



Community of Christ



COMMUNITY OF CHRIST LESSONS

CHILDREN

2 December 2018–24 November 2019

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.

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 C: New Testament*.

Lessons are available for these age groups:

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 (HOPE)

LESSON 1
2 December 2018

Focus Scripture Passage: Luke 21:25–36

Lesson Focus: God’s Vision for Creation (*Shalom*)—Jesus is coming! Advent is the season of being alert and preparing for Jesus’ arrival. God’s vision for creation (*shalom*) can only happen if we follow Jesus and engage in acts of love and invitation.

Objectives

The learners will...

- play a game portraying what it means to be alert to Jesus’ coming.
- hear the Luke scripture passage of the call to get ready for Jesus.
- explore what we can do to prepare for Jesus’ coming.
- hear a story of transformation and love.
- create characters for a Christmas crèche.

Note to teacher: In preparation for this lesson, read “Exploring the Scripture” for Luke 21:25–36 in *Sermon & Class Helps, Year C: New Testament*, available through Herald House.

Supplies

- Bible (NRSV recommended)
- *Community of Christ Sings (CCS)*
- Flip chart and markers
- String or yarn and ring (See Be Alert game in Gather section.)
- Optional: house plants; figs or fig cookies for a snack
- Paper stars (pattern for photocopying at end of lesson), paper punch, tape, string, glitter glue. See “Follow the Stars” in the Respond section for details.
- Optional: *The Christmas Miracle of Jonathan Toomey* by Susan Wojciechowski, illustrated by P.J. Lynch (Candlewick Press, 1997, ISBN 9780763636296)

Supplies for this activity: Ivory® soap, glycerin craft soap (cut into cubes), or moldable air-drying children’s clay; table knives; toothpicks; waxed paper

1 GATHER

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

Welcome children with a gathering song, “Jesu, Tawa Pano (Jesus, We Are Here)” CCS 71. Sing one time through; then invite children to join in. Insert each child’s name into the song (“Jesus, [child’s name] is here...”). Repeat for each child.

Today our focus is on being alert. (Ask children if they know what *alert* means.) Being alert means to be aware, to watch, to pay close attention. Let’s play a Be Alert game.

Be Alert Game

Ask children to stand in a circle, facing inward. Unroll a long piece of yarn or string and have children hold it taut with their hands apart, palms down. Once all the children in the circle are holding on, cut the rope or yarn. Slide a ring onto the yarn and tie the ends together.

Choose a child to stand in the middle of the circle, close her or his eyes, and count to ten. Tell children to pass the ring around the rope from hand to hand, keeping the string taut. Children should move their hands whether they are moving the ring or not. Call out “Stop!” after a short time. The child in the middle makes three guesses who has the ring. If she or he guesses correctly,

the one who has the ring moves into the middle. If the child cannot identify who has the ring, he or she trades places with a child who has not yet had a turn in the middle. Play the game several times, and children will become more and more alert to the ring's movement. Discuss:

Is it difficult to watch for the ring, to be alert? Is it fun?

Offer an opening prayer.

2 ENGAGE

Invites exploration and interaction
(35% of lesson time)

Who's Coming?

In today's scripture passage, Jesus told a parable. Read the following scripture from the Gospel of Luke.

Look at the fig tree and all the trees; as soon as they sprout leaves you can see for yourselves and know that summer is already near. So also, when you see certain things taking place, you know that the kingdom of God is near.

Luke 21:29–31

Jesus said you can tell spring is coming because the trees begin to sprout leaves.

- If we look around us and are alert, what holiday do we know is coming next? (*Christmas*)
- What have you seen to know Christmas is coming? (*church decorations, holiday store displays, family planning for Christmas*)

OPTIONAL: Show children buds of trees and plants (or pictures of them) to discover how a plant looks when it is about to grow. Fig trees were very prevalent where Jesus lived. When they sprouted leaves, people knew that summer was near.

This is the season of the year called Advent. Advent means *coming; something is about to happen*. It is the time when we look forward to and prepare for Jesus' coming.

Read from the Gospel of Luke:

Jesus said, "So when you see signs in the sun, the moon, the stars, and earth, then you will see me coming....Be alert and pray that you will have strength when I come" (Luke 21:25–36, adapted).

Jesus is coming—God's son who taught us how to live our love of God and taught us how to care for others. Jesus' coming means that God's vision for creation can occur if we work together and help make it happen.

God's vision is justice, hope, happiness, harmony, and beauty. Jesus teaches us to care for one another, help one another, and treat one another kindly. When we work together and follow Jesus, we can make this vision happen!

3 RESPOND

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

Follow the Stars

Invite children to think of ways to help those who come to church prepare for Jesus.

Photocopy and cut out enough blank stars to create a path to the front of the sanctuary. Distribute stars to children and invite them to write one idea about preparing for Jesus on each star. Think of ideas as a group; encourage children to suggest ideas. These can be listed on a flip chart for children to copy. Stars can then be decorated with supplies provided. When they are dry, create a "trail" of stars to the altar or the front of the sanctuary by taping stars to the walls or floor or hanging them from the ceiling. The children's ideas of preparing for Christ's coming should enrich all who pass by.



A Christmas Miracle

(an optional activity continuing each Sunday throughout Advent)

The Christmas Miracle of Jonathan Toomey should be read in parts during the weeks of Advent. Show the cover of the book. Tell children this story shows how God's vision of love and peace, as told in the Christmas story, can bless people. Each week, the children will carve or mold an object so that by Christmas they will have created their own crèche. Have one or more samples of nativity sets for them to model. Choose either moldable craft clay or soap that can be carved with plastic knives. Check the Internet for soap carving tutorials, or ask someone who is gifted in sculpture to help with this project.

This week, begin the story and stop after the sheep is carved. Discuss:

- Why was Jonathan Toomey called *gloomy*?
- Why did the widow and her son go to Mr. Toomey's?
- What did the boy Thomas say the sheep should look like?

Provide supplies for children to carve or mold a sheep. Keep their creations in a safe place each week until all are done on Christmas Sunday to take home.

4 SEND

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

Advent Game

All children stand up and follow the instructions of the leader who makes statements that include the phrase "Jesus is coming." All statements should connect with the good that happens when Jesus comes. Children should only follow the instructions if the phrase "Jesus is coming" is added. You may add other ideas to this list:

- If there is new life, Jesus is coming. Take one step forward.
- When you love nature, Jesus is coming. Hop on one foot.
- Twirl in a circle. (If children twirl, say, "Stop! I didn't say Jesus was coming!")

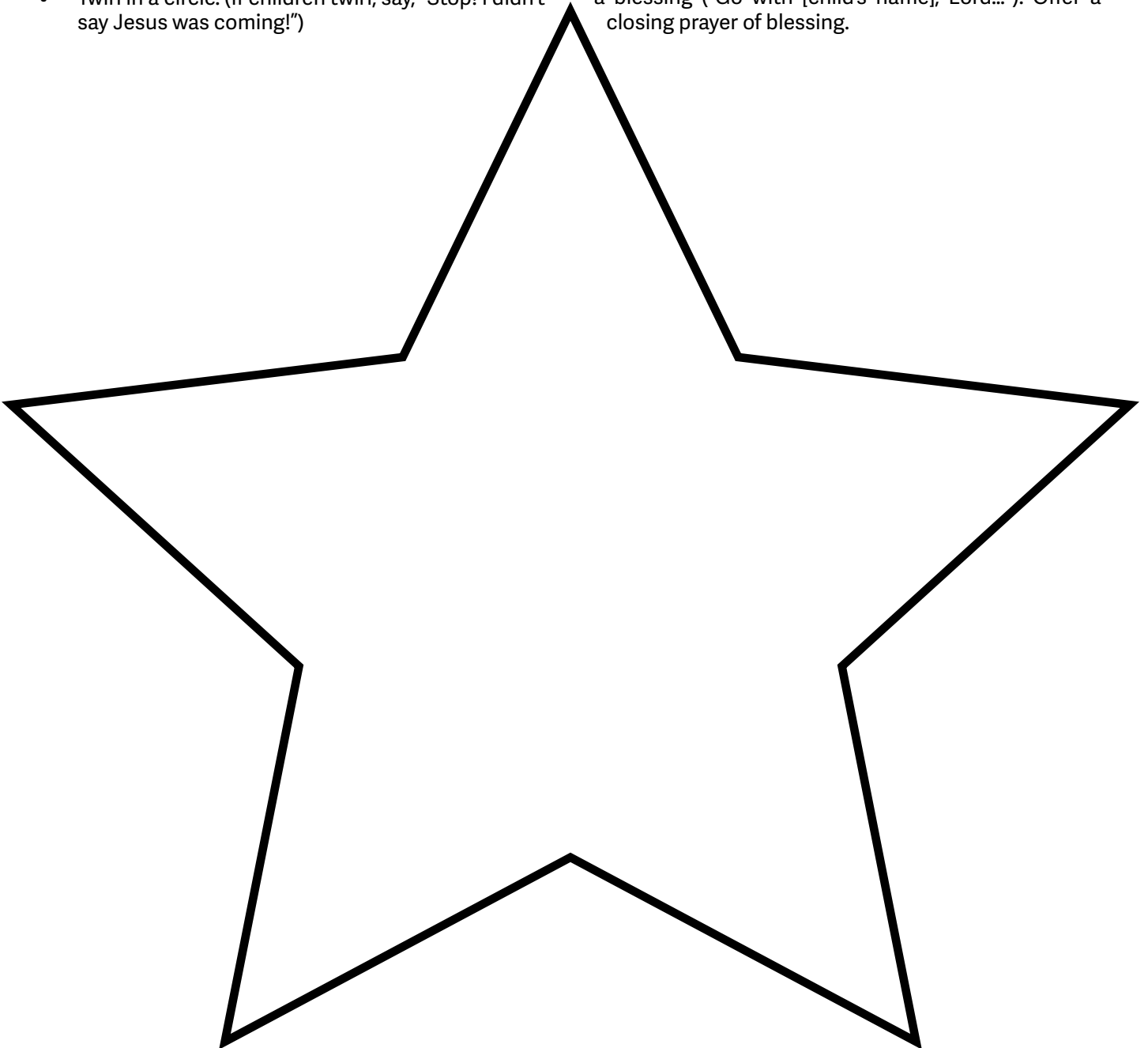
- When love is being shared, Jesus is coming. Twirl in a circle.
- If you invite others and make friends, Jesus is coming. Take a giant step forward.

Gather children into a circle, and ask children to complete this prayer sentence: **"I love you, God. This week I will help prepare for you by..."**

5 BLESS

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

Sing a goodbye song, "Go with Us, Lord" CCS 612. Sing through once, and then insert each child's name as a blessing ("Go with [child's name], Lord..."). Offer a closing prayer of blessing.



SECOND SUNDAY OF ADVENT (PEACE)

LESSON 2
9 December 2018

Focus Scripture Passage: Luke 3:1–6/3: 3–11 IV

Lesson Focus: Peace of Jesus Christ—Jesus is coming! Advent is the season of preparing for Jesus' arrival. John the Baptizer is the guide, the one who prepared the way of Jesus and called persons to repent and be baptized.

Objectives

The learners will...

- hear about John the Baptizer who called persons to repent in preparation for Jesus' coming.
- learn the steps of repentance.
- engage in the Christmas story by creating a Christmas crèche.

Supplies

- Bible (NRSV recommended)
- *Community of Christ Sings (CCS)*
- Large cookie baking sheet, fine sand, two wooden spoons
- Optional: *The Christmas Miracle of Jonathan Toomey* by Susan Wojciechowski, illustrated by P.J. Lynch (Candlewick Press, 1997, ISBN 9780763636296)

Supplies for this activity: Ivory® soap, glycerin craft soap (cut into cubes), or moldable air-drying children's clay; table knives; toothpicks; waxed paper

Note to teacher: In preparation for this lesson, read "Exploring the Scripture" for Luke 3:1–6 NRSV/3:3–11 IV in *Sermon & Class Helps, Year C: New Testament*, available through Herald House.

1 GATHER

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

As the children enter the room or gather for the lesson, deliberately make mistakes while preparing the lesson or in arranging the classroom. Suggestions:

- Drop something on the floor.
- Place a chair backwards.
- Display a picture upside down.
- Begin to write something on a flip chart, and cross it out.
- After each error say, "I'm sorry; I made a mistake." Then correct the mistake.

Gather children with a song, "Jesu, Tawa Pano (Jesus, We Are Here)" CCS 71. Sing one time through; then invite children to join in. Insert each child's name into the song ("Jesus, [child's name] is here..."). Repeat for each child. Offer an opening prayer.

2 ENGAGE

Invites exploration and interaction
(35% of lesson time)

John the Baptizer—the Guide to Jesus

Discuss with children:

- How did you get to church this morning? (*parents or other adults drove them or they walked*)
- Would you be able to find your way by yourself? Do you know the way?
- Could you tell someone the way to get here?

Today's scripture passage tells us about John the Baptizer. Read to children or ask a child to read from the Bible.

The word of God came to John in the wilderness. John went into all the region around the Jordan, proclaiming baptism of repentance for the forgiveness of sins. As the prophet Isaiah wrote, "The voice of one crying out in the wilderness:

‘Prepare the way of the Lord [Jesus], make his paths straight. Every valley shall be filled, and every mountain and hill shall be made low, and the crooked shall be made straight, and the rough ways made smooth; and all flesh shall see the salvation of God.’”

—Luke 3:2–6, adapted

John, a relative of Jesus, was born for a specific reason—to “light the way” to Jesus—to tell others about Jesus and prepare them before Jesus came. John spent much of his time in the desert, the wilderness. He showed the path people were to follow to Jesus.

Show children a cookie sheet filled with sand. Create a curvy road with hills and valleys in the sand using a wooden spoon. Make an X representing where Jesus is at the end of the road. Then, using a second wooden spoon (representing John), show how John smoothed the path to lead people to Jesus. (Smooth the crooked path with the spoon, or draw a direct line to Jesus in the sand with the spoon.) John didn’t literally smooth the path, but he taught people about Jesus. He was a guide who helped people prepare for Jesus or find their way to Jesus. He did this by preaching about Jesus—what to expect, what Jesus was like, how to get ready. He was called *the Baptist* or *the Baptizer* because he baptized people.

3 RESPOND

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

Repent for Forgiveness

Last Sunday, our lesson was about being alert because Jesus was coming. We made stars with ideas on them suggesting ways for everyone to get ready. We learned that Advent meant *coming*, or *an upcoming adventure*.

This Sunday we learn more about how we can prepare for Jesus’ coming. We learn about John the Baptizer and his call for us to *repent* because Jesus is coming.

When you came to class, what was I doing (*putting chairs backwards, etc.*)? I was making mistakes. Point out that everyone makes mistakes. Sometimes we make poor choices. Explain that as we are growing up and learning to make good choices, sometimes we make mistakes. These are not just mistakes like putting a picture upside down; these are times when we do something that may hurt ourselves or others.

John the Baptizer tells people to *repent for forgiveness*. Ask what *repent* means. *Repent* means to say you’re sorry for something you’ve done that has hurt you or hurt another. When we do something wrong, we should say we are sorry and try to correct the wrong we have done.

Share a simple personal experience about a time when you said you were sorry. Tell the children how you felt

and how you tried to correct what you had done.

This is what we need to do when we know we have done something wrong:

1. Admit we did something wrong.
2. Say, “I’m sorry.”
3. Promise not to do it again.
4. Do our best to correct what we did wrong.

These steps are called repentance. John the Baptizer called people to repent and be baptized. We are happy when we repent of the wrong we do. These steps help us to be peacemakers, just as Jesus is a peacemaker, the prince of peace, God’s vision of shalom for all creation.

Ask the children how they would follow the steps of repentance in these circumstances.

What should you do if...

- you took something that did not belong to you?
- you said something unkind to someone?
- you did not tell the truth to your parents?
- How does repenting help us get ready for Jesus to come?

4 SEND

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

A Christmas Miracle (optional)

Continue *The Christmas Miracle of Jonathan Toomey* from where you ended last week, and stop after the cow is carved. Remind children that this tells how God’s vision of love and peace, as shown in the Christmas story, can bless people. Provide supplies for children to carve or mold a cow. If they wish, they may also carve an angel this week. Discuss:

- Was Mr. Toomey changing in his attitude toward the widow and Thomas? How can you tell?
- Thomas said his cow should look “_____.” Why?

Keep their creations in a safe place each week until all are done on Christmas Sunday to take home.

5 BLESS

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

Sing a goodbye song, “Go with Us, Lord” CCS 612. Sing through once, and then insert each child’s name as a blessing (“Go with [child’s name], Lord...”).

Offer a closing prayer of blessing.

THIRD SUNDAY OF ADVENT (LOVE)

LESSON 3
16 December 2018

Focus Scripture Passage: Luke 3:7–18/3:12–25 IV

Lesson Focus: Grace and Generosity—In the season of Advent, we are challenged by John the Baptizer to be generous, loving, and just in preparation for Jesus' coming!

Objectives

The learners will...

- hear John the Baptizer's message to be generous and just in preparation for Christ's coming.
- discover ways to share generously today and throughout the year.
- engage in the Christmas story by creating a Christmas crèche.

Note to teacher: In preparation for this lesson, read "Exploring the Scripture" for Luke 3:7–18 /3:12–25 IV in *Sermon & Class Helps, Year C: New Testament*, available through Herald House.

Supplies

- Bible (NRSV recommended)
- *Community of Christ Sings (CCS)*
- Flip chart, markers, thin markers
- Crunchy cereal, honey, milk, bowls, and spoons, or alternative snack
- "John the Proclaimer" skit, one copy for each learner
- Generosity cards (See instructions at end of this lesson.)
- Blank Christmas cards and envelopes—one or two for each learner
- Optional: *The Christmas Miracle of Jonathan Toomey* by Susan Wojciechowski, illustrated by P.J. Lynch (Candlewick Press, 1997, ISBN 9780763636296)

Supplies for this activity: Ivory® soap, glycerin craft soap (cut into cubes), or moldable air-drying children's clay; table knives; toothpicks; waxed paper

1 GATHER

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

Breakfast Bugs?

Gather children to share with you a breakfast based on the story of John the Baptizer. The Bible tells us that John ate locusts, a good source of protein, and honey, which has many vitamins as well. Make a "locust and honey" cereal with honey and milk dribbled over crunchy cereal for breakfast with the children. (Adjust if you are aware of any allergies.)

After cleaning up, sing a gathering song, "Jesu, Tawa Pano (Jesus, We Are Here)" CCS 71. Sing one time through; then invite children to join in. Insert each

child's name into the song ("Jesus, [child's name] is here..."). Repeat for each child.

Offer an opening prayer.

2 ENGAGE

Invites exploration and interaction
(35% of lesson time)

Note: You may create an alternate crunchy snack made of nuts, crackers, crispy cereal, and honey.

John the Proclaimer

Last week we learned about John the Baptizer as a guide who called us to repent and follow Jesus. This week, we learn about John the Baptizer as a *proclaimer* of the good news of Jesus Christ.

What is a *proclaimer*? (someone who announces or praises someone or something publicly) Today each of you can be a proclaimer of the words John said.

Give each child a copy of the skit on page 10. Ask for volunteers to act out the parts. Provide a rough camel's hair cloak (a towel, for instance) for John to wear.

After the play, ask children what John *proclaimed* we are to do to prepare for Jesus' coming.

- What did John say about repenting?
- What did John say about how we can be generous?
- What did John say about how to treat others?
- What did John say about Jesus?

In Community of Christ, we, too, proclaim Jesus Christ. Our mission statement is:

We proclaim Jesus Christ and promote communities of joy, hope, love, and peace.

Write the mission statement on a flip chart for children to read aloud. You might challenge the children to memorize it.

3 RESPOND

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

Be Generous

John the Baptizer told us to prepare for Jesus' coming by being generous, fair, and just. How can you be generous during Advent?

Send children on a hunt for the generosity cards (see instructions, end of lesson) prepared before class and hidden around the room or church. Tell children to find one or two cards and bring them back to the group. If they find more, they should share with a child who has none.

When children have returned with all the cards, invite them to read their cards to the group. If children want to exchange cards, they may. Then give children the Christmas cards you brought. On their Christmas cards, they should copy what their generosity card says, such as "I will offer a prayer sometime during a worship service," and then sign the card. On the envelope, they should write the name of the person they will give this

Christmas card to. You may need to help the children identify a deacon, an older person, or the name of someone in the congregation who would enjoy a particular card. Encourage children to give out their Christmas cards today—immediately before or after the worship service, if possible. Ask:

- How does it feel to gift yourself to someone? (If it seems a little frightening, God will be with you and bless you!)
- How can you continue to share yourself with this person throughout the year?

A Christmas Miracle (optional)

Continue *The Christmas Miracle of Jonathan Toomey* from where you ended last week, and stop after the wise men are carved. Remind children that this tells how God's generosity and grace, as shown in the Christmas story, can bless people. Provide supplies for children to carve or mold the wise men to add to their own Christmas crèche. Discuss the story:

- How did Thomas want his angel to look?
- What did Thomas begin to carve? How did Mr. Toomey help Thomas be successful?
- How can you tell Mr. Toomey was changing?
- What did the widow do for Mr. Toomey?

Keep their creations in a safe place until all are done next Sunday to take home.

4 SEND

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

Gather children into a circle, and ask children to complete this prayer sentence: "**I love you, God. This week I will be generous like Jesus by...**"

5 BLESS

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

Sing a goodbye song, "Go with Us, Lord" CCS 612. Sing through once, and then insert each child's name as a blessing ("Go with [child's name], Lord..."). Offer a closing prayer of blessing.

John the Proclaimer

(a skit based on Luke 3:1–18 in The Message and the NRSV)

One reader will be John the Baptizer and wear the cloak of “camel’s hair.” If you have a large class, pass the cloak from one child to another and share John’s lines. All other children will become the group of people who ask questions of John.

Narrator: John traveled around the region of the Jordan River, calling for people to be baptized to show that they were changing their hearts and lives. Crowds of people came to hear John and be baptized by him because it was the popular thing to do. They did not expect to have to change. But John proclaimed God’s vision of creation to them.

John: Repent, for the kingdom of heaven is near! Your life is important to God. So is it growing, loving, and generous? Turn away from sin, and repent. Be baptized.

People: What are we supposed to do?

John: If you have two coats, give one away to a person who has none. If you have food, give some away to a person who has none.

Tax

Collectors: What are we supposed to do?

John: Collect no more money than the law says.

Soldiers: What are we supposed to do?

John: Do not take money from anyone by bullying them. Be happy with what you have.

People: We’re waiting for the Messiah. Are you the Messiah?

John: No. I will baptize you with water, but someone greater than me will baptize with the Holy Spirit, for he is pure grace and generosity.

Narrator: And John continued to proclaim the good news of Jesus Christ.

Generosity Cards

Print on brightly colored paper or card stock. Cut apart and hide around the classroom. When children find the cards, help them identify who older persons, deacons, and others are in your congregation. Write your own ideas in the blank spaces.

Children will transfer the message from the generosity card to a Christmas card, sign it, and write the recipient's name on the envelope. Christmas cards can be delivered before or after the worship service today.

To an older person: I will sit by you in church sometime.	To the pastor: I will say a prayer sometime during a worship service.	To a deacon: I will help collect the offering during a worship service.	To a young child: I will sit by you in church sometime.
To a young child: I will read you a story sometime.	To a deacon: I will help you on cleanup day.	To a new friend: I will invite you to my house someday.	To the pastor: I will say a prayer sometime during a worship service.
To a church dinner planner: I will help you with the next potluck or church dinner.	To a greeter: I will welcome people and give them a church bulletin.	To a young child: I will read you a story sometime.	To a music leader: I will sing in a choir sometime.

FOURTH SUNDAY OF ADVENT (JOY)

LESSON 4
23 December 2018

Focus Scripture Passage: Luke 1:39–55/1:39–54 IV

Lesson Focus: Blessings of Community—The gospel of Jesus Christ is best expressed in community where we live, love, share, proclaim, and find joy together.

Objectives

The learners will...

- hear the story of young Mary and her cousin Elizabeth who assure each other of the good news of God’s work in the world.
- identify mentors who help them learn about, live out, and share the gospel.
- engage in the Christmas story by creating a Christmas crèche.

Note to teacher: In preparation for this lesson, read “Exploring the Scripture” for Luke 1:39–55/1:39–54 IV in *Sermon & Class Helps, Year C: New Testament*, available through Herald House.

Supplies

- Bible (NRSV recommended)
- “Mary, Elizabeth, and Their Babies,” *Lectionary Story Bible, Year C*, by Ralph Milton, illustrated by Margaret Kyle (Wood Lake Publishing, 2009, ISBN 9781551455761), pp. 28–29. Available from Herald House.
- *Community of Christ Sings (CCS)*
- Flip chart and markers
- Drawing paper, markers or crayons
- Optional: *The Christmas Miracle of Jonathan Toomey* by Susan Wojciechowski, illustrated by P.J. Lynch (Candlewick Press, 1997, ISBN 9780763636296)

Supplies for this activity: Ivory® soap, glycerin craft soap (cut into cubes), or moldable air-drying children’s clay; table knives; toothpicks; waxed paper

1 GATHER

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

Welcome children and gather them into a circle.

Waiting for Jesus to be born during Advent, is like waiting for the world to turn. Let’s play a turning game and see if we can discover what is about to turn.

Play a version of Duck, Duck, Goose in which children sit in a circle (preferably on the floor). They are all *sitting ducks*. A child is chosen (IT) who walks around the outside of the circle tapping children on the head, saying “Duck” with each tap. Randomly, IT taps a child and calls out “Goose!” That child (GOOSE) jumps up, chases IT around the circle in the same direction, and

tries to tap IT before IT reaches the empty space. If IT reaches the space, GOOSE is now IT, and proceeds in the same manner.

That is the standard way of playing “Duck, Duck, Goose.” *In this version*, tell children that you will randomly yell out “Turn!” When you do, IT must turn and go the other direction, but so must GOOSE. Turning can quickly change the result of the game.

After a few rounds of this game, let children rest. Tell children that when John the Baptizer came to proclaim the coming of Jesus Christ, he was announcing that the world would soon be *turned around* or even *turned upside down*, meaning that things would change. Jesus would become a new kind of leader who taught peace, love, and justice. The old ways and old laws would be done away with. A new vision for God’s creation was about to occur.

Sing “Jesu, Tawa Pano (Jesus, We Are Here)” CCS 71. Sing one time through; then invite children to join in. Insert each child’s name into the song (“Jesus, [child’s name] is here...”). Repeat for each child.

Offer an opening prayer.

2 ENGAGE

Invites exploration and interaction
(35% of lesson time)

Mary and Elizabeth

We have talked about getting ready for Jesus to come, and we have learned about John the Baptizer and his message to get ready. But there were two other important people who were getting ready to help the world to turn. One was Mary, the mother of Jesus. The other was Elizabeth, the mother of John the Baptizer.

The angel Gabriel came to Mary and told her that she would bear a son and name him Jesus, and he would be called “Son of God” (Luke 1:31–35, adapted).

The angel Gabriel came to Elizabeth saying she would bear a son and name him John, and he would go before him [Jesus] and prepare people for the Lord (Luke 1:13–17, adapted).

Mary and Elizabeth were related, but Elizabeth was much older. In today’s story, Mary visited Elizabeth, who was her friend, relative, and teacher.

In our church communities, we are not alone. We can turn to one another to learn, to understand, to love, and to help one another. We learn together about God’s vision for creation, about the peace that Jesus Christ is teaching us to share. We don’t have to do it alone. We have our community to help us.

Mary shared a beautiful song of joy and love and hope and peace. This story is found within the story “Mary, Elizabeth, and Their Babies” from *The Lectionary Story Bible, Year C*, pp. 28–29. Read this to the class.

3 RESPOND

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

Who Supports You?

Last Sunday we made Christmas cards and gave them to people with whom we wanted to share our generosity. Some of those people might be people who give you support and guidance, your *mentors*. A mentor is a trusted friend who guides or supports you.

- To whom do you go if you need help deciding something?

- Who could teach you something you needed to know?
- How can you be a mentor or a friend?

Pass out paper and markers or crayons. Tell children to write a prayer, poem, or song of praise about their mentors or about people (parents, grandparents, teachers, for example) who help others. Children may also draw pictures of themselves and their mentor on the paper.

When all have finished, ask children to show their drawings or read their writings about their mentors to the class. Encourage children to share this writing and drawing with their mentors, perhaps as a gift for Christmas.



A Christmas Miracle (optional)

Continue *The Christmas Miracle of Jonathan Toomey* where you ended last week, and finish the book. Remind children that this tells how God’s generosity and grace, as shown in the

Christmas story, can bless people. Provide supplies for children to carve or mold the baby Jesus and Mary to add to their own Christmas crèche.

- How did Thomas want his baby Jesus and Mary to look?
- What did the widow and Thomas bring to Mr. Toomey?
- Where did Mr. Toomey get the idea to carve Jesus and Mary?
- What caused Mr. Toomey to feel God’s generosity and grace?

Keep their creations in a safe place until after the service when children may take them home.

4 SEND

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

Gather children into a circle, and ask children to complete this prayer sentence: “I love you, God. This week I will celebrate Jesus’ coming by...”

5 BLESS

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

Sing a goodbye song, “Go with Us, Lord” CCS 612. Sing through once, and then insert each child’s name as a blessing (“Go with [child’s name], Lord...”). Offer a closing prayer of blessing.

FIRST SUNDAY AFTER CHRISTMAS

LESSON 5
30 December 2018

Focus Scripture Passage: Luke 2:41–52

Lesson Focus: Develop Disciples to Serve—Jesus came to show us how to live with others. We can learn from Jesus all our lives and express Jesus' love in our communities.

Objectives

The learners will...

- hear the story of young Jesus who, even as a young boy, shows us that we need to prepare ourselves and learn how to express God's vision for creation.
- identify their gifts and, with the help of other children, discover how they can develop and share those gifts.

Supplies

- Bible (NRSV recommended)
- *Community of Christ Sings (CCS)*
- Flip chart and markers
- "Jesus, the Child" skit (end of lesson) one for each child
- "Jesus Increases in Wisdom" coloring page (end of lesson), one for each child
- Crayons or colored pencils

Note to teacher: In preparation for this lesson, read "Exploring the Scripture" for Luke 2:41–52 in *Sermon & Class Helps, Year C: New Testament*, available through Herald House.

1 GATHER

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

Welcome children and gather them into a circle.

During Advent, we talked about getting ready for Jesus to come. Now Christmas Day is past.

One of our Enduring Principles is "Develop Disciples to Serve." We are disciples—people who follow Jesus, who learn from him, and do what he did. *Developing* disciples are those who are learning, growing, and sharing their gifts as they continue to follow Jesus. When we share our gifts with others, they share their gifts, and on and on it goes. It's like a game called Electricity.

Have children hold hands around the circle. Ask children to suggest gifts they can share. Select one who

will start the electrical current by gently squeezing the hand of the child on his or her right. Each child will pass the current along by receiving a squeeze with one hand and passing it on with the other. Continue to ask about other gifts they can share, selecting different children to start the current each time. The game can go as long as you have time.

Ask: How can our giftedness spread like electricity from person to person? It happens when we prepare ourselves as disciples of Jesus Christ and continue to grow in our discipleship.

Sing "Jesu, Tawa Pano (Jesus, We Are Here)" CCS 71. Sing one time through; then invite children to join in. Insert each child's name into the song ("Jesus, [child's name] is here..."). Repeat for each child.

Offer an opening prayer.

2 ENGAGE

Invites exploration and interaction
(35% of lesson time)

Jesus, the Child

The only story of Jesus as a child tells us that Jesus was learning what he could do as a child of God.

Give out copies of the skit "Jesus, the Child." Ask for volunteers to play Jesus, his parents, Mary and Joseph, and two teachers in the temple. After the skit, discuss:

- Do you think Jesus knew he was going to do something special?
- How do you think Jesus' parents felt when they thought he was lost? How did they feel when they found him?
- Whose house did Jesus say he was in? What did he mean? Did his parents understand?
- What does it mean to say Jesus "increased in wisdom and in favor with God and people"?

Pass out copies of the coloring page "Jesus Increases in Wisdom." Children can write in the dialogue balloons what Mary and Joseph might have said when they found Jesus. This coloring page can be completed in class or sent home with children.

3 RESPOND

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

Gifts Relay

Jesus knew his gifts and purpose at a young age.

- Do you know what your gifts or skills are? Review some ideas with the children such as skateboarding, riding a horse, spelling, or math. Some skills may relate to the gifts they received at Christmas.

Form children in two teams. On the wall, tape two large sheets of paper (such as newsprint or poster board) and give each player a washable marker. When you say "go," players will run, one at a time, to the wall and write

one skill or possession they have. For instance, they may write a skill like *good singer*, or a possession like *skateboard*. Children may write in any direction, large or small, to create a unique word-art poster of their combined gifts.

After each child has had at least two turns, seat teams at separate tables and give them the other team's poster. Ask them to brainstorm how the gifts listed can be shared as Jesus would. For instance, if a gift is *I love dogs*, the team might write *help at an animal shelter*.

After some time, ask each team to share their ideas for using the other team's gifts.

Give children index cards and ask them to pledge one deed they will do with one of their gifts in the next few weeks. Suggest that they share their ideas with their families.

4 SEND

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

Gather children in a circle, and ask children these questions:

- What would you like to learn to do?
- What would you like someone to teach you?
- What have you taught yourself to do?

Ask children to complete this prayer sentence: **"I love you, God. I want to grow in wisdom like Jesus. This week I will share one of my skills by..."**

5 BLESS

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

Sing a goodbye song, "Go with Us, Lord" CCS 612. Sing through once, and then insert each child's name as a blessing ("Go with [child's name], Lord..."). Offer a closing prayer of blessing.

Jesus, the Child

(a skit based on Luke 2:49–52 NRSV)

Ask children to read the parts of the narrator, Mary, Joseph, and Jesus. They should imagine what their characters would be feeling, and express those emotions as they read.

Narrator: Mary and Joseph had traveled with their son Jesus and many other families to Jerusalem. When it was time to go home, they were in a large group, and they thought Jesus was with them.

Mary: Wait! Jesus isn't here!

Joseph: Let's go back right away to find him.

Narrator: After three days, they found him in the temple courtyard with the teachers.

Mary: Jesus, why did you do this?

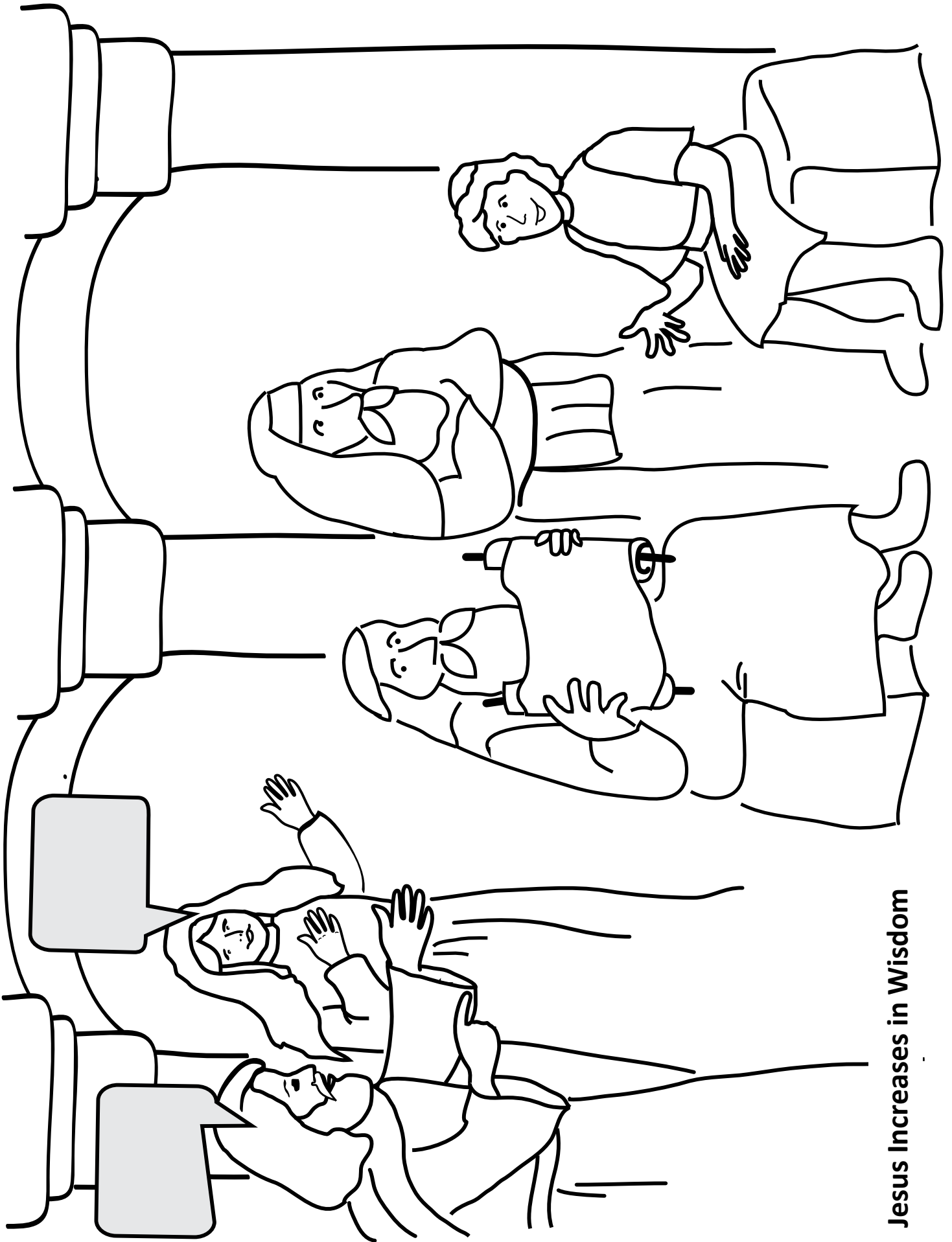
Teacher 1: He has been listening to us, and asking questions.

Teacher 2: We are amazed at what he understands.

Mary: Jesus, didn't you know we would worry about you?

Jesus: Didn't you know I would be in God's house?

Narrator: Jesus went back to Nazareth with his parents, Mary and Joseph. He grew in years and in wisdom. He grew in favor with God and with his community.



Jesus Increases in Wisdom

EPIPHANY OF THE LORD

LESSON 6
6 January 2019

Focus Scripture Passage: Matthew 2:1-12 / 3:1-12 IV

Lesson Focus: We Bring Gifts to Jesus!

Objectives

The learners will...

- discover and explore the characters in this traditional post-nativity story.
- consider possible reasons why the magi brought gifts to Jesus.
- consider what gifts we bring in our discipleship.

Supplies

- A map to the Christ child (see Respond section)
- A paper star where your class will visit the Christ child
- Items that might be used as “gifts”
- Copies of Making a Journey (end of lesson)

Note to teacher: In preparation for this lesson, read “Exploring the Scripture” for Matthew 2:1-12/3:1-12 IV in *Sermon & Class Helps, Year C: New Testament*, available through Herald House.

1 GATHER

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

Gather the children together in a circle or at the table and talk together about the Christmas season being about over. Discuss:

- Have you and your family put away all the Christmas decorations yet?
- Have you been back to school yet? How have the decorations changed in your classroom?
- How does it feel after Christmas is over? Does it make you happy or sad? Why?

2 ENGAGE

Invites exploration and interaction
(35% of lesson time)

Today we are talking about the story of the magi or the wise men. Ask the students what they know about the story.

Read the following:

After Jesus was born in Bethlehem, wise men or magi from the East saw a star rising and began asking, “Where is the child who has been born king? We want to bring him gifts!” King Herod heard the Magi were asking about a newborn king and he was frightened that this baby might replace him. So, he sent a message to the magi saying, “When you have found him, tell me so I may also go and bring him gifts, too.” But later, God told them not to tell King Herod.

The magi were very happy when the star led them to where Jesus was. They entered the house and found Jesus with his mother. They opened their treasure chests and presented him gifts of gold, frankincense, and myrrh.

Talk about the story of the magi.

- Why do you think the magi wanted to bring Jesus gifts?
- Why do you think King Herod would be afraid of little Jesus?

- The magi had to make a long trip to visit Jesus. Tell about a time when you went on a long trip. On your handout Making a Journey, write or draw about a trip you took and what you needed to pack. What would the magi have packed for such a journey?
- Use the map to make your journey. Along the way, stop at the drinking fountain, stop for a snack, and stop for a short rest.
- Once they arrive at the star, have them present their gifts to the Christ child.

3 RESPOND

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

Prepare for this ahead of time by doing the following:

- Place around your classroom some items that might be used as gifts.
- Create a “map” of where the Christ child might be found—in another room somewhere in the church.
- Mark the location of the Christ child with a paper star.
- Prepare for the journey by having a snack along the way.

Have the children use their lists of items they’ll need for the journey and tell them you are going to pretend your class are the magi and you’ve been asked by God to make a long trip to visit the Christ child. To prepare, ask them:

- What will we need to take with us? Have them draw pictures of what supplies are needed and take them with you on your journey.
- Decide what items in the classroom you might take Jesus as a gift. If they come up with better ideas, have them draw the item to take with them.

4 SEND

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

Discuss with the children at the end of their journey how the magi may have felt about the long journey and presenting their gifts to Jesus.

Explain that Jesus also asks us to be his disciples—and we bring gifts that are part of who we are. Talk about what gifts they bring to Jesus. These gifts are special things that are a part of who we are—what God created us to be. It may be a talent, or helping someone feel better, or being a friend. Ask the students what gifts they bring to Jesus today.

5 BLESS

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

End your time together by singing a song of joy with the students. Since it’s nearing the end of the Christmas season, have them sing (for the last time until next December) their favorite Christmas song. End with a short prayer blessing the gifts each one brings to Jesus.

Making a Journey

Write or draw the location of a trip you took once:

Write or draw what you packed for this trip:

The Journey of the Magi

Write or draw below what the magi might have needed for their journey:

FIRST SUNDAY AFTER THE EPIPHANY— BAPTISM OF THE LORD

LESSON 7
13 January 2019

Focus Scripture Passage: Luke 3:15–17, 21–22/ 3:22–24, 28–29 IV

Lesson Focus: Renewal of Covenant, Spiritual Renewal—Baptism symbolizes a desire to covenant with God to become a follower of Jesus.

Objectives

The learners will...

- examine the newness water can bring.
- act out the story of Jesus' baptism.
- explore symbols used to represent the Holy Spirit.
- discuss their personal testimonies of baptism in Community of Christ.

Note to teacher: In preparation for this lesson, read "Exploring the Scripture" for Luke 3:15–17, 21–22 in *Sermon & Class Helps, Year C: New Testament*, available through Herald House.

Supplies

- Bible (NRSV recommended), skit, or *Lectionary Story Bible, Year C* by Ralph Milton, illustrated by Margaret Kyle (Wood Lake Publishing, 2009, ISBN 9781551455761), p. 43. Available from Herald House.
- *Community of Christ Sings (CCS)*
- Dry sponges, permanent markers, bowl of water
- Blue cloth or masking tape, optional "fishing pole"
- Examples of symbols
- Photocopies of dove and name tag patterns (end of lesson); scissors; crayons, colored pencils, or markers; string; clear tape

1 GATHER

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

Sometimes we just want to wash away the past and start brand new. The beginning of a new year is a time to think about how you would like to live the new year. It is the chance for a fresh start.

Give each child a dry sponge. Ask them to write on the sponge something (just one!) they would like to do in this coming year. Use permanent markers and help younger children as needed. As children place their

sponges in a bowl of water, have them share what they wrote, and if they wish, why they wrote it.

After all sponges have been renewed with water, discuss:

What makes water special...

- when you are thirsty?
- when your body is dirty?
- when your clothes are dirty?
- when it's hot outside and you need refreshed?
- when plants need to grow and flourish?
- when it is used for the sacrament of baptism?

Baptism of Water: Persons choose baptism to show they have faith in Jesus Christ and wish to become his disciples. 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 for forgiveness of those acts which hurt yourself or others) and remembering that you have made a promise, a commitment.

—*Of Water and Spirit*, pp. 58–59

2 ENGAGE

Invites exploration and interaction
(35% of lesson time)

As a class, act out the skit, "The Messiah Revealed." If class is too small to act out the skit, read the story "Jesus Is Baptized," *Lectionary Story Bible, Year C*, p. 43.

Following the skit or story, discuss:

- Jesus' baptism served as a symbol of the beginning of his ministry. After his baptism, people began to see him as the Messiah—the Son of God. They began to follow him.
- The Living God is a loving, eternal community—God, Jesus, Holy Spirit. How was this loving community present at Jesus' baptism?

John preached a baptism of repentance for forgiveness of sins. What does repentance mean? (Repentance is saying you're sorry for something you've done that has hurt you or hurt another. When we do something wrong, we should say we are sorry and try to correct the wrong we have done.)

3 RESPOND

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

What's in a Symbol?

Gather some items that are easily recognized as symbols of something else. These might include: sports logo (team), yin-yang (balance), cross (Christianity), dove (Holy Spirit or peace), heart (love), or four-leaf clover (good luck). Discuss how the items help us identify or explain what they symbolize. Discuss why the dove is often used as a symbol for the Holy Spirit.

Holy Spirit Dove Craft

1. Photocopy or trace the dove and name tag onto paper (see end of lesson).
2. Fold paper in half so the dove is folded along the dotted line. Cut out the dove while folded. Cut a V-slit along the fold.
3. Cut slits in the wings and tail to simulate feathers.
4. Cut out the name tag. Write your name on each side of the name tag. Place tape over the edge of the name tag; punch a hole through the tape.
5. Slip the edge of the name tag with the hole into the slit along the dove's fold. Tie string or yarn through the hole; hang the dove from the ceiling.
6. As each dove is hung, say, "[Child's name], you are a beloved child of God."



Suggestions:

- Decorate doves with crayons, markers, or colored pencils.
- If younger children are cutting, it may be easier for them to cut through a single sheet rather than the folded sheet.
- Older children may wish to shape and curl the feathers.

Community of Christ Sacraments of Baptism and Confirmation

When we choose to be baptized, we have decided that we believe and want to follow the teachings of Jesus for the rest of our lives. Sing "I Have Decided to Follow Jesus" CCS 499. After singing the song, discuss baptism in Community of Christ.

- How many of you have already been baptized?
- How many of you would like to be baptized someday?
- Why are we baptized?
- How are we baptized in Community of Christ?
- What does the minister say during the baptism?
- What happens during confirmation (the sacrament of confirming the presence of the Holy Spirit in each life, and conferring membership in Community of Christ)?

4 SEND

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

Share your testimony of baptism, or ask another adult to share his or her testimony with the class. Children may have been baptized recently, or may be considering baptism. Allow time for their testimonies as well. Challenge children to ask people they know about their baptism stories and be ready to tell about them next week.

5 BLESS

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

Breath Prayer

Find a comfortable position for sitting, possibly on the floor on a rug. Have everyone breathe in together and breathe out together. Repeat this until a rhythm is fixed. Have children close their eyes. Then quietly add words to the breathing:

Breathing in: Fill me... *Breathing out:* O God...
Breathing in: Fill me... *Breathing out:* Jesus...
Breathing in: Fill me... *Breathing out:* Spirit...

Skit: The Messiah Revealed

adapted from Luke 3:3–4, 3:15–17, 21–22 NRSV

Characters

- Narrator
- Jesus
- John
- Voice of God
- People in the crowd

Props

- Blue cloth or masking tape on floor to represent river
- Optional: a dove hanging from a pole so it can be lowered over Jesus' head

Narrator: In the time of Jesus, there was a man named John. John was the son of Zechariah and the cousin of Jesus. (*pointing to each one*)

Jesus: (*waving "hi" to John*) Hi, John.

John: (*waving "hi" to Jesus*) Hi, Jesus.

Narrator (*John walks around the room as if in the wilderness.*) The word of God came to John while in the wilderness.

God: John, I need you to prepare the way for the Lord.

Narrator: John went throughout the valley of the Jordan River, preaching about a baptism of repentance and the coming Messiah. Crowds came to see and hear him. (*Crowds gather.*) Some were just curious; others believed what John was teaching and wanted to be baptized.

John: Repent of your sins. Come be baptized. Be cleansed by the water and be forgiven.

John waves to the people inviting them to be baptized. People come into the river and are baptized by John.

Narrator: The people were filled with expectation. (*People jump up and down in excited anticipation.*) Soon many began to wonder if John was the Messiah.

People in crowd whisper to each other and begin to ask questions.

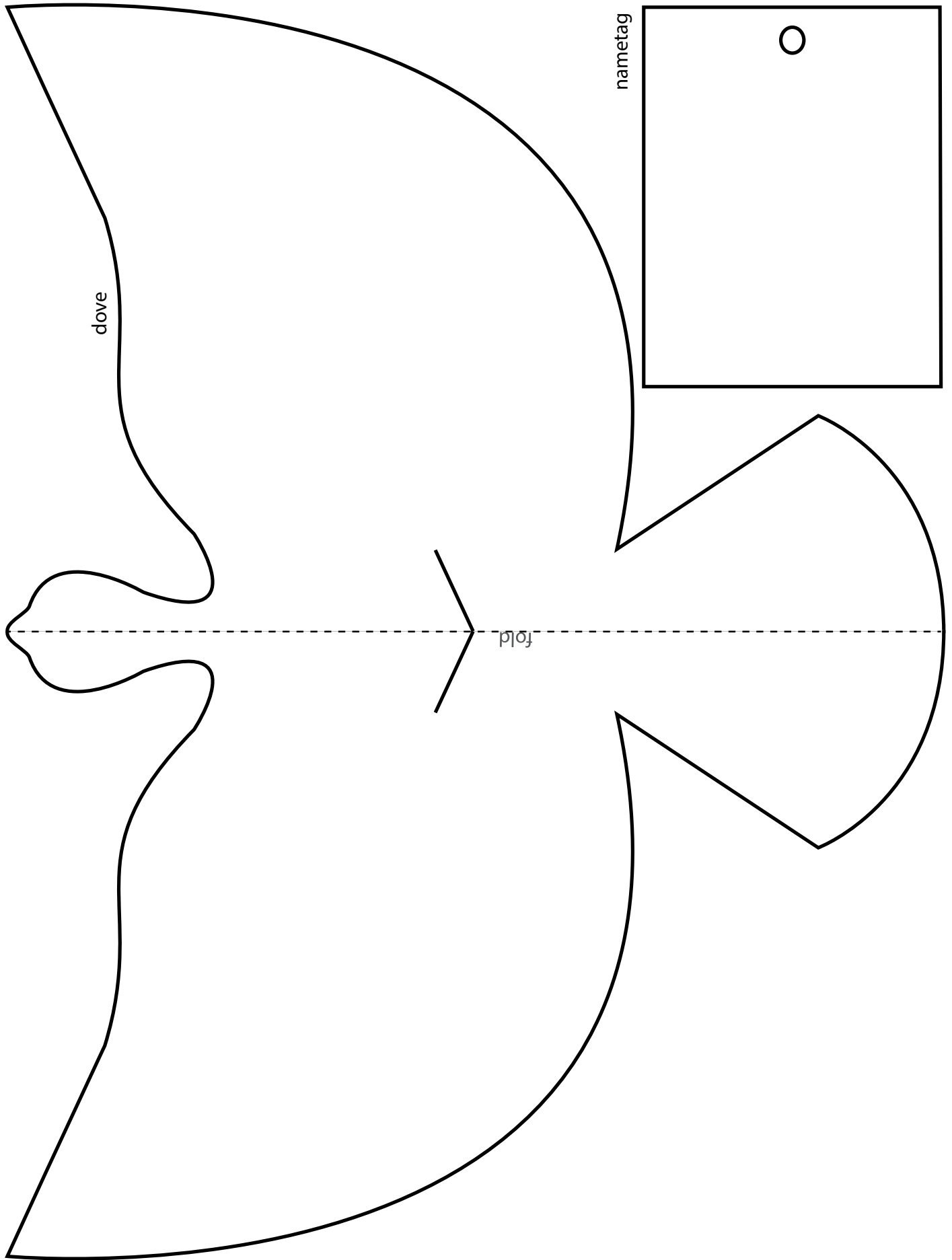
Person 1: John the Baptizer, are you really the one you have been telling us about?

Person 2: Are you really the Messiah?

John: No! I baptize you with water; but one who is more powerful than I is coming; I am not worthy to untie...his sandals. He will baptize you with the Holy Spirit and fire.

Narrator: One day, among the crowds Jesus also came to be baptized. (*Jesus is baptized.*) After Jesus was baptized something wonderful happened. While he was praying (*Jesus prays*) the Holy Spirit descended on him in the form of a dove (*hold dove over Jesus*) and a voice was heard from the heavens:

God: You are my Son...I am well pleased with you.



SECOND SUNDAY AFTER THE EPIPHANY

LESSON 8
20 January 2019

Focus Scripture Passage: John 2:1–11

Lesson Focus: Peace of Jesus Christ, Grace and Generosity—At the wedding in Cana, Jesus' identity began to change from son of Joseph, the carpenter, to son of God.

Objectives

The learners will...

- learn about Jesus' first public miracle.
- examine the effect of such a miracle if people saw it happen today.

Note to teacher: In preparation for this lesson, read "Exploring the Scripture" for John 2:1–11 in *Sermon & Class Helps, Year C: New Testament*, available through Herald House.

Supplies

- *Lectionary Story Bible, Year C* by Ralph Milton, illustrated by Margaret Kyle (Wood Lake Publishing, 2009, ISBN 9781551455761). Available from Herald House.
- *Community of Christ Sings (CCS)*
- Opaque pitcher, clear pitcher, water, drink mix or thawed grape juice concentrate, clear glasses
- Newspaper headlines or computer with Internet access
- Flip chart or whiteboard, markers
- Paper, pencils, microphone prop, video recorder

1 GATHER

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

As children gather, ask them to share a baptism story they heard from their parents, grandparents, or friends.

Water into Wine

In an opaque pitcher, pour sweetened grape drink mix or fully-thawed grape juice concentrate. In a clear pitcher place the correct amount of water needed to properly dilute the drink. Give each person a clear drinking glass. Explain that today's scripture story is about Jesus' first recorded miracle, and in honor of that story everyone will receive a drink. Pour the water from the clear pitcher into the opaque pitcher. Stir to mix the drink; then pour some into each glass. As children enjoy their drinks, talk about what just happened.

- How did I do that? Was it a miracle? (*Of course not. You've already figured out what I did.*)
- What if changing the water into the grape drink wasn't so easy to figure out? What would you do if

you saw it happen? Would you want to tell others? Would you want to understand more?

2 ENGAGE

Invites exploration and interaction
(35% of lesson time)

Read the scripture story, "The Wonderful Wedding Party" from the *Lectionary Story Bible, Year C*, p. 47. This story is based on John 2:1–11.

Have older children read the scripture story from John 2:1–11.

Discuss the story: Have you ever been to a wedding? What was it like? Was there a reception or party after the wedding? What did the people do? Did they greet one another? Were they joyful, laughing, and maybe even dancing? Were they eating and drinking?

Ask children to close their eyes and imagine that they are one of the guests at the wedding in Cana. Look around. What you see? Who is there? (*bride, groom, the*

couple's family, Jesus and his mother, Jesus' disciples) What are the people doing? (*laughing, talking, eating, drinking, dancing*) What happens when the drink runs out? You are standing close by when Mary asks Jesus to do something about the problem of no wine. Remember, you only know Jesus as a carpenter who lives down the street and goes to church with you. What do you think Mary is asking Jesus to do? (*go somewhere and get more wine*) You watch as Jesus tells the servants what to do: "Fill those six big jars with water. Now pour the water from the jars you just filled into this large jug. From that jug, fill the people's cups." What do you see? (*wine is poured from the jug, and everyone loves it*) How do you feel? Are you eager to tell your friends what you saw? Do you want to know more about the man who did this?

Explain that this was Jesus' first public miracle. Many people witnessed it. Through his actions that day, Jesus began to reveal his divinity publicly. No longer would he just be known as Jesus, son of Joseph the carpenter, but as Jesus, son of God. People would follow him, trying to see and hear him. They wanted to know more. They wanted to believe.

3 RESPOND

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

Read All about It

Look at the headlines from a recent newspaper. If you have access to the Internet, you may wish to check out the headlines on news websites for a broader look at what is happening in the world. Talk about how headlines capture a story in a few words that draw people's attention, making them want to know more. As a class, brainstorm headlines that might be written about the wedding of Cana. Write them on a flip chart or whiteboard. Select the best headline for making others want to believe and know more about Jesus. Use this headline for the following activity.

Reporter for a Day

Have children pretend they are reporters for a newspaper, website, or television station. Offer the following activities from which they can choose:

If the class is large, divide into groups of two or three.

- Write a short article about the wedding of Cana to appear in a newspaper or on the Web.
- Create a set for a live broadcast. Let children write the newscaster's script for sharing the story—make sure to include information where viewers might find Jesus.
- Encourage them to be creative with details not in the story (names, locations, etc.)
- Record broadcasts to enjoy later as a class or with the congregation.

4 SEND

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

What's My Headline?

We are all called to share and live what we believe. What would headlines about you reveal? Write a headline that tells what you believe and how you live. What headline would others write about you? Is it different from the one you wrote for yourself? Why? What can you do to help others learn about the way you live your life?

5 BLESS

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

The people in today's scripture story saw something very special in the man they knew as Jesus. Celebrate together by singing "Takwaba Uwabanga Yesu! (There's No One Like Jesus!)" CCS121 in English. As children learn the tune, encourage them to sing in other languages. Include these actions as they sing the chorus:

I'm walking, walking (*march in place*),

here (*arms sway to right*), there (*arms sway to left*)

I'm searching, searching (*hand above eyes, look right and left*),

here (*arms sway to right*), there (*arms sway to left*)

I turn around (*turn in circle*),

here (*arms sway to right*), there (*arms sway to left*).

There's no one, (*clap*) there's no one (*clap*) like him! (*clap*)

THIRD SUNDAY AFTER THE EPIPHANY

LESSON 9
27 January 2019

Focus Scripture Passage: Luke 4:14–21/13–21 IV

Lesson Focus: Worth of All Persons, Mission and Discipleship—All persons, even children, are called to make a difference in the lives of others as they live out their mission.

Objectives

The learners will...

- learn how men in Jesus' time read from the Hebrew Scriptures.
- explore the mission of Jesus, the mission of Community of Christ, and the mission to which the children feel called.

Note to teacher: In preparation for this lesson, read "Exploring the Scripture" for Luke 4:14–21/13–21 IV in *Sermon & Class Helps, Year C: New Testament*, available through Herald House.

Supplies

- *Lectionary Story Bible Year C*, by Ralph Milton, illustrated by Margaret Kyle (Wood Lake Publishing, 2009, ISBN 9781551455761). Available from Herald House.
- *Community of Christ Sings (CCS)*
- *For each child:* one long sheet of paper, two dowel rods or sticks (at least 1 in/2 cm longer than the narrow width of paper), clear tape, crayons or markers, adapted scripture text for children to copy, ribbon or string
- Scripture scroll (example of craft created before class)

1 GATHER

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

Scripture Scroll Craft

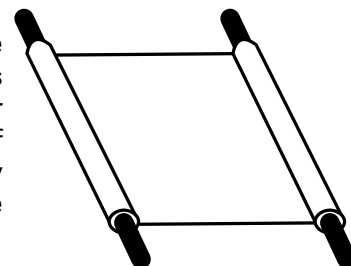
Let children create their own scrolls from which they can read scripture. Explain that in Jesus' time, the Hebrew Scriptures were written on a scroll. (*Show sample.*) Unroll the scroll and lay flat on the table.

Give each child a long sheet of paper. Have them copy the adapted version of the scripture passage Jesus read (*see below*) onto their papers, leaving blank space on each end to allow for rolling scroll.

- ...tell the poor about God's love.
- ...tell prisoners they are free.
- ...heal those who are hurting.
- ...announce grace and forgiveness for all.

Tape a dowel rod to each end of the scroll paper. Roll ends toward the center until they meet. Tie with ribbon or string.

As children work on the scrolls talk about ways they learn, read, and hear about God's message of hope. How do people today learn differently from the people in Jesus' time?



2 ENGAGE

Invites exploration and interaction
(35% of lesson time)

Remind the children of last week's scripture story about Jesus at a wedding in Cana. Ask them for details about what happened. To set the stage for today's story,

explain that since the wedding celebration, Jesus and his disciples have been many places teaching people about God. In today's story, Jesus has returned to his hometown of Nazareth. Nazareth is where he grew up, so many of the people there watched him grow from a little boy into a man.

Have older children read the scripture story from Luke 4:14–21.

Read the story "Jesus Learns about His Job" from the *Lectionary Story Bible, Year C*, p. 54. Explain that when a man read from the Hebrew scrolls of scripture, he stood. When he talked about what the scripture passage meant, he sat.

Ask students to take turns standing to read the scripture passage from the scrolls they created earlier. If the class is larger, have students read a phrase, then sit down for someone else to stand and read the next phrase.

Read the last paragraph of the scripture story or read Luke 4:20.

And he rolled up the scroll, gave it back to the attendant, and sat down. The eyes of all in the synagogue were fixed on him. Then he began to say to them, "Today this scripture has been fulfilled in your hearing."

Discuss. What did Jesus mean when he said, "Today this scripture has been fulfilled in your hearing"? (*He was the Messiah Isaiah spoke about. His mission was to bring hope to the world through the message of God's love, grace, and forgiveness.*)

3 RESPOND

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

Jesus' Mission Statement

Jesus used the visit to his home synagogue as a way to tell the community what he was doing (*teaching and preaching the good news*), who he was (*the Messiah, the son of God*), and why he came (*to share the gospel message of God's love and grace*).

"The Spirit of the Lord is upon me, because he has anointed me to bring good news to the poor. He has sent me to proclaim release to the captives and recovery of sight to the blind, to let the oppressed go free, to proclaim the year of the Lord's favor."

—Luke 4:18

When we read about the *poor*, we often think first of those who are economically poor, but people can be poor in others ways. For the author of Luke, the *poor* also includes people who are not accepted by society for one reason or another. The *blind* are people who can't see the worth of all persons. The *oppressed* are people who are affected by the blindness of others (victims of racial conflicts, bullying, opposing beliefs, prejudice, and inability to forgive).

Discuss:

- Think about our world today. Are there poor among us?
- Who are the captives?
- What about the blind and oppressed?

We are all called to be disciples of Jesus Christ. So if you are a disciple, what is your mission? Brainstorm a list of what children and families can do to minister to the poor, the captives, the prisoners, the blind, and the oppressed.

Community of Christ Mission Statement

Community of Christ has a mission statement that expresses what we believe we are called to do and be in the world:

We proclaim Jesus Christ and promote communities of joy, hope, love, and peace.

Discuss:

- What does it mean to proclaim? How can you proclaim Jesus Christ at home, at school, to friends and family, and in your community?
- What does it mean to promote? How can you promote communities of joy? Hope? Love? Peace?

Mission Prayer

Teach this prayer to children and encourage them to pray it daily.

God, where will your Spirit lead today? (*Students repeat with hands together as in prayer.*)

Help me be fully awake and ready to respond. (*Students repeat with arms extended upward as in praise.*)

Grant me courage to risk something new (*Students repeat with hands together over heart.*)

and become a blessing of your love and peace. (*Students repeat with arms extended outward.*)

Amen. (*Students repeat.*)

4

SEND

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

My Mission

God's blessing flows through all of us. Ask each child to finish the sentence, "As a disciple of Jesus Christ, my mission is..."

Synagogue Field Trip

If there is a Jewish synagogue close enough to visit, plan a field trip for the families of the children in class.

Contact the synagogue ahead of time to arrange an opportunity for the children to view an actual Hebrew scripture scroll.

5

BLESS

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

Sing "Go with Us, Lord" CCS 612. Sing through once as written, and then repeat using each child's name in place of "us" until everyone has been blessed.

FOURTH SUNDAY AFTER THE EPIPHANY

LESSON 10
3 February 2019

Focus Scripture Passage: Luke 4:21–30/4:21–31 IV

Lesson Focus: Worth of All Persons—We are called to see people as God sees them, of invaluable worth.

Objectives

The learners will...

- see that even people who knew Jesus didn't understand who he was.
- consider how people see us.
- explore what it means to see the truth in people through God's eyes.

Note to teacher: In preparation for this lesson, read "Exploring the Scripture" for Luke 4:21–30/4:21–31 IV in *Sermon & Class Helps, Year C: New Testament*, available through Herald House.

Supplies

- Variety of pictures of people
- Copies of skit "Jesus' Rejection"
- Copies of Whom Do You See? journal page (end of lesson), pencils, small mirrors
- Craft sticks, glue, variegated yarn, scissors
- Instruction sheet for making God's Eye craft (end of lesson)

Note: *Before class, glue craft sticks to make craft stick crosses.*

1 GATHER

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

As children gather, stand at the doorway and greet each one: "Welcome to class, [name of child]! God loves you!"

On a table or on the walls around the room, create a picture display that includes a diverse selection of people (*multiple cultures and races, young and old, male and female, homeless, wealthy, persons with disabilities, sickness, persons with different physical characteristics*).

For older children place a blank sheet of paper next to each picture. Ask children to look at the pictures and write down one or two words that describe their first reaction to looking at the picture.

Look at the pictures together. What stands out in each picture? How do you feel looking at these pictures? Ask, "Does God love this person as much as God loves you?" Stress that God is not just *my* God or *your* God. God loves every person. God is *our* God.

2 ENGAGE

Invites exploration and interaction
(35% of lesson time)

Scripture Story:
Luke 4:21–30 NRSV

Review what happened in last week's lesson when Jesus went to the synagogue in his hometown of Nazareth. Explain that today's lesson continues last week's story, and the resulting actions of the people may be a surprise. Have children act out the skit, "Jesus' Rejection." (end of lesson)

Discuss the skit:

- How do you feel about the way this story ends?
- How do you think Jesus felt?

Encourage older children to also read the stories of Elijah and Zarephath (1 Kings 17:8–24) and Elisha with Naaman (2 Kings 5:14–17).

3 RESPOND

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

Do You See Me?

In today's story, Jesus was already seen by some as a special person, even divine. But when he came home to Nazareth the people only saw him as the son of Joseph the carpenter. They were not open to seeing other qualities and callings.

Discuss. Have you ever been misjudged or have you ever misjudged someone else? Sometimes we decide what we think about people by what we see on the outside, never letting ourselves get to really know them.

Give each child a copy of the "Whom Do You See" journal page (end of lesson) and a mirror. If small individual mirrors are not available, let children share. Ask each child to look into the mirror and then answer the questions on the journal page. Walk the class through the questions, pausing to give them time to respond. If you see confusion or hesitation with a specific question, elaborate with examples to help the children understand and relate. These could be personal answers, especially for older children, so use discretion if you ask them to share.

Stand for Truth

We can look at something every day without really seeing what is there. Play the game Stand for Truth. Have children sit with their backs to one another and eyes closed. Make a statement about someone or something inside or visible from the room. (See examples below.) If a child thinks the statement is true, he or she should stand; if not, he or she should remain seated. Let children open their eyes and see if a statement is true before moving on to the next. Make sure some of the statements are true and some are false.

- Jane is wearing a blue dress.
- Randall has red hair.
- In the picture on the wall, Jesus is holding a sheep.
- Samuel is taller than Jeri.
- There are pink curtains on the classroom window.
- The clock on the wall is white.
- The flowers outside our window are in bloom.

At the end of the game, discuss what it means to open our eyes and really see each other and the world around us.

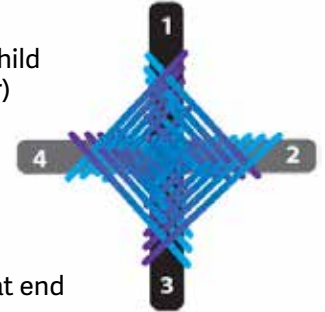
Ojo de Dios Craft

Ojo de Dios (oh-ho day DEE-ohs) or God's Eye comes from the Huichol Indians of Mexico. This simple woven

craft represents God watching over us. While children work on the craft, explain that their God's Eye can remind them that no matter what anyone says, no matter how anyone else sees them, God knows and loves the real person. To God you are and always will be WONDERFUL!

Supplies:

- two craft sticks for each child (previously glued together)
- 2–3 ft/1 m variegated yarn (length depends on size of sticks) for each child
- Glue



Instructions (see illustration at end of lesson):

1. Each child should receive a + made of two craft sticks previously glued together. Tie one end of yarn around the middle. Secure by crossing yarn between the sticks two times.
2. Working clockwise, wrap the yarn under section 1.
3. Rotate the sticks one quarter turn and wrap the yarn over and under section 4.
4. Rotate the sticks one quarter turn again, and wrap the yarn over and under section 3.
5. Continue this pattern until yarn reaches the end.
6. Tie off yarn and trim, or tuck end under and glue.

This craft is most easily learned watching someone else make it. Go to www.youtube.com and search for *God's eye craft*. Once you have mastered the pattern, it will be easy to teach the children.

4 SEND

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

Look again at the pictures used in the gathering time. Discuss. Are the pictures any different than they were at the beginning of class? Do you see them differently? Ask yourself what life is like for the people in the pictures. What do they want to do? Who do they want to be? We looked at them earlier through our eyes. Can you begin to see them as God sees them?

5 BLESS

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

Close class with a group prayer. Everyone gathers in a tight circle and extends one hand to the middle (*like a*

team before a game). Explain that when you say “Help us show your love this week to...” that is their signal to call out first names of people they want to pray for.

Creator of all people,

Help us see the world as you see. Help us see the truth beyond what we see first. Help us see and understand the truth of others’ challenges,

burdens, joys, and fears. Help us be your hands and heart for people we meet. Help us show your love this week to... (*children call out names*).

Finish the prayer by saying, “In your name we pray, A-M-E-N!” As the closing *amen* is said, lower hands together then bring them up and out into the air while everyone shouts, “A-M-E-N!”

Skit: Jesus’ Rejection

(adapted from Luke 4:21–30 The Message)

Characters

- Narrator
- Jesus
- Person
- People in the synagogue

Narrator: Jesus finished reading the scripture from Isaiah to the people in the synagogue. (*Jesus stands and holds the scroll as if reading.*) He rolled up the scroll, handed it back to the assistant, and sat down. (*Jesus rolls up scroll, hands to narrator or assistant, and sits down.*) Every eye in the place was on him. (*Everyone turns and looks at Jesus*). Then Jesus said,

Jesus: You have just heard Scripture make history. It came true just now in this place.

Narrator: All who were there, watching and listening, were surprised at how well he spoke. But then someone spoke up.

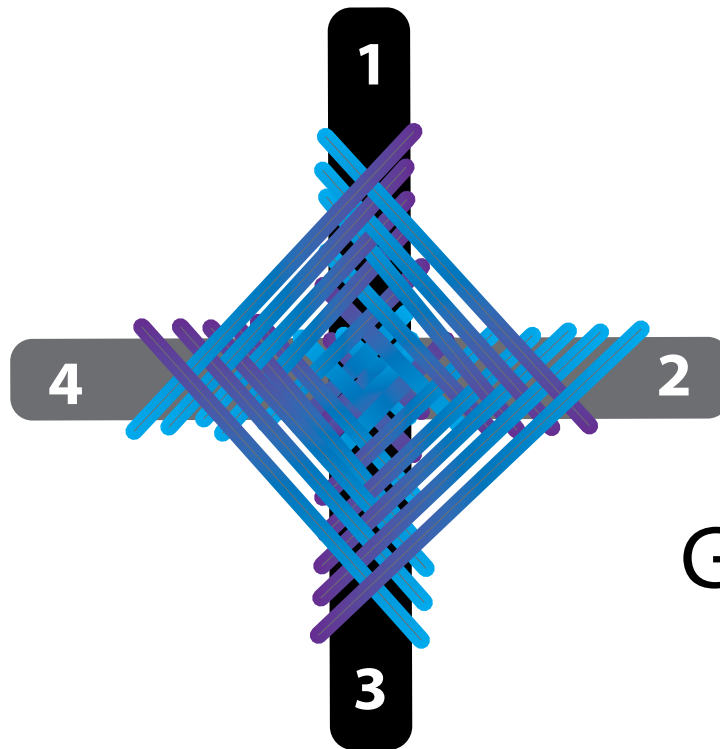
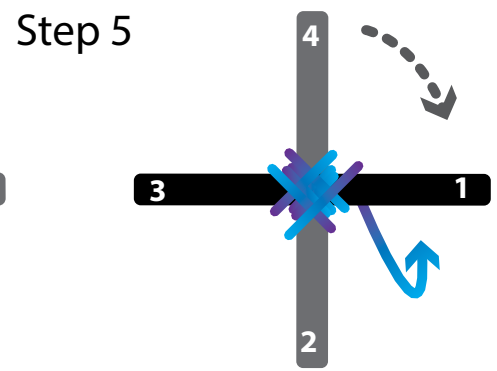
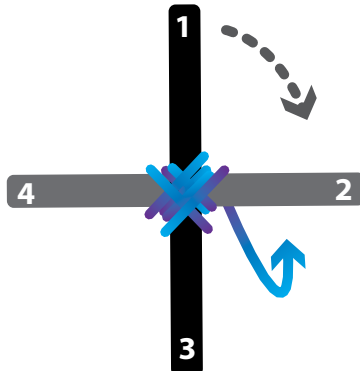
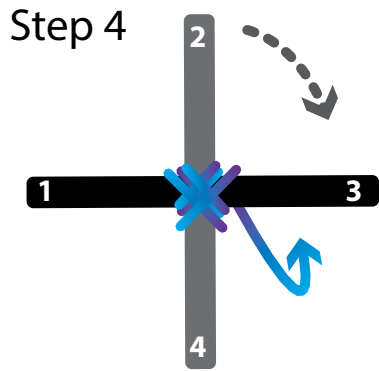
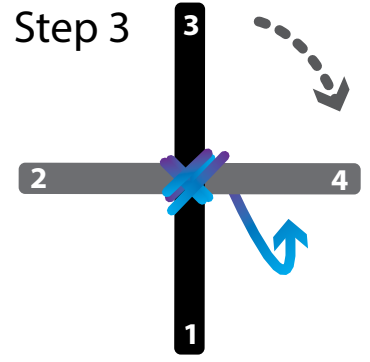
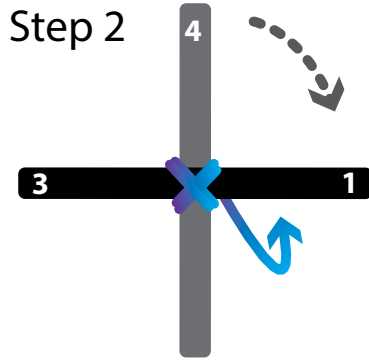
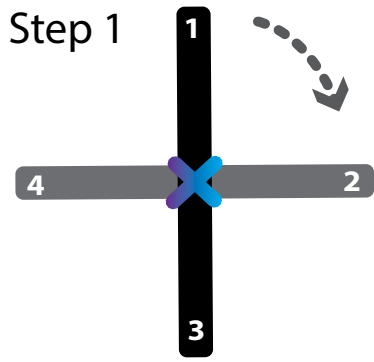
Person: Isn’t this Joseph’s son, the one we’ve known since he was a little boy?

Jesus: I suppose you’re going to say, “Doctor, go heal yourself. Do here in your hometown what we heard you did in Capernaum.”

Narrator: Stories of Jesus’ travels and teaching had already made their way to Nazareth.

Jesus: Let me tell you something: No prophet is ever welcomed in his hometown. Isn’t it a fact there were many widows in Israel during the three and a half years of drought? Famine devastated the land, but Elijah was only sent to help the widow Zarephath in Sidon. And there were many lepers in Israel at the time of the prophet Elisha, but the only one cleansed was Naaman, the Syrian.

Narrator: Jesus’ response made everyone in the meeting place angry. (*Everyone but Jesus looks angry and acts out the following actions as they are read.*) They threw Jesus out of the meeting place, ran him out of the village, then took him to a cliff at the edge of the village where they were going to throw him over. But Jesus gave them the slip (*Jesus slips around the others and walks away*), left town, and went on his way to the village in Galilee called Capernaum.



God's Eye Craft

Whom Do You See?

Answer the questions using words, phrases, or drawings.

When you look into a mirror, what do you see?

How would you describe yourself?

How would your friends describe you?

How would your family describe you?

How would someone who has only known you one day describe you?

What would you like people to see or know about you?

Jesus had a calling—a mission—that people who knew him his whole life didn't see or understand. Is there something you feel called to do that your friends or family might not know about or understand? What is it?

FIFTH SUNDAY AFTER THE EPIPHANY

LESSON 11
10 February 2019

Focus Scripture Passage: Luke 5:1-11

Lesson Focus: Have Faith and Follow

Objectives

The learners will...

- discover how Jesus made friends.
- learn that we are blessed by following Jesus' instructions.
- explore how we can also be "fishers of people."

Note to teacher: In preparation for this lesson, read "Exploring the Scripture" for Luke 5:1-11 in *Sermon & Class Helps, Year C: New Testament (with focus on the Gospel according to Luke)*, p. 40, available through Herald House.

Supplies

- (Optional) *Lectionary Story Bible, Year C* by Ralph Wilton, illustrated by Margaret Kyle (Wood Lake Publishing, 2009, ISBN 9781551455761), available from Herald House
- Bowl of Goldfish™ crackers
- Napkins
- Paper and crayons
- Magnet on a string
- Paper fish cutouts with paper clips on their mouths

1 GATHER

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

Have a bowl of Goldfish™ crackers on the table as the children enter the room (Note: if there are children with gluten allergies, provide an alternate snack). Discuss how many goldfish crackers each student thinks may be in the bowl. Have them write that number on a piece of paper.

Count out about an equal share for each student on a napkin and pass out. See whose guess came closest. As they enjoy their snack, share together in today's story below.

2 ENGAGE

Invites exploration and interaction
(35% of lesson time)

Today's scripture comes from the Gospel of Luke. It tells how Jesus met people where they lived, worked, and were comfortable. Read "Simon Gets a New Job" from the *Lectionary Story Bible, Year C*, pp. 62-63, or share this story with the class:

One day Jesus was standing beside a big lake preaching to a crowd. On the lake were two boats with fishers who had just returned from trying to catch fish. Jesus asked if he could get in their boats, and when he had finished

speaking, he said to Simon, "Let's go out to the deep water and fish." Simon answered, "We have worked all night long but have caught nothing. But since you asked, I will let down the nets." When they did this, they caught so many fish that their nets were breaking. There were so many fish it filled both boats! When Simon saw this, he fell at Jesus' knees because he was amazed at the catch of fish. Then Jesus said, "Don't be afraid; from now on you will catch people." When they had brought their boats to shore, they left everything and followed him.

Talk with the class about this story.

- Why did Jesus first need Simon's boat?
- Did the fishers have any luck fishing the night before? Ask if anyone has gone fishing before. Did you catch anything? Have you ever been to a spot where there were no fish?
- Explain that we don't think Jesus was a trained fisher like Simon. So what might Simon have been thinking about this request to throw their nets into the water where they had already caught no fish?
- How many fish must there have been to fill two boats?
- Have the children draw this story on a piece of paper.

3 RESPOND

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

Fishing activity

Jesus worked with people in their jobs, churches, and homes. In our story today, Jesus joined professional fishers in their boats. They didn't catch anything until Jesus told them where to find the fish. Cut out some fish and attach paper clips to their faces. Using a magnet on the end of a string, take turns catching fish.

4 SEND

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

Jesus told the fishers they would now fish for people instead of fish. Discuss what he meant by that.

We are Jesus' disciples, just like those in the fishing boats. Jesus finds us where we are and calls us to new ideas. Jesus helped Simon and the others catch many, many fish. Later, Simon (who would be called Peter) would bring many people to Jesus and help make them disciples. We are also called to help bring people to Jesus. Discuss for a few moments:

- How do we bring people to know Jesus? Talk about inviting people to church, to class, to Vacation Bible school, camp, etc.
- Whom could you share Jesus with?
- Discuss how there may be people who are sad, lonely, or in need whom we can also help like Jesus does.

5 BLESS

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

End class by standing up and pretending to throw out nets and pull them back in. Each time say something like:

- Throwing out: SHARE JESUS!
Pulling in: Love people!
- Throwing out: SHARE JESUS!
Pulling in: Help the poor!
- Throwing out: SHARE JESUS!
Pulling in: Seek peace!
- Throwing out: SHARE JESUS!
Pulling in: Invite friends!

Share in a prayer to close the class.

SIXTH SUNDAY AFTER THE EPIPHANY (PROPER 1)

LESSON 12
17 February 2019

Focus Scripture Passage: Luke 6:17–26

Lesson Focus: Jesus Teaches about Blessings

Objectives

The learners will...

- discover Jesus' mission as expressed in the Sermon on the Plain.
- better understand what blessings mean.
- learn about the Mission Initiative Abolish Poverty, End Suffering.

Supplies

- Bible or *Lectionary Story Bible, Year C* by Ralph Wilton, illustrated by Margaret Kyle (Wood Lake Publishing, 2009, ISBN 9781551455761), available from Herald House
- Paper and pens
- *Community of Christ Sings (CCS)*

Note to teacher: In preparation for this lesson, read "Exploring the Scripture" for Luke 6:17–26 in *Sermon & Class Helps, Year C: New Testament (with focus on the Gospel according to Luke)*, pp. 41–42, available through Herald House.

1 GATHER

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

Play the game "Blessed are those who..."

- In a circle have one fewer chairs than the number of children in the class.
- Start by explaining, "This game is a variation of musical chairs. We're going to talk about 'blessings' that each person may have. So, if I say, 'Blessed are those who have brown eyes,' then everyone who has brown eyes must get out of their chairs and go to another chair (including the person who is 'it'). The last person, who has no chair, is then it." Some ideas:
 - Blessed are those wearing blue.
 - Blessed are those who play an instrument.
 - Blessed are those who enjoy math.
 - Blessed are those who went to camp last summer.

2 ENGAGE

Invites exploration and interaction
(35% of lesson time)

Today our lesson comes from a special message Jesus gave early in his ministry. Read "Jesus Teaches" from the *Lectionary Story Bible, Year C*, pp. 66–67, or the paraphrased version of Luke 6:17–26 below:

Jesus came to a big crowd of his disciples and people from many different places. They had come to hear him and to be healed. He looked up at his disciples and said:

"Blessed are you who are poor, for yours is the kingdom of God.

"Blessed are you who are hungry now, for you will be filled.

"Blessed are you who crying now, for you will laugh.

"Blessed are you when people are mean to you now—rejoice and leap for joy, for surely your reward is great in heaven."

Ask what it might mean to be blessed. Suggest that it doesn't necessarily mean that everything will go the way you want. In the scripture passage, those who are blessed are those who are poor, hungry, crying; and people are not nice to them.

Have the students think about how the scripture uses the word "now." Go over each line—discuss if you're "this way" now, what might you be later? Have students think of other examples using "if you're 'this way' now, what might it be later?"

3 RESPOND

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

Play "Blessing ball."

- On half- or quarter-sized sheets of paper, write down as many positive characteristics or traits you have. Make sure to focus on individual talents, abilities, and positive attributes, not possessions.
- Place a trash can in the middle of the room with the word "community" taped on the side.
- From various distances in the classroom, take turns reading your "blessing" and shooting it into the "community" can.

- Explain that our own "blessings" can make the community "fill up" when we combine our talents and abilities.
- One of our Enduring Principles is the Blessings of Community. Discuss how our community becomes more blessed as we share our blessings.

4 SEND

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

Explain to the class that there are many in our community who are poor, hungry, sad, and mistreated. We can do things to help these people by sharing our blessings with them.

- Talk about what your congregation does to help people in need (locally and through worldwide organizations).
- What can your class do to help those in need?

5 BLESS

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

Read or sing "Oh, How Blessed Are the Poor in Spirit" CCS 378.

SEVENTH SUNDAY AFTER EPIPHANY (PROPER 2)

LESSON 13
24 February 2019

Focus Scripture Passage: : Luke 6:27–38

Lesson Focus: Love Your Enemies

Objectives

The learners will...

- better understand Jesus' teaching of reversal of violence and power.
- learn of God's abundant generosity.
- understand how revenge is counter to the ways of Jesus.

Note to teacher: In preparation for this lesson, read "Exploring the Scripture" for Luke 6:27–38 in *Sermon & Class Helps, Year C: New Testament (with focus on the Gospel according to Luke)*, p. 43, available through Herald House.

Supplies

- Bibles
- *Community of Christ Sings (CCS)*
- (Optional) *Lectionary Story Bible, Year C* by Ralph Wilton, illustrated by Margaret Kyle (Wood Lake Publishing, 2009, ISBN 9781551455761), available from Herald House
- Grain, rice, coffee, or other item with which you can fill a medium-sized container
- A dish towel or paper towel
- Crayons
- Small pieces of construction paper (either precut before class or provide scissors for students)
- Copies of God's Love Overflows (end of lesson)

1 GATHER

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

Greet children as they enter. Begin class with the song "All Things Bright and Beautiful" CCS 135

by singing one line and then having them echo it back to you.

Discuss:

- Did someone do something for you last week? How did that make you feel?
- Invite them to share if anyone was mean to them (without naming any names).
- How do you decide who your friends are?

- Do you have anyone you consider an "enemy"? (Again, do not name names.)

2 ENGAGE

Invites exploration and interaction
(35% of lesson time)

Read "Jesus Talks about Love" from the *Lectionary Story Bible, Year C*, pp. 68–69, or this version of our scripture passage from Luke:

Jesus told his followers: "Love your enemies, do good to those who hate you, bless those who curse you, pray for those who are mean to you..."

"If you only love those who love you, that's normal—even bad people do that! But, if you love your enemies, do good, and give expecting

nothing in return, your reward will be great, and you will be children of God. Be merciful, just as your God is merciful.

"...Forgive, and you will be forgiven; give, and it will be given to you. A good measure, pressed down, shaken together, running over, will be put into your lap; for the measure you give will be the measure you get back."

Discuss this scripture passage with your students.

- Is it easy to love the people who are mean to us? Why not?
- Jesus tells his followers that we should be nice because God has been nice to us. How has God been nice to us?
- How are we more like God when we are merciful (or nice to others)?
- What does it mean to forgive? Have students share when someone has forgiven them or when they have forgiven someone. How did that make everyone feel?

3 RESPOND

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

This part of class focuses on the last part of the scripture passage. Jesus says those who forgive will receive back more than they expect. Explain that the phrase "a good measure" actually refers to a unit of measurement for grain in a basket commonly used in the markets in Jesus' time. Shoppers would bring this basket to the market and fill it to the top with the grain they had purchased. You can imagine that many arguments took place over how close to the top of the basket the grain had been measured. Here in this verse, Jesus explains the generous nature of God: "...good measure, pressed down, shaken together, running over ...into your lap." In other words, "more than you expect or deserve."

Explain this using grain, rice, coffee, or other item with which you can fill a medium-sized container. Place a dish towel or paper towel under the container to catch overflow. (Practice this beforehand.) Tell the students they've just paid for a full container and you're going to give them what they've paid for:

- First, just pour it in. In most cases, it will mound in the middle of the container. Only let that middle part fill to the top. Technically, you've filled it up. How do you feel about this amount?

- Shake the container until the mound flattens out. Most likely there's room for more, so add it. How do they now feel about the amount they are getting?
- Now press the measure down by hand into the container. Add more to it. How do they feel now?
- Now pour more until a significant amount pours over the container and onto the towel. Wrap up the towel and container and say this is what God gives. How do they feel now?

- Ask the students how this reflects how God treats us.
- Have you ever received more than you expended or deserved? How did it make you feel?
- What has God given you in "...good measure, pressed down, shaken together, running over ... into your lap"?

4 SEND

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

Make "Good Measure Bowl" picture found at the end of this lesson. You will need crayons and many small pieces of paper. Explain that God gives back more than we expect. Have each student color the bowl and glue down the cut pieces of paper showing how God's love "runs over and spills out."

5 BLESS

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

Share together the following closing prayer. Read each line, do the motions, and have the children repeat it:

Dear Lord,
Help us love our enemies.
Help us to do good to those who are mean.
Help us be merciful, just as you are merciful.
Help us to forgive.
We know you will give to us
A good measure, (hands out showing a "good measure")
pressed down, (hands pressing down)
shaken together, (shake body around)
running over. (hands showing running out)
AMEN!

LAST SUNDAY AFTER THE EPIPHANY— TRANSFIGURATION SUNDAY

LESSON 14
3 March 2019

Focus Scripture Passage: Luke 9:28–36

Lesson Focus: Peace of Jesus Christ—Jesus has a message for us to hear and follow if we are willing to open our hearts and listen.

Objectives

The learners will...

- learn about Jesus' transfiguration.
- compare the message of Jesus to other messages shared by the world today.
- reflect on transformation through hands-on experiences.

Note to teacher: In preparation for this lesson, read "Exploring the Scripture" for Luke 9:28–43a in *Sermon & Class Helps, Year C: New Testament*, available through Herald House.

Supplies

- Bible (NRSV recommended)
- Optional: *Lectionary Story Bible, Year C*, by Ralph Milton, illustrated by Margaret Kyle (Wood Lake Publishing, 2009, ISBN 9781551455761). Available from Herald House.
- *Community of Christ Sings (CCS)*
- Modeling clay
- Flip chart or whiteboard, markers
- Copies of transforming picture (end of lesson), crayons or markers
- Paper, pencils
- Optional: "Peace through All People" video (www.CofChrist.org/resources search salaam)

1 GATHER

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

Provide modeling clay for children to play with as they arrive. As they play, discuss the uniqueness of clay: It starts as a blob, but you can quickly change it to look like something else. The blob of clay doesn't change what it's made of; however, it can look like one thing, transform into something different, and even transform again. The various shapes may look different, but they are not separate things. Each transformation was always within the clay. Explain that today's lesson is about a transformation that showed Jesus in a new light. This mountaintop experience was witnessed only by Peter, James, and John. It helped them better understand Jesus.

2 ENGAGE

Invites exploration and interaction
(35% of lesson time)

Read the story "Jesus on the Mountaintop" from the *Lectionary Story Bible, Year C*, pp. 81–83. Tape large sheets of paper to the classroom wall to create a blank mural. Let children work together to retell the story as they draw it on the mural.

Encourage older children, reading this directly from Luke 9:28–36, to back up a few verses to see what is meant in Luke 9:28 when it says, "Now about eight days after these sayings..."

3 RESPOND

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

Listen to Jesus

In today's scripture story of Jesus' transfiguration, Peter, James, and John heard the words, "This is my Son, my Chosen; listen to him!" Discuss: Where do you think the voice came from? To whom was it speaking? To whom were they supposed to listen? Why?

There are many voices speaking to us each day. Brainstorm together a list of voices the children encounter on a regular basis, seeking their attention with things to tell, teach, or show (*parents, grandparents, teachers, siblings, friends, books, video games, movies, television [commercials and programs], magazines, church, coaches*).

Next to each item on the list, write the types of messages they might hear from each source. How different are these messages from the message shared by Jesus?

Transforming Picture

Give each child a copy of the coloring page found at the end of this lesson. Provide crayons or markers. Instruct them to choose three or four colors to color the picture. Make sure no two spaces are the same color. Wait to show their finished pictures all at once so their transformations will be a surprise.



Transfiguration

Write the word "Transfiguration" so everyone can see it. Work together, using only the letters in the word, to transform this one word into many.

Transfiguration = train, fig, ran, against, ago, air, again, afar, ant, art, as, at, far, faint, fair, fasting, fat,

fast, fog, fort, frog, grain, frost, gas, goat, groan, gut, in, inn, guitar, iron, it, is, iris, nag, no, nitro, oat, of, raft, our, out, rag, rat, ring, roar, rot, rug, rust, sat, sofa, song, sing, snort, star, stir, tan, tar, tag, sun, tart, tin, to, tong, tot...

4 SEND

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

Jesus went up the mountain with Peter, James, and John to pray. In scriptures we often read of times when Jesus went somewhere alone or with just his disciples to pray. He showed us the importance of spending personal time with God. Ask the children to find a comfortable spot to sit. Explain that you are going to play a song that was recorded by people from our church who live in different places all around the world. This song is called "Peace Salaam Shalom."* Listen to Jesus through the words of peace shared in the song. If you are using the music video, turn down the lights and let the children watch.

*"Peace Salaam Shalom" CCS 310; "Peace through All People" video (www.CofChrist.org/resources search salaam)

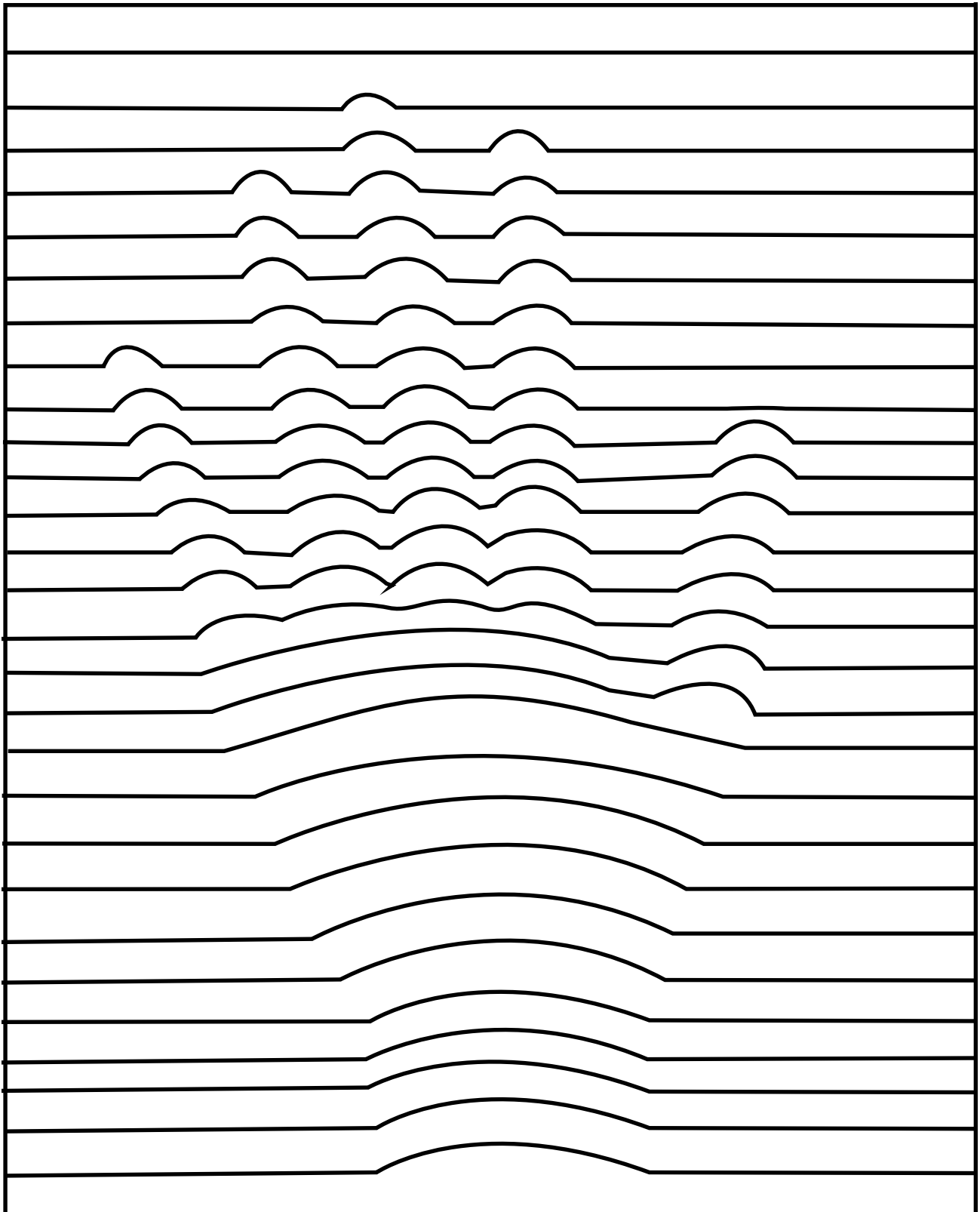
5 BLESS

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

Close class with a group prayer. Everyone gathers into a tight circle and reaches one hand inside (*like a team before a game*). Start the prayer by saying, "Jesus, your transforming message of love and peace fills our hearts. This week we ask you to... (*Give time for students to call out their prayers.*)" When everyone has had a chance to share, finish the prayer by saying, "In your name we pray, A-M-E-N!" As the closing amen is said, lower hands together; then bring them up and out into the air while everyone shouts, "A-M-E-N!"

Transforming Picture

Choose three or four different colors. Color each space using a repeating pattern until the page is filled.
Make sure no touching spaces are the same color.



FIRST SUNDAY IN LENT

LESSON 15
10 March 2019

Focus Scripture Passage: Luke 4:1–13/4:1–12 IV

Lesson Focus: Spiritual Formation, Servant Ministry, Social Justice

Objectives

The learners will...

- learn about temptation and choices.
- read the story “Jesus Gets Ready” from the *Lectionary Story Bible, Year C*.
- learn how the Holy Spirit can help guide their choices.
- begin their Lenten journey.

Note to teacher: In preparation for this lesson, read “Exploring the Scripture” for Luke 4:1–13/4:1–12 IV in *Sermon & Class Helps, Year C: New Testament*, available through Herald House.

Supplies

- Modeling clay, building toys, coloring books, musical instruments, food, drink, stringing beads
- *Lectionary Story Bible, Year C*, by Ralph Milton, illustrated by Margaret Kyle (Wood Lake Publishing, 2009, ISBN 9781551455761). Available from Herald House.
- *Community of Christ Sings (CCS)*
- Multiple sheets of paper, masking tape, markers
- Lenten journey sheet (First Sunday in Lent)

1 GATHER

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

Provide various “temptations” on the table for children when they come in: play dough, building toys, coloring books, musical instruments, food to eat, something to drink, beads to string, etc. Welcome children, but don’t give any instructions. Let children decide what and if they will interact with the items on the table. If they ask permission, reply by saying, “It is up to you.” When it is time for class to begin, discuss:

- What did you think when you saw everything on the table?
- What did the display of items make you want to do?
- Were you influenced by others who came into the class before you?
- What would you have done if you were told to sit at the table, but don’t touch? Let’s try it. From now on don’t touch anything on the table.
- Sidetrack the conversation a bit, asking about their week, commenting on their clothes, their family,

etc. After a few minutes—or after someone gives in and starts playing with items on the table—go back to the discussion.

- What did it feel like to be tempted by something you wanted right in front of you, and yet you knew you shouldn’t touch?
- Explain that today’s scripture story is about a time when Jesus had choices to make because temptation was right in front of him.

2 ENGAGE

Invites exploration and interaction
(35% of lesson time)

Read the story “Jesus Gets Ready” from the *Lectionary Story Bible, Year C*, pp. 86–87. Next let children take turns reading the story from Luke 4: 1–13 NRSV. Discuss.

- The first verse says, “Jesus, full of the Holy Spirit, returned from the Jordan and was led by the Spirit in the wilderness.” Why was Jesus full of the Holy Spirit? Do you remember what happened to him at the Jordan River?

- Jesus felt the Spirit leading him into the wilderness. Explain how the 40 days alone in the wilderness were at the beginning of his ministry. He knew what he was called to do, but even Jesus needed to prepare.
- What do you think Jesus did during those 40 days? (prayed, meditated, enjoyed the night sky, slept in the warm sun, appreciated the majesty of creation, thought about the future)
- The scripture passage tells us that he did not eat or drink. How do you feel when you don't eat or drink?
- Do you remember the choices Jesus had to make and how he responded? (turn stone into bread, receive power over all the kingdoms of the world, test God by jumping from the top of a temple so angels would catch him)
- Explain that temptations lead us away from God. Many are not bad but they can be overused or used for wrong purposes.

3 RESPOND

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

Bombarded with Temptations

Have the children brainstorm a list of common temptations for children their age. (cheating at a game, being a bully, taking more than one's share of something, ignoring chores, disobeying parents) What are some temptations that are not necessarily bad, but can lead you away from God if approached irresponsibly? (screen time with video games, phone, TV, movies; junk food; competition; music; clothes; friends) As the class brainstorms, have them write their ideas on individual sheets of paper. Make sure everyone has several sheets of paper. (To be environmentally friendly, use recycled newspaper.)

Using painter's tape, create a large X on a wall. On the count of three, have children wad their papers and throw them—as fast as they can—at the X while shouting out the temptations written on them. Continue until all paper wads have been thrown.

Imagine the X is you, your friends, or someone in your family.

- How is this game like temptations in real life? Do you ever feel bombarded by temptations? If so, how can you respond?

Fasting for Lent

Today is the first Sunday in the season of Lent. Lent is a time of prayer, fasting, repentance, and giving. It reflects the 40 days Jesus spent alone preparing for his public ministry. During this time Jesus fasted from food and water. (Explain that fasting is making Responsible

Choices that create more time and space for God.) You may choose to give up something for Lent.

There is another fast that the prophet Isaiah wrote about.

This is the kind of fast day I'm after: to break the chains of injustice...free the oppressed, cancel debts. What I'm interested in seeing you do is share your food with the hungry, invite the homeless poor into your homes, put clothes on the shivering ill-clad, be available to your own families.

—Isaiah 58:6–7 The Message, adapted

This is not saying no to something, but rather saying yes. Jesus wants us to experience joy in life as a disciple.

How can we joyfully celebrate Lent? Call out ideas and have children shout, "Yes!" when they hear something they can do, such as:

- Cut out screen time (TV, computer, video games) and spend time with family, friends, or someone who is lonely
- Talk to people in person—instead of texting or talking on the phone
- Buy one less snack and give the money to the Mission Initiative of Abolish Poverty, End Suffering
- Make a new friend
- Write notes of kindness and leave them where a teacher, friend, or family member will find them
- Use a weekend or evening to help your family or someone else

Brainstorm more ways they can fast for Lent.

4 SEND

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

Give each child a copy of the Lenten journey sheet for the week (end of lesson). Review the suggested activities together and brainstorm possibilities they might do. Encourage them to draw or write thoughts on the page each day and to include their family in this Lenten journey.

5 BLESS

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

Sing, listen to, or read the words to the song, "Jesus, Tempted in the Desert" CCS 449. Close with a prayer asking God to help us prepare for our ministry, like Jesus prepared for his.

My Lenten Journey with Jesus

This week I will...

give up:

pray for:

befriend someone
who is lonely:

visit or call:

volunteer to:

be thankful for:

11–16 March 2019

SECOND SUNDAY IN LENT

LESSON 16
17 March 2019

Focus Scripture Passage: Luke 13:31–35/13:31–36 IV

Lesson Focus: Peace of Jesus Christ, Blessings of Community

Objectives

The learners will...

- continue their Lenten journey.
- read the story “The Poor People of Jerusalem” in *Lectionary Story Bible, Year C*.
- see the strength that can come from community.

Note to teacher: In preparation for this lesson, read “Exploring the Scripture” for Luke 13:31–35/13:31–36 IV in *Sermon & Class Helps, Year C: New Testament*, available through Herald House.

Supplies

- Paper, crayons or markers, painter’s tape
- *Lectionary Story Bible, Year C*, by Ralph Milton, illustrated by Margaret Kyle (Wood Lake Publishing, 2009, ISBN 9781551455761). Available from Herald House.
- Hen and Chick Maze
- *Community of Christ Sings (CCS)*
- Lenten journey sheet (Second Sunday in Lent)

1 GATHER

Activates background knowledge, prepares, and motivates for lesson

(15% of total lesson time)

Provide paper and crayons or markers. As children gather for class ask them to write or draw pictures about what they did this week on their Lenten journey. Post on the wall to begin a pathway around the room that will continue throughout the weeks of Lent.

2 ENGAGE

Invites exploration and interaction

(35% of lesson time)

Gather everyone to read the story “The Poor People of Jerusalem” from the *Lectionary Story Bible, Year C*, pp. 91–92. Discuss:

- Why do you think King Herod was afraid of John the Baptizer and Jesus?
- Have you ever been really afraid of something, but tried to make everyone else think you were really brave? Can you tell us about it?
- Why was Jesus angry with King Herod?

- What did Jesus think King Herod should be doing?
- What did Jesus wish he could do for the people of the city?

If the class includes older children, have them read the story from Luke 13:31–35. Discuss:

- Who came to Jesus to warn him about King Herod?
- What was their warning, and why was it so unusual for Pharisees to warn him?
- Compare being part of Community of Christ to being a chick protected under a hen’s wings.
- Why is it important to gather for worship, community, and service?

3 RESPOND

Takes the learners from hearing to doing

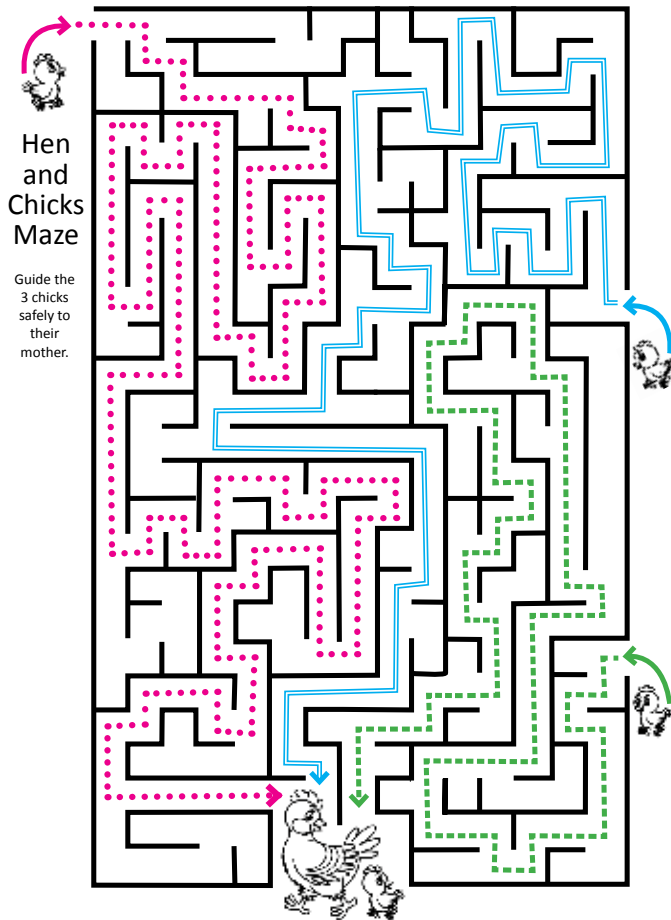
(35% of lesson time)

Tell It Again

Ask children to retell the scripture story in their own words. If the class is large enough, let them act out the story as they tell it.

Hen and Chick Maze

Provide a copy of the maze (end of lesson) for each child. Using a different color for each chick, gather the chicks through the maze to the hen.



Hen and Chicks Maze

Guide the 3 chicks safely to their mother.

Key to Hen and Chick Maze

Hen and Chick Tag

Play a game of tag. One person is the hen. The hen tries to tag the running chicks (everyone else). When someone is tagged, that person holds on to the hen's hand and continues along, trying to tag others. When everyone has been caught, end with a big group hug. If there are enough children, let someone also be the fox. Both the hen and the fox try to tag the chicks. If the fox tags, the chick freezes until the hen can come by and tag him or her.

4 SEND

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

Give each child a copy of the Lenten journey sheet for the week (end of lesson). Review the suggested activities together and brainstorm possibilities they might do. Encourage everyone to draw or write thoughts on the page each day and to include their family in this Lenten journey.

5 BLESS

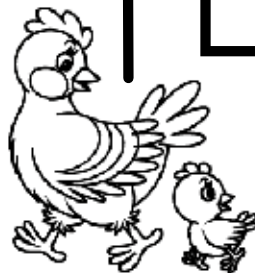
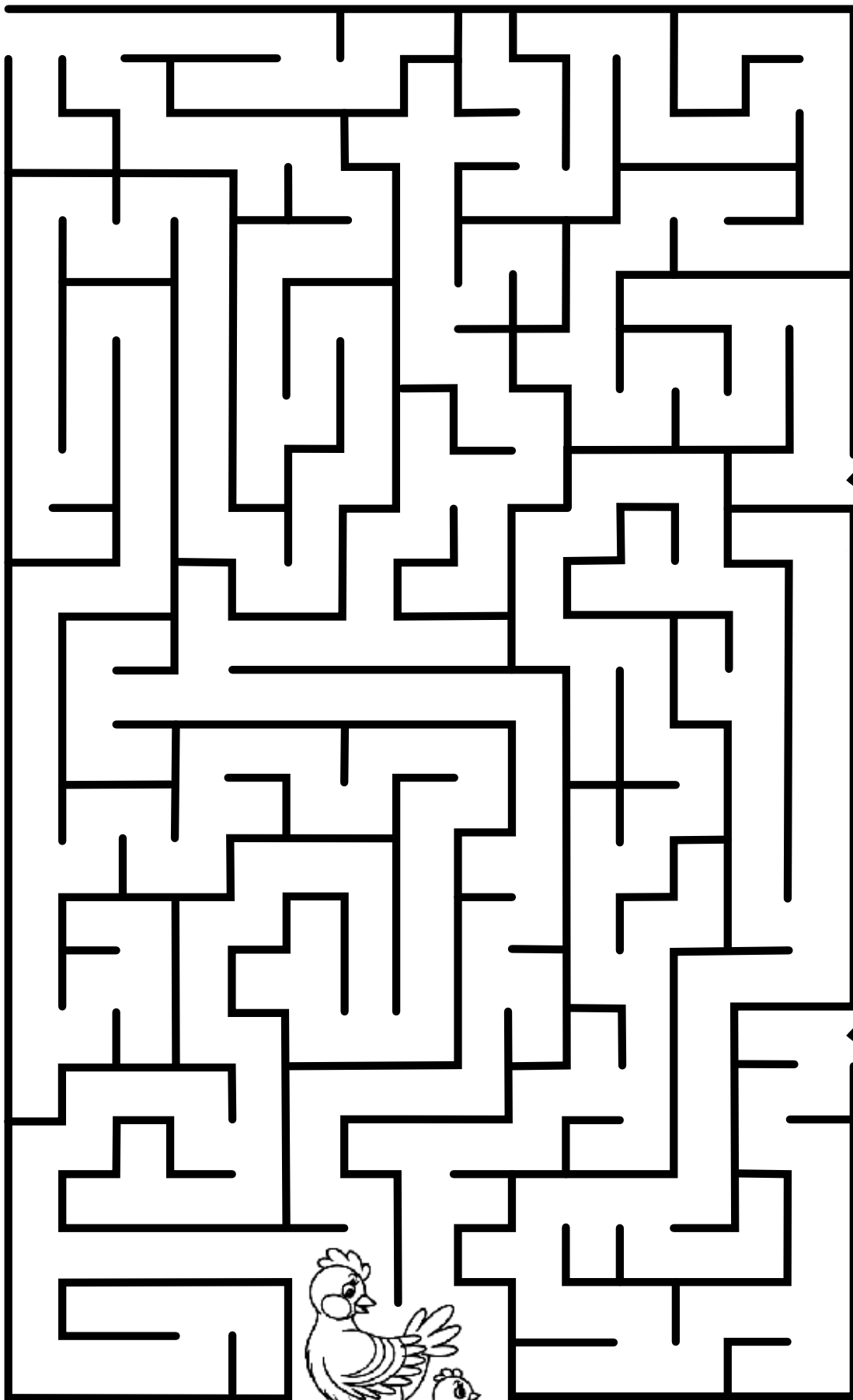
Time of prayer, praise, blessing, and hope
(5% of lesson time)

Sing, listen to, or read the words of "Here, O Lord, Your Servants Gather" CCS 335 or "Gather Us In" CCS 72. Discuss the words of the song; then close with a prayer of blessing, asking Jesus to hold us safe in the love of Community of Christ.



Hen and Chicks Maze

Guide the 3 chicks safely to their mother.



My Lenten Journey with Jesus

This week I will...

ask forgiveness for:

pick up trash:

find 5 things I can donate:

say "I love you" to:

pray for someone who lives far away:

do one thing I have never done before:

18–23 March 2019

THIRD SUNDAY IN LENT

LESSON 17
24 March 2019

Focus Scripture Passage: Luke 13:1–9

Lesson Focus: Repent and Become Faithful—Responsible Choices, Abolish Poverty, End Suffering, Repentance

Objectives

The learners will...

- continue their Lenten journey.
- challenge temptation.
- read the scripture story “God Doesn’t Do Things Like That” from the *Lectionary Story Bible, Year C*.
- examine what God does and does not do

Note to teacher: In preparation for this lesson, read “Exploring the Scripture” for Luke 13:1–9 in *Sermon & Class Helps, Year C: New Testament*, available through Herald House.

Supplies

- Building blocks
- Prepared signs printed with “**No, God doesn’t do things like that!**” and “**Yes, God does do things like that!**”
- *Lectionary Story Bible, Year C*, by Ralph Milton, illustrated by Margaret Kyle (Wood Lake Publishing, 2009, ISBN 9781551455761). Available from Herald House.
- *Community of Christ Sings (CCS)*
- Doctrine and Covenants
- Paper; crayons, markers, or colored pencils
- Lenten journey sheet (Third Sunday in Lent)

1 GATHER

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

Provide paper and crayons or markers. As children gather for class ask them to write or draw pictures about what they did this week on their Lenten journey. Post on the wall to continue the Lenten pathway around the room.

Challenge the children to build tall buildings and long bridges using the building blocks. During the activity, as the buildings become taller and the bridges longer, they may fall. Challenge children to continue trying.

2 ENGAGE

Invites exploration and interaction
(35% of lesson time)

Read the scripture story “God Doesn’t Do Things Like That” from the *Lectionary Story Bible, Year C*, pp. 96–97,

If building toys are not available use scraps of wood; recycled items such as cereal boxes, juice cans, and toilet paper rolls; or even marshmallows and toothpicks.

based on Luke 13:1–9. If the class includes older children, have them read directly from Luke 13:1–9.

3 RESPOND

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

“God Doesn’t Do Things Like That.”

Discuss the building experience during gathering time. Relate their play experience to events that really happen.

- In the last year there have been major earthquakes, tornadoes, floods, and other natural disasters. People and animals have been hurt, and some have even died. Did the people who were hurt cause the disaster? Did God cause them to be hurt because they did something bad? In the story when Jesus

was asked similar questions, he said, **"No, God doesn't do things like that!"** *(Hold up sign)* This is a very important message and I want you to remember it. Say it with me, **"No, God doesn't do things like that!"**

Continue by asking a series of questions:

- If buildings or bridges fall and there are people injured, did God let them get hurt because they were bad people?

(Hold up sign)

All: "No, God doesn't do things like that!"

- If a flood takes out a farmer's crops and destroys his home, did God make it happen because the farmer was a bad person? What about his family?

(Hold up sign)

All: "No, God doesn't do things like that!"

- If a child is born blind, did God make her that way because her parents were bad people?

(Hold up sign)

All: "No, God doesn't do things like that!"

- If people get really sick, did God cause them to get sick?

(Hold up sign)

All: "No, God doesn't do things like that!"

- Did God make your buildings and bridges fall?

(Hold up sign)

All: "No, God doesn't do things like that!"

The buildings and bridges just fell. Maybe your materials didn't support your design or you tried a design that was unusual or not suited for what you were trying to build. Such events happen in real life, too. Sometimes something just goes wrong—accidents happen, people get sick or hurt, weather gets crazy and it rains too much, there are earthquakes and tornadoes. These can be scary times, but they are not happening because God is making them happen. Our creator set the universe in motion. Both good things and not so good things happen to us all. God does not make them happen to reward or punish us. These things happen because God created a world that continues to live, grow, and respond.

- None of us are perfect. Sometimes we make poor choices. Does God want us to repent when we do something wrong?

(Hold up sign)

All: "Yes, God does do things like that!"

- Does God forgive us?

(Hold up sign)

All: "Yes, God does do things like that!"

- Does God love all of us?

(Hold up sign)

All: "Yes, God does do things like that!"

- Does God want us to help others in need?

(Hold up sign)

All: ""Yes, God does do things like that!"

- Does God help us find the strength to get through the hard times as well as the good?

(Hold up sign)

All: "Yes, God does do things like that!"

God Weeps

In this season of Lent we are reminded of our responsibilities as disciples of Christ to make responsible choices. Have children read Doctrine and Covenants 163:4a–c.

4 a. God, the Eternal Creator, weeps for the poor, displaced, mistreated, and diseased of the world because of their unnecessary suffering. Such conditions are not God's will. Open your ears to hear the pleading of mothers and fathers in all nations who desperately seek a future of hope for their children. Do not turn away from them. For in their welfare resides your welfare.

b. The earth, lovingly created as an environment for life to flourish, shudders in distress because creation's natural and living systems are becoming exhausted from carrying the burden of human greed and conflict. Humankind must awaken from its illusion of independence and unrestrained consumption without lasting consequences.

c. Let the...church equip people of all ages to carry the ethics of Christ's peace into all arenas of life. Prepare new generations of disciples to bring fresh vision to bear on the perplexing problems of poverty, disease, war, and environmental deterioration. Their contributions will be multiplied if their hearts are focused on God's will for creation.

Read the scripture again—verse by verse—and have the class illustrate what they hear the words saying, especially for people their age. As they draw, encourage them to discuss their ideas. Finished drawings can be added to their Lenten journey on the classroom wall.

4 SEND

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

Give each child a copy of the Lenten journey sheet for this week (end of lesson). Review the suggested activities together and brainstorm possibilities they might do. Encourage everyone to draw or write thoughts on the page each day and to include their family in this Lenten journey.

5 BLESS

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

Sing, listen to, or read the words of "Make Us, O God, a Church That Shares" CCS 657.

Discuss the words of the song and close with a prayer of blessing, asking God to forgive us for the choices we make that draw us away from what we are called to do as disciples of Christ.

The class suggestions for lesson 20 (Palm Sunday) break from the traditional style of the lessons. You will need to plan ahead! Enlist the help of parents, teens, and other congregation members.

My Lenten Journey with Jesus

This week I will...

tell someone
about Jesus:

not judge people:

sit next to
someone
new:

give up junk food:

pray for the
earth and
all of God's
creation:

25–30 March 2019

FOURTH SUNDAY IN LENT

LESSON 18
31 March 2019

Focus Scripture Passage: Luke 15:1–3, 11–32

Lesson Focus: Grace and Generosity

Objectives

The learners will...

- continue their Lenten journey.
- explore the parable of the Prodigal Son.
- focus on the grace and generosity of the father in the parable.

Note to teacher: In preparation for this lesson, read “Exploring the Scripture” for Luke 15:1-3, 11-32 in *Sermon & Class Helps, Year C: New Testament*, available through Herald House.

Supplies

- Paper, crayons or markers, tape
- Copies of script (page 57) for each child, “play” money, clothes, shoes, bag, robe,
- Instructions sheets for Respond activity, basket, apples, bucket
- Signs: Father’s House, Father’s Field, Older Son’s Journey, Younger Son’s Journey, New Country, New Friends, Buy Clothes Here, Party Here, Food, Workers Needed to Feed Pigs
- Lenten journey sheet (Fourth Sunday in Lent)
- *Community of Christ Sings (CCS)*

1 GATHER

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

Provide paper and crayons or markers. As children gather for class ask them to write or draw pictures about what they did this week on their Lenten journey. Post on the wall to continue the Lenten pathway around the room.

2 ENGAGE

Invites exploration and interaction
(35% of lesson time)

Help children act out the story “The Parable of the Prodigal Son” in a fun and playful way. Provide copies of script for each child (end of lesson). If possible, arrange ahead of time for children to present their play during the worship service.

If you have only one or two in class, assign several parts to each person.

3 RESPOND

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

Create a dual journey with step-by-step instructions. (page 56) Form class into two groups. Group 1 will go on the older son’s journey; group 2 will go on the younger son’s journey. Both sides start at the father’s house which is represented by a table with a sign that says “Father’s House.”

On the table are two sets of instructions. One sits beside an empty basket labeled with the sign “Older Son’s Journey;” the other sits beside four pieces of pretend money labeled with the sign “Younger Son’s Journey.”

Fewer than four children? Take both journeys together.

Large class? Place children at each station of the younger son’s journey to take money and hand out instructions. Children can also pretend to be pigs waiting to be fed.

Instructions for Older Son's Journey:

1. Start at Father's House.
2. *Take the basket and go to Father's Field to work.* Carry empty basket from table to area marked with a sign that says, "Father's Field". At this site there should be a table with apples (or other items which can be placed into the basket one at a time.)
3. *Harvest one [apple]; then go back to Father's House.* Place one apple in basket, and go back to Father's House. Place [apple] on table.
4. *Repeat until the younger brother returns.*

Instructions for Younger Son's Journey:

5. Start at Father's House.
6. *Take your money and go to new country.* Take money and go to sign that says "New Country."
7. *Leave one piece of money here; go make new friends.* Find sign that says "New Friends."
8. *Leave one piece of money here; go buy clothes.* Find sign that says "Buy Clothes Here."
9. *Leave one piece of money here; go party.* Find sign that says "Party Here."
10. *Leave one piece of money here; go eat.* Find sign that says "Food."
11. *You have no money left. Can't pay? Go find work.* Find sign that says "Workers Needed to Feed Pigs."
12. *Feed pigs. Then you will get food from your employer.* Pretend to feed pigs; then go to teacher or person acting as your employer. "Employer" provides a piece of food and instructions to go home.
13. *Go home. Go to your Father's House. Say you are sorry and ask for forgiveness.* Go back to Father's House (table) and ask for forgiveness.

Discuss the story of the Prodigal Son and the activity.

- Prodigal means to spend money freely and recklessly, to be wasteful and extravagant.
- Which son in this story was the prodigal son?
- How would you feel if you were the younger son who came back home?
- How would you feel if you were the older son who stayed home? What did you do while your brother went off to play?
- What messages do you think Jesus was trying to teach with this parable?

4 SEND

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

Provide paper, crayons, and/or markers and ask children to draw the story of the Prodigal Son. Encourage them to share their story with family and friends.

5 BLESS

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

Give each child a copy of the Lenten journey sheet for this week (end of lesson). Review the suggestions together and brainstorm other possibilities. Encourage everyone to draw or write thoughts on the page each day and to include their family in this Lenten journey.

Sing, listen to, or read the words of "This Is a Day of New Beginnings" CCS 495. Discuss the words of the song; close with a prayer thanking God for each day of new beginnings.

Note: *The class suggestions for Palm Sunday break from the traditional style of the lessons. Plan ahead! Enlist the help of parents, teens, and other congregation members. You will need actors to represent Jesus, Judas, Peter, Roman soldiers, Pilate, three townspeople, and a narrator. Copy the Holy Week booklet for each child. With coordination and planning, this could be an intergenerational event for the whole congregation.*

The Parable of the Prodigal Son

(adapted from Luke 15:11–32 NRSV and *The Message*)

- Jesus:** There was a man who had two sons. The younger one said to his father...
- Younger son:** Father, give me my share of the property that will belong to me when you die. Give it to me now!
- Jesus:** So the father divided his property and gave the younger son his share.
- Father:** (*Hands the younger son a bag of money*) Here is your inheritance.
- Jesus:** A few days later the younger son gathered all he had and traveled to a distant country.
- Younger son:** (*throws clothes, shoes, and money into bag and walks away to another area; father and older brother move off to the side*)
- Jesus:** There he wasted his money and lost his property in wild living, making poor decisions.
- Younger son:** Look at me! Look at everything I now have. I can do whatever I want, I can eat and drink whatever I want, and I can buy whatever I need!
- Jesus:** When he had spent everything, a severe famine took place throughout that country, and he no longer had money to buy food or a place to live.
- Younger son:** Where has all my money gone? Nothing is growing in the fields, and food is costing so much money. I guess I need to find work.
- Jesus:** So after many days looking for work, he got a job slopping pigs in the fields. He was so hungry he would have eaten the corncobs in the pig slop, but no one would give him any. Hunger finally brought him to his senses.
- Younger son:** All those farmhands working for my father eat three meals a day, and here I am starving to death. I'm going back to my father. I'll say to him, "Father, I've sinned against God. I've sinned before you. I don't deserve to be called your son. Take me on as a hired hand and I'll work for my food."
- Jesus:** So he set off and went to his father. (*son begins to walk back home*) But while he was still far off. (*father holds hands above eyes and looks to the distance his father saw him and was filled with compassion and love. He ran and put his arms around him and kissed him. (father runs toward son, puts his arms around him, and kisses him)*)
- Younger son:** Father, I have sinned against heaven and before you; I am no longer worthy to be called your son.
- Father:** (*motions to servants*) Quick, bring out a robe—the best one—and put it on him; put a ring on his finger and sandals on his feet. Get a fat calf and kill it, and let us eat and celebrate. This son of mine was dead and is alive again. He was lost and is found!
- Jesus:** And they began to celebrate. (*everyone dances around in celebration*) Now his older son was in the field. When he came back to the house, he heard music and dancing. He called one of the slaves and asked what was going on.
- Older son:** (*walks up to party, motions to servant*) What is happening? Why is everyone celebrating?
- Servant:** Your brother has come home. Your father has killed the fatted calf because he is back, safe and sound.
- Older son:** I'm not going in there. He took everything and left to go have fun, leaving me to help Father do all the work.
- Father:** (*comes over to older son*) Your brother is back home. Come and join us in celebration.
- Older son:** Listen! For all these years, I have been working like a slave for you. I have never disobeyed your command; yet you have never given me even a young goat so I might celebrate with my friends. But when this son of yours who threw away your money comes back, you throw a huge party for him!
- Father:** Son, you are always with me, and all that is mine is yours. But we had to celebrate and rejoice, because this brother of yours was dead and has come to life; he was lost and has been found.

My Lenten Journey with Jesus

This week I will...

list 5 things I'm grateful for:

write a letter or send a card:

bring a friend to church:

read the scriptures:

compliment someone:



give money to
Abolish Poverty,
End Suffering:

1–6 April 2019

FIFTH SUNDAY IN LENT

LESSON 19

7 April 2019

Focus Scripture Passage: John 12:1–8

Lesson Focus: Grace and Generosity

Objectives

The learners will...

- continue their Lenten journey.
- read the story “Something Beautiful for Jesus” from the *Lectionary Story Bible, Year C*.
- examine why we give gifts and how our giving reflects our love of Jesus.
- put the needs of others above theirs.

Note to teacher: In preparation for this lesson, read “Exploring the Scripture” for John 12:1–8 in *Sermon & Class Helps, Year C: New Testament*, available through Herald House.

Supplies

- Paper, crayons or markers, painter’s tape
- *Lectionary Story Bible, Year C*, by Ralph Milton, illustrated by Margaret Kyle (Wood Lake Publishing, 2009, ISBN 9781551455761). Available from Herald House.
- Basin of water and a towel
- Clean plastic drink bottles; scissors; permanent markers, colorful tape, or stickers.
- Lenten journey sheet (Fifth Sunday in Lent)

Plan Ahead: The class suggestions for next week (Palm/Passion Sunday) break from the traditional style of the lessons. Plan ahead! Enlist the help of parents, teens, and other congregation members. You will need actors to represent Jesus, Judas, Peter, Roman soldiers, Pilate, three townspeople, and a narrator. Copy the Holy Week booklet for each child. With coordination and planning, this could be an intergenerational event for the whole congregation.

A rehearsal for those with speaking parts is suggested.

1 GATHER

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

Provide paper and crayons or markers. As children gather for class ask them to write or draw pictures about what they did this week on their Lenten journey. Post on the wall to continue the Lenten pathway around the room.

2 ENGAGE

Invites exploration and interaction
(35% of lesson time)

Read the story “Something Beautiful for Jesus” from the *Lectionary Story Bible, Year C*, p. 103. Older children may read this from John 12:1–8.

Discuss:

- Why do we give gifts?
- Mary shared an expensive gift because of her great love of Jesus. This was probably one of the most valuable things she owned. Why was she so generous with her gift?
- What was Judas’ complaint?
- If you were in that room, would you have responded like Judas or Mary? Why?

Act It Out: Have children retell the story in their own words as they act it out.

3 RESPOND

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

J-O-Y-ful Generosity

As disciples of Jesus, we are called to respond with actions as well as words. When Mary gave Jesus her gift, she was not thinking of herself. To remember this call to generosity, make JOY (Jesus first, Others second, Yourself last) "slap" bracelets from recycled drink bottles.

While the children work, explain that JOY stands for Jesus first, Others second, and Yourself last. Discuss what this generosity focus means for the choices they are challenged to make every day.



Cut out the smooth section (area under label) of a 20 oz/567 g or smaller plastic drink bottle.

Cut to desired size; trim edges smooth. Some bottles will have enough flat area to create two bracelets. The molded shape of the bottle will wrap around a child's wrist.

Decorate the bracelet with permanent markers, duct tape, or stickers.

Craft adapted from SophiesWorldVideo
(www.youtube.com/watch?v=YqU63DoDHRU).

Washing of Feet

In Jesus' day, everyone traveled on dry, dusty roads. To clean another one's feet was a chore for household servants. As part of Mary's special gift to Jesus, she washed his feet. In John 13:1–17 we read how Jesus

washed the feet of his disciples. These examples of humility show us that as servants of Jesus Christ, we must put others' needs above our own. Help the children better understand this message by washing their feet. Make this a solemn experience by stressing that this is not a time for silliness, but a time to imagine what it means to be a servant of Jesus Christ.

4 SEND

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

Give each child a copy of the Lenten journey sheet for this week (end of lesson). Review the suggestions together and brainstorm possibilities. Encourage everyone to draw or write thoughts on the page each day and to include their family in this Lenten journey.

5 BLESS

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

BLESS

Close today's class with the reading of Doctrine and Covenants 161:7.

The Spirit of the One you follow is the spirit of love and peace. That Spirit seeks to abide in the hearts of those who would embrace its call and live its message. The path will not always be easy, the choices will not always be clear, but the cause is sure and the Spirit will bear witness to the truth, and those who live the truth will know the hope and the joy of discipleship in the community of Christ. Amen.

My Lenten Journey with Jesus

This week I will...

take a prayer walk:

not gossip:

do a random
act of kindness:

bake cookies
to share:

spend time with
my family:

give up video games
and phone time:

8–13 April 2019

PALM SUNDAY

LESSON 20

14 April 2019

Focus Scripture Passage: Luke 19:28–40/19:27–39 IV

Lesson Focus: Sacred Story, Events of Holy Week

Objectives

The learners will...

- walk through the events of Holy Week.
- deepen their understanding of Jesus' life and death.

Supplies

- Community of Christ Sings (CCS)
- Scarves or fabric pieces
- Area with table, bread, water or juice
- Video(s) and player
- Lenten journey sheet

Note to teacher: *This lesson plan breaks from the traditional format of the lessons. Enlist the help of parents, teens, and other congregation members. You will need actors to portray Jesus, Judas, several disciples, two Roman soldiers, and a narrator. Copy the Holy Week booklet for each child. With coordination and planning, this can be an intergenerational event for the whole congregation.*

In preparation for this lesson, read "Exploring the Scripture" for Luke 19:28–40/19:27–39 IV in *Sermon & Class Helps, Year C: New Testament*, available through Herald House.

Walking with Jesus through Holy Week

Actors portraying Jesus and disciples are clothed with scarves or fabric pieces over their shoulders. Choose a place to represent the Jerusalem temple, possibly the church sanctuary. Gather children and give everyone a scarf or piece of fabric.

Scene One: Triumphal Entry into Jerusalem

Narrator: (adapted from Luke 19:28–40 The Message)

Today is a special day. We call it Palm Sunday because today we remember Jesus' triumphal entry into Jerusalem. Jesus was coming back to Jerusalem with his disciples for the Feast of the Passover. Before they got there, Jesus sent two of the disciples to find a colt that had never been ridden. He told them to tell the owner they needed the colt so His Master could ride it. The disciples brought the colt to Jesus, threw their coats on its back, and helped Jesus get on.

Jesus and disciples walk in.

Narrator:

Boys and girls, I'd like you to meet Jesus and his disciples.

Jesus:

Will you come with me to Jerusalem?

Jesus begins to lead the children to the "temple" area. Take a roundabout route to allow time for a parade.

Narrator:

As Jesus rode into Jerusalem, the people gave him a grand welcome. They threw their coats on the street in front of Jesus. The whole crowd burst into enthusiastic praise over all the mighty works Jesus had done.

Invite children to wave their pieces of fabric to represent the coats that were thrown into the streets before Jesus. Sing CCS 642, "Praise the Lord Together Singing." Sing through once; then encourage children to sing along as the parade continues to the temple space. Once they

reach the temple space everyone should sit down and let Jesus continue with the story.

Scene Two: Jesus Cleanses the Temple

(adapted from Luke 19:45–47 The Message)

Jesus:

Much will happen this week. When we arrived at the temple, I got pretty upset. Instead of people praying, the temple had been turned into a place where people were selling all kinds of things. But after that I returned to the temple each day to teach. I knew there were high priests, scholars, and leaders who didn't like my teachings, and they were looking for a way to get rid of me. That wasn't easy because the people, people much like you and the others in the congregation, listened to every word I spoke. They wanted to hear and learn.

Scene Three: The Feast of the Unleavened Bread

(adapted from Luke 22:1–30 NRSV)

Have a table set, possibly in another room, where everyone can sit down to eat bread and drink juice or water. Provide gluten-free bread if you have children with allergies. Jesus should invite the children to join him for the Feast of the Passover, and then lead them to the area where bread and water or juice is waiting. As they walk, Jesus continues his story.

Jesus:

Come with me. It is time for the Feast of the Unleavened Bread or, as some call it, the Feast of the Passover. I sent Peter and John ahead to prepare a room for us to share together.

When they reach the room with a table, Jesus invites everyone to sit down. While they eat and drink together, Jesus tells the story of his last meal with the disciples before he died on the cross.

Jesus:

This time with my apostles is often called the Last Supper because it was the last opportunity I had to share a meal with them before my time of great suffering. I took a loaf of bread, blessed it, and broke it to share with each one. *(Invite children to eat bread.)* As we shared the bread among us, I said, "Eat this bread and remember my body which I give for you." And as we shared our drink, I said, "Drink this cup in remembrance of the blood I shed for you." *(Invite children to drink from their cups.)*

Sing CCS 528, "Eat This Bread." Sing through once; then encourage children to sing along.

Scene Four: A Time of Prayer

(adapted from Luke 22:39–53)

Jesus:

After dinner, I went to the Mount of Olives. The apostles followed. Children, will you join me?

Take children back to classroom or a location where a video can be shown.

I often went to this garden for prayer. This time I needed to find strength to meet the events I knew I would soon have to face.

Invite everyone to stand in a circle and hold hands.

Jesus:

When we got to the garden, I began to pray (Luke 22:41–44 The Message, adapted)

"Father, remove this burden from me. But please, not what I want. What do you want?"

While I prayed, the disciples slept. Just as I went to wake them, a crowd showed up with one of my twelve disciples, Judas, leading the way.

Judas walks up to Jesus and kisses him on the cheek.

Jesus:

Judas, you would betray the Son of Man with a kiss?

Two Roman soldiers lead Jesus away.

Scene Five: The Crucifixion

Invite children to take a seat to watch the rest of the Holy Week story. Darken lights in the room and turn on the video (see choices below). It should be set and ready to play.

1. The Crucifixion—Children's Bible Stories

www.youtube.com/watch?v=KIONxUpvQAs
Stop or pause at point 4:35 on the video just after Jesus' body is taken to the tomb. (This video will require live Internet connection to view.)

2. Download these three videos from Bible Society Australia to show from your computer or copy to a DVD to display on a player and TV setup.

- **Introduction to Jesus' Life and Death**
<https://play.bible.com.au/watch/introduction-to-jesus--life--death>
 - **Jesus Is Nailed to a Cross**
<https://vimeo.com/36391989>
 - **The Death of Jesus**
<https://vimeo.com/36392358>
-

Ending class with the crucifixion story could be disturbing for younger children. Help them process that event as you have time. Remind children that the crucifixion was not the end of the story. Next week is Easter, a day of celebration and praise.

Review the story of today by asking children to remember where they went and what was talked about at each station. Encourage them share the story of Jesus during Holy Week by telling it to others.

Give each child a copy of the Lenten journey sheet for this week (end of lesson). Review the suggestions together and brainstorm possibilities. Encourage everyone to draw or write thoughts on the page each day and to include their family in this Lenten journey.

BLESS

Close with prayer asking God to help the children remember and understand the teachings of Jesus and the sacrifice he made for each of us.

My Lenten Journey with Jesus

This week I will...



donate a coat
or jacket:

read about the
Last Supper:

wash my family's
feet like Jesus
washed the feet
of his disciples:

give thanks for
Jesus' sacrifice:

pray for our church and its
leaders so we might under-
stand what it means to be
Community of Christ.

dye eggs and celebrate the new life
of Jesus' resurrection with an Easter
Egg hunt.



Holy Week

15–20 April 2019

EASTER SUNDAY— RESURRECTION OF THE LORD

LESSON 21
21 April 2019

Focus Scripture Passage: John 20:1–18

Lesson Focus: Christ Has Risen! The Sacred Story of Holy Week

Objectives

The learners will...

- hear the story of Mary Magdalene’s visit to Jesus’ tomb and her encounter with the risen Christ.
- celebrate the joy that Jesus is alive.

Note to teacher: In preparation for this lesson, read “Exploring the Scripture” for John 20:1–18 and Luke 24:1–12 in *Sermon & Class Helps, Year C: New Testament*, available through Herald House.

Supplies

- Bible (NRSV recommended)
- Waxed paper, flour, refrigerator crescent rolls, large marshmallows, ground cinnamon, baking sheet, oven, napkins, forks
- Optional: play dough
- Pocket cross pattern (one for each child), scissors, pencils or markers
- Plastic eggs that open, slips of paper with messages written on them
- *Community of Christ Sings (CCS)*

1 GATHER

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

As children gather, let them make “resurrection rolls.”

1. Give each child a sheet of waxed paper to use as a working surface. Sprinkle lightly with flour.
2. Sprinkle cinnamon onto a flat, refrigerated crescent roll.
3. Place a large marshmallow on top; then wrap the roll around the marshmallow.
4. Place on a baking sheet or in muffin tin.
5. Bake according to crescent roll directions. (Best to test in oven before class makes them.)

Enlist the help of someone to bake the “resurrection rolls” while class continues.

OPTION: If cooking facilities are not available, let children create empty tombs from play dough.

2 ENGAGE

Invites exploration and interaction
(35% of lesson time)

Before reading the scripture story discuss the events of last week’s lesson. What was the last event that happened? (*Jesus’ body was taken down from the cross, placed in a tomb and a big stone was rolled in front to seal it.*) Then share the story of the Resurrection directly from John 20:1–18 NRSV.

Early on the first day of the week, while it was still dark, Mary Magdalene came to the tomb and saw that the stone had been removed from the tomb. So she ran and went to Simon Peter and the other disciple, the one whom Jesus loved, and said to them, “They have taken the Lord out of the tomb, and we do not know where they have laid him.” Then Peter and the other disciple set out and went toward the tomb. The two were running together, but the other disciple outran Peter and reached the tomb first. He bent down to look in and saw the linen wrappings lying there, but he did not go in. Then Simon Peter came, following him, and went into the tomb.

He saw the linen wrappings lying there, and the cloth that had been on Jesus' head, not lying with the linen wrappings but rolled up in a place by itself. Then the other disciple, who reached the tomb first, also went in, and he saw and believed; for as yet they did not understand the scripture, that he must rise from the dead. Then the disciples returned to their homes.

But Mary stood weeping outside the tomb. As she wept, she bent over to look into the tomb; and she saw two angels in white, sitting where the body of Jesus had been lying, one at the head and the other at the feet. They said to her, "Woman, why are you weeping?" She said to them, "They have taken away my Lord, and I do not know where they have laid him." When she had said this, she turned around and saw Jesus standing there, but she did not know that it was Jesus. Jesus said to her, "Woman, why are you weeping? Whom are you looking for?" Supposing him to be the gardener, she said to him, "Sir, if you have carried him away, tell me where you have laid him, and I will take him away." Jesus said to her, "Mary!" She turned and said to him in Hebrew, "Rabbouni!" (teacher). Jesus said to her, "Do not hold on to me, because I have not yet ascended to the Father. But go to my brothers and say to them, 'I am ascending to my Father and your Father, to my God and your God.'" Mary Magdalene went and announced to the disciples, "I have seen the Lord;" and she told them that he had said these things to her.

Serve the baked "resurrection rolls" while you discuss the story. If the rolls are still hot, provide children forks to cut the rolls.

- When you cut into your "resurrection roll," what do you find? Were you surprised to find nothing?
- Imagine you are Mary and you got up really early to take spices and oils to place on Jesus' dead body. But when you got there the stone was rolled away, and the body was gone. Like the middle of your "resurrection roll," it was empty. What would you think had happened? What would you do?
- How do you think Mary felt when she came face to face with the Master? How would you feel?

The scriptures read:

"Simon Peter came...and went into the tomb. He saw the linen wrappings lying there, and the cloth that had been on Jesus' head, not lying with the linen wrappings but rolled up in a place by itself. Then the other disciple, who reached the tomb first, also went in, and he saw and believed" (vv. 6–8).

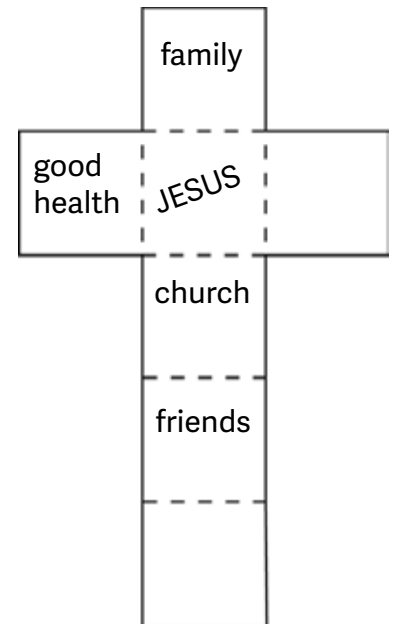
- What was it that they suddenly believed? (*Jesus had told them he would arise in three days; now they understood what that meant.*)

3 RESPOND

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

The Empty Cross

This week we celebrate the empty cross and tomb. Jesus has risen from the dead! As a reminder of Jesus' love for you, make a pocket cross (end of lesson). Let children cut out their crosses; then fold on dotted lines into the shape of a square. Unfold cross and inside each section of the cross, have them write words or draw pictures of blessings they have received from God.



Shout the Good News

Before class prepare plastic eggs. Write messages of joy, love, and affirmation (*Jesus is alive! God loves you. Christ is risen.*) on slips of paper. Place one message in each egg.

Sit in a circle. Give each child a plastic egg. Moving around the circle, have children take turns opening their eggs and whispering the message to the person on their right, who then shouts the good news to the whole group. Then that person opens his or her egg and whispers the message to the person on the right. This continues until everyone has opened at least one egg. After eggs have been opened, discuss:

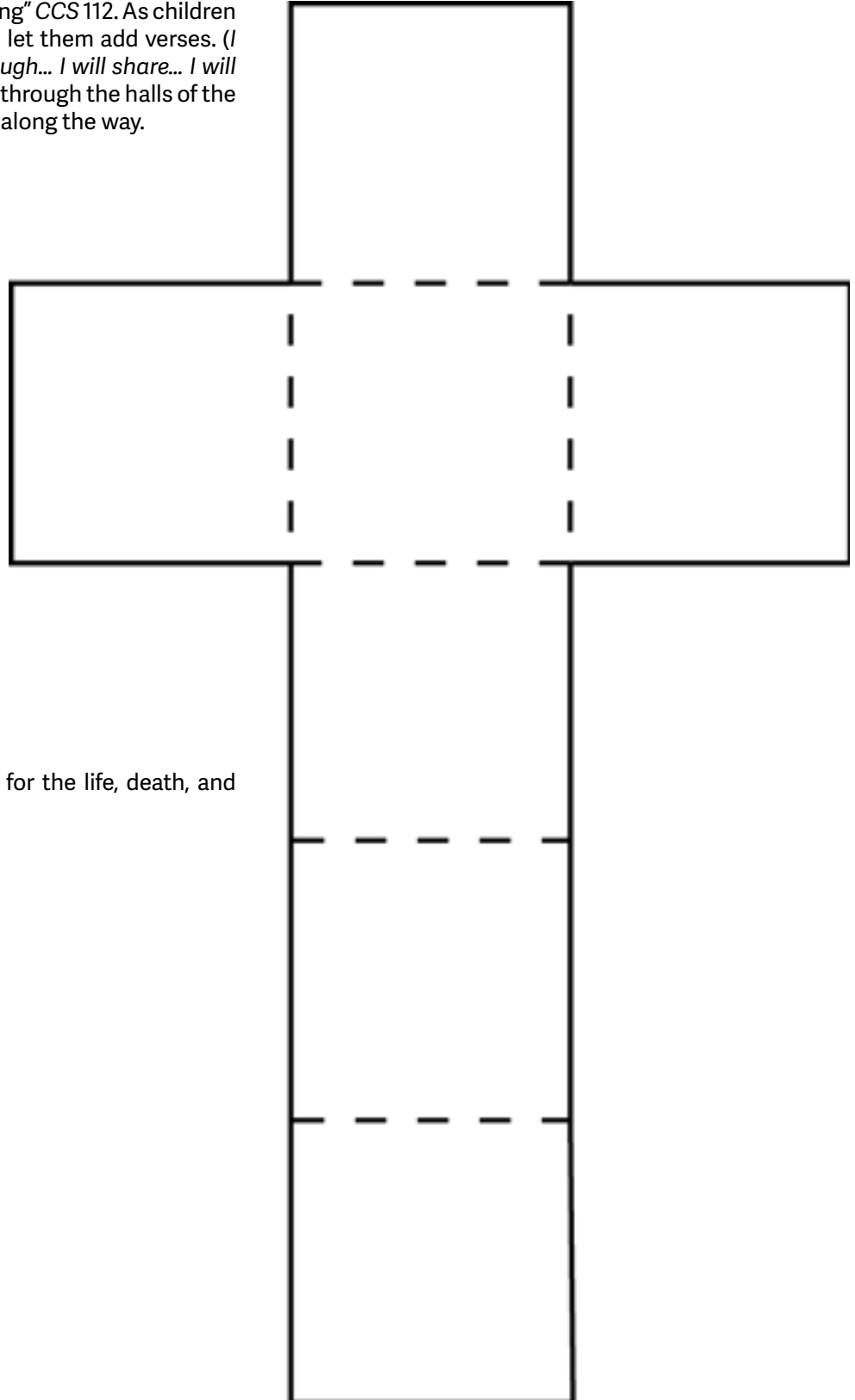
- What news do you have to share today?
- Who will you tell?"

Option: If plastic eggs are not available, write messages on slips of paper and place them in basket. Have children pull out a slip of paper and proceed as explained above.

4 SEND

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

Sing the song, "I Will Sing, I Will Sing" CCS 112. As children catch on to the words and tune, let them add verses. (*I will shout... I will dance... I will laugh... I will share... I will serve...*) Take the class on a walk through the halls of the church, singing this joyous song along the way.



5 BLESS

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

Close with prayer giving thanks for the life, death, and resurrection of Jesus Christ.

SECOND SUNDAY OF EASTER

LESSON 22
28 April 2019

Focus Scripture Passage: John 20:19–31

Lesson Focus: Peace Be with You—Those who believe in Christ are called to take the message of peace into the world so others may also know Christ and believe.

Objectives

The learners will...

- explore what it means to believe without seeing.
- discover what it means to be called and sent.
- look at the sequence of first believing, then sharing that faith.
- understand that asking questions is one way to learn the truth.

Supplies

- Bible (NRSV recommended)
- Box of breakfast bars (or similar snack)
- *Community of Christ Sings (CCS)*

Note to teacher: In preparation for this lesson, read “Exploring the Scripture” for John 20:19–31 in *Sermon & Class Helps, Year C: New Testament*, available through Herald House.

1 GATHER

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

Hold up an unopened box of breakfast bars and ask the children what is inside the box. Give each child a serving of the snack. As they eat, discuss. How can you believe what's inside without seeing the contents? (*There's a picture on the box; the name of the product is written on the box; you've eaten that kind before.*) How do you think the disciples felt when they saw Jesus after his resurrection?

2 ENGAGE

Invites exploration and interaction
(35% of lesson time)

Read or paraphrase today's scripture passage, John 20:19–31 NRSV:

When it was evening on that day, the first day of the week, and the doors of the house where the disciples had met were locked for fear of the Jews, Jesus came and stood among them

and said, “Peace be with you.” After he said this, he showed them his hands and his side. Then the disciples rejoiced when they saw the Lord. Jesus said to them again, “Peace be with you. As the Father has sent me, so I send you.” When he had said this, he breathed on them and said to them, “Receive the Holy Spirit. If you forgive the sins of any, they are forgiven them; if you retain the sins of any, they are retained.” But Thomas (who was called the Twin), one of the twelve, was not with them when Jesus came. So the other disciples told him, “We have seen the Lord.” But he said to them, “Unless I see the mark of the nails in his hands, and put my finger in the mark of the nails and my hand in his side, I will not believe.”

A week later his disciples were again in the house, and Thomas was with them. Although the doors were shut, Jesus came and stood among them and said, “Peace be with you.” Then he said to Thomas, “Put your finger here and see my hands. Reach out your hand and put it in my side. Do not doubt but believe.” Thomas answered him, “My Lord and my God!” Jesus said to him, “Have you believed because

you have seen me? Blessed are those who have not seen and yet have come to believe." Now Jesus did many other signs in the presence of his disciples, which are not written in this book. But these are written so that you may come to believe that Jesus is the Messiah, the Son of God, and that through believing you may have life in his name.

Explain that it's OK to have doubts and ask questions—to wonder why. We can seek answers to erase our doubts. When that happens, we believe something is

true. If it is something we have not seen for ourselves, we can have faith—we can believe—that it is true. Then we can tell others about it.

Introduce an assistant (*selected ahead of time*) as "A. Doubter." (*The doubter could put on a hat or sign with a question mark taped on it.*) Doubters have many questions, like "How do I know you're who you say you are?"

Read the following script.

Am I a Doubter? *by Mary Kay Speaks*

Teacher: Do you know who I am?

Doubter: Yes, you're [*teacher's name*].

Teacher: How do you know that?

Doubter: You told me your name when we first met.

Teacher: How could you find out if that is my real name?

Doubter: I could ask the children. (*turns to class*) Well, what do you think? Is this [*teacher's name*]?

Teacher: What's another way to check?

Doubter: I could ask for identification. Do you have an ID card? A name tag? A letter addressed to you?

Teacher: Yes, I do. (*teacher shows identification*) Or, you could call my phone number and see if I answer.

Doubter: OK. (*pantomimes making a phone call*)

Teacher: Hello? (*pantomimes answering the phone*)

Doubter: Who is this?

Teacher: It's [*teacher's name*].

Doubter: Just checking. Bye. (*both hang up their phones*)

Doubter: OK, I believe you. You say you're you, the class says you're you, your name is printed on your ID, and you answered your phone. I think I may need to change my name from A. Doubter to A. Believer.

Ask: Have you ever doubted something others believe? When? What did you do?

Discuss how we go from being doubters to being believers. *We talk to others, we read, we listen, and we learn. We can learn about Jesus by reading stories about him in the Bible, going to Sunday school classes, talking with people at church, singing hymns, and listening to sermons.*

3 RESPOND

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

Prove It or Believe It

Often we say "Show me!" or "Prove it!" when we disbelieve someone. Give a thumbs-up or thumbs-down if you believe what I say:

- There is air.
- You have a heart.
- There is a country named Switzerland.
- There is a God.
- God has a son, named Jesus.
- God loves us all.

Once children catch on, have them take turns leading the game. Discuss. Have any of you ever seen any of these? How do you know they are real, that they exist? Do you believe in the people who told you? Do you believe in faith? What helps you believe in Jesus even when you can't see him?

Receive the Holy Spirit

Reread the following from the focus scripture passage:

Jesus said to them again, "Peace be with you. As the Father has sent me, so I send you." When he had said this, he breathed on them and said to them, "Receive the Holy Spirit..."

Guide class through a breath prayer.

- Sit in a comfortable position. Close your eyes to block distractions.
- Breathe in... Breathe out...
- As the group develops a breathing rhythm, add the following phrases.

"Receive..." (breathe in)

"the Spirit." (breathe out)

4 SEND

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

The prophet-president of Community of Christ is Stephen Veazey. He speaks to the entire church each year through a webcast. He talks about issues that are important for the whole church, and he encourages us in our discipleship.

After he speaks there is a time for questions and answers. People send in their questions and he answers them.

- What questions would you like to ask President Veazey?

5 BLESS

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

Lead the children in singing "Jesus Loves Me" CCS 251. The first time sing "Jesus loves me" as children point to themselves. Next time sing "Jesus loves you" as everyone points to others, and finish by singing "Jesus loves us" as they spread their arms wide. Close with a prayer asking God to open our hearts so we can find answers and peace for our questions and doubts.

THIRD SUNDAY OF EASTER

LESSON 23
5 May 2019

Focus Scripture Passage: John 21:1–19

Lesson Focus: Do You Love Me? Share the love of Jesus with others.

Objectives

The learners will...

- explore the story from John 21:1–19.
- discuss ways they can answer Jesus' call to "feed my sheep."

Note to teacher: In preparation for this lesson, read "Exploring the Scripture" for John 21:1–19 in *Sermon & Class Helps, Year C: New Testament*, available through Herald House.

Supplies

- Campfire setting. If weather and location allow, build a real campfire outside.
- *Lectionary Story Bible, Year C*, by Ralph Milton, illustrated by Margaret Kyle (Wood Lake Publishing, 2009, ISBN 9781551455761). Available from Herald House.
- Fish cutouts with scenarios written on backs
- Small blanket or towel
- Rolled-up socks
- Printed words for the song, "Jesus Asked, 'Do You Love Me?'"

1 GATHER

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

To set the mood, consider creating a campfire setting. If weather and location allow, the setting could be outside with a real campfire.

Invite children to sit around the "campfire." Encourage role-playing—pretending the fire is warm, cooking, and stoking the fire. Sing a few silly campfire songs while waiting for students to arrive.

2 ENGAGE

Invites exploration and interaction
(35% of lesson time)

Share the story "Peter Learns" from the *Lectionary Story Bible, Year C*, page 125 (based on John 21:1–19). It takes place early one morning after Jesus' resurrection when the disciples had gone to the lake to catch fish. Stories of Jesus often revolved around friends coming together

to eat. In this story, the meal was breakfast cooked over a campfire by Jesus.

If class is large enough, let children retell the story by acting it out.

3 RESPOND

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

Do You Love Me? Feed My Sheep.

Who are the sheep Jesus was talking about?

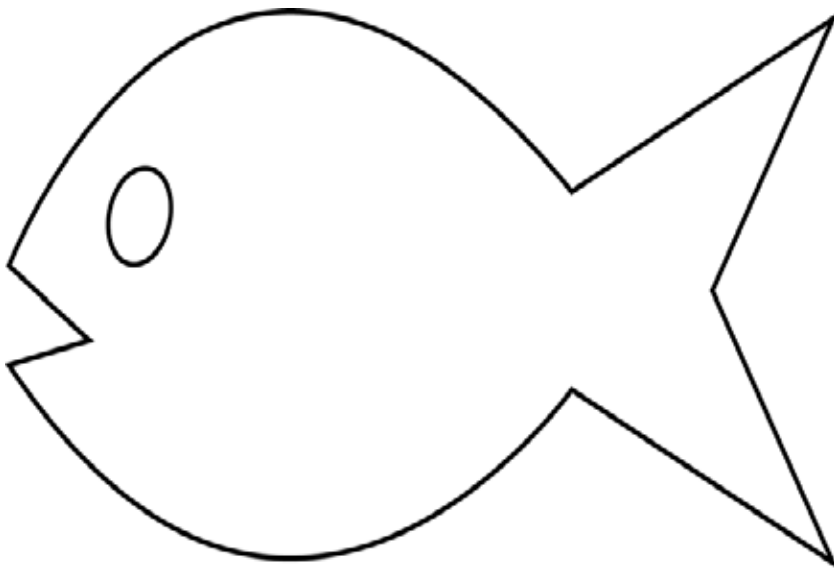
Trace fish pattern. Reproduce enough for everyone in class to have at least one fish. On the back of each fish write an open-ended scenario (*see suggestions*). Make sure there are enough fish for each person to get at least one. Place fish cutouts in basket. Before you begin, explain the steps of the object lesson:

1. Teacher offers the basket of fish to a child and asks, "Do you love Jesus?"
2. Child answers, "Yes, I love Jesus!" and takes a fish from the basket.

- Teacher responds, "Then feed Jesus' sheep."
- Child reads the scenario on the back of the fish and decides how he or she can "feed Jesus' sheep" in that circumstance.

Open-ended Scenarios

- A boy at school drops his plate of food.
- Mom is not feeling well.
- A child is crying because she fell down.
- Your neighbor is 90 years old, and there was a big snow last night.
- You are jumping rope with friends, and a new girl at school is watching.
- Deacons at church need help with offering.
- You find a little boy lost in the grocery store.



Nets Overflowing

Using a small blanket or large beach towel, play a game of nets overflowing.

Small class: Players hold on to each end of the "net" (blanket or towel). Throw "fish" (rolled-up socks) into the middle. Each side tries to get the fish to bounce to their end of the net.

Large class: Divide into two teams. Each team has a blanket or large towel and rolled-up socks. Each team's socks should be a different color (light or dark). Teams stand side by side with socks in middle of their nets. The object is to get each team's fish (socks) into the net (blanket or towel) of the other team.

Option: If socks are not available, use wadded up paper, empty drink bottles, or other items with enough substance to bounce.

4 SEND

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

Sit around the campfire and teach children the song "Jesus Asked, 'Do You Love Me?'" sung to the tune of "Michael, Row the Boat Ashore." Make copies of the words for children as they learn the song. Discuss what it would be like to sit at the campfire with Jesus. What stories would you share?

Jesus Asked, "Do You Love Me?"

(words by Lynda Roberson)

Tune: <https://www.youtube.com/watch?v=jRv-fgfLFTk>

Peter said, "I'm going to fish,"
Hallelujah.
On the Sea of Galilee,
Hallelujah.

Peter's friends heard what he said,
Hallelujah.
Came along and fished 'til dawn,
Hallelujah.

Jesus saw them from the shore,
Hallelujah.
Told them how to catch some more,
Hallelujah.

Peter jumped and swam to land,
Hallelujah.
Couldn't wait to shake Christ's hand,
Hallelujah.

Jesus cooked some fish for them,
Hallelujah.
On the beach he ate with friends,
Hallelujah.

Jesus asked, "Do you love me?"
Hallelujah.
"If you do, then feed my sheep."
Hallelujah.

5 BLESS

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

Close with a prayer asking God to help children see opportunities where they can answer Jesus' challenge to "feed my sheep."

FOURTH SUNDAY OF EASTER

LESSON 24
12 May 2019

Focus Scripture Passage: John 10:22–30

Lesson Focus: All are called to follow Jesus.

Objectives

The learners will...

- look for God’s love alive in world today.
- listen for the Shepherd’s voice.

Note to teacher: In preparation for this lesson, read “Exploring the Scripture” for John 10:22–30 in *Sermon & Class Helps, Year C: New Testament*, available through Herald House.

Supplies

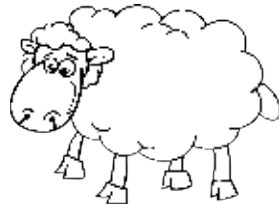
- Sheep picture (one for each child), glue, cotton balls, crayons or markers, tape, paper for banner
- Slips of paper with names of people known by their specific actions
- *Community of Christ Sings (CCS)*

1 GATHER

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

As children gather, work on the sheep craft (end of lesson).

- Color sheep and glue cotton balls to the sheep’s body.
- Write name below the sheep.
- Hang all the sheep where they can be seen by the congregation, such as a hallway.
- Add a banner with the words “We follow Jesus. Jesus is our Shepherd.”



2 ENGAGE

Invites exploration and interaction
(35% of lesson time)

Have children read the focus scripture reading for this lesson from John 10:22–30 (adapted from NRSV and *The Message*).

Reader 1: The people of Jerusalem were celebrating Hanukkah. Jesus was there for the festival, too. As Jesus walked across Solomon’s porch in the temple, people began to gather around him asking questions.

Reader 2: How long are you going to keep us guessing? If you are the Messiah, then please, just tell us.

Reader 3: Jesus answered, “I have told you, and you do not believe. The works that I do in my Father’s name testify of me; my actions speak louder than words.”

Reader 4: Jesus continued. “I have shown you that I am the Messiah but you do not believe, because you are not one of my sheep. My sheep recognize my voice. I know them, and they follow me.

Reader 5: I give them eternal life, and they will never perish. No one will snatch them out of my hand. What my Father has given me is greater than all else, and no one can snatch it out of the Father’s hand. The Father and I are one.”

Discuss.

- What did Jesus mean when he said “My sheep recognize my voice”?
- How do you recognize Jesus’ voice from other voices around you?
- Jesus said his actions had shown that he was the Messiah. How can people’s actions help you recognize the voice of Jesus?
- Where do you see God’s love alive in the world today?

3 RESPOND

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

Listening for the Shepherd’s Voice

Play this game like Simon Says, but with two leaders. Identify one as the shepherd. The leaders stand with their backs to the children so it is more difficult to tell which one is speaking. Children listen for instructions from the shepherd. When the shepherd asks children to jump or turn around, then everyone should do it. However, if the other leader asks, they should stand still. Let children take turns being the leaders.

Discuss. Jesus referred to believers as sheep and himself as the good shepherd. Cattle can be rounded up by shouting and moving around them, but sheep will only follow the voice of their shepherd. We must listen for the voice of our shepherd.

- How do we learn to recognize God’s voice?

Action Charades

Look back at the scripture passage for today. How did Jesus respond to the question, “Are you the Messiah?” The way we live our lives, including our actions and the

choices we make every day, helps others know who we are and who we follow.

On slips of paper write names of people who are known by what they do. (firefighter, teacher, preacher, doctor, nurse, carpenter, news reporter, bus driver) Have children draw slips of paper and act out for others to guess. If the class is large, divide into teams.

Discuss.

- By your actions and choices, who would people say you are? (*child, student, friend, follower of Jesus, soccer player, musician*)
- Do your actions reflect who you are?

4 SEND

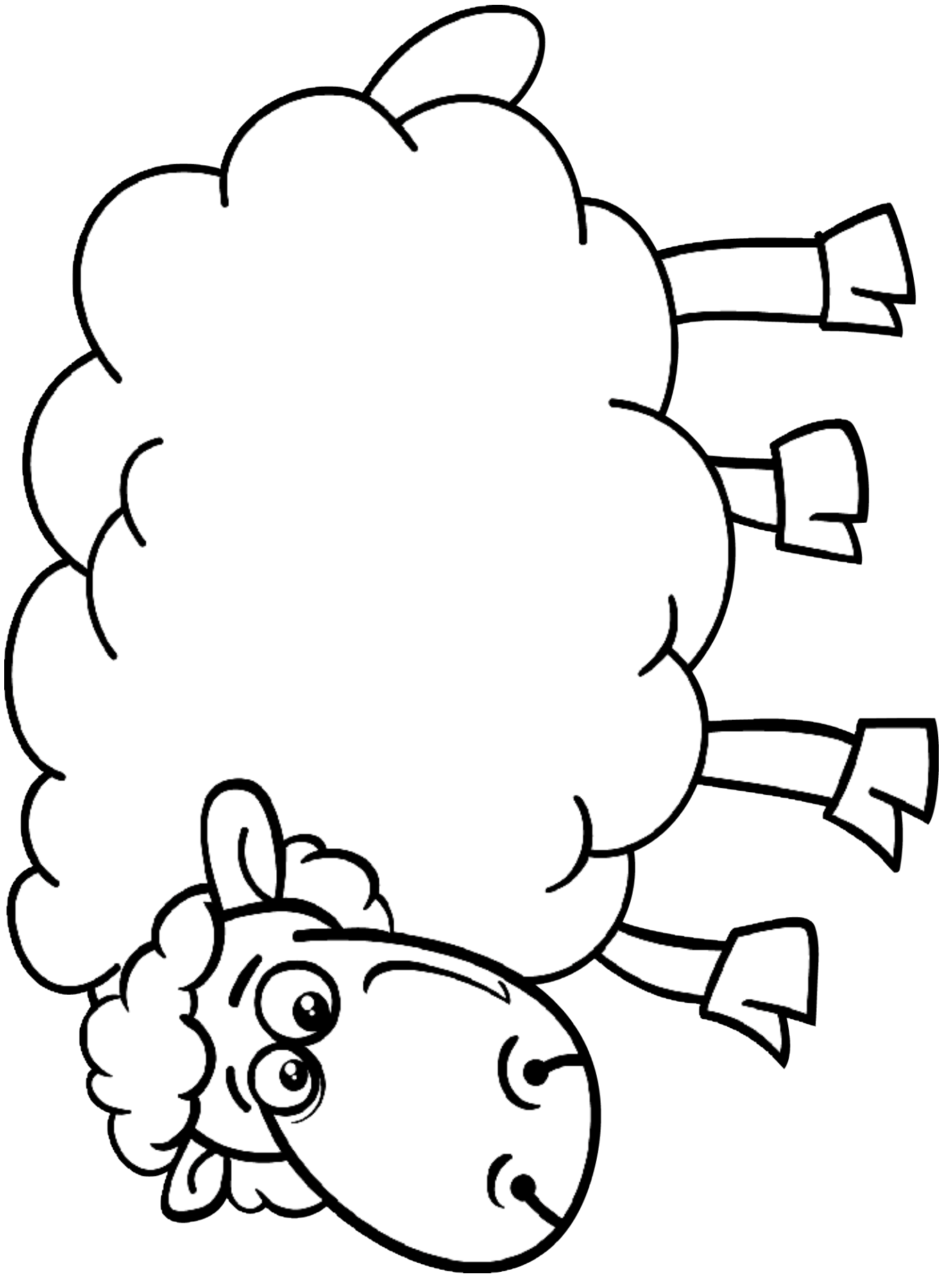
Explores how the lesson might be lived
(10% of lesson time)

Sing together the song “Takwaba Uwabanga Yesu! (There’s No One Like Jesus!)” CCS 121. Read through the words. Explain that this song was first taught to youth attending the International Youth Forum. It speaks of searching for Jesus wherever you are, wherever you go. Sing with the beat of drums and other rhythm instruments. Add clapping, walking, searching (hand over eyes), and turning around.

5 BLESS

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

Share in a group prayer, thanking God for people in the lives of the children whose actions speak with the voice of Jesus.



FIFTH SUNDAY OF EASTER

LESSON 25
19 May 2019

Focus Scripture Passage: John 13:31–35

Lesson Focus: Worth of All Persons, Love One Another

Objectives

The learners will...

- study Jesus' message of love.
- look at ways Jesus showed love to others.
- talk about ways they can show love.

Note to teacher: In preparation for this lesson, read "Exploring the Scripture" for John 13:31–35 in *Sermon & Class Helps, Year C: New Testament*, available through Herald House.

Supplies

- Bibles
- Jesus Loves All card game (end of lesson) one set for each child, scissors
- Plain paper, red construction paper for red heart cutouts, markers, scissors, transparent tape or stapler
- *Community of Christ Sings (CCS)*

1 GATHER

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

Sing songs about love as defined by Jesus:

- "Jesu, Jesu, Fill Us with Your Love" CCS 367
- "Jesus Loves Me" CCS 251
- "All Are Welcome" CCS 276
- "Jesus Loves the Little Children"
- "Make New Friends but Keep the Old"

2 ENGAGE

Invites exploration and interaction
(35% of lesson time)

Throughout Jesus' teachings was the message of love: love God, love your friends and family, even love your enemies. Help children look up references where Jesus talked about love. Read each one aloud and discuss the love Jesus was teaching and how the message speaks to their lives.

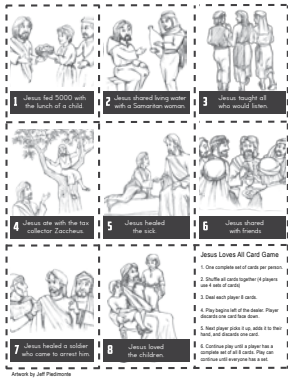
- Matthew 5:43–45, Luke 6:27–32 *Love for enemies*
- Matthew 7:12 *Golden rule*
- Matthew 19:13–15, Mark 10:13–16, Luke 18:15–17 *Jesus blesses the children*
- Matthew 22:34–40, Mark 12:28–33 *The greatest commandment*
- John 3:16 *God so loved the world*
- John 13:31–35 *New commandment*
- John 14:15, 21 *Promise of Holy Spirit*
- John 15:9–17 *Love as I have loved you*

3 RESPOND

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

Jesus Loves All

Jesus not only taught his follows about love, he showed them how to love. Play the Jesus Loves All card game (end of lesson) to discover examples of how Jesus showed love to others. Photocopy one set for each child. Cut on dotted lines and follow rules as explained on the rule card.



Discuss:

- What do the drawings on the cards show us about Jesus and those he loved?
- Do you remember the stories surrounding any of the pictures?

Let everyone take home a set of cards so they can share today's lesson with others.

4 SEND

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

Review today's lesson by reading John 13:34–35. Give each child a heart cutout. Ask everyone to write on the heart one way to show God's love this week.

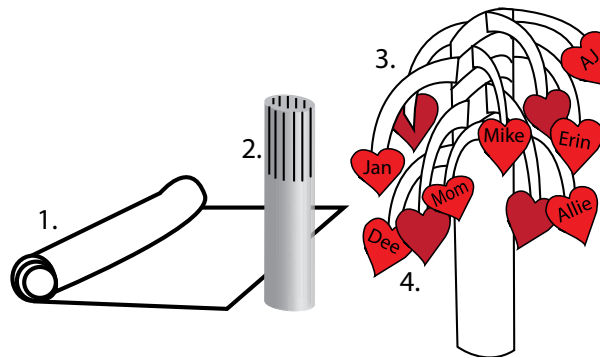
5 BLESS

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

Close with a popcorn prayer. Children add to the prayer by popping up and saying a name of someone they love or someone who loves them.

Tree of Love

1. Roll up a sheet of paper and tape around the bottom to hold in place.
2. Cut slits around the top.
3. Stick a finger in the middle of the tube and twist to slide the inside layers upward in a spiral. Spread out slits to create tree branches.
4. Cut red hearts from construction paper. Write names of people you love on the hearts and tape them to the branches.





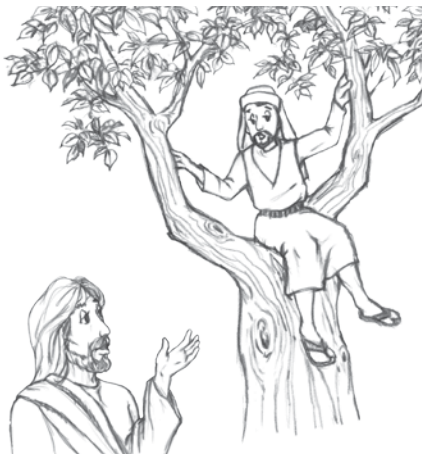
1 Jesus fed 5000 with the lunch of a child.



2 Jesus shared living water with a Samaritan woman.



3 Jesus taught all who would listen.



4 Jesus ate with the tax collector Zaccheus.



5 Jesus healed the sick.



6 Jesus shared with friends



7 Jesus healed a soldier who came to arrest him.



8 Jesus loved the children.

Jesus Loves All Card Game

1. One complete set of cards per person.
2. Shuffle all cards together (4 players use 4 sets of cards)
3. Deal each player 8 cards.
4. Play begins left of the dealer. Player discards one card face down.
5. Next player picks it up, adds it to their hand, and discards one card.
6. Continue play until a player has a complete set of all 8 cards. Play can continue until everyone has a set.

SIXTH SUNDAY OF EASTER

LESSON 26
26 May 2019

Focus Scripture Passage: John 14:23–29

Lesson Focus: Pursuit of Peace, Peace of Jesus Christ

Objectives

The learners will...

- learn the song “Peace, Salaam, Shalom.”
- explore the scripture passage: John 14:23–29.
- examine how Jesus’ peace is different from world peace.

Supplies

- Computer with Internet access or *Community of Christ Sings (CCS)*
- Bibles
- Eye of the storm picture
- Plain paper, pencils

Note to teacher: In preparation for this lesson, read “Exploring the Scripture” for John 14:23–29 in *Sermon & Class Helps, Year C: New Testament*, available through Herald House.

1 GATHER

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

Show the video *Peace through All People* which is a beautiful version of the song “Peace, Salaam, Shalom” written by Emma’s Revolution. Discuss how they feel while watching the video and listening to the words of the song. (<http://www.CofChrist.org/resources#/930/peace-through-all-people> search for Peace through All People) If Internet connection is not available, sing or read CCS 310. This video is **not** available for download. You can purchase it from Herald House: <https://www.heraldhouse.org/search?q=peace+through+all+people>.

2 ENGAGE

Invites exploration and interaction
(35% of lesson time)

In today’s scripture passage, Jesus calls us to continue his work. Let children read John 14:23–29 together.

Jesus answered him, “Those who love me will keep my word, and my Father will love them, and

we will come to them and make our home with them. Whoever does not love me does not keep my words; and the word that you hear is not mine, but is from the Father who sent me.

“I have said these things to you while I am still with you. But the Advocate, the Holy Spirit, whom the Father will send in my name, will teach you everything, and remind you of all that I have said to you. Peace I leave with you; my peace I give to you. I do not give to you as the world gives. Do not let your hearts be troubled, and do not let them be afraid.

You heard me say to you, ‘I am going away, and I am coming to you.’ If you loved me, you would rejoice that I am going to the Father, because the Father is greater than I. And now I have told you this before it occurs, so that when it does occur, you may believe.

Remind the class that Jesus is saying this to his disciples as he tries to prepare them for the time after he ascends into heaven. Discuss the major points of the passage and how they relate to their lives.

1. Continue to love Jesus and follow the teachings he shared during his ministry.
 - What are some of the teachings Jesus wants you to follow?
 - How are they different from what he taught the disciples?
2. Expect the Holy Spirit to comfort and guide you.
 - Can you expect the Holy Spirit to comfort and guide you?
 - Can you share a time when you have felt the Holy Spirit?
3. Through the Spirit I leave with you my peace.
 - How is the peace of Jesus different from the peace of the world?
4. Rejoice and believe.

3 RESPOND

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

Eye of the Storm

Pursuit of Peace calls us to a way of living, but the promise of God's peace does not mean we live without pain, conflict, loss, or distress. Rather, it assures us that Christ's peace comforts us even when our lives are distressed. A visual of this would be the eye of a tropical storm (end of lesson). The area in the middle of these storms is calm with clear skies even though the storm rages on around the eye.



Give each member of the group a piece of paper. Tell them to draw a circle in the middle of the paper. The circle represents the "eye" of their lives and everything outside the circle is what threatens their peace. Have them write words or draw pictures in the circle representing that which brings peace to their lives (*family, friends, Holy Spirit, nature, reading*). Outside the circle, have them write or draw their struggles, that which makes peace in their lives difficult (*homework, fights with loved ones, illness*). When the group is done, allow them to share what they've written or drawn.

Pursuit of Peace

Jesus Christ, the embodiment of God's shalom, invites all people to come and receive divine peace in the midst of the difficult questions and struggles of life. Follow Christ in the way that leads to God's peace and discover the blessings of all of the dimensions of salvation.

—Doctrine and Covenants 163: 2a

Start a discussion with the children about peace. Use their eye-of-the-storm papers to lead the discussion.

- What does peace mean?
- How can we bring peace to others?
- When are times in your lives that you've known peace? That you haven't known peace?
- How do you find peace in your storm?

4 SEND

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

Guide the class through a centering prayer.

- Find a comfortable sitting position. Close your eyes and focus on your breath. Use your breath to create a sense of peace. Breathe deeply, slowly, calmly. As you fill your lungs and breathe out, feel the tension in your muscles—your entire body—flow out with the air. Continue to breathe in a regular, natural rhythm.
- Focus on breathing God in, breathing all else out until you feel calm and centered.
- Continue paying attention to your breath as you focus your body, mind, and spirit on the reality that God is present and that you are here with the intent of loving and being loved by God. Add words as you breathe in and out.

Breathe in: Peace...

Breathe out: ...Salaam, Shalom

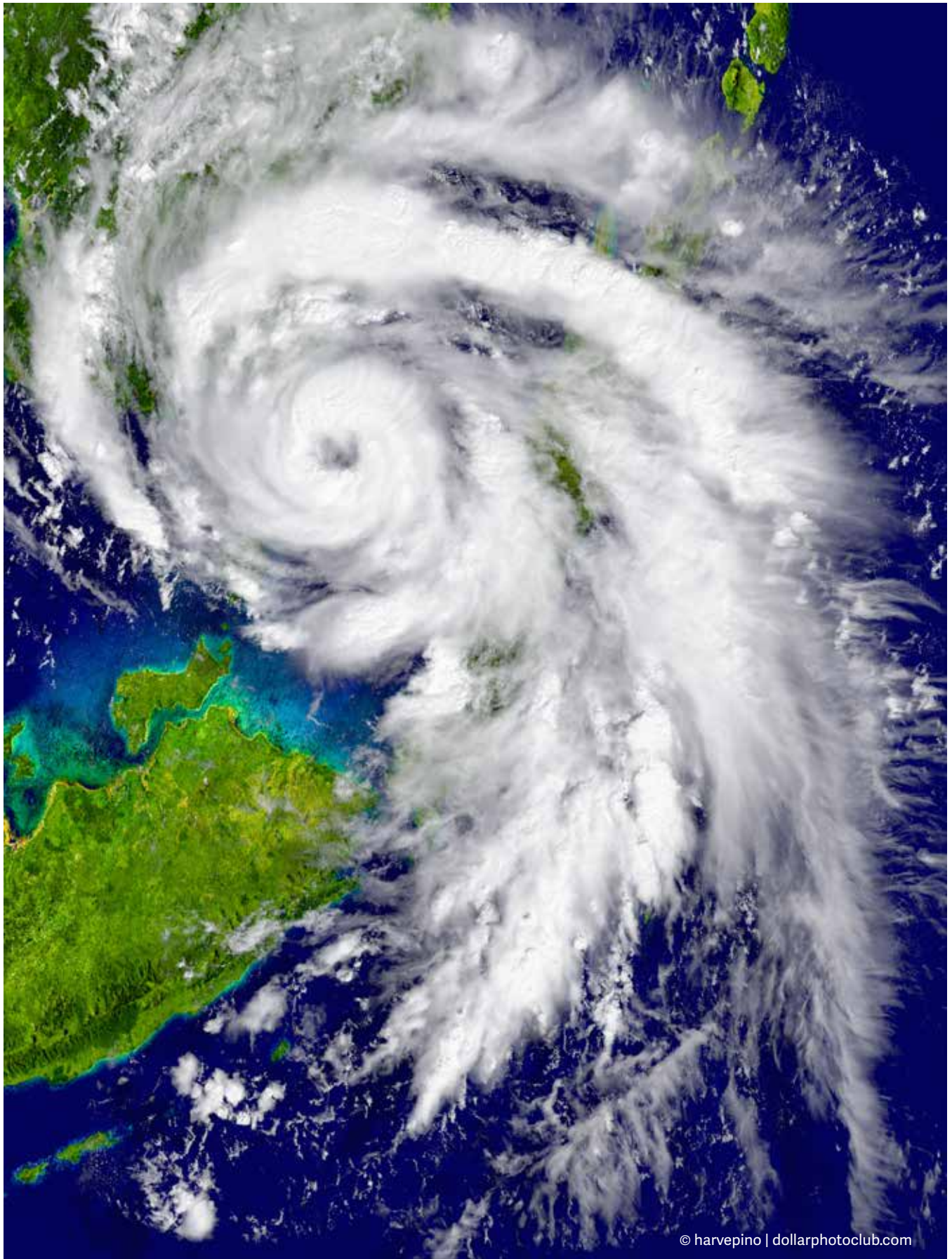
When the time for prayer has elapsed, offer a brief word of thanks to God, and take several more deep breaths. Become aware of the room around you, move or stretch in your chair, and open your eyes when you are ready.

For more detail on the centering prayer go to www.CofChrist.org/spiritual-practice-centering-prayer.

5 BLESS

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

Use the video, *Peace through All People* as a closing. Encourage everyone to sing along. If available, children may add drums and rhythmic instruments. (If Internet connection is not available, sing CCS 310. This video is **not available for download**.)



© harvepino | dollarphotoclub.com

SEVENTH SUNDAY OF EASTER—ASCENSION OF THE LORD

LESSON 27
2 June 2019

Focus Scripture Passage: Luke 24:44–53/24:43–52 IV

Lesson Focus: Proclaim Jesus Christ by sharing the gospel message.

Objectives

The learners will...

- review stories from Jesus' ministry.
- discuss how they can be witnesses that proclaim Jesus Christ.
- learn the Community of Christ mission statement.

Note to teacher: In preparation for this lesson, read "Exploring the Scripture" for Luke 24:44–53 NRSV/24:42–52 IV in *Sermon & Class Helps, Year C: New Testament*, available through Herald House.

Supplies

- Newsprint or large sheets of plain paper, crayons
- Bibles
- Jam, crackers (or alternative snack), knife, flip chart
- Mission statement posters (one for each child)
- *Community of Christ Sings (CCS)*
- Doctrine and Covenants

1 GATHER

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

Cover table with plain paper or make a banner on the wall. Ask children to draw or write pictures and words that describe stories they remember from Jesus' ministry and teachings.

2 ENGAGE

Invites exploration and interaction
(35% of lesson time)

Create the setting for the focus scripture passage: The disciples were gathered in Jerusalem. It was after the events of Holy Week and Easter. Help children remember what happened.

Jesus had already appeared to the disciples several times. Remember when he cooked breakfast for them on the shores of the Sea of Galilee? Let's see what happens in today's story from Luke 24:44–53.

Read Luke 24:44–53 (adapted from NRSV), using the questions provided to promote discussion (or ask questions you create).

Jesus said to them, "These are my words that I spoke to you while I was still with you—that everything written about me in the law of Moses, the prophets, and the psalms must be fulfilled."

Do you remember which part of the Bible the Jews studied as scripture? The Hebrew Scriptures are the books in our Bible known as the Old Testament. Let children find the Old and New Testaments in the Bible. Remind them that the New Testament is where the stories of Jesus and his followers are found.

Then Jesus opened their minds to understand the scriptures, and he said to them, "Thus it is written, that the Messiah is to suffer and to rise from the dead on the third day, and that repentance and forgiveness of sins is to be proclaimed in his name to all nations, beginning from Jerusalem.

Ask the children what this is referring to.

You are witnesses of these things. And see, I am sending upon you what my Father promised; so stay here in the city until you have been clothed with power from on high."

Who were the witnesses?

Then he led them out as far as Bethany, and, lifting up his hands, he blessed them. While he was blessing them, he withdrew from them and was carried up into heaven. And they worshiped him, and returned to Jerusalem with great joy; and they were continually in the temple blessing God.

When Jesus returned to his disciples and friends after the Resurrection, he told them he would only be with them for a short time before ascending into heaven. Imagine you are there with the others. What would it have been like to witness the ascension of Jesus?

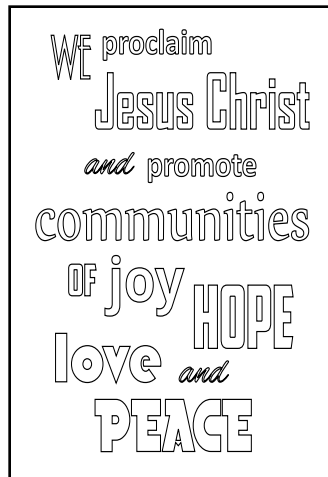
3 RESPOND

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

Proclaim Jesus Christ

The church's mission statement is "We proclaim Jesus Christ and promote communities of joy, hope, love, and peace."

As children color their mission statement posters (end of lesson) discuss what the mission statement means for our church and the witness they are called to bring to the world.



Are You a Witness?

Before Jesus went to heaven, he told the disciples to be witnesses. What does it mean to be a witness?

Show a jar of jam (or other food that can be served on crackers or an alternative snack). If class is large enough, divide into teams of two or three; smaller classes can work as one group. Ask the children to share their witness of the jam. What would they say to help others understand the wonder of the jam? Write responses on a flip chart or board.

Now spread the jam on the crackers and let the class taste the snack. Have them try again to give witness to the goodness of the jam. Was it easier the second time? When we witness through actions as well as words, we engage all our senses, giving us a greater opportunity to share the message with others.

You can *tell* friends and family, even strangers, about Jesus, but how can you increase the witness of Jesus through your actions?

4 SEND

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

Challenge children to witness to at least one person this week, showing others they are followers of Jesus.

5 BLESS

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

Sing or read the hymn "In My Life, Lord" CCS 602. Read Doctrine and Covenants 161:3c.

Be courageous and visionary, believing in the power of just a few vibrant witnesses to transform the world.

WE proclaim

JESUS CHRIST

and promote

COMMUNITIES

OF joy

HOPE

love

and

PEACE

DAY OF PENTECOST: ENDOWMENT SUNDAY

LESSON 28
9 June 2019

Focus Scripture Passage: Acts 2:1–21

Lesson Focus: The Holy Spirit will come to you.

Objectives

The learners will...

- learn about Pentecost and the day the Holy Spirit came to the followers of Christ.
- listen to and speak several languages.
- explore descriptions of the Holy Spirit.

Note to teacher: In preparation for this lesson, read “Exploring the Scripture” for Acts 2:1–21 in *Sermon & Class Helps, Year C: New Testament*, available through Herald House.

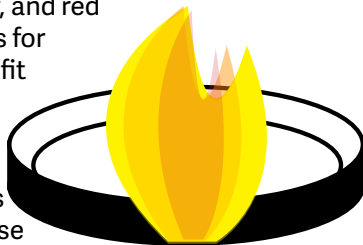
Supplies

- Construction paper, scissors, flame pattern, tape
- *Lectionary Story Bible, Year C*, by Ralph Milton, illustrated by Margaret Kyle (Wood Lake Publishing, 2009, ISBN 9781551455761). Available from Herald House.
- Fan
- Holy Spirit die created from provided pattern
- Word scramble—one copy for each child, pencils
- *Community of Christ Sings (CCS)*

1 GATHER

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

Provide a flame pattern (end of lesson) for children to color with orange, yellow, and red crayons. Cut headbands for children, long enough to fit around their heads, and fasten. Have children cut out the flame and add it to their headbands with tape or staples. These will symbolize the coming of the Holy Spirit like a flame as described in the story of Pentecost.



Older children may prefer to wave the flames instead of creating headbands. Staple or tape several flames together to create fans.

2 ENGAGE

Invites exploration and interaction
(35% of lesson time)

Pentecost comes fifty days after Passover; “pente” means fifty in Greek. It was the spring harvest celebration, but it took on new meaning for Christians when the Holy Spirit came on the gathering and everyone spoke the wonders of God in his or her own language.

Read the story “The Birthday of the Church” from the *Lectionary Story Bible, Year C*, page 146. To liven the story, let children wear their fire headbands and create a breeze with a fan.

3 RESPOND

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

Holy Spirit Game

Photocopy or trace the Holy Spirit Game die pattern (end of lesson). Cut and fold on dotted lines and tape

together. Before taping the last flap, stuff tissues inside the box to give it substance.

Invite children into a circle to play. Take turns rolling the die. Everyone should practice saying, "Spirit of the Living God, fall afresh on me" in whatever language the die lands on. If it lands on "Choose a language" the person who rolled the die gets to choose the language.

Holy Spirit Scramble

The Spirit is described in scripture by many names. Use the word scramble puzzle (end of lesson) to review ways the Holy Spirit brings ministry to us. Discuss the meaning of these words in relation to the Holy Spirit.



Answers:

- 1-guide
- 2-helper
- 3-love
- 4-God in us
- 5-breath
- 6-Trinity
- 7-comforter
- 8-witness
- 9-truth
- 10-teacher
- 11-advocate
- 12-peace

4 SEND

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

Read or sing the song "Spirit of the Living God" CCS 567. This song is translated into five languages, and when sung in all five, it sounds like it might have sounded at Pentecost. Encourage children to try singing the verses in languages besides their own.

5 BLESS

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

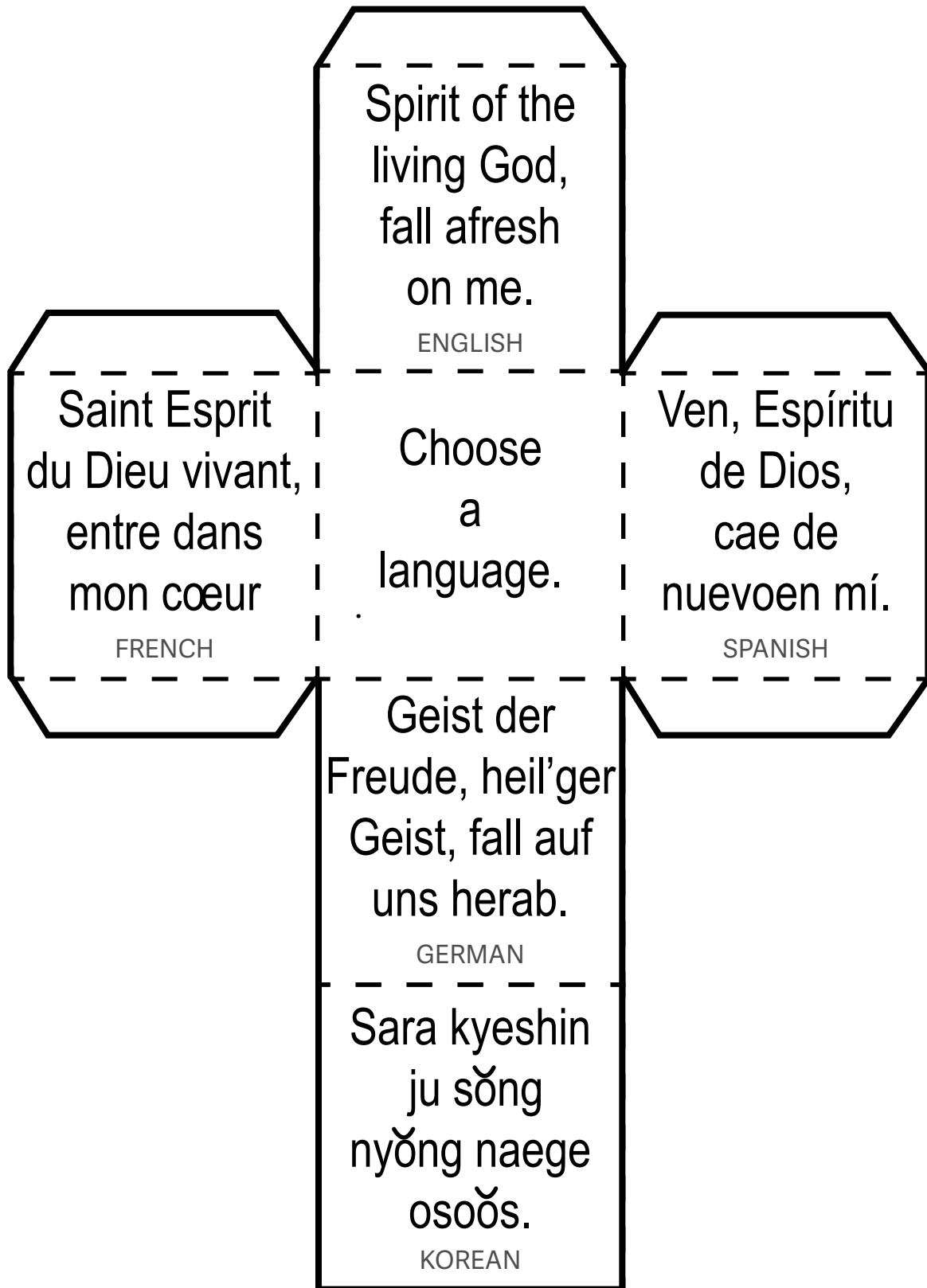
Close with the following prayer.

Creator,

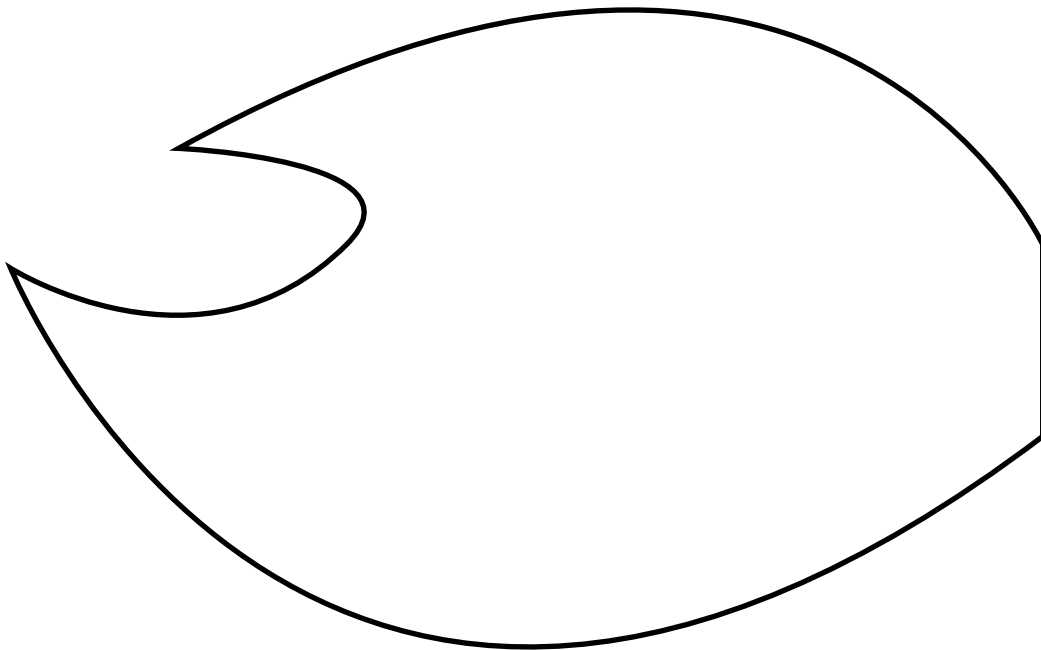
Thank you for sending the Holy Spirit to warm our hearts and guide our choices. We thank you for the witness of Jesus Christ and your message of love and peace. We thank you for the opportunity to be part of Community of Christ—a worldwide family. This is a community of faith where we find many languages and ways of living, but all are bound by the same Spirit of oneness. In the name of Jesus we pray.

Amen.

Dice pattern for Holy Spirit Game



Flame Pattern



Holy Spirit Word Scramble

Unscramble words below to discover words that describe the Holy Spirit.

ueigd

— — — — —

elhrpe

— — — — —

eolv

— — — — —

dGo ni su

— — — — —

ebrtah

— — — — —

ytinriT

— — — — —

otemcrfor

— — — — —

tsnwesi

— — — — —

hutrt

— — — — —

creaeth

— — — — —

dvocatea

— — — — —

epcae

— — — — —

FIRST SUNDAY AFTER PENTECOST: TRINITY SUNDAY

LESSON 29
16 June 2019

Focus Scripture Passage: John 16:12–15

Lesson Focus: God, Christ, Holy Spirit

Objectives

The learners will...

- explore the idea and mystery of the Trinity.
- learn about the eternal community of God, Jesus Christ, Holy Spirit.

Note to teacher: In preparation for this lesson, read “Exploring the Scripture” for John 16:12–15 in *Sermon & Class Helps, Year C: New Testament*, available through Herald House.

Supplies

- Bibles
- Plain paper, crayons or markers, pens or pencils
- Pre-cut disks with holes (*see instructions for Trinity Twirlers*), string, permanent markers
- *Community of Christ Sings (CCS)*

1 GATHER

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

Can three be one or one be three? Give children the three definitions to these words and see if they can guess the word that represents them all:

Club

- wooden stick used to hit objects
- suit in a deck of playing cards
- group that meets

Deck

- to hit something
- a porch on the side of a building
- planks of a boat where people walk

Fair

- lovely, beautiful
- light complected
- equitable, reasonable

Kid

- a baby goat
- a child
- to tease someone

Match

- wooden fire starter
- to go together
- a part of a game such as in tennis

Mug

- a drinking cup
- to attack
- a snapshot of a person’s face

Range

- cooking stove
- large area of grassy land
- line of mountains

Seal

- a fur-coated mammal
- to close something tightly
- a stamp that makes something official

Spell

- mythical words with mystical powers
- put letters together to make word
- a measurement of time

Trinity

- God
- Jesus Christ
- Holy Spirit

2 ENGAGE

Invites exploration
and interaction
(35% of lesson time)

Read the focus scripture passage from John 16:12–15 (adapted from *The Message*):

“I still have many things to tell you, but you can’t handle them now. But when the Friend comes, the Spirit of the Truth, he will take you by the hand and guide you into all the truth there is. The Spirit won’t draw attention, but will make sense out of what is about to happen and, indeed, out of all that I have done and said. The Spirit will honor me; he will take from me and deliver to you. Everything the Father has is also mine. That is why I’ve said, ‘He take from me and delivers to you.’

Remind the class of the events that took place during Pentecost. Because they have already talked about the Holy Spirit coming to the disciples and followers, this will read like a flashback. Put the scripture passage in perspective. Jesus said this to the disciples before he went up into heaven. Use it as an introduction to the idea of Trinity.

The word Trinity is never mentioned in the Bible; however, God, Jesus, and Holy Spirit are used interchangeably. Can you find reference to God, Jesus, and the Holy Spirit all within this scripture passage? But how can three be one and one be three? This idea can be confusing for adults and children alike.

We believe in one Living God who is revealed in Jesus Christ and moves through all creation as the Holy Spirit. We affirm the Trinity—God who is a community of three persons.

As adults we recognize this as the Trinity. Most important for the children to remember is that no matter which name they use, the eternal community of God, Jesus Christ, Holy Spirit will always be with them.

Using scripture references listed below, challenge children to create a list of names or descriptions for God, Jesus Christ, and Holy Spirit.

Start with the scripture reading for today then let the children look for more (see examples).

- John 16:12–15 (friend, Spirit of Truth, guide, interpreter, honorable, Father, deliverer)
- John 6:35 (bread of life)
- John 3:16 (son of God)
- John 10:11 (shepherd)

- John 14:25–26 (advocate, teacher)
- Genesis 1:1 (creator)
- Isaiah 66:13 (comforting mother)
- Deuteronomy 32:11–12 (eagle, protector, guide)
- Isaiah 9:6 (counselor)
- John 15:26 (Holy Spirit)
- Matthew 1:21 (Jesus)
- John 8:12 (light of the world)
- 1 John 4:8 (love)
- John 4:25 (Messiah)
- Luke 2:11 (Savior)
- John 13:13 (teacher)
- John 1:1 (word)
- Matthew 11:19 (friend)
- Revelations 22:13 (alpha and omega)
- Ephesians 2:14 (peace)

3 RESPOND

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

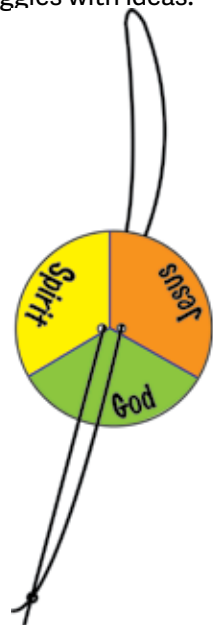
Unraveling the Mystery of You

Understanding who we are can also be a mystery. Like God, Jesus, and Holy Spirit, no single word can describe everything about us. Give each person a piece of paper and crayon or marker. Have them trace around their hands. Then ask them to write different descriptions of who they are and how they are known by other people on the fingers. (*sister, brother, piano player, soccer player, student, reader, happy, singer*) Let the children help one another if someone struggles with ideas.

Trinity Spinner

Follow directions to make Trinity spinners found on the next page. As children work, review the concept of Trinity.

To work the spinner, hold the string in each hand with the disk in the middle. Twirl the string like a jump rope. When the string is wound fairly tight, stretch hands outward to make the disk spin. Pull strings apart hard, then relax and repeat. This will keep disk spinning. Notice how the three sections of the disk—God, Jesus, Spirit—blend into one.



4

SEND

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

Ask children to discuss today's lesson. Did they have any "aha" moments? What is one idea they will take with them from the lesson? Challenge children to use their spinners to talk with friends and family about the eternal community of God, Jesus Christ, and the Holy Spirit.

5

BLESS

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

Sing the song "We Are One in the Spirit" CCS 359. This song is often sung in camp and youth settings so children may already know it. Make sure the fourth verse is sung, even if other verses are skipped. This verse highlights the Trinity. Alternate song: "Praise God from Whom All Blessings Flow" CCS 53.

ORDINARY TIME

(PROPER 7)

LESSON 30
23 June 2019

Focus Scripture Passage: Luke 8:26–39/8:26–40 IV

Lesson Focus: God loves and understands us when no one else seems to. Even when we feel big (overwhelming) emotions, God helps us find peace.

Objectives

The learners will...

- talk about how people can feel sick both physically and emotionally.
- discuss ways to name their feelings, both good and bad.
- explore the idea that God’s love heals even the hurts we do not always know how to talk about.
- create a list of people who can help them when they need it.

Supplies

- Bible (NRSV)
- *Community of Christ Sings (CCS)*
- Paper
- Markers or crayons
- Optional: *My Many Colored Days* by Dr. Seuss (ISBN 9780679893448)
- Optional: *Lectionary Story Bible, Year C* by Ralph Milton (ISBN 9781551455762) available from Herald House

Note to teacher: In preparation for this lesson, read “Exploring the Scripture” for Luke 8:26–39/8:26–40 IV in *Sermon & Class Helps, Year C: New Testament*, p. 92.

1 GATHER

Activates background knowledge, prepares and motivates for lesson

(15% of total lesson time)

Welcome children and begin class by teaching children “Jesus’ Hands Were Kind Hands” CCS 585. Sing it through once for the children. As you sing the song, have children think of motions they could add to the song. Then have them sing the song and try out their motions.

Offer a prayer of welcome and thanksgiving.

Have children act out the following:

- Show how you feel if someone calls you a mean name.
- Show how you feel when someone you love gets hurt.
- Show how you feel when you are lonely.
- Show how you feel when you are angry.
- Show how you feel when you are afraid.

Today we are going to read a story about a man who was angry, afraid, and lonely. He had no friends. No one from his town would even speak to him.

2 ENGAGE

Invites exploration and interaction

(35% of total lesson time)

Read with the children “The Man Who Was Full of Bad Spirits” in the *Lectionary Story Bible, Year C*, p. 165, (recommended) or Luke 8:26–39 in the Bible (NRSV).

Discuss with children that in Jesus’ time people often called illness or behavior they did not understand “demons” or “bad spirits.” The townspeople of Gerasene did not understand why the man in the story was acting so strangely. They were afraid of him. Jesus, on the other hand, went right over to the man and began to talk to him. He saw the man was full of anger and fear and confusion. The man could not even tell Jesus what he felt.

Say: "When we are sick in our body, it is easy to tell. We might run a fever or cough or bleed. Sometimes, though, we are sick in our mind or spirit. We might feel angry or sad or overwhelmed on the inside where no one else can see. We might even feel like we can't talk about it to someone else because we don't know how to explain it. We might feel anxious or worried or afraid. In today's story, the man did not know how to ask the townspeople to help him. He probably didn't even know why he felt so horrible. Jesus was not afraid of him. He even offered to help heal the man. Do you think Jesus could also help you when you are feeling afraid or confused or angry?"

Say: "I know another story that might help us understand how to talk about feelings that are difficult. It is called *My Many Colored Days* by Dr. Seuss. Let's read it together."

Read the story. After, discuss what each emotion was and the color that represented it.

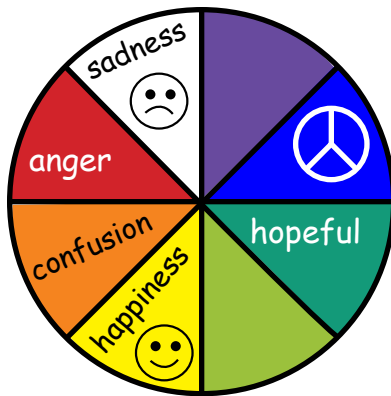
3 RESPOND

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

Say: "Now it is time for you to create something that may help you talk about how you are feeling when it is hard to find the right words. It is called a color wheel."

Give each child a piece of paper and some crayons or markers. Have children draw a big circle in the middle of the paper. Have children write "Jesus heals..." across the top. You could do this for them ahead of time if you wish. Have children divide the circle into eight different parts (like slices of a pie—see illustration). In each section write the name of an emotion. Examples might include happiness, sadness, anger, loneliness, enthusiasm, confusion, irritation, tiredness, or any other emotion the children want to add. Children may then decorate each pie piece with a color or picture that represents the emotion.

Jesus heals...



When the children finish, have them share about their wheels and why they chose their colors and drawings.

After children share, work with them to create a list of trustworthy adults the children feel comfortable talking to. This list might include teachers, ministers, neighbors, or other family members. Remind the

children that sometimes Jesus heals us by helping us find people who understand and love us. Have children name at least one other adult they feel they can trust.

A sacrament is a symbol or ritual expressing God's love and blessing for us. Community of Christ upholds eight sacraments, and one is laying on of hands for the sick. 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.

- Share a time in your life when you were in need of healing. How did you experience healing? Who helped you feel better, and how?
- Have you seen or experienced the sacrament of laying on of hands for the sick? Tell about your experience.

Note—When children talk about deep emotion, they may sometimes reveal personal information to you. If this information alerts you that the child may possibly be in danger, contact your pastor, mission center president, or Child Protection (Legal) office at International Headquarters (816-833-1000, ext. 2220) for guidance.

4 SEND

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

Say: "Today we have talked a lot about emotions. Remember that no emotion is too big or too overwhelming for Jesus. Let's close today by sharing one way we can help someone who is hurting inside."

Go around the circle and have each child name a way to help someone who is hurting.

5 BLESS

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

Sing together "Jesus' Hands Were Kind Hands" CCS 585 adding in the children's motions from the gathering time.

Finish with this sending forth: "Lord, thank you for healing our hurts. Help us be your hands and feet this week. In Jesus' name, Amen."

ORDINARY TIME

(PROPER 8)

LESSON 31
30 June 2019

Focus Scripture Passage: Luke 9:51–62

Lesson Focus: Being a disciple of Jesus Christ changes the way you live.

Objectives

The learners will...

- explore what it means to give their “all” to be a disciple of Jesus Christ.
- talk about what life as a disciple might look or feel like.
- discuss situations where they had to make a choice (Responsible Choices).
- write in a journal about ways to make better choices in their daily lives.

Note to teacher: In preparation for this lesson, read “Exploring the Scripture” for Luke 9:51–62 in *Sermon & Class Helps, Year C: New Testament*, p. 93.

Supplies

- *Community of Christ Sings (CCS)*
- Bible (NRSV)
- Backpack
- Various items you might take on a short trip (Examples might include a toothbrush, toothpaste, change of clothes, book, or hairbrush.)
- Pens, pencils, or markers
- Paper
- Optional: *Lectionary Story Bible, Year C* by Ralph Milton (ISBN 9781551455762) available from Herald House

1 GATHER

Activates background knowledge, prepares and motivates for lesson

(15% of total lesson time)

Welcome children and begin class with the song “I’ve Got the Joy” (see end of lesson).

Open with prayer.

Ask:

- When was the last time you gave something away that you really wanted to keep? What was it?
- Was it hard to let someone else have it?
- How would you feel if you were asked to give away your something very special to you?

Say: “Today we are going to read a story about Jesus asking some of his followers to leave everything behind and follow him.”

2 ENGAGE

Invites exploration and interaction

(35% of total lesson time)

Read aloud “So You Want to Be a Disciple?” from *The Lectionary Story Bible, Year C*, pp. 166–7, or the scripture passage Luke 9:51–62 from the Bible (NRSV). Explain that in the time of Jesus, there were no cars or bicycles to use for transportation. If people wanted to go somewhere, they had to walk or ride an animal. They could only take with them what they could carry. They usually slept on the ground outside and had little food. The only time they slept in a bed was when someone invited them to stay in their home.

Say: “Let’s imagine you meet Jesus on the street and he asks you to come with him on the rest of his journey. What do you think you should take with you?”

(Allow children to offer suggestions. Examples might be a sleeping bag, a pillow, food, a change of clothes, towels, soap, toothpaste and toothbrush, or a hairbrush.)

Say: "I packed my bag today just in case I needed to go somewhere after church. Here's what I chose to pack." Unpack the bag one item at a time and discuss why each item might be helpful.

Say: "In today's story, Jesus invites people to come with him. Jesus does not want the people he invites to go home and pack or say goodbye to family and friends. The time to come was then."

Ask:

- Do you think it would be difficult to leave behind everything and follow Jesus? Why or why not?
- What do you think you would say to Jesus if he asked you to leave everything behind and go with him?
- What would be most difficult for you to leave behind? Why?

3 RESPOND

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

Pass out several sheets of paper and markers or pens to each child. Have them fold the sheets of paper in half and staple the pages together along the fold to make a book. Write on the front "Responsible Choices Journal." On the first page have children write, "I had to make a hard choice when..." and then complete the sentence.

Under the sentence, have children write or draw how it felt to make that choice. Encourage them to write about who helped them make the choice and whether the choice turned out to be good or bad.

On the next page, have the children brainstorm and write down the names of people they can trust to help them make responsible choices or help them when they make bad choices. Suggest that children use this journal to record the choices they make and how those choices are part of their discipleship.

Say: "Life as a disciple is sometimes difficult. It might be easier or more fun to play with friends than to talk with someone who may be lonely or afraid. It might be easier to spend your allowance on a new game or toys than to share your money with people who do not have the things they need, like food and shelter. Making Responsible Choices is an important part of being a disciple and is an Enduring Principle of Community of Christ. Are you ready to choose?"

4 SEND

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

Have students form a circle and take turns finishing this sentence:

"This week I will do my best to follow Jesus by..."

Then sing together "I Have Decided to Follow Jesus" CCS 499.

5 BLESS

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

Close with a prayer that the children will make responsible choices this week.

I've Got The Joy

Traditional

Voice

I've got the joy, joy, joy, joy down in my heart, down in my heart,
 I've got the love of Je - sus Christ my Sa - vior down in my heart, down in my heart,
 I've got the peace that pas - ses un - der - stand - ing down in my heart, down in my heart,
 I've got the joy, joy, joy, joy down in my heart, down in my heart,

4
 down in my heart. I've got the joy, joy, joy, joy down in my heart.
 down in my heart. I've got the love of Je - sus Christ my Sa - vior down in my heart,
 down in my heart. I've got the peace that pas - ses un - der - stand - ing down in my heart,
 down in my heart. I've got the joy, joy, joy, joy down in my heart.

7
 Down in my heart to stay! And I'm so hap - py, so ve - ry hap - py I've
 down in my heart to stay! And I'm so hap - py, so ve - ry hap - py I've
 down in my heart to stay! And I'm so hap - py, so ve - ry hap - py I've
 11 Down in my heart to stay! And I'm so hap - py, so ve - ry hap - py I've

15
 got the love of Je - sus in my heart. And I'm so hap - py, so ve - ry hap - py I've
 got the love of Je - sus in my heart. And I'm so hap - py, so ve - ry hap - py I've
 got the love of Je - sus in my heart. And I'm so hap - py, so ve - ry hap - py I've
 got the love of Je - sus in my heart. And I'm so hap - py, so ve - ry hap - py I've

got the love of Je - sus in my heart.
 got the love of Je - sus in my heart.
 got the love of Je - sus in my heart.
 got the love of Je - sus in my heart.

ORDINARY TIME

(PROPER 9)

LESSON 32
7 July 2019

Focus Scripture Passage: Luke 10:1–11, 16–20/10:1–11, 17–21 IV

Lesson Focus: All are called to engage in Christ's mission.

Objectives

The learners will...

- explore ways to share the good news of Jesus Christ.
- practice ways to tell others how God is working in their lives.
- learn about the priesthood office of seventy.

Supplies

- Bible (NRSV)
- *Community of Christ Sings (CCS)*
- Pens or markers
- Paper with "70" on it (p. 100)
- Optional: sidewalk chalk
- Optional: *Lectionary Story Bible, Year C* by Ralph Milton (ISBN 9781551455762) available from Herald House

Note to teacher: In preparation for this lesson, read "Exploring the Scripture" for Luke 10:1–11, 16–20/10:1–11, 17–21 IV in *Sermon & Class Helps, Year C: New Testament*, p. 94.

1 GATHER

Activates background knowledge, prepares and motivates for lesson

(15% of total lesson time)

Welcome children by name and sing together "Alleluia" CCS 103. If this song is new to the children, sing it to them line by line and have them echo you. As children feel comfortable, have them add swaying or other body movement to the song.

Ask:

- What happened this week that made you happy?
- Show me what it was like when you felt happy.
- Who is someone who makes you feel joy?
- Did you share about Jesus with someone this week? Who? How did it feel to share about Jesus?

Today's story is about a group of people sent by Jesus to share the good news with others.

2 ENGAGE

Invites exploration and interaction

(35% of total lesson time)

Read together Luke 10:1–11 and 10:16–20 or "People Are Hungry" from the *Lectionary Story Bible, Year C*, pp. 168–9.

Ask:

- Why do you think Jesus asked these disciples to go and tell others about him? (*He would not always be there; he could not be in many places at the same time; it was a good way to practice sharing their testimonies about Jesus.*)
- How many people did Jesus ask to go? (70)
- How did they feel when they returned? (*joyful, happy, pleased*) Why? (*People responded; people welcomed them; people learned about Jesus.*)

In Community of Christ a special group of missionaries (people who share about Jesus) are called seventies. A seventy's job is to share the good news of Jesus with

everyone he or she meets. Do you know any seventies? (Help them brainstorm names of seventies in your congregation or area. If possible, have a local seventy share with the class about mission. For names of seventies in your area, contact your pastor or mission center office.)

What do you think the good news of Jesus is? (Responses might include: Jesus came to show us how to live more closely with God, Jesus came to show us how to treat others with kindness and generosity, Jesus loves us, or God is always with us. Explore the children's answers with them and help them focus on the role of Jesus in their lives.)

Sharing the good news is also called sharing your testimony. A testimony is telling others how you learned about Jesus and how he blesses your life. Where did you first learn about Jesus? How is your life blessed?

3 RESPOND

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

Note:

Weather permitting, children could do this activity outside on the sidewalk using sidewalk chalk. They could make a large "70" and fill it in or make a numbered list.

Say: "In today's scripture passage, Jesus invited people to share their testimonies with all the people they met. There are many ways we can do this, too. Today I am challenging you to think of seventy ways you can reach out to other people and share the good news."

Pass out the "70" paper (see end of lesson). Brainstorm with children

ways to share Jesus with others. Have them write their ideas on the "70". When they reach seventy ideas or run

out of room, have children cut out their "70" or decorate the blank paper around the number.

4 SEND

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

Have children gather in a circle. Review with them what the good news of Jesus Christ is and what it means to share a testimony. Then have children complete the following sentence:

"This week I will share the good news of Jesus with _____ by..."

Sing "I've Got the Joy" (see end of lesson).

5 BLESS

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

Teach children the Mission Prayer and say it together.

God, where will your Spirit lead today?

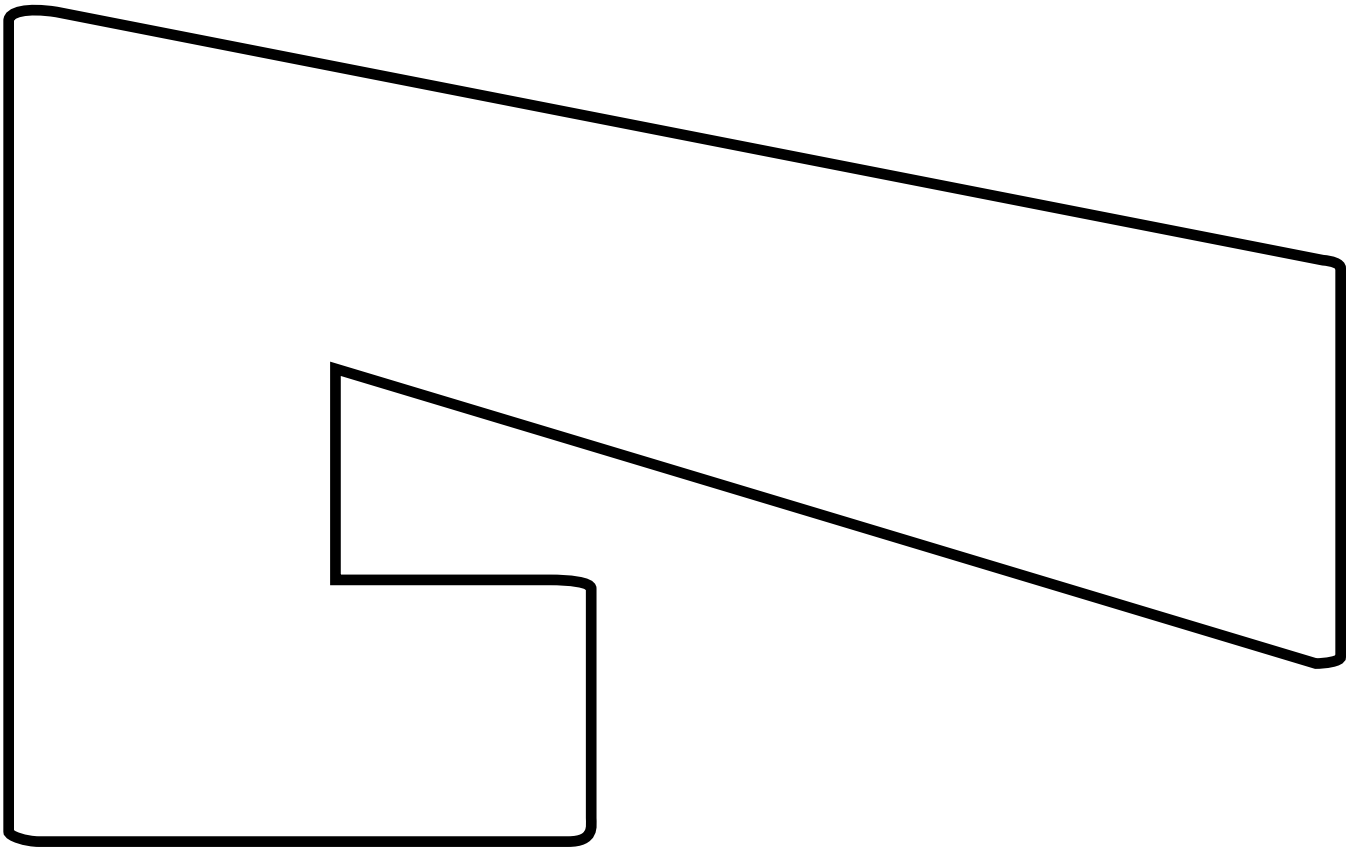
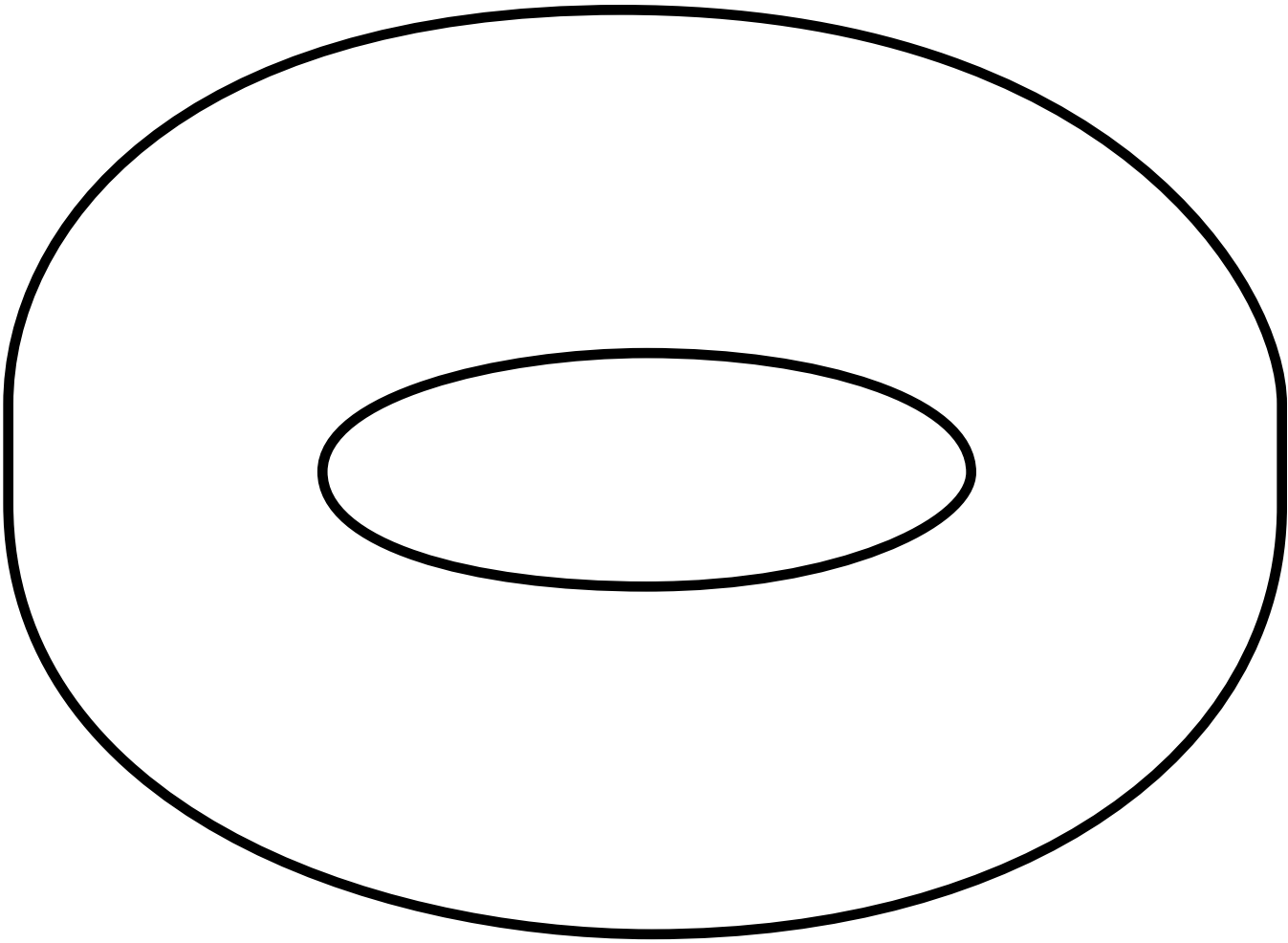
Help me be fully awake and ready to respond.

Grant me courage to risk something new

And become a blessing of your love and peace.

Amen.

Note: Consider combining this prayer with a prayer posture. For more information on prayer postures see: <https://www.CofChrist.org/spiritual-practice-body-spirituality>.



I've Got The Joy

Traditional

Voice

I've got the joy, — joy, — joy, — joy — down in my heart, down in my heart,
 I've got the love of Je - sus