Matthew 11:28–30
- Hebrews 4:9–11

Invite the children to sing “Come to Me, O Weary Traveler” CCS 230.

## 2 ENGAGE

Invites exploration and interaction

*(35% of total lesson time)*

As you read today’s scripture story, ask the children to listen for who is resting and why.

Jesus had sent apostles out to teach people, but they had returned. They gathered around Jesus and told him about all the things they had done and taught. So many other people were gathering around to listen that Jesus and his followers did not even have time to eat. Jesus said to apostles, "Come with me. We will go to a quiet place to be alone. There we will get some rest." So they all went in a boat alone to a place where there were no people. But many of the people saw them leave so they ran to the place where Jesus was going and got there before Jesus arrived. When he landed, he saw the large crowd waiting. Jesus felt sorry for them, because they were like sheep without a shepherd. So he taught them many things.

—adapted from the International Children's Bible

Jesus and the disciples were tired. What did they want to do? (*rest, be alone*) Did that happen? (*no*) What did Jesus decide to do? (*teach the people*) Why? (*He knew they wanted to learn.*) Jesus described the waiting crowds as "sheep without a shepherd." Psalm 23 describes God as our shepherd.

Cut the Psalm 23 scripture verses found at the end of the lesson into strips and have each child choose a line randomly to either act out like charades or draw like Pictionary. Or you could read Psalm 23 and have children list the ways God acts as a shepherd in the scripture passage. Write their ideas on chart paper or a whiteboard.

The Lord is my shepherd. I have everything I need.  
He gives me rest in green pastures.  
He leads me to calm water.  
He gives me new strength.  
For the good of his name, he leads me on paths that are right.  
Even if I walk through a very dark valley, I will not be afraid because you are with me.  
Your rod and your shepherd's staff comfort me.  
You prepare a meal for me in front of my enemies.  
You pour oil of blessing on my head. You give me more than I can hold.  
Surely your goodness and love will be with me all my life.  
And I will live in the house of the Lord forever.

—International Children's Bible

Ask: If the statements in Psalm 23 are ways that God is our shepherd, how was Jesus being a shepherd in Mark's story? (You may choose to write the ideas in a second column on your chart paper or whiteboard.)

## 3 RESPOND

Takes the learners from hearing to doing  
(35% of total lesson time)

Community of Christ proudly proclaims Jesus Christ. We believe it is our duty and privilege to live as Jesus did. Jesus was generous and compassionate. Even though he was worn out from teaching, he realized the crowds desperately wanted and needed to hear what he had to say. Jesus set aside his needs and wants in order to meet the needs and wants of others.

Give each child a piece of candy or small snack. Explain that they may eat the food, but they may not bend their elbows. Let them struggle and ponder the situation and attempt to find a solution: they may feed each other.

Say: "Jesus Christ invited us to be his disciples...guiding us as we choose to be our best selves and share ourselves with others" (*Of Water and Spirit*, p. 44). One of the Enduring Principles of Community of Christ we discussed in the previous lesson is Responsible Choices. God gives us free will to make decisions for ourselves. It is important to rest and take time for ourselves and restore our spiritual health. But we have to make responsible choices and find balance in our lives to be generous and compassionate to others.

## 4 SEND

Explores how the lesson might be lived  
(10% of total lesson time)

Give each child a copy of the scale. Have them think about ways they can rest and focus on their own spiritual health. Record these ideas on one side of the scale (*pray, read the scriptures, meditate, for example*). Then ask students to think about ways they can share themselves with others and write them on the other side of the scale. As time and comfort allow, ask the children to share their thoughts.

## 5 BLESS

Time of prayer, praise, blessing, and hope  
(5% of total lesson time)

Today you have a chance to take rest and be with God. We have concluded our time together, but you can continue your experience with the Divine. Find a place where you can be comfortable for a few moments. Be still. Pray. Listen for God. If you desire, you can read or sing a hymn to yourself, such as "Let This Mind Be in You" CCS 169; "Spirit of Christ, Remember Me" CCS 221; or "Heal Me, Hands of Jesus" CCS 546. When you feel well connected and rested, you may quietly leave.

## **PSALM 23**

**THE LORD IS MY SHEPHERD. I HAVE EVERYTHING I NEED.**

**HE GIVES ME REST IN GREEN PASTURES.**

**HE LEADS ME TO CALM WATER.**

**HE GIVES ME NEW STRENGTH.**

**FOR THE GOOD OF HIS NAME, HE LEADS ME ON PATHS THAT ARE RIGHT.**

**EVEN IF I WALK THROUGH A VERY DARK VALLEY, I WILL NOT BE AFRAID BECAUSE YOU ARE WITH ME.**

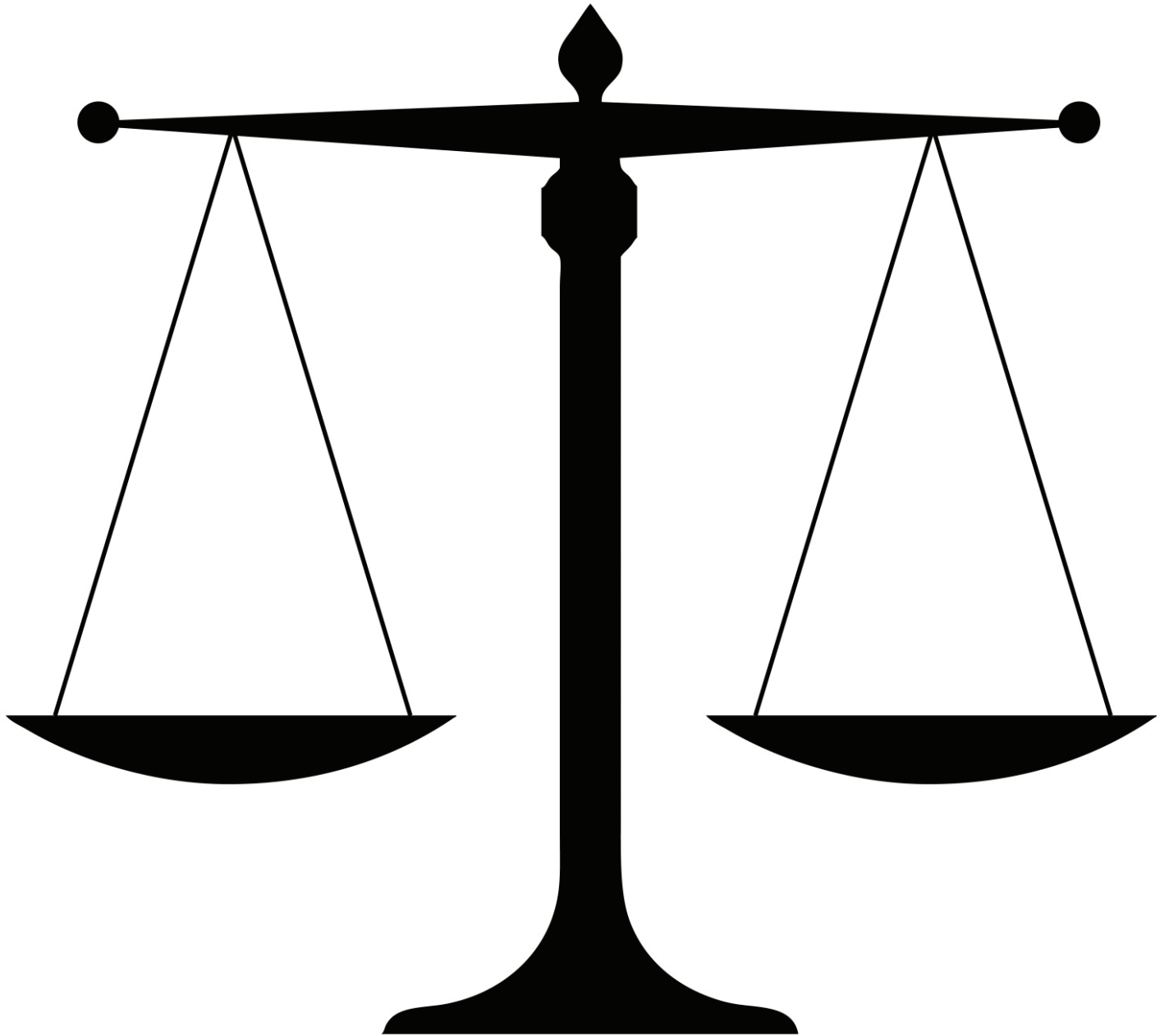
**YOUR ROD AND YOUR SHEPHERD'S STAFF COMFORT ME.**

**YOU PREPARE A MEAL FOR ME IN FRONT OF MY ENEMIES.**

**YOU POUR OIL OF BLESSING ON MY HEAD. YOU GIVE ME MORE THAN I CAN HOLD.**

**SURELY YOUR GOODNESS AND LOVE WILL BE WITH ME ALL MY LIFE.**

**AND I WILL LIVE IN THE HOUSE OF THE LORD FOREVER.**



# ORDINARY TIME (PROPER 12)

LESSON 35  
29 July 2018

**Focus Scripture Passage:** John 6:1–21

**Lesson Focus:** We study to know who Jesus is, and we should be generous with the gifts God gives us.

## Objectives

*The learners will...*

- brainstorm ideas of who Jesus is.
- explore the concepts of generosity, blessing, sharing, and giving.
- make a plan to be generous this week.

