



Community of Christ



COMMUNITY OF CHRIST LESSONS

CHILDREN

3 DECEMBER 2017 — 11 FEBRUARY 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.

FIRST SUNDAY OF ADVENT

LESSON 1
3 December 2017

Focus Scripture Passage: Mark 13:24–37

Lesson Focus: Advent is a season of waiting—something important is about to happen. Expectantly waiting involves living as if Christ’s return is imminent.

Objectives

The learners will...

- understand the origin and meaning of the word Advent.
- discover that the Gospel of Mark does not include a birth story.
- discuss how to be prepared for the arrival of Jesus in our lives.

Supplies

- Five Advent candles (battery-operated ones are great for younger children)

- *Community of Christ Sings*
- Large sheets of paper or a white board
- Strips of paper with one baby item written on each strip (bottle, bib, pacifier, blanket, crib, rocking chair)
- Timer
- (Optional) Baby items (blankets, diapers, bottles, bibs, or burp clothes)
- Sheets of paper for each student
- Pencils, crayons, or markers

Note to teacher: In preparation for this lesson, read “Exploring the Scripture” for Mark 13:24–37 in *Sermon & Class Helps, Year B: New Testament*, p. 16, available through Herald House.

1 GATHER

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

Welcome children to the group and gather them in a circle. Draw their attention to your Advent display with five candles. Ask if anyone knows what the word *Advent* means. Tell the students the word *Advent* comes from the Latin word *adventus* which means “arrival” or “to come.” Ask students what is coming in a few weeks. Many will say Christmas; extend the conversation to discuss that Jesus is coming.

Let the students know that each week during Advent you will be lighting an Advent candle as you wait for the arrival of the Christ child. Today you are lighting the candle of hope. After you light the hope candle, sing together “Hope Is a Light” CCS 398, stanza one. This song works well as a call and response. The teacher can sing a line and have the children repeat it.

2 ENGAGE

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

Say:

During this next year our class is going to be spending a lot of time learning about the Gospel according to Mark. One thing that is interesting about the Gospel of Mark is that it does not include a story about the birth of Jesus. In fact, Mark really only focuses on the last year of Jesus’ life. So it might seem strange that we are starting Advent with a scripture that talks about Christ’s return. However, the scripture is appropriate for Advent because it deals with the coming of the Lord. Christ came as a baby and Christ comes again and again in our lives: 2,000 years ago, today, and tomorrow! Let’s read to see what Mark had to say about waiting for Jesus to come.

Read Mark 13:26–27, 32–37 (*International Children’s Bible*).

Then people will see the Son of Man coming in clouds with great power and glory. The Son of Man will send his angels all around the earth. They will gather his chosen people from every part of the earth.

“No one knows when that day or time will be. The Son and the angels in heaven don’t know. Only the Father knows. Be careful! Always be ready! You don’t know when that time will be. It is like a man who goes on a trip. He leaves his house and lets his servants take care of it. He gives each servant a special job to do. One servant has the work of guarding the door. The man tells this servant always to be watchful. This is what I am now telling you. You must always be ready. You don’t know when the owner of the house will come back. He might come in the evening, or at midnight, or in the early morning, or when the sun rises. He might come back quickly. If you are always ready, then he will not find you sleeping. I tell you this, and I say this to everyone: Be ready!”

Ask if anyone has had a new baby come into their lives. Maybe a brother or sister, maybe a new cousin, or a friend of the family. Tell the students that you are going to play a game of baby Pictionary™. Here’s how to play:

- Have one person select a strip of paper with a baby item written on it. They can read the paper but cannot show it to anyone else.
- Set a timer for one minute. Start the timer when the student begins drawing.
- The student draws the item without using any words or numbers. The rest of the class tries to guess what the item is.
- If they guess correctly before the time is up, they get a point.
- Have another student draw the name of an item and repeat the steps.

3 RESPOND

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

Pull out a pile of items you might need for a new baby (blankets, diapers, bottles, bibs, or burp clothes) and place them in front of the students. Discuss how a family prepares for a new baby. What items do they need? Do they know exactly when the baby will come? Do they just sit and wait for the baby to arrive, or are there things they have to do to be ready?

Ask the students how a family preparing for a new baby is like the scripture we read. What can we do to be ready for Christ in our lives?

Hand out sheets of paper to each student and ask them to draw what they can do to be ready for Christ. Encourage them to use only pictures and no words or numbers, like a game of Pictionary™.

4 SEND

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

Share together the images each student drew. You could simply have children share their pictures or you could have the others guess what the images are. Give each student a chance to share.

5 BLESS

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

Read or sing “Hidden Christ, Alive Forever” CCS 24, stanzas one and five, as your closing prayer.

SECOND SUNDAY OF ADVENT

LESSON 2
10 December 2017

Focus Scripture Passage: Mark 1:1–8

Lesson Focus: God graciously reveals divine will today as in the past. We prayerfully listen to understand God's will for our lives, the church, and creation more completely.

Objectives

The learners will...

- understand the origin and meaning of the word Advent.
- compare the story of John the Baptist with the origin story of Community of Christ.
- explore the concept of Continuing Revelation.

Supplies

- Five Advent candles (battery-operated ones are great for younger children)

- *Community of Christ Sings*
- Bible or *Lectionary Story Bible, Year B*, by Ralph Milton, illustrated by Margaret Kyle (Wood Lake Publishing, 2008, ISBN 9781551455648)
- Bible, Doctrine and Covenants, Book of Mormon
- Church history art, colored and attached to felt for a flannel graph story or craft sticks for a puppet show (end of lesson)
- Cell phone handout, one for each child
- Pencils or pens

Note to teacher: In preparation for this lesson, read "Exploring the Scripture" for Mark 1:1–8 in *Sermon & Class Helps, Year B: New Testament*, p. 20, available through Herald House.

1 GATHER

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

Welcome children to the group and gather them in a circle. Draw their attention to your Advent display with five candles. Ask if anyone knows what the word *Advent* means. Tell the students the word *Advent* comes from the Latin word *adventus* which means "arrival" or "to come." Ask students what is coming in a few weeks. Many will say Christmas; extend the conversation to discuss that Jesus is coming.

Let the students know that each week during Advent you will be lighting an Advent candle as you wait for the arrival of the Christ child. Today you are lighting the candle of peace. After you light the peace candle, sing together "Hope Is a Light" CCS 398, stanza two. This song works well as a call and response. The teacher can sing a line and have the children repeat it.

2 ENGAGE

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

Have the students sit in a circle and tell them you are going to play a game called Telephone. In this game whisper a sentence to the person on your right who will then repeat what he or she hears to the person on his or her right. Let the students know they only have one chance to listen to the sentence, and then it's their turn to pass on the message to the next person.

Think of a sentence to say, perhaps a tongue twister, and whisper it in the ear of the student on your right. Have them whisper what they heard to the student on their right. Continue around the circle until the last person has heard the message. Have the last person in the circle share the message out loud. Then share the original message. Compare the two. What changed? What did different students hear?

Tell the students that today if we want to send a message to someone we can send an email or a text, make a phone call, or even write a letter. But what if God wanted to send a message? In Jesus' time God used a messenger named John.

Read "John the Baptizer," based on Mark 1:1–8, from the *Lectionary Story Bible, Year B*, pp. 19–21.

John the Baptist (or Baptizer) was a messenger for God. He went to God in prayer and listened for God's voice in his life. Then he shared God's message with the people to prepare them for Jesus to come. Community of Christ's story also began with a man going to God in prayer and listening for God's voice.

3 RESPOND

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

Read "The Story of Community of Christ (Act 1)" on p. 7. Add appropriate actions and use the pictures as puppets or flannel graph characters to tell the story. Find ways to involve the students by either dividing up the actions or allowing different children to do the puppets or flannel graph.

Community of Christ believes that God didn't just share messages with John the Baptist or Joseph Smith Jr. We believe that God is still sending messages to us today. Explain that God speaks to us through scripture, through our experiences, the experiences of others, and through our prayers. The Holy Spirit helps us understand God's

truth. Continuing Revelation is an Enduring Principle that means we believe God guides us through the Holy Spirit and will always guide if we ask (*Of Water and Spirit Facilitator Guide*, p. 71).

4 SEND

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

Distribute the cell phone handouts. Ask the students to fill in some of the messages they think God wants them to share with others.

5 BLESS

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

Gather the group into a circle for the closing prayer. Ask the students to choose at least one of the messages they wrote on their cell phone to add to the group prayer.

Loving God, we come to you today ready to share your message with the people in our lives. We want to tell others all about... (Allow students to add their messages here).

Please grant us the courage to speak your messages to the world.

Amen.

The Story of Community of Christ

Script

Act I: A New Church

Since our beginnings over 200 years ago, we have been people seeking God. Going to God in prayer is the story of how our church—Community of Christ—began. This story is part of the sacred story of God’s unfolding drama.

“Listen carefully to your own journey as a people, for it is a sacred journey and has taught you many things you must know for the journey yet to come” (Doctrine and Covenants 162:2a).

Once upon a time, almost 200 years ago, the people who started Community of Christ wanted to be free to worship as they chose.

Remember the stories of Jesus and his disciples? Remember Christ’s community that accepted everyone? This is the kind of church the first members of Community of Christ wanted.

Other people wanted this too, but not everyone agreed with how it could happen. Many argued about what that church should be. Some yelled: “Come over here...”

The family of Joseph Smith Jr. was seeking a church that was like the stories of Jesus in the Bible.

Joseph was a young teenager, and was confused by all the arguing. He wanted to know if God was calling him to discipleship. One day, he opened his Bible, and read James 1:5.

Can you think of another way to say this? (give scripture phrases and wait for children to fill in the blanks) If you lack wisdom... (if you want to know something)... ask God (pray)... who gives to all generously... and it will be given to you (and God will help you know).

What do you think Joseph did when he read this?

Joseph went to a quiet place to pray: a grove of trees near his home.

When he prayed, he received guidance that began his lifelong journey with God. Did Joseph get an answer to his prayer? What was the answer?

Joseph’s journey led to a new book of scripture, which is a story of Christ’s ministry with people of the Americas.

Have you read the Book of Mormon, or heard some of its stories? Joseph established a new church, which was officially organized on April 6, 1830 called “Church of Christ.” That was the beginning of our church today, Community of Christ.

Joseph continued to pray, and wrote the inspired guidance he received in the Doctrine and Covenants.

Actions

Have a Bible, Doctrine and Covenants, and Book of Mormon.

Open the Doctrine and Covenants and read Section 162:2a.

Put hands together in prayer.

Show a Bible.

“Come over here!” “Listen to me!” “I have the right answers.”

Open the Bible: “If any of you lack wisdom, ask God, who gives to all generously... and it will be given you” (James 1:5, adapted).

Put hands together in prayer.

To be a disciple!

Show the Book of Mormon.

Put hands together in prayer.

Show the Doctrine and Covenants.

Graphics

Use pictures as puppets or flannel graph to tell the story.



Joseph Smith Jr. as youth



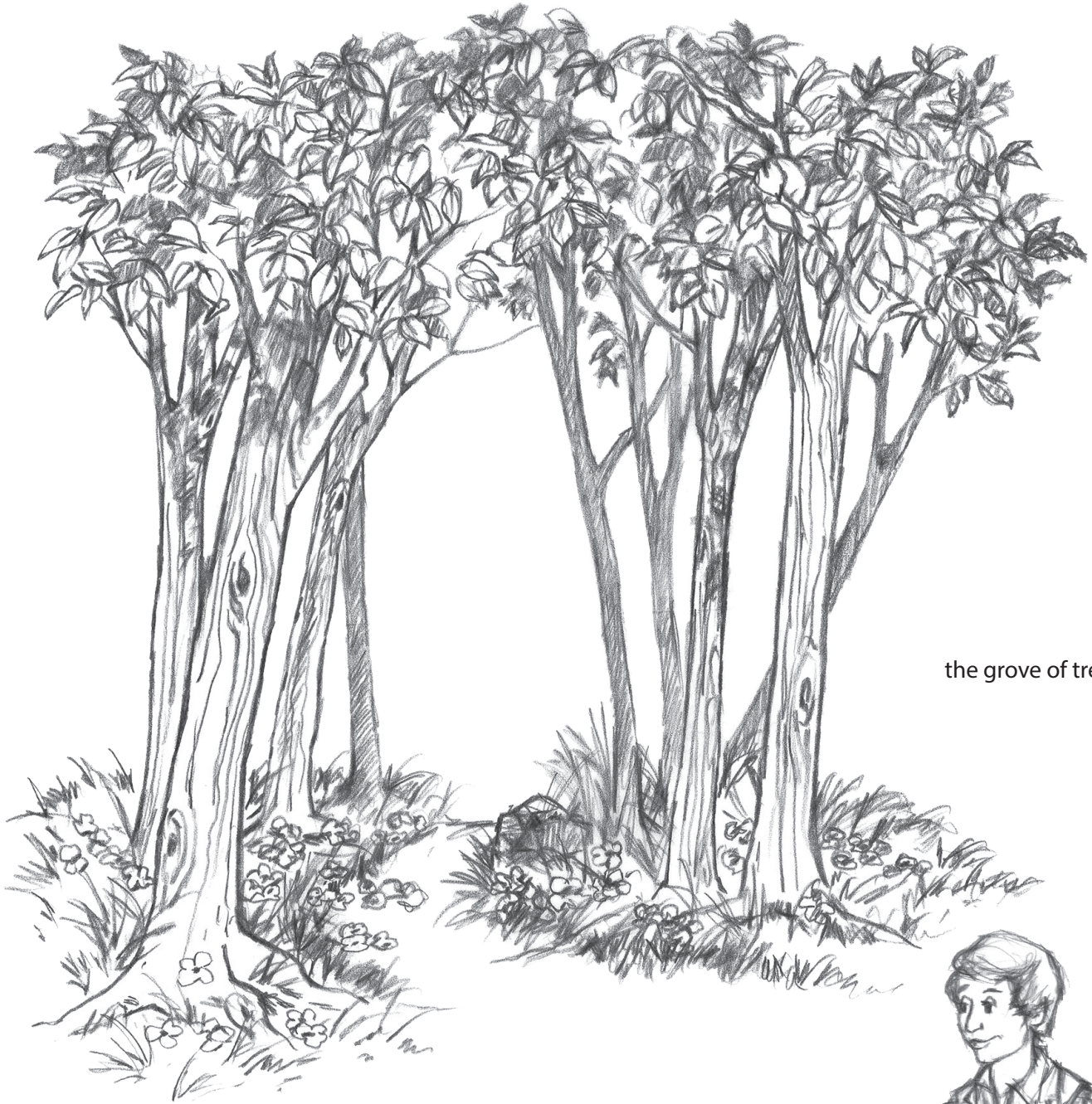
Joseph in the grove of trees



Joseph as adult

Church History

Photocopy and color; cut out and attach felt to use on a flannel board, or glue to craft sticks to perform a puppet show.



the grove of trees



Joseph Smith Jr. praying

Joseph Smith Jr.
searching the Bible





What message is
God calling you to
share with others?

Placeholder for answer

Placeholder for answer

Placeholder for answer

Placeholder for answer

Placeholder for answer

THIRD SUNDAY OF ADVENT

LESSON 3
17 December 2017

Focus Scripture Passage: John 1:6–8, 19–28

Lesson Focus: Like John, we are not the light, but we testify to the light. We are to be like John the Baptist in our families and among friends to help people prepare for the real meaning of Christmas.

Objectives

The learners will...

- learn more of the story of John the Baptist.
- discuss what it means to testify to the light.
- consider what obstacles stand in the way of telling others the true meaning of Christmas.

Supplies

- Items to create an obstacle course (Christmas decorations, chairs, play equipment, boxes, etc.)

- Five Advent candles (battery-operated ones are great for younger children)
- *Community of Christ Sings*
- *Bible or Lectionary Story Bible, Year B*, by Ralph Milton, illustrated by Margaret Kyle (Wood Lake Publishing, 2008, ISBN 9781551455648)
- Paper and markers
- Tape

Note to teacher: In preparation for this lesson, read “Exploring the Scripture” for John 1:6–8, 19–28 in *Sermon & Class Helps, Year B: New Testament*, p. 21, available through Herald House.

1 GATHER

Activates background knowledge, prepares and motivates for lesson

(15% of total lesson time)

Before class begins, light the hope and peace candles from previous weeks. Create an obstacle course that blocks the path from the door to the Advent candles. Try to make the classroom dark so you can see the light of the candles, even though there are obstacles in the way. Christmas decorations, chairs, play equipment, or boxes would make good obstacles.

Meet the children at the door and let them know that there might be some things that get in their way as they enter the classroom today. Ask the students to do their best to maneuver through and around the obstacles on their way to the Advent candles. Let the light guide them.

2 ENGAGE

Invites exploration and interaction

(35% of total lesson time)

Once everyone is through the obstacle course, welcome children to the group and gather them in a circle. Draw their attention to your Advent display with five candles. Ask if anyone remembers what the word *Advent* means. Tell the students that the word *Advent* comes from the Latin word *adventus* which means “arrival” or “to come.” Discuss whose arrival we are waiting for.

Remind the students that each week during Advent you will be lighting an Advent candle as you wait for the arrival of the Christ child. During the previous two weeks the hope and peace candles were lit. Today the candle of love will be lit. After the love candle is lit, sing together “Hope

Is a Light" CCS 398, stanza four. This song works well as a call and response. The teacher can sing a line and have the children repeat it.

Ask the students if anyone remembers what they learned about John the Baptist last week. Quickly review the story of John the Baptist as a messenger from God. Tell the students that in today's scripture passage, they will learn more about John.

Read "Who Is God's Chosen One?" based on John 1:19–28, from the *Lectionary Story Bible, Year B*, pp. 24–25.

3 RESPOND

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

Reflect with the children on the experience of navigating through the obstacle course as they entered class. Was it hard? Was it fun? What made it a challenge? Did anything make it easier? Did the light of the Advent candles help?

If you told others about our experience this morning, what if they thought you were the light? Did you glow as you went through the obstacle course? (*no*) Were you the light? (*no*) But could you see the light? (*yes*)

Could you tell others about the light you saw and how it helped you? That is what John did. He knew he wasn't God's chosen one, he wasn't the light, but it was his job to send a message to others about the light that was coming. That light was Jesus!

Tell the students that in the ancient world, when the king or emperor was coming, workers would improve the road, which often was just a dirt path, to make sure the king or emperor could travel easily. During Advent we are following a "road" to Jesus' birth. Sometimes things get in our way. They can block out the light and make it difficult for us to find our way. What might get in your way of remembering the true meaning of Christmas? (*excitement about gifts, school exams, sporting events, difficulty with friends, or siblings*)

As students name the things that get in their way, write them on paper like signs. Have students attach their signs to each of the obstacles that obstructed their entrance to the classroom earlier.



Going Deeper

Discuss these questions with older students:

- How do we remove obstacles that hinder the coming of Jesus into our hearts in a deeper way?
- What is getting in the way of living a deeper life as a disciple?
- How can I be a genuine witness of Jesus Christ this Christmas?
- What can I do to embrace the peace and justice message of the season?

Can we improve our Advent "road"? How do we remove the obstacles in our lives that can get in the way of what is important in the Christmas story? Discuss each obstacle and ideas for removing that obstacle from our Advent "road." When the class agrees on a way to remove that obstacle in their lives, have someone remove it from the road. Continue until you have cleared all the obstacles from the road.

4 SEND

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

Ask each student to share how they can testify to the light of God this week. How can they share the meaning of Christmas with someone in their lives?

5 BLESS

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

Sing "Hope Is a Light" CCS 398, stanzas one, two, and four, as your final blessing.

FOURTH SUNDAY OF ADVENT

LESSON 4
24 December 2017

Focus Scripture Passage: Luke 1:26–38

Lesson Focus: God is constantly surprising people, disrupting their plans, but God’s Spirit is present with us. With God, nothing is impossible.

Objectives

The learners will...

- discuss the disruption God’s call sometimes makes.
- think about the gifts they can give to God.

Supplies

- Five Advent candles (battery-operated ones are great for younger children)
- *Community of Christ Sings*

- Star and angel Christmas tree toppers
- Bible or *Lectionary Story Bible, Year B*, by Ralph Milton, illustrated by Margaret Kyle (Wood Lake Publishing, 2008, ISBN 9781551455648)
- Christmas tree handout, one for each child
- Crayons, markers, pencils, glue
- Construction paper cut into approximately 1 x 2 inch (2.54 x 5.08 cm) strips. Cut enough for each child to have 3–5 strips.
- (Optional) star and angel stickers

Note to teacher: In preparation for this lesson, read “Exploring the Scripture” for Luke 1:26–38 in *Sermon & Class Helps, Year B: New Testament*, p. 23, available through Herald House.

1 GATHER

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

Before class begins light the hope, peace, and love candles from previous weeks. Welcome children to the group and gather them in a circle. Draw their attention to your Advent display with five candles. Ask if anyone remembers what the word *Advent* means. Tell the students that the word *Advent* comes from the Latin word *adventus* which means “arrival” or “to come.” Discuss whose arrival we are waiting for.

Remind the students that each week during Advent you have been lighting Advent candles as you wait for the arrival of the Christ child. Over the last few weeks the hope, peace, and love candles were lit. Today you are lighting the candle of joy. After the joy candle is lit, sing together “Hope Is a Light” CCS 398, stanza three. This song works well as a call and response. The teacher can sing a line and have the children repeat it.

2 ENGAGE

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

Ask the children who is excited about Christmas. Tell them you understand that Christmas is so close, but it is still Advent. We are still waiting for the birth of the Christ child. Hold up two Christmas tree toppers, a star and an angel. Ask the students if they know what these are used for. Discuss what their families have at the top of their trees. Ask if the children know why a star and an angel are used as symbols of Christmas. Discuss the star that rose in the east to guide the wise men or magi to Bethlehem. Ask if anyone knows of a Christmas scripture that talks about angels. Some may remember the angels appearing to the shepherds. Let the students know that today’s scripture passage also talks about an angel that was part of the Christmas story.

They might think that today’s scripture story should be about the nativity, but, in fact, this story happened much

earlier. Tell the students that in today's scripture story they are going to learn about a very special messenger who came to visit Mary.

Read "Mary Learns about Her Baby," based on Luke 1:26-38, from the *Lectionary Story Bible, Year B*, pp. 26-27.

When you are finished reading the scripture story, ask the students these questions:

- How do you think Mary felt when the angel came to visit her? How would you feel?
- God asked Mary to do something that was difficult to do. She worried about what other people would think and say. Have you ever felt like God was asking you to do something difficult? Did you ever worry about what others would think?
- When Mary said "Yes!" to God, it was a gift. Think about the gift Mary's life became. How was being a mother to Jesus a gift to God?

3 RESPOND

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

Give students the Christmas tree handout and a few of the construction paper strips. Have the children fold the construction paper strips in half to create squares. Ask the children to think about what gifts they could give to

God this week. (*be kind to siblings, help clean the house, or give to someone in need*) Invite the children to write what they want to give on the inside of the folded piece of paper. Have the students glue their gifts under the tree on the handout so the flap can be opened to reveal their gift. Allow time for students to color and decorate their trees. Ask them to add a star or angel to the top of their tree when they are finished. Have stickers available or have students draw their own.

4 SEND

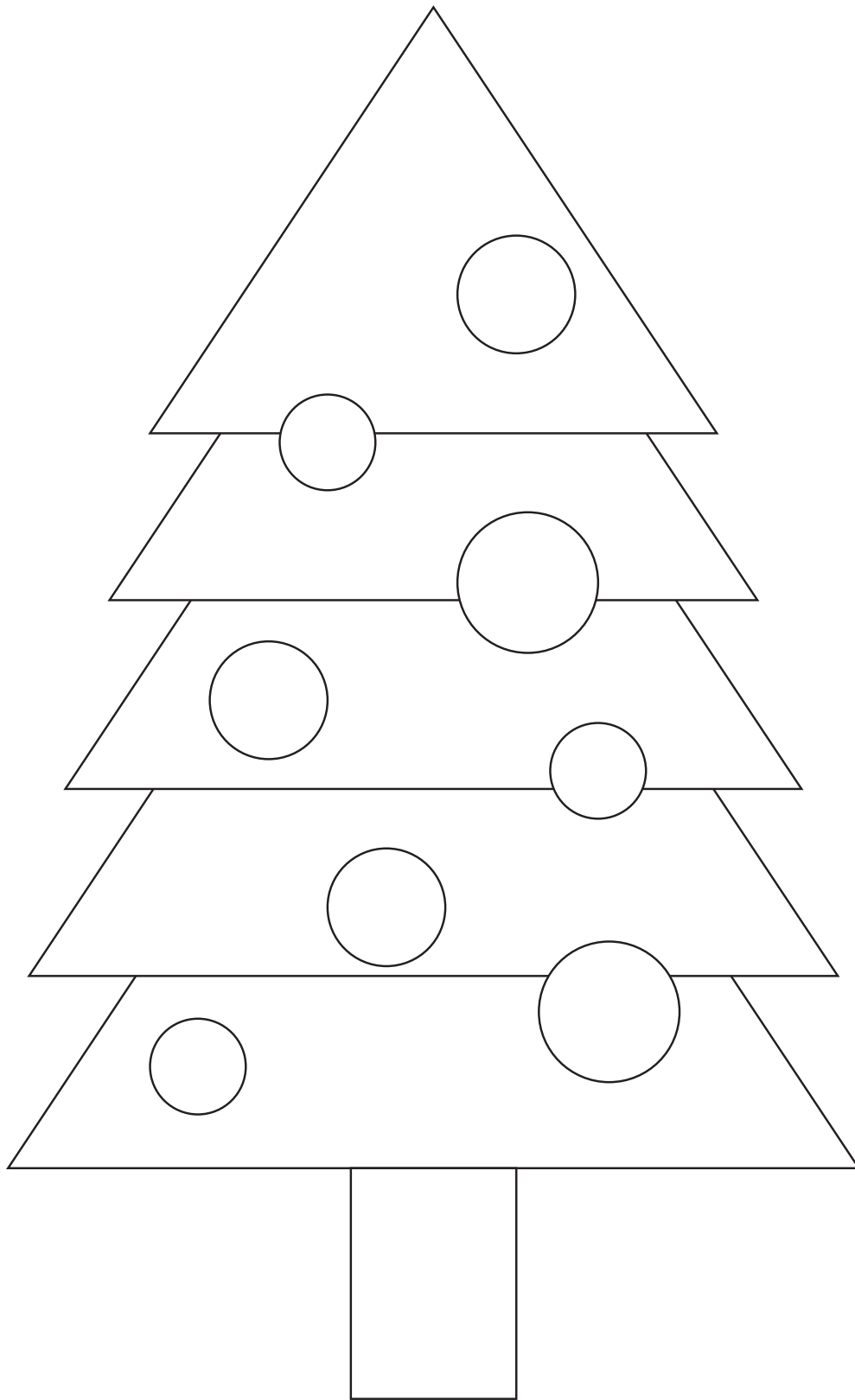
Explores how the lesson might be lived
(10% of total lesson time)

Tell the students that Mary was a regular person like me and you, but because she said "Yes!" to God, her life became an amazing gift. Ordinary, regular people have amazing gifts to give. Invite each student to share at least one of the gifts to God they plan to give this week.

5 BLESS

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

Read or sing "No Obvious Angels" CCS 418 as your final blessing.



FIRST SUNDAY AFTER CHRISTMAS DAY

LESSON 5
31 December 2017

Focus Scripture Passage: Luke 2:22–40

Lesson Focus: The Spirit guided Simeon and Anna as they became instruments of God’s blessing to Jesus and his parents. We need to always open ourselves to the Spirit’s guidance.

Objectives

The learners will...

- discuss God’s promises.
- determine their own promises to God.

Supplies

- Five Advent candles (battery-operated ones are great for younger children)
- *Community of Christ Sings*
- Bible or *Lectionary Story Bible, Year B*, by Ralph Milton, illustrated by Margaret Kyle (Wood Lake Publishing, 2008, ISBN 9781551455648)

- Doll
- Paper, two sheets per child
- Construction paper, one sheet per child
- Pens, markers, crayons, etc.
- Stapler

Note to teacher: In preparation for this lesson, read “Exploring the Scripture” for Luke 2:22–40 in *Sermon & Class Helps, Year B: New Testament*, p. 25, available through Herald House.

1 GATHER

Activates background knowledge, prepares and motivates for lesson

(15% of total lesson time)

Before class begins light the Hope candle from last week. Welcome children to the group and gather them in a circle. Draw their attention to your Advent display with five candles. Ask if anyone remembers what the word *Advent* means. Tell the students that the word *Advent* comes from the Latin word *adventus* which means “arrival” or “to come.” Discuss whose arrival we are waiting for.

Let the students know that each week during Advent you will be lighting an Advent candle as you wait for the arrival of the Christ Child. Last week the Hope candle was lit. Today you are lighting the candle of Peace. After the Peace candle is lit, sing together “Hope Is a Light” CCS 398, stanza two. This song works well as a call and response. The teacher can sing a line and have the children repeat it.

2 ENGAGE

Invites exploration and interaction

(35% of total lesson time)

Talk to the students about the new year that is about to arrive. Ask if anyone has ever made a New Year’s resolution. Have children give examples of resolutions they have made or heard others make. Explain that a New Year’s resolution is like a promise you make to yourself to do something different or better in the coming year.

Sometimes people don’t work very hard to keep their New Year’s resolutions because they’re just promises to ourselves. But promises are important to keep. When God makes a promise, God keeps it. In our scripture story today God made a promise to Simeon.

Have children choose roles: Mary, Joseph, Simeon, and Anna. Use a doll to represent Jesus. Have the children act out the story as you read the scripture. You can repeat

several times until everyone has a chance to play a role. Read “Jesus Is Presented at the Temple,” based on Luke 2:22–40, from the *Lectionary Story Bible, Year B*, p. 37.

Tell the children that Simeon and Anna felt so happy when they saw Jesus. God had kept his promises. There were several other promises in the story. Ask the children what promises they remember hearing. (*Joseph and Mary promised to teach Jesus to be good and kind to others. God promised to love everyone.*) God made Mary a promise, too. Ask if they heard what it was. (*God would always be with her.*) Knowing that God would be with her helped Mary feel less afraid about what was to come.

3 RESPOND

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

Hand out two sheets of white paper and one sheet of construction paper to each child and have them fold the sheets in half to make a book. Use the construction paper as the cover and the white paper inside the book. Staple the books together. Have the children write “My Promise Book” on the front cover. Inside they can write and draw pictures of the promises they want to make this year—promises for things they want to do better and also promises they want to make to God.

4 SEND

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

Have the students bring their promise books and sit in a circle together. Tell the children you are going to play a promise guessing game. Ask each student to think of a promise in their book that they can act out. Have the children take turns acting out one of their promises and allow other children to guess what those promises might be.

At the end ask how they might act out God’s promise to love everyone.

5 BLESS

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

Choose three or four actions from the promise guessing game to create a body prayer. Begin the prayer by asking God to be with the students as they work to keep their promises. Then act out the chosen promises. End the body prayer with the action that represents God’s love for everyone, and say, “Amen.”

FIRST SUNDAY AFTER THE EPIPHANY

LESSON 6
7 January 2018

Focus Scripture Passage: Mark 1:4–11

Lesson Focus: Baptism of water and Spirit represents a covenant between an individual and God and marks the beginning of that individual's life as a disciple of Jesus Christ.

Objectives

The learners will...

- learn about Jesus' baptism.
- discuss what it means to make a commitment to God.
- reflect on ways to help others.

Supplies

- *Lectionary Story Bible, Year B*, by Ralph Milton, illustrated by Margaret Kyle (Wood Lake Publishing, 2008, ISBN 9781551455648)
- Chart paper or whiteboard
- Hands, Feet, Head, and Heart handout, one for each student
- Crayons, pencils, or markers

Note to teacher: In preparation for this lesson, read "Exploring the Scripture" for Mark 1:4–11 in *Sermon & Class Helps, Year B: New Testament*, pp. 29–30, available through Herald House.

1 GATHER

Activates background knowledge,
prepares and motivates for lesson

(15% of total lesson time)

Welcome the children to class and gather them together. Engage the students in a discussion about why we take baths. Then ask who knows what it means to be baptized. How is being baptized different from taking a bath? Allow children to share ideas about ways that baths and baptism are the same and how they are different. Acknowledge their comparisons but don't correct or clarify any of them just yet.

2 ENGAGE

Invites exploration
and interaction

(35% of total lesson time)

Let the children know that you are going to read a story about when Jesus was baptized. Read Mark 1:4–11 or "When Jesus Was Baptized" from the *Lectionary Story Bible, Year B*, p. 47. When you have finished reading ask

the students, "What does John say about baptism?" Allow children to answer. Then say, "John said the water washes you clean on the outside and God washes you clean on the inside. Even Jesus asked to be baptized. Did Jesus feel different after he was baptized? I think Jesus felt God's presence even stronger than he had before."

Talk with the students about the way some children say "bath-tized" instead of baptized. Acknowledge that they might say that because getting in the waters of baptism is a little bit like taking a bath. But we know that being baptized is different. Ask the children what makes being baptized different from taking a bath. Be sure children remember some of the key points—the water washes you clean on the outside, and God washes you clean on the inside; when you are baptized you feel God's presence even stronger than you did before. Share with the students this statement from the *Of Water and Spirit Facilitator Guide*, p. 59:

A person chooses baptism to show they have faith in Jesus Christ and wish to become his disciple. Community of Christ believes that baptism is for those who are old enough (age 8 and older) to decide for themselves to follow Jesus Christ. Baptism includes repentance (asking forgiveness of

those actions which hurt yourself or others) and remembering that you have made a promise, a commitment. Community of Christ accepts people who were baptized of water in other Christian faith communities at the age of 8 or older, who want to continue to follow Jesus Christ as members of Community of Christ.

3 RESPOND

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

Remind the students that when you are baptized, you are not only washed clean. You are also making a commitment to do good things for others. Our baptism is like telling God that we will use our hands, feet, heads, and hearts to help others.

On chart paper or whiteboard create four sections labeled Hands, Feet, Head, and Heart. Have children generate ideas about how they can use each part of their bodies to help others. Record their ideas on the chart.

Give children a handout divided into four sections (Hands, Feet, Head, and Heart). Say to the students, "Today we thought of ways to use our hands, feet, heads, and hearts to help others. Some of the ideas we came up with might seem like great ideas to you and others may not. I want you to think about how you are going to use your hands, feet, head, and heart to help others this week. You can use one of the ideas from our list or come up with your own. You can list your plans on this handout to help you remember what you want to do." Give students time to complete their plans.

4 SEND

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

Gather the students together and invite them to share how they plan to use their hands, feet, head, and heart this week to help others.

5 BLESS

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

Have children hold out their hands as you say,
"Lord, bless our hands this week as they serve you."

Have children place their hands on their heads as you say,
"May we use our minds this week to help us speak kindness and peace."

Have children place their hands on their feet as you say,
"Help our feet to walk to those in need."

Have children place their hands on their hearts as you say,
"Let your love shine through us. Amen."

HANDS

FEET

HEAD

HEART

SECOND SUNDAY AFTER THE EPIPHANY

LESSON 7
14 January 2018

Focus Scripture Passage: John 1:43–51

Lesson Focus: If we will invite people to Christ, they will encounter a Christ who already knows them and invites them to a new way of life in relationship with God and others.

Objectives

The learners will...

- experience the excitement of sharing good news.
- explore the idea of prejudices.
- discuss the Enduring Principle Worth of All Persons.

Supplies

- A favorite children's book or movie
- *Lectionary Story Bible, Year B*, by Ralph Milton, illustrated by Margaret Kyle (Wood Lake Publishing, 2008, ISBN 9781551455648)
- Optional: *We Share* by Monica Bradford, Herald Publishing House
- Paper and art supplies (markers, crayons, pencils)

Note to teacher: In preparation for this lesson, read "Exploring the Scripture" for John 1:43–51 in *Sermon & Class Helps, Year B: New Testament*, pp. 31–32, available through Herald House.

1 GATHER

Activates background knowledge,
prepares and motivates for lesson

(15% of total lesson time)

Welcome children to class and gather together. Before class begins choose a children's book or movie that you enjoy and be prepared to share about it. Once you have gathered the children, tell them that you have this book (or movie) that you are so excited to tell them about. If you can, show them the cover of the book (or movie) and tell them why you love it. Be sure to point out several times how much you love the book (or movie) and how excited you are to share it with them. Invite the children to share with the class a favorite book or movie they love.

2 ENGAGE

Invites exploration
and interaction


(35% of total lesson time)

Tell the students that today you are going to read a Bible story about a time when Jesus found some new friends. Read John 1:43–51 or "Jesus Finds Some Friends" from the *Lectionary Story Bible, Year B*, pp. 50–51.

Reflect with the children about how Philip's actions were similar to yours as you started class this morning. Philip heard some good news and couldn't wait to share it with his friend Nathanael. Nathanael had an interesting response, though. Discuss with the children these questions:

- How did Nathanael respond when he heard where Jesus was from?
- What does the word prejudice mean?
- In what ways are people prejudiced in today's world?
- Has anyone ever judged you unfairly? Have you ever judged someone else?

Talk to the children about the Enduring Principle Worth of All Persons. Remind them that Community of Christ believes all people have value. We love everyone just as God does.



Going Deeper

Read *We Share* to the class and find all the pages that talk about how we share the good news of Jesus and care for all. Discuss how important it must be to us as a church to share the good news of Jesus and to treat everyone with love and kindness.

3 RESPOND

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

This scripture story tells us that God knows us. God knows our names; God knows everything there is to know about who we are. Hand out a piece of paper to each child. Have them write their name down the left side of the paper from top to bottom (first letter on top, second letter below that, and so on). Encourage them to use big bold letters. Then for each letter of their name, have the child think of a descriptive word that starts with that letter.

For example:

Joyful
Intelligent
Loving
Laughter

Allow time for the children to decorate their acrostic posters. If anyone has trouble thinking of descriptive words, you can have the other children help them brainstorm ideas.

4 SEND

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

Philip was so excited about the good news Jesus had to share that he couldn't wait to tell his friend Nathanael. Philip offered an invitation, but it was Jesus who brought Nathanael into a relationship with God. Discuss with the children who they could share the good news of Jesus with. What have they learned that they are excited to share with others?

5 BLESS

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

Read the closing prayer as adapted from *We Share*.

Loving God,
Help us value and love all people just as you do.
We are different in many ways, but we know that together this diversity makes us stronger.
We trust in and belong to one another even if we have never met.
Let us remember that this is who we are...this...and so much more.
Amen.

THIRD SUNDAY AFTER THE EPIPHANY

LESSON 8
21 January 2018

Focus Scripture Passage: Mark 1:14–20

Lesson Focus: We are called to invite others to join in the mission of Jesus Christ and proclaim the good news.

Objectives

The learners will...

- compare fishing for fish and fishing for people.
- discuss ways to invite people to Christ.

Supplies

- *Lectionary Story Bible, Year B*, by Ralph Milton, illustrated by Margaret Kyle (Wood Lake Publishing, 2008, ISBN 9781551455648)
- Chart paper or whiteboard and markers

- Snack supplies: goldfish crackers, pretzel sticks, cream cheese or peanut butter
- *Community of Christ Sings*

Note to teacher: In preparation for this lesson, read “Exploring the Scripture” for Mark 1: 14–20 in *Sermon & Class Helps, Year B: New Testament*, p. 33, available through Herald House.

1 GATHER

Activates background knowledge, prepares and motivates for lesson

(15% of total lesson time)

Welcome the students to class and gather together. Ask how many of the children have ever been fishing. Invite the students to explain how to catch a fish. Allow children to answer with basic steps of fishing (place something on a hook, cast line into water, wait, or reel in fish).

2 ENGAGE

Invites exploration and interaction

(35% of total lesson time)

Tell the students that today you are going to read a story from the Bible about some fishermen. Read Mark 1:14–20 or “The Calling of Simon” from the *Lectionary Story Bible, Year B*, pp. 56–57. When you finish reading, begin a discussion about the story using these questions:

- Simon and Andrew had been fishing for a long time, but they weren’t having much luck. How were they feeling about that?
- What did Jesus invite Simon and Andrew to do?

- Go fishing for people? That sounds a little strange! What do you think Jesus meant by that?

Have a discussion with children about the idea that Jesus wanted to travel and teach people about God. Say: I think Jesus talked about fishing for people because he was talking to fishermen. He was using words his friends would understand. If he were talking to farmers, he might have used different words. How would telling people about God be the same as fishing?

Guide the children to understand that when we fish we throw out the line and see what we catch. With people we share the word of God and see who pays attention. Fishing for fish and fishing for people both take patience! It’s a good thing Jesus had his friends with him to help! Look around you; you’ve got friends to fish for people with you, too!

3 RESPOND

Takes the learners from hearing to doing

(35% of total lesson time)

Create a chart with “Fish” and “People” as headings at the top. Along the side write, “Where do we go?” “What goes on the hook?” and “How do we catch?” Once you have the chart drawn, begin a discussion about each section. Always start with fish and then compare to people.

"Where do we go?" Suggestions:

- Fish—river, lake, ocean
- People—school, neighborhood, sports team

"What goes on the hook?" Suggestions:

- Fish—worms, bread
- People—things you could say to others about God

"How do we catch?" Suggestions:

- Fish—cast the line, use a net
- People—with your words, with your actions

To wrap up your activity, serve the children a fishing snack—goldfish crackers, a pretzel stick, and a bit of cream cheese or peanut butter. To fish for your snack, dip your pretzel in the cream cheese or peanut butter and then see if you can catch a goldfish.

Optional activity: Play a fishing game such as the one found here: www.totschooling.net/2015/04/gone-fishing-game-for-preschoolers.html

4 SEND

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

Sing together "We Are One in the Spirit" CCS 359. If you have time, use some of the ideas from your chart and write your own verses to the song. For example:

We will speak to each other with very kind words,
We will speak to each other with very kind words.
We will speak to each other with very kind words.
And they'll know we are Christians by our love...

5 BLESS

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

Ask if someone in the class would like to say the closing prayer.

FOURTH SUNDAY AFTER THE EPIPHANY

LESSON 9
28 January 2018

Focus Scripture Passage: Mark 1:21–28

Lesson Focus: Jesus was a gifted teacher whose teachings still continue to show us how to live in God's way.

Objectives

The learners will...

- explore what makes a good teacher.
- practice teaching someone else.
- consider what they could teach about God.

Supplies

- *Lectionary Story Bible, Year B*, by Ralph Milton, illustrated by Margaret Kyle (Wood Lake

Publishing, 2008, ISBN 9781551455648)

- Chart paper or whiteboard and markers
- Paper and pencils or pens
- Optional: supplies for students to use when "teaching" their partners
- Timer or chime

Note to teacher: In preparation for this lesson, read "Exploring the Scripture" for Mark 1:21–28 in *Sermon & Class Helps, Year B: New Testament*, pp. 34–35 available through Herald House.

1 GATHER

Activates background knowledge, prepares and motivates for lesson

(15% of total lesson time)

Welcome the children to class and gather together. Ask the students:

- Have you ever been taught something in school that was confusing to you?
- How did you figure it out?
- Did someone explain the idea to you in a simpler way that made more sense?
- Who was it that helped you figure it out? Allow children to share who helped them.

2 ENGAGE

Invites exploration and interaction

(35% of total lesson time)

Let the students know that today you are going to read another story from the Bible about Jesus. Ask if they remember last week when you talked about how Jesus

gathered some fisherman to go out with him and fish for people and how he surrounded himself with friends so they could travel together and teach people about God. This story tells us about the kind of teacher Jesus was. Read Mark 1:21–28 or "Jesus Goes to the Synagogue" from the *Lectionary Story Bible, Year B*, pp. 58–59.

Say to the students, "Let's talk about the man in the story that was yelling at Jesus. Have you ever been mad or confused and said things you didn't really mean?" Allow children to share times they felt that way, or share a story from your own experience.

- What did Jesus tell the man to do to help him feel better? Allow children to respond.

Say, "He encouraged the man to sit quietly for a few minutes. Has anyone ever told you that? To sit quietly and maybe take a few breaths to help you calm down? Jesus was showing this man that he loved him even though the man had been yelling at him. Sometimes people get confused and they just aren't sure what God wants them to do. Jesus was good at helping people understand that God loves us no matter what, and God wants us to love each other, too. He was an excellent teacher. And we still are learning from Jesus' example today. By reading these stories in the scripture about Jesus, he continues to teach us how to live in God's way."

3 RESPOND

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

Ask the students to think of the very best teacher they know. Have them share one thing that makes that person a great teacher. Allow each child to share about their favorite teacher. Summarize the characteristics you heard and create a list on chart paper or whiteboard. Title the chart "A Gifted Teacher Is..." Ask the children if there is anything else that should be added to the list.

The students can be excellent teachers, too! Let them know that today they are going to teach something to someone else. Divide the class into two groups. Each group will decide on a skill they can teach. You may want one adult to guide each group. Some ideas of what the children might teach one another are a game, a song, a skill like bouncing a ball, or even some information they are knowledgeable about.

Each small group should spend some time deciding what they are going to teach and practicing it. Every person in the group will be responsible to teach someone else so all participants need to be able to accomplish the skill.

When everyone in both groups is ready, pair a person from Group A with a person from Group B. If you have an odd number of students, someone can pair with one of the adults.

Once everyone has a partner, begin the teaching. Remind the students that when it's their turn to be the teacher, they should use the characteristics they listed. When it is their turn to be the student, be polite and really listen to what the "teacher" is teaching (even if they've done it or

heard it before). It's their job to listen, not to teach. Allow the Group A partners three to five minutes to teach their Group B partners the skill. When everyone has learned the new skill, switch roles and allow the Group B partners to teach the Group A partners their skills. Once everyone is done, call the group back together. Let the children know that while it's not easy to teach others, as followers of God it is up to us to teach others just like Jesus did!

4 SEND

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

Give each child a piece of paper and something to write with. Ask the students to make a list of what they know about God and Jesus that they could teach someone else. Encourage them to try it out this week and see if they can teach someone about God's love.

5 BLESS

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

Close by reciting the mission prayer as adapted below.

God, where will your Spirit lead this week?
Help me be fully awake and ready to respond.
Grant me courage to risk something new
and become a blessing of your love and peace.
Amen.

FIFTH SUNDAY AFTER THE EPIPHANY

LESSON 10
4 February 2018

Focus Scripture Passage: Mark 1:29–39

Lesson Focus: Jesus brings wholeness through his healing touch. Faithful disciples respond to Jesus' healing by ministering and serving others.

Objectives

The learners will...

- learn about Jesus as healer.
- consider how they can use their hands for healing.

Supplies

- *Lectionary Story Bible, Year B*, by Ralph Milton, illustrated by Margaret Kyle (Wood Lake

Publishing, 2008, ISBN 9781551455648)

- Optional: *Of Water and Spirit Facilitator Guide*
- *Community of Christ Sings*
- Construction paper and art supplies for making cards (markers, crayons, stickers, etc.)
- Blank paper
- Pens and pencils

Note to teacher: In preparation for this lesson, read "Exploring the Scripture" for Mark 1:29–39 in *Sermon & Class Helps, Year B: New Testament*, pp. 36–37, available through Herald House.

1 GATHER

Activates background knowledge, prepares and motivates for lesson

(15% of total lesson time)

Welcome the children to class and gather together. Say to the students, "I'll bet you have been sick before, right? When you feel sick is there anyone who helps you feel better?" Allow children to share who helps them to feel better when they are sick.

"What does your [mom, dad, or friend] do to help you feel better?" As children share, focus your response on anything done with hands. So if the child says something like, "My mom hugs me," you might say, "That must feel good when your Mom uses her hands to hold you tight."

2 ENGAGE

Invites exploration and interaction


(35% of total lesson time)

Let the children know that this week the Bible story shows us that Jesus helped people feel better when they were sick. Read Mark 1:29–31 and Psalm 147 or "Jesus Helps Eunice Feel Well" from the *Lectionary Story Bible, Year B*, pp. 61–62.

Jesus was a busy man, but he took time to sit with Eunice and help her feel better. Say to the children that you noticed how Jesus used his hands to help Eunice feel better. Ask if they remember how he used his hands. Allow children to answer. Say to the students, "That reminds me of some

of the things you told me earlier about your [moms, dads, and friends]. Many of them used their hands to help you feel better, too. Do you remember some of the ways people use their hands to help others feel better?" Allow children to list some of the ways already mentioned, and perhaps some new ways they have thought of.

Say, "This story tells us that when Eunice felt better she started helping others. Now we don't know if she got up right away, or if it took her a little while to feel better. But she knew how important it was to live like Jesus and help other people, especially those who were sick or hurting. That is what Jesus asks us to do—use our hands to help those who are sick and hurting.



Going Deeper

Discuss with the students how we use our hands in the various sacraments. You may use the *Of Water and Spirit Facilitator Guide* pp. 52–53, 58–60 as a resource to discuss the different sacraments.

3 RESPOND

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

Remind the students that you talked about the way Jesus and others use their hands for healing. Ask if they realized they can use their hands for healing, too. This would be a good time to discuss the difference between healing and curing. Healing brings wholeness and peace to persons; curing suggests the successful treatment of disease. Review with the children the ways to use hands for healing

that you have already discussed. If they have not thought of making get well cards, suggest that now.

Let the children know that today they are going to use their hands to make get well cards. They can make them for someone they know is sick or that could be sent to anyone. It would be awesome to have a supply of extra get well cards to use in the future. If there is anyone in the congregation who is sick or hurting, suggest making cards for those people. Ask if there is anyone who would like to make get well cards for specific people and if there is anyone who would like to make cards that are blank inside. If needed, you may suggest some get well greetings as examples for children to use.

When they have finished, thank the children for working so hard to bring healing with their hands! Let them know they are definitely servants of Jesus.

4 SEND

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

Give children a blank piece of paper and invite them to trace one of their hands. Ask them to think about how they can use their hands for healing this week. Have them write one idea on each finger of their paper hand.

5 BLESS

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

Sing together "Jesus' Hands Were Kind Hands" CCS 585 as your closing prayer.

LAST SUNDAY AFTER THE EPIPHANY

LESSON 11
11 February 2018

Focus Scripture Passage: Mark 9:2–9

Lesson Focus: Mountaintop experiences can be hard to leave. As we reflect on those experiences over time, we discover new lessons.

Objectives

The learners will...

- learn about the Transfiguration of Jesus.
- list the characteristics of Jesus they have learned from the Gospel according to Mark.
- reflect on mountaintop moments in their lives.
- participate in a breath prayer.

Supplies

- *Lectionary Story Bible, Year B*, by Ralph Milton, illustrated by Margaret Kyle (Wood Lake Publishing, 2008, ISBN 9781551455648)
- Chart paper or whiteboard and markers
- Paper for each child and art supplies (markers, crayons, pencils)

Note to teacher: In preparation for this lesson, read “Exploring the Scripture” for Mark 9:2–9 in *Sermon & Class Helps, Year B: New Testament*, p. 45, available through Herald House.

1 GATHER

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

Welcome children to class and gather together. Ask if anyone has ever experienced something so amazing that they wished they could have just stayed in that moment forever. Share with the children a time in your life (preferably from your childhood) when you felt that way. It doesn't have to be deep and meaningful, just a moment that you didn't want to end. Then allow children to share a few ideas from their lives.

2 ENGAGE

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

Let the students know that in today's scripture passage some of the disciples had a moment with Jesus that was so special they wanted to stay there forever. Invite them to

pay attention to what Peter said to Jesus as you read the scripture. Read Mark 9:2–9 or “Jesus on the Mountaintop” from the *Lectionary Story Bible, Year B*, pp. 74–75.

Ask the children if they can imagine being with Jesus and watching him begin to shine like the sun and then hearing a voice from the sky. Say to the students, “I'm not surprised the disciples felt a little scared by that experience. I would be, too! Now remember I asked you to pay special attention to Peter. Does anyone remember what Peter said to Jesus in that moment?”

He asked Jesus if he should build some houses and just stay there. Later, Peter knew that what he said was probably a little silly. But he was so amazed by the experience that he didn't know what to say. He just wanted to stay right there forever.

Discuss with the children what we can do to help remember the moment when something special happens to us. Allow children to generate ideas (Example: take a picture, write about it, draw about it, or video it) Remind the students of what Mark said in the story. When he was listening to Peter's story, he said, “I don't understand. Every time I think I understand, I hear something new. Then I have to think about it all over again.”

Special moments are like that. They mean one thing to us right when they happen, but then as we think about them again the next day, or the next week, or even the next year they can begin to mean something new. Understanding Jesus is like that. We learn and understand more every day. And as our ideas and understandings change, so does our relationship with God.

3 RESPOND

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

Remind the children that over the last few weeks they have been learning about what Mark has to say about Jesus. Talk about some of the things you've learned from Mark about who Jesus was. On chart paper or whiteboard write "Jesus according to Mark." Together generate a list of characteristics of Jesus. Children may say things such as Jesus healed people when they were sick, Jesus asked people not to talk about the things he did, or Jesus taught about God's love. You may even want to review some of the scripture passages from Mark read over the past few weeks.

Say to the children, "By reading the book of Mark, we've begun learning about who Jesus was. What kinds of things can we do today to be more like Jesus? Since we have talked about this in previous weeks, it's ok to review ideas we've already mentioned."

Give each child a piece of paper. Invite the students to think about a moment when they felt really close to Jesus. Once they have thought of their moment, write or draw about it so that they can remember it forever!

4 SEND

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

Give time for anyone who wants to share their mountaintop moment with the class. Let children know that it is OK if they would rather not share.

5 BLESS

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

Gather together in a circle to participate in a breath prayer. Ask each child to think of a word or phrase that reminds them of their mountaintop moment. They do not have to share this word or phrase; just hold it in their mind. Invite the children to think that word or phrase as they take a deep breath in, and then say, "Thank you, God," as they breathe out. Let the children know that you will take five deep breaths together. Guide their slow, deep breaths as the children reflect on their words and their thanks to God. Finish by saying Amen.