## Supplies

- Toothpick and clear tape or metal spoon and metal coin (practice magic trick ahead of time)
- *Community of Christ Sings (CCS)*

- Bible (NRSV recommended) or *Lectionary Story Bible, Year B*, by Ralph Milton, illustrated by Margaret Kyle (Wood Lake Publishing, 2008, ISBN 9781551455648)
- Chart paper or whiteboard
- Markers
- Plain crackers and fish gummies or crackers, plastic baggies
- Picture of loaves and fish for each child (end of lesson)
- Copies of poem (end of lesson)

**Note to teacher:** In preparation for this lesson, read “Exploring the Scripture” for John 6:1–21 in *Sermon & Class Helps, Year B: New Testament*, p. 99, available through Herald House.

## 1 GATHER

Activates background knowledge, prepares and motivates for lesson

*(15% of total lesson time)*

Greet the children as they enter and invite them to form a circle. Tell them you have something to show them, and then perform a magic trick or two. Ideas include the disappearing toothpick or spoon bending. You can see the how-to videos here: <https://www.youtube.com/watch?v=a9cUw60qlyE&feature=youtu.be> and <https://www.youtube.com/watch?v=bRMbv14IkLM>. Or you can ask the children to share times when they were surprised.

Discuss with the children their reactions to the magic trick(s) or their own personal stories. Were they surprised? Did they try to figure out the “trick” or identify what happened? Did they ask “Why or how did that happen?” or “What does that mean?”

Invite the children to sing stanzas two and three of “Oh, Sing to the Lord” CCS 88.

Today’s scripture passage tells two stories of Jesus surprising the disciples or crowds of people. We will read the second example first.

## 2 ENGAGE

Invites exploration and interaction

*(35% of total lesson time)*

Read together John 6:16–21.

When evening came, his disciples went down to the sea, got into a boat, and started across the sea to Capernaum. It was now dark, and Jesus had not yet come to them. The sea became rough because a strong wind was blowing. When they had rowed about three or four miles, they saw Jesus walking on the sea and coming near the boat, and they were terrified. But he said to them, “It is I; do not be afraid.” Then they wanted to take him into the

boat, and immediately the boat reached the land toward which they were going.

The disciples were afraid because they did not recognize Jesus, and they were surprised to see a person walking on the water.

Have one student sit in a chair facing away from the rest of the students. Silently select one student to stand behind the chair and say, "It is I; do not be afraid." The seated student should try to identify the standing student by his or her voice. Repeat until all of the students have had a chance to both guess and say the line.

It is easier to identify someone if you know them well. It is the same with Jesus. The better we know and understand Jesus, the better we can identify his presence in our lives.

On chart paper or a whiteboard write "Who is Jesus?" Have students offer ideas and write them down. If they need help getting started, give them some ideas (*shepherd, Son of God, friend, light,*) or read this statement below from Community of Christ Basic Beliefs:

In Community of Christ, we believe in Jesus Christ, the Son of the living God, the Word made flesh, the Savior of the world, fully human and fully divine. Through Jesus' life and ministry, death and resurrection, God reconciles the world and breaks down the walls that divide. Christ is our peace.

—*Sharing in Community of Christ*, 3rd Edition, p. 14

## 3 RESPOND

Takes the learners from hearing to doing  
(35% of total lesson time)

Before we read the other example of the disciples being surprised, I have a snack for you.

Give the students plain crackers and fish gummies or crackers. Don't give every student the same amount. You could give one student all the crackers and another all of the fish while giving nothing to the other students. Or for a small class you could keep all of the snacks for yourself. Instruct those with the snacks not to eat them until after the story.

Read together John 6:1–14 or "A Child Helps Jesus" from the *Lectionary Story Bible, Year B*, p. 167.

After the story, invite students to eat their snacks. Help those with the snacks come to the conclusion that the best solution is to share their snacks with those who have none.

Ask: Did I distribute the snacks fairly? (*no*) Was there enough food for everyone? (*yes*) But did everyone have a snack? (*no*) Luckily those of you who had a snack saw the needs of others and shared from your blessings. Through

God's generosity, there are enough resources in this world for everyone—enough food, land, water, and other supplies. Unfortunately, these resources are not divided equally among all of God's people. One of the five Mission Initiatives in Community of Christ is Abolish Poverty, End Suffering. "We [can] be Christ's hands and feet, [to] serve the poor and hungry and stop conditions that diminish the worth of persons. We fulfill God's ultimate vision as we help those who hurt and feed the hungry" (from *CofChrist.org*, adapted).

## 4 SEND

Explores how the lesson might be lived  
(10% of total lesson time)

Every day we have opportunities to share. We can be generous disciples and respond to the blessings God has given us. You each have gifts of time (*for volunteering*), talent (*for tutoring another student*), treasure (*for donating money to the church*), and testimony (*for sharing your experience at summer camp*) that you can offer. What is something you can do this week to be generous with the gifts God has given you?

Pass out the loaves and fishes page found at the end of the lesson. Have the students write specific blessings they can share with others this week. Examples include time (*doing an extra chore for a parent, raking a neighbor's yard*), talent (*drawing a picture for someone who is ill, writing a thank-you card to someone*), treasure (*donating gently used toys or clothes, buying extra school supplies for your teacher*), and testimony (*telling a friend what you learned in Sunday school, inviting someone to church*).

As they finish, give each student a plastic bag containing five crackers, two fish, and a poem from the end of the lesson.

## 5 BLESS

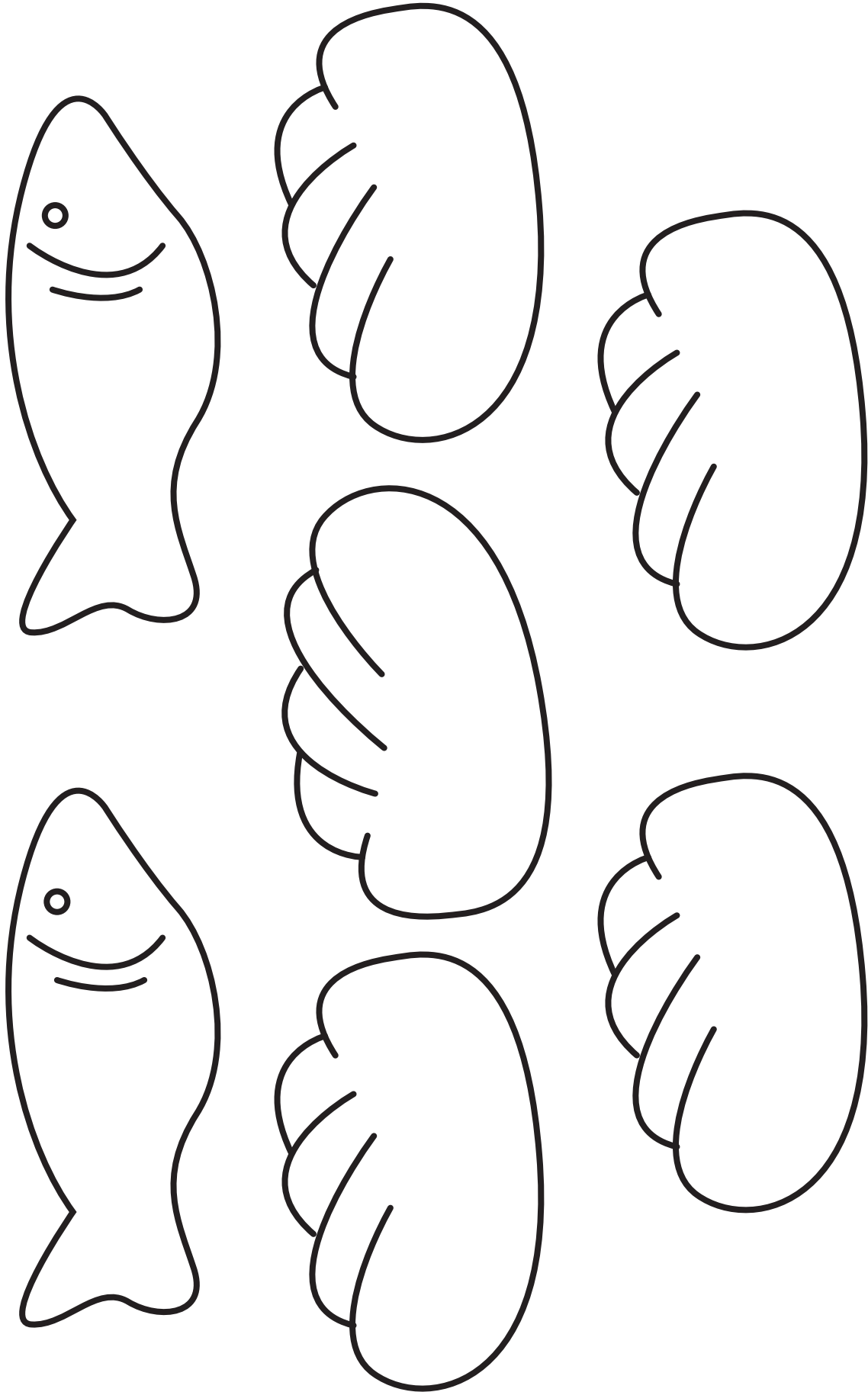
Time of prayer, praise, blessing, and hope  
(5% of total lesson time)

Invite the children to sing stanzas three and four of "The Wedding Guests Were Waiting" CCS 37.

"Faithful disciples respond to an increasing awareness of the abundant generosity of God by sharing according to the desires of the hearts..." (Doctrine and Covenants 163:9). Encourage students to share the bags of snacks with others, just as the little boy did in the story. Next week they can briefly describe how they shared.

Offer a prayer of blessing for those who will receive the bags and for the students who will be giving of themselves this week.





One boy had 2 fish  
And 5 loaves of bread  
He gave them all to Jesus  
And lots of folks were fed!

—John 16:1-14

One boy had 2 fish  
And 5 loaves of bread  
He gave them all to Jesus  
And lots of folks were fed!

—John 16:1-14

One boy had 2 fish  
And 5 loaves of bread  
He gave them all to Jesus  
And lots of folks were fed!

—John 16:1-14

One boy had 2 fish  
And 5 loaves of bread  
He gave them all to Jesus  
And lots of folks were fed!

—John 16:1-14

One boy had 2 fish  
And 5 loaves of bread  
He gave them all to Jesus  
And lots of folks were fed!

—John 16:1-14

One boy had 2 fish  
And 5 loaves of bread  
He gave them all to Jesus  
And lots of folks were fed!

—John 16:1-14

# ORDINARY TIME (PROPER 13)

LESSON 36  
5 August 2018

**Focus Scripture Passage:** John 6:24–35

**Lesson Focus:** Jesus promises a long, fulfilling relationship with us, and we can invite others to join.

## Objectives

*The learners will...*

- explore what Jesus means by the phrase “bread of life.”
- identify people who could benefit from a relationship with Christ.
- relate the “bread of life” to the sacrament of the Lord’s Supper (Communion).

## Supplies

- *Community of Christ Sings (CCS)*
- Shelf life of common foods (end of lesson)

- Bible (NRSV recommended) or *Lectionary Story Bible, Year B*, by Ralph Milton, illustrated by Margaret Kyle (Wood Lake Publishing, 2008, ISBN 9781551455648)
- Lord’s Prayer (end of lesson)
- Bread slice templates (end of lesson), brown paper, glue, and scissors
- (Optional) ribbon or string and a hole punch
- (Optional) sliced white bread, plates, paint brushes, small bowls, and prepared edible paint with granulated sugar, water, and food coloring

**Note to teacher:** In preparation for this lesson, read “Exploring the Scripture” for John 6:24–35 in *Sermon & Class Helps, Year B: New Testament*, p. 100, available through Herald House.

## 1 GATHER

Activates background knowledge,  
prepares and motivates for lesson

(15% of total lesson time)

Greet the children as they enter and welcome them into a circle. Invite them to sing “Jesus, We Are Here” CCS 71.

Read the food items below and have the children guess how long each will last before it could spoil.

- Eggs in the refrigerator—3 to 4 weeks
- Apples in the refrigerator—1 to 2 months
- Milk in the refrigerator—5 to 7 days

- Bread on the counter—5 to 7 days
- Yogurt in the refrigerator—2 to 3 weeks
- Lettuce on the counter—1 day, not recommended
- Ketchup in the refrigerator—1 year
- Unopened pack of hotdogs in the refrigerator—2 weeks
- Strawberries in the refrigerator—5 to 7 days
- Leftover pizza—3 to 4 days
- Carrots on the counter—up to 4 days
- Tomatoes on the counter—5 to 7 days
- Fish in the refrigerator—1 to 2 days
- Bacon in the refrigerator—2 weeks

Ask:

- Have you ever seen food that has gone bad?
- What did it look, taste, or smell like? Have you ever tried to keep food too long?
- Can you think of any food that does not spoil, mold, become stale, rot, or otherwise become inedible?

All food will eventually go bad. When we eat we can become full, but we will eventually be hungry again. In today's scripture Jesus offers a special kind of bread that lasts forever and will always keep us full.

## 2 ENGAGE

Invites exploration and interaction  
(35% of total lesson time)

Read together John 6:24–35, or “A Special Kind of Bread” from the *Lectionary Story Bible, Year B*, pp. 170–171.

Ask: Is the bread Jesus offers regular white bread you can buy at the grocery store? (*no*) What is he talking about? (*Listen to responses.*) When Jesus offers himself as the bread of life, he is talking about the close, intimate relationship Jesus wants to have with everyone. (*Sermon & Class Helps, Year B*, p. 100) A relationship with Jesus will last forever and is open for everyone.

Ask if anyone is familiar with the Lord's Prayer. If any are willing, allow a student to describe and define it. The Lord's Prayer is a special prayer that Jesus taught his disciples as the way to pray. Have the children recite the prayer. Provide handouts at the end of the lesson as necessary.

Did you hear anything about bread in that prayer? (*yes*) What was the line? (“*Give us this day our daily bread.*”) Did you notice that the pronouns are plural? It says “*Give us this day our daily bread.*” We are a community and Christ is offering shalom and fullness of life to everyone. But there are people who have yet to hear the stories of Jesus or feel the love of God. One of the five Mission Initiatives of Community of Christ is Invite People to Christ. We can share the peace of Jesus Christ with those who are waiting to hear the redeeming words of the gospel. Can you think of someone in your life who could benefit from having a relationship with Christ?

Using the template at the end of the lesson, have each child cut a large piece of “bread” out of brown paper and two smaller pieces of bread out of white paper. Glue all three pieces together with the brown piece in the middle and the white pieces on outside like a sandwich. (For younger children you may want to cut out the pieces or prepare the

entire “sandwich” ahead of time.) On one side write, “Jesus is the bread of life.” On the other side, have each child think of someone and write, “I can tell \_\_\_\_\_ about Jesus.” If desired, punch a hole in the top and add a ribbon or string to hang the bread.

## 3 RESPOND

Takes the learners from hearing to doing  
(35% of total lesson time)

In today's scripture from the Gospel of John, Jesus offered the people the bread of life, himself, instead of bread for their stomachs. A few chapters earlier he said something similar. In John 4:13–14 Jesus said, “Everyone who drinks of this water will be thirsty again, but those who drink of the water that I will give them will never be thirsty. The water that I will give will become in them a spring of water gushing up to eternal life.” What does that mean? (*Listen to responses.*)

When Jesus announces he is the bread of life, he is calling each of us to follow him and live in a way that expresses his love. As disciples we can be baptized and confirmed to pledge our commitment to follow Christ. In Community of Christ, those who have done this may take the Lord's Supper (Communion) on the first Sunday of each month as a way to remember and refresh that commitment.

As time and logistics allow, you may choose to visit your congregation's Communion table or speak with a deacon about how he or she prepares the emblems.

## 4 SEND

Explores how the lesson might be lived  
(10% of total lesson time)

Give each child a slice of white bread on a plate. Prepare edible paint ahead of time in several small bowls. Mix a small amount of sugar with just enough water to make it “paintable.” Next add a few drops of food coloring. Instruct the children to paint on the bread a picture that represents what Jesus means to them. For example if Jesus personifies love or peace, they could draw a heart or dove. TIP: It is somewhat easier to “dab” the paint rather than brush it on. Or you could ask them to draw a picture on paper. When they are finished, have them share and explain their pictures to the class. As they eat their creation, remind them that even though they are eating now, they will be hungry again. Jesus, as the bread of life, will be with us forever.

# 5 BLESS

Time of prayer, praise,  
blessing, and hope  
*(5% of total lesson time)*

We eat and drink every day to fulfill our body's needs, yet we will be hungry and thirsty again. Jesus promises that anyone who eats the bread or drinks the water he offers will never be hungry or thirsty again. We come together at the Communion table this morning to remember these promises.

Invite the children to sing "Come Now, You Hungry" CCS 227. Share in a circle prayer with each child offering up in prayer to God the name of the person he or she will invite to Christ.

## THE LORD'S PRAYER

**MATTHEW 6:10–15 IV**

Our Father who art in heaven, Hallowed be thy name.

Thy kingdom come. Thy will be done on earth, as it is done in heaven.

Give us this day, our daily bread.

And forgive us our trespasses, as we forgive those who trespass against us.

And suffer us not to be led into temptation, but deliver us from evil.

For thine is the kingdom, and the power, and the glory, forever and ever,

Amen.

## THE LORD'S PRAYER

**MATTHEW 6:10–15 IV**

Our Father who art in heaven, Hallowed be thy name.

Thy kingdom come. Thy will be done on earth, as it is done in heaven.

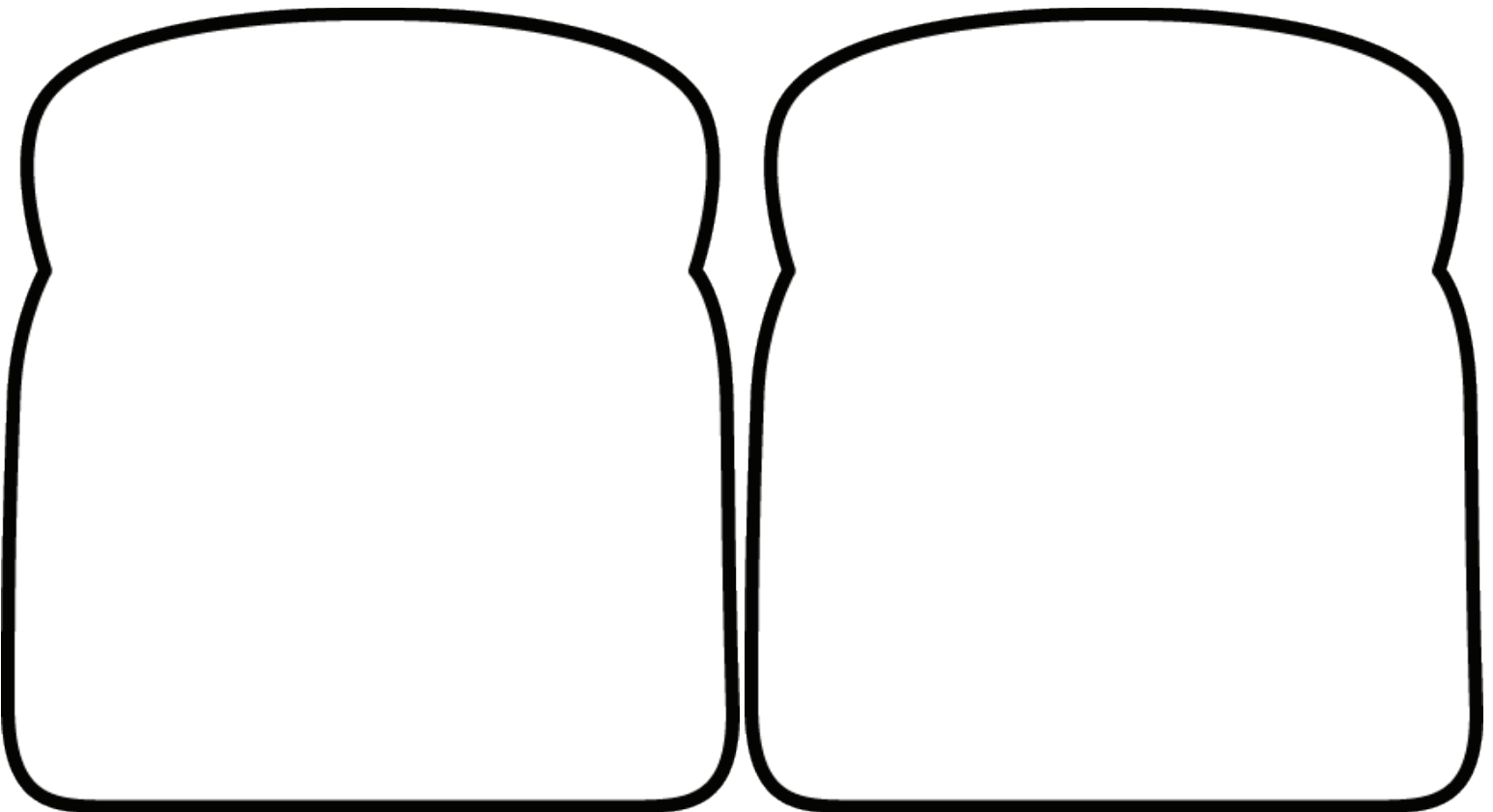
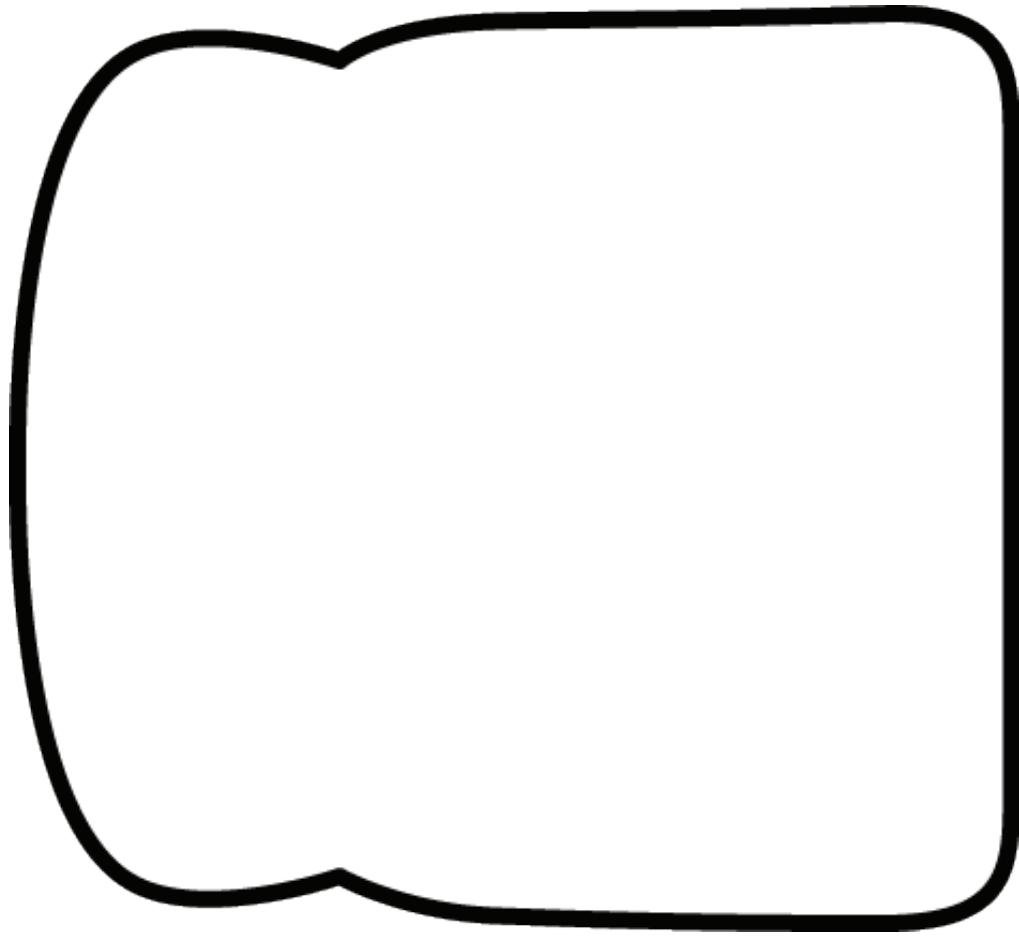
Give us this day, our daily bread.

And forgive us our trespasses, as we forgive those who trespass against us.

And suffer us not to be led into temptation, but deliver us from evil.

For thine is the kingdom, and the power, and the glory, forever and ever,

Amen.



# ORDINARY TIME (PROPER 14)

LESSON 37  
12 August 2018

**Focus Scripture Passage:** John 6:35, 41–51

**Lesson Focus:** Jesus as the bread of life offers the gift of eternal life, which is realized now when we live like Christ.

## Objectives

*The learners will...*

- read and understand the focus scripture passage.
- relate the phrase “bread of life” to their modern-day lives.
- brainstorm ways to follow Jesus.

## Supplies

- *Community of Christ Sings (CCS)*

- Bible (NRSV recommended) or *Lectionary Story Bible, Year B*, by Ralph Milton, illustrated by Margaret Kyle (Wood Lake Publishing, 2008, ISBN 9781551455648)
- Poster board, scissors, glue, and old magazines
- Social Situations handout (end of lesson), cut into strips
- Paper and pencils or pens

**Note to teacher:** In preparation for this lesson, read “Exploring the Scripture” for John 6:35, 41–51 in *Sermon & Class Helps, Year B: New Testament*, pp. 101–102, available through Herald House.

## 1 GATHER

Activates background knowledge, prepares and motivates for lesson  
(15% of total lesson time)

Greet the children as they enter and invite them to form a circle.

Ask the children about their week. As they tell about events in their lives, gently joke with each of them in disagreement or disbelief (*for example, “You didn’t do that!” “That could not have happened!” “I don’t think you’re remembering that correctly.”*). After a few minutes of fun, announce that you were just joking and that you do believe and appreciate everything that happened to them.

Ask one or two students to describe briefly what they learned in class last week—Jesus described himself as the bread of life, a loving relationship that will be with us forever.

What do you think the people thought about that statement? (*Listen to responses.*) Just as I pretended to doubt your stories, many people did not believe or understand Jesus.

Invite the children to sing “Eat This Bread” CCS 528.

## 2 ENGAGE

Invites exploration and interaction  
(35% of total lesson time)

If you plan to read today’s scripture passage from the Bible rather than the *Lectionary Story Bible*, say: Before we read today’s scripture, I want to remind you about a story in the Old Testament.

After Moses led the Hebrew people out of Pharaoh’s control in Egypt, they wandered around the desert for a long time. Not surprisingly, they didn’t have enough food and they became hungry. Moses assured the people that God would provide. That night a flock of quail landed in their camp and the people cooked the birds for dinner. The next morning they discovered all over the ground a sticky bread called “manna” that tasted like a biscuit made with honey. Through Moses, God promised to provide the manna every day.

—Exodus 16:2–4, 9–15, adapted



Now listen for references to Jesus as the bread of life and the manna God sent from heaven (if you read from a Bible). Read together John 6:35, 41–51, or “Some People Won’t Listen” from the *Lectionary Story Bible, Year B*, pp. 174–175.

Bread played an important role during this time in Palestine. People ate it with every meal, usually with yogurt, cheese, or vegetables. Bread was a staple, their only starch. Potatoes and corn (maize) originated in the New World and rice was never mentioned in the Bible. Though rice is eaten in that area today, the climate is too dry to grow it, so rice is imported from other areas of the world. However, wheat and barley grow easily in the region, so whole-grain flour made dense and nutritious bread. Without this nourishing staple, many people would have starved. When Jesus calls himself the bread of life, he conveys that without his nourishment, our hearts and souls will starve. Bread helps keep our bodies fed and alive; Jesus helps keep our souls fed and alive.

—[www.sundayschoollessons.com/pent9kles.htm](http://www.sundayschoollessons.com/pent9kles.htm)

With scissors, glue, a large poster board, and magazines, ask the children to create a class collage of modern-day bread of life. Find pictures of items they consider essential, as the ancient Palestinians knew bread was necessary in their daily diet. On the top or in the middle of the finished collage write, “We All Need...JESUS!”

## 3 RESPOND

Takes the learners from hearing to doing  
(35% of total lesson time)

Bread was important for the Palestinians’ physical needs and also their spiritual lives. Loaves were offered as sacrifice in the temple, and stale bread was replaced with fresh bread regularly. So the ancient people understood that when Jesus called himself the bread of life, he not only could sustain their needs, but would also offer a sacrifice for them. It was not as payment for the debt of sin but as a gift for the world to know eternal life.

Community of Christ believes we share in eternal life... now. “The bread of life is an invitation...to come and follow Jesus...To live in ways that bring God’s divine presence into everyday actions” (*Sermon & Class Helps, Year B: New Testament*, p.101). Half of our church’s mission statement—how we describe ourselves—says, “We proclaim Jesus Christ.” As Christians and as Community of Christ “we become Jesus’ disciples by following him and sharing his peace with others” (*Of Water and Spirit*, p.39).

Ask: What can we do to follow Jesus? (*Listen to responses.*) We can be generous and compassionate, bring justice to others, and build healthy relationships with others.

Have each child select a social situation cut from the handout at the end of the lesson. After reading the sentence aloud, brainstorm as a class how to address the situation as a follower of Jesus. Invite the children to offer their own scenarios.

## 4 SEND

Explores how the lesson might be lived  
(10% of total lesson time)

Have the children select something on the collage that it important to them. Quickly go around the class and let each student state the item they chose. Explain that what they chose is important to them just as bread was important to the people in Jesus’ time. It made sense for Jesus to compare himself to bread because that conveyed how important Jesus is. Ask the students to think about how their item is like Jesus. For example, a cell phone is like Jesus because it is always connected; a nap is like Jesus because it provides rest; a donut is like Jesus because it brings joy. Have them write their “is like” sentence on a piece of paper and add it to the collage.

Think back to the social situations you discussed. Think of something specific you could do this week to share Jesus’ peace with others. Complete the sentence, “This week I will...” You will share your idea in a moment.

## 5 BLESS

Time of prayer, praise, blessing, and hope  
(5% of total lesson time)

As a class read “Make Us, O God, a Church That Shares” CCS 657. Take turns reading each line or stanza.

Begin a prayer thanking God for the gift of Jesus as our ultimate role model. One by one, have students share their “This week I will...” statements created earlier. Close the prayer asking for faith and courage to complete these acts.

## SOCIAL SITUATIONS

A student in school is sitting by herself at lunch.

Your friend drops his books in front of his locker.

A man sits on the ground with a sign that reads “hungry.”

You see someone break something, but someone else gets in trouble.

Your mom arrives home with a car full of groceries while you are playing video games.

Your brother asks to play with your favorite toy.

You want to play a board game with your family, but your younger sister doesn't know how to play.

A friend in class scored a D on a test and you got an A.

Your friends start making fun of another student during recess.

Your mom asks who you want to invite to your birthday party; you are friends with everyone in the class except one person.

Some friends ask you to play laser tag, but you already have plans to watch a movie with one friend.

As you leave a store, you see a man unknowingly drop a \$10 bill.

Someone at church announces a clothing and toy drive for the local shelter.

Your friend writes a mean post about someone on social media.

# ORDINARY TIME (PROPER 15)

LESSON 38  
19 August 2018

**Focus Scripture Passage:** John 6:51–58

**Lesson Focus:** When we follow Jesus, we form a covenant relationship with him and our community of disciples.

## Objectives

*The learners will...*

- study the scripture story.
- explore the idea of covenant relationship with Jesus.
- discuss the blessings of a covenant community.

## Supplies

- Bible (NRSV recommended)
- White board or chart paper
- Store-bought crescent roll dough (enough for each child to have two rolls), pie filling, spoons, confectioners' sugar, napkins, baking sheet, and oven access
- Toothpicks

- *Community of Christ Sings (CCS)*

**Note to teacher:** In preparation for this lesson, read "Exploring the Scripture" for John 6:51–58 in *Sermon & Class Helps, Year B: New Testament*, pp. 103–104, available through Herald House.

## 1 GATHER

Activates background knowledge, prepares and motivates for lesson  
(15% of total lesson time)

Greet the children as they enter and invite them to form a circle. Together sing "God Extends an Invitation" CCS 520.

Ask the children to share about the most important invitation they have received or the fanciest dinner they have attended.

Those events sound wonderful and exciting! Believe it or not, Jesus has something even better. Today's scripture passage continues Jesus' description of the bread of life. Jesus invites us to eat the bread of life and dine in community.

## 2 ENGAGE

Invites exploration and interaction  
(35% of total lesson time)

Read together John 6:51–58.

"I am the living bread that came down from heaven. Whoever eats of this bread will live forever; and the bread that I will give for the life of the world is my flesh." The Jews then disputed among themselves, saying, "How can this man give us his flesh to eat?" So Jesus said to them, "Very truly, I tell you, unless you eat the flesh of the Son of Man and drink his blood, you have no life in you. Those who eat my flesh and drink my blood have eternal life, and I will raise them up on the last day; for my flesh is

true food and blood is true drink. Those who eat my flesh and drink my blood abide in me, and I in them. Just as the living Father sent me, and I live because of the Father, so whoever eats me will live because of me. This is the bread that came down from heaven, not like that which your ancestors ate, and they died. But the one who eats this bread will live forever.”

Jesus is not telling us to physically eat his body. He is using a metaphor or a symbol. Have you heard the saying “You are what you eat”? What do you think that means? (*Listen to their responses.*) The kinds of food you eat reflect your health and lifestyle. Fruits, vegetables, and whole grains keep us healthy. Sugary and high-fat foods are not helpful for our bodies to be strong and fit. Jesus is saying that when we eat the bread of life—when we form a relationship with him—our lives will reflect our discipleship. The bread of life symbolizes the covenant relationship Jesus offers us. What do you think covenant relationship means? (*Listen to responses.*) A covenant is an agreement, and a relationship is how two or more people interact. For Community of Christ, covenant relationship is formed when disciples are baptized. It begins with Jesus’ invitation and we respond by promising to follow Christ.

Draw a vertical line down the middle of a whiteboard or chart paper. On one side write “Bread of Life” and on the other write “Spiritual Junk Food.” Have the students brainstorm lists under each category. Bread of life could include studying scripture or speaking up when you hear someone being teased. Spiritual junk food could include gossiping or lying.

On Communion Sunday when we partake of the emblems (bread and juice), we are symbolically taking Jesus into our body in remembrance of the covenant relationship we form. When we follow Christ, we act like Christ. It is like “you are what you eat” because through covenant relationship, we are one with Jesus.

Give each student two triangles from a package of store-bought crescent roll dough. Have them each place two tablespoons (10 mL) of pie filling in the middle of the wide end of each roll. Carefully roll up the dough from the wide end so the pie filling stays inside the crescent rolls. Have the students place their crescent rolls on a baking sheet. The rolls should all touch slightly to form one shape. Bake according to the directions on the package.

When we respond to Jesus’ invitation and allow Jesus to have a significant role in our lives, we build a covenant relationship. If Jesus takes the center place in our hearts, like the pie filling in the crescent roll, we can share ourselves as God created us to be.

## 3 RESPOND

Takes the learners from hearing to doing  
(35% of total lesson time)

As the rolls bake, give each student two toothpicks and discuss the following object lesson.

We are not only in covenant with God. In community we share with and learn from each other. Each of us has skills to do some things by ourselves; however, we are stronger if we work together and support each other as a community. Hold up a toothpick. You can easily break your toothpick. (*Let each child break his or her toothpick.*) But if we come together as a community, we are stronger and even more capable.

Have one student gather all the remaining toothpicks into a bundle and try to break the bundle. It should not break, but even if it does, you can discuss how it was much more difficult. NOTE: For smaller classes, you can give each student four toothpicks at the beginning. Have them break two individually; then they can each offer two to the bundle. If necessary you can add more. This lesson works best with at least 10 toothpicks in the bundle.)

If you need more time for the rolls to bake, ask the children to share a time when they were able to do something in a community that would have been more difficult or even impossible to do by themselves.

## 4 SEND

Explores how the lesson might be lived  
(10% of total lesson time)

After the rolls have baked, lightly sprinkle confectioners’ sugar on top. Allow the crescent rolls to cool.

When we are in covenant community we form a relationship blessed by God. We each bring different talents and gifts to the community, as well as different needs and concerns. As we experience the Blessings of Community, we can share those blessings with others. Sometimes we are called to serve the community; sometimes we call on the community to serve us. Often we do both. Our congregation can be considered a covenant community—we are a group of disciples working together to learn about God and follow Jesus. We represent the body of Christ as the bread of life.

Think of someone in your congregation who has blessed you. It may be someone who offered to pray for you, supported you at a school event, or introduced you to the church.

Pass two napkins to each student. Ask them each to pull two rolls from the pan and place them on separate napkins.

The first roll is for you to eat, to remember that as we try to follow Jesus, we become like Jesus. The second roll is for you to give to a person in our congregation who has blessed you. Explain to them how you think they acted like the body of Christ (Mike and Amy Nappa, *Bore No More*, Group Publishing, Inc., 1995, 91).

# 5 BLESS

Time of prayer, praise,  
blessing, and hope  
*(5% of total lesson time)*

Invite the children to sing stanzas one through three of "We Meet as Friends at Table" CCS 532.

Offer a prayer thanking Jesus for being our friend and companion as individuals and for the blessings we receive and offer in community.

# ORDINARY TIME (PROPER 16)

LESSON 39  
26 August 2018

**Focus Scripture Passage:** John 6:56–69

**Lesson Focus:** Jesus can be described many ways, and by following him, we form a community of faith.

## Objectives

*The learners will...*

- review what bread of life means.
- explore who Jesus is—in Community of Christ, in the Bible, and in our own words.
- identify barriers to following Jesus and brainstorm solutions.

## Supplies

- Copies of the Bread of Life review worksheet (end of lesson)
- Pencils or pens
- *Community of Christ Sings (CCS)*
- Bibles for each child (NRSV recommended)
- Sticky notes

**Note to teacher:** In preparation for this lesson, read “Exploring the Scripture” for John 6:56–69 in *Sermon & Class Helps, Year B: New Testament*, pp. 105–106, available through Herald House.

## 1 GATHER

Activates background knowledge, prepares and motivates for lesson  
(15% of total lesson time)

Greet the children and invite them to sit in a circle.

We have been learning about Jesus as the bread of life over the last three weeks. Before we finish those stories in the book of John, I want to review what you know.

Pass out copies of the Bread of Life worksheet. Allow time for the children to fill in the blanks and then answer the open-ended question at the end. Once they are finished, read through the statements together to verify their answers. Some answers may vary, but have the same meaning; for example the words “commitment” and “promise” or “our community” and “each other.”

Jesus, the **BREAD** of life, will be with us **FOREVER**. The peace of Jesus is for **EVERYONE**. Each month we take **COMMUNION** to remember our **COMMITMENT** to follow Jesus. **BREAD** was

essential for the Palestinians to be fed and alive, just like Jesus is essential for our **SOULS** to be fed and alive. **COVENANT** is our personal relationship with **JESUS** and our personal responsibility to love **OUR COMMUNITY**.

Let the children share how they act as a disciple of Jesus Christ.

## 2 ENGAGE

Invites exploration and interaction  
(35% of total lesson time)

We are learning about Jesus and discipleship. Just as in Jesus’ time, many of us have questions about what we learn. Jesus said a lot of things that surprised and confused the people. They wondered, “Who is this man who teaches these strange, new ideas?”

Take turns reading the questions about Jesus in stanzas one, two, and three of “Who Is This Jesus” CCS 38.

Who is Jesus? (*Listen to responses.*) Community of Christ believes Jesus is the Son of the Living God...the Savior of the world. Through Jesus, God brings peace to the world. The Bible also offers various descriptions of Jesus.

On a whiteboard or chart paper write "Who Is Jesus?" Under the heading write the following scriptures references without the descriptions. Have the children select verses to look up (one or several) and write the description of Jesus next to the appropriate scripture passage on the board. Use as many verses as you feel necessary for the age and size of your class. For younger children you may look up the verses together. When the search is complete, read through the list together to clarify what each description means, and give the children an opportunity to ask questions.

- Revelation 1:8—The Almighty
- Revelation 22:13—Alpha and Omega
- Matthew 3:17—Beloved Son of God
- John 8:12—Light of the World
- Psalm 118:22—Chief Cornerstone
- Revelation 17:14—King of Kings
- 1 Corinthians 15:3–4—The Risen Lord
- Ephesians 1:22—Head of the Church
- John 1:29—Lamb of God
- 1 Timothy 2:5—Mediator
- Acts 4:29–30—Holy Servant
- John 10:11—Good Shepherd
- Mark 6:4—A Prophet
- John 14:6—The Way
- Ephesians 2:14—Peace
- 1 John 2:1—Advocate
- John 8:32—Truth
- Luke 2:11—Savior
- 1 Timothy 1:1—Hope
- Isaiah 60:16—Mighty One

As a class, come up with your own short description of Jesus and write it under the scripture list.

## **3** RESPOND

Takes the learners from hearing to doing  
(35% of total lesson time)

Play Follow the Leader as a class. Let the children take turns playing the leader. Encourage them to lead their classmates in unusual acts (crawl under chairs, speak in

gibberish to non-busy adults, freeze in strange poses in a populated area).

Today's scripture passage begins right after Jesus spoke about eating the bread of life in order to live forever. In class we have talked about how this means being in covenant relationship with Jesus by following his teachings, reaching out to others, and serving our community. Was it sometimes difficult to follow your leader during the game? (*Listen to responses.*) People also felt like that with Jesus. To those early Christians, Jesus' ideas sounded not only new and different, but also difficult.

Read together John 6:60–69.

When many of his disciples heard it, they said, "This teaching is difficult; who can accept it?" But Jesus, being aware that his disciples were complaining about it, said to them, "Does this offend you? Then what if you were to see the Son of Man ascending to where he was before? It is the spirit that gives life; the flesh is useless. The words that I have spoken to you are spirit and life. But among you there are some who do not believe." For Jesus knew from the first who were the ones that did not believe, and who was the one that would betray him. And he said, "For this reason I have told you that no one can come to me unless it is granted by the Father."

Because of this many of his disciples turned back and no longer went about with him. So Jesus asked the twelve, "Do you also wish to go away?" Simon Peter answered him, "Lord, to whom can we go? You have the words of eternal life. We have come to believe and know that you are the Holy One of God."

Being a disciple of Jesus is hard. Those who heard Jesus teach knew that they were being "challenged into mission that would require sacrifices" (*Sermon & Class Helps, Year B: New Testament*, p. 105). As Jesus spoke, many turned away out of fear, misunderstanding, or to avoid discomfort. Today many of us have these same concerns. For example: I don't know what to say to people; I'm too embarrassed to talk about Jesus; I'm too busy; or none of my friends go to church. What about you? What concerns do you have about following Jesus? What keeps you from helping others and reaching out to our community? (*Allow time for thought and sharing.*)

Provide each child with a sticky note. Ask them to write their own barriers on the note and stick it on the board over the description of Jesus.

We each have struggles, concerns, and fears that keep us from fully following Christ. Just like the early Christians, we have to decide whether to surrender to these fears or face them and become a faithful disciple.

# 4 SEND

Explores how the lesson might be lived

*(10% of total lesson time)*

Though many people left, Peter and the other 11 disciples stuck it out with Jesus. They knew that “merely eating bread does not guarantee eternal life,” and that Jesus was the Holy One they needed (*Sermon & Class Helps, Year B: New Testament*, p. 105). We need “belief and faith in Jesus and the One who sent him.” When Jesus asked why they stayed, Peter responded, “Where else would we go?” If we are able to face our fears and follow Jesus’ teachings, Jesus promises eternal rewards. How can you overcome your obstacles? (*Examples: Role-play conversations with family members to practice talking to others about Jesus. Write a letter to someone instead of talking face-to-face. Schedule a daily time for prayer and study. Bring a friend to volunteer.*)

As each student offers a solution, have them remove a classmate’s sticky note from the board.

Jesus and the 12 who continued to follow him formed a community of faith. Our commitment to follow Jesus forms us into a faith community. As a class we promised to support each other on our walk with Jesus. Take this sticky note home with you as a reminder to stick it out with Jesus. Keep that person and their concern in your thoughts and prayers.

# 5 BLESS

Time of prayer, praise, blessing, and hope

*(5% of total lesson time)*

Invite the children to sing “I Have Decided to Follow Jesus” CCS 499.

Ask the children to each say a silent prayer for the burden on their sticky note and for the person who wrote it.



**The Bread of Life**  
**John 6:24–58**

Jesus, the \_\_\_\_\_ of life, will be with us \_\_\_\_\_. The peace of  
Jesus is for \_\_\_\_\_. Each month we take \_\_\_\_\_ to remember  
our \_\_\_\_\_ to follow Jesus. \_\_\_\_\_ was essential for the  
Palestinians to be fed and alive, just like Jesus is essential for our \_\_\_\_\_ to be fed and  
alive. \_\_\_\_\_ is our personal relationship with \_\_\_\_\_ and  
our personal responsibility to love \_\_\_\_\_.

How do you act as Jesus' disciple?

---

---

---

**The Bread of Life**  
**John 6:24–58**

Jesus, the \_\_\_\_\_ of life, will be with us \_\_\_\_\_. The peace of  
Jesus is for \_\_\_\_\_. Each month we take \_\_\_\_\_ to remember  
our \_\_\_\_\_ to follow Jesus. \_\_\_\_\_ was essential for the  
Palestinians to be fed and alive, just like Jesus is essential for our \_\_\_\_\_ to be fed and  
alive. \_\_\_\_\_ is our personal relationship with \_\_\_\_\_ and  
our personal responsibility to love \_\_\_\_\_.

How do you act as Jesus' disciple?

---

---

# ORDINARY TIME (PROPER 17)

LESSON 40  
2 September 2018

**Focus Scripture Passage:** Mark 7:1–8, 14–15, 21–23

**Lesson Focus:** As followers of Christ, we need to focus on what is important and make sure our actions reflect our beliefs.

## Objectives

*The learners will...*

- examine the scripture story.
- discuss traditions and when and how they distract from what is important.
- learn the beginning of our story as Community of Christ.
- explore the idea that actions speak louder than words.

## Supplies

- *Community of Christ Sings (CCS)*
- Small treats for each child

- Two packages: a rock in a fancy gift bag or wrapping paper and snacks (enough for everyone) in a plain paper sack
- Bible (NRSV recommended) or *Lectionary Story Bible, Year B*, by Ralph Milton, illustrated by Margaret Kyle (Wood Lake Publishing, 2008, ISBN 9781551455648)
- Copies of “The Well-Loved Traditions” (end of lesson)
- Bulletin or order of worship
- Paper plates, scissors, clear contact paper, tissue paper, and a stapler or tape
- (Optional) construction paper, markers or crayons, and scissors

**Note to teacher:** In preparation for this lesson, read “Exploring the Scripture” for Mark 7:1–8, 14–15, 21–23 in *Sermon & Class Helps, Year B: New Testament*, p. 107, available through Herald House.

## 1 GATHER

Activates background knowledge, prepares and motivates for lesson

*(15% of total lesson time)*

Prior to class, rearrange your meeting space. For example, rotate a table 90 degrees, move an easel to a different corner, switch the placement of a bookshelf and a cabinet. Do not stand or sit where you usually do.

Greet the children as they enter and ask them to sit in a circle but in a different spot than usual. Invite the children to praise God by singing stanza one of “Immortal, Invisible, God Only Wise” CCS 13.

Tell students you have something to give each of them. Have them form a line so you can hand it out.

Once the children have formed a line, start at the end of the line to hand out the treats (stickers, candy, small toys).

Has anything surprised you this morning? (*Listen to responses.*) Our class area looks different and you are sitting in new seats. Does that seem strange? (yes) Why? (*It is not what we have traditionally done.*) You expected me to give out the treat starting at the front of the line, but I started at the back of the line. Did that seem strange? (yes) Why? (*It is not what we have traditionally done.*) In our scripture story today, Jesus challenges a traditional rule that has been followed for many years. Before we read it, I want you each to make a choice. (*Display the two prepared packages.*) I want to give you a gift, but you have to choose which one you want to receive. Given the choice, who would choose the first package? And who would choose the second one?

## 2 ENGAGE

Invites exploration  
and interaction  
(35% of total lesson time)

Read together Mark 7:1–8, 14–15, 21–23, or “Jesus Turns Things Upside Down” from the *Lectionary Story Bible, Year B*, pp. 186–187.

Sing the first stanza of “The Well-Loved Traditions” to the tune of CCS 13.

The well-loved traditions have gotten us through,  
Yet see your disciples—the things that they do!  
Some leaders told Jesus, “They have no respect!  
The old ways we follow are what they reject!”

Just like today, many people in Jesus’ time had traditions. What are some of your traditions? (*Allow a short time to share.*) Traditions can be very beneficial and important. They help us feel part of a community. Traditions remind us of past events and help us know what to expect in various situations. Jesus was not telling the Jewish leaders that their traditions were wrong or bad. Jesus was concerned that in this situation, the Jewish leaders were missing the point.

Sing the second stanza of “The Well-Loved Traditions.”

The Lord said, “Isaiah has shown who you are!  
You wash every bottle, container and jar.  
You’re clean in appearance. Yet look deep within:  
You’re distant from God and content in your sin!”

Show the class the printed order of worship for your congregation.

Ask: What is this? (*a bulletin*) What is it for? (*It shows us what will happen in the worship service.*) Is it helpful? (*yes*) Do we need one in order to worship God? (*no*) What are some of the traditions in our congregation? (*Listen to responses.*) Have you ever heard someone say, “But this is how we do it,” or “We’ve never done it that way”? Do you think God would be upset if we did something different? (*no*) For example, sometimes people debate whether the offerings should be received before or after the prayer, or whether the ushers should start at the front or back of the sanctuary. In reality, the way the offering is received is not nearly as important as the reason we are giving our treasure to God. It is very easy to focus on the specific details of worship and service and to lose sight of what is really important: being in right relationship with Christ and others. In the scripture story, the leaders were focused more on rules than understanding the needs of the people.

—adapted from <https://www.sermons4kids.com/true-worship.html>

Sing the third stanza of “The Well-Loved Traditions.”

Forgive us, Lord Jesus, for caring too much  
For rules and traditions and standards and such.  
For while they are useful and good in their place,  
In keeping them, sometimes we overlook grace.

Community of Christ was founded by someone who changed tradition. Joseph Smith Jr. and his family were searching for a church that was like the stories of Jesus in the Bible. They wanted to be a part of Christ’s community that accepted everyone. Other people wanted this, too, but not everyone agreed with how it could happen. There was a lot of quarreling. Joseph was a young teenager, and was confused by all of the arguing. He read a scripture passage in the Bible that said, “If you lack wisdom, ask God” (James 1:5). He went to a quiet place by himself to pray. God gave him guidance, and he began a journey with Christ that led to new scripture and eventually our church today, Community of Christ (*See Of Water and Spirit*, p. 69).

## 3 RESPOND

Takes the learners from  
hearing to doing  
(35% of total lesson time)

Play a version of Simon Says. Give the children directions to do one thing, but demonstrate doing another. For example, say, “Pat your head,” while you rub your stomach. Repeat the idea several times with different actions and allow interested children to take turns being the conflicted leader.

Ask:

- Was it difficult to follow my directions?
- Why or why not?
- Which directions did you follow—the words I said or the action I did?

Sometimes people say one thing but do another. An adult may tell you not to lie, but then call in to work sick when they are actually healthy. A friend could complain that you won’t teach them a new card trick, but then refuse to help tie a sibling’s shoes. Someone could go to church every Sunday, but gossip about people during the week. Can you think of any other examples? (*Listen to responses.*)

Sing the fourth stanza of “The Well-Loved Traditions.”

Our worship is proper, yet some feel left out.  
We celebrate faith, then pass by those who doubt.  
We pray at our tables yet sometimes ignore  
The hungry and homeless, the outcast and poor.

Not only was Jesus concerned that the leaders were focusing on the rules rather than the people, but the leaders were worried about the wrong kind of clean. What did the leaders want to be clean? (*hands*) What did Jesus want to be clean? (*hearts*)

Pull out the gifts from earlier. Let the children gather into two groups based on the choice they made earlier. Quickly discuss why each child made his or her choice. Give each group their bag and allow them to open it.

Sometimes people focus on how things look like on the outside. They may try to look like a Christian by going to church regularly, wearing a cross necklace, or always carrying a Bible. Those actions are all fine, but we need to make sure that our hearts are in the right place. The gift bag looked nice on the outside, but inside was a rock. The plain paper bag was not fancy on the outside, but the inside contained a yummy snack. We shouldn't just look like Christians; we also need to act like Christians. How can we do that? (*helping others, using kind words, or being truthful*) Those of you who chose the plain bag, how could you act like a Christian? (*share the snack with the whole class*)

## **4 SEND**

Explores how the lesson might be lived  
(10% of total lesson time)

Make a heart sun catcher. Pass out paper plates with a large heart shape cut out of the middle, and let them color

them as time allows. Give them each a pile of small pieces of tissue paper and two eight-inch (20 cm) square pieces of clear contact paper. Peel the backing off one sheet of contact paper. Spread tissue paper pieces in one layer on the sticky side. Peel the backing off the other sheet of contact paper and place it on top of the other sheet so the sticky sides are together. Trim the contact paper so it fits on the plate and staple or tape it in place. Hang the sun catcher so the sun shines through the colorful heart.

Jesus wants our heart to be full of love that will shine through our actions.

Or, have the children each cut a heart out of construction paper. Ask them to write on their hearts what they can do to be followers of Jesus.

## **5 BLESS**

Time of prayer, praise, blessing, and hope  
(5% of total lesson time)

Sing the last stanza of "The Well-Loved Traditions" as a prayer asking God to help us match our actions to our words.

O Lord, may appearances match what's inside.

Take all our hypocrisy, hatred and pride.

Lord, fill us with good things from heaven above,

Till old ways and new ways are bursting with love.

## THE WELL-LOVED TRADITIONS

ST. DENIO 11.11.11.11 "IMMORTAL, INVISIBLE, GOD ONLY WISE"

"The well-loved traditions have gotten us through,  
Yet see your disciples—the things that they do!"  
Some leaders told Jesus, "They have no respect!  
The old ways we follow are what they reject!"

The Lord said, "Isaiah has shown who you are!  
You wash every bottle, container and jar.  
You're clean in appearance. Yet look deep within:  
You're distant from God and content in your sin!"

Forgive us, Lord Jesus, for caring too much  
For rules and traditions and standards and such.  
For while they are useful and good in their place,  
In keeping them, sometimes we overlook grace.

Our worship is proper, yet some feel left out.  
We celebrate faith, then pass by those who doubt.  
We pray at our tables yet sometimes ignore  
The hungry and homeless, the outcast and poor.

O Lord, may appearances match what's inside.  
Take all our hypocrisy, hatred and pride.  
Lord, fill us with good things from heaven above,  
Till old ways and new ways are bursting with love.

Tune: Welsh Folk Hymn, Adapted in *Caniadau y Cyssegr*, 1839

Text: Copyright © 2015 by Carolyn Winfrey Gillette. Used with permission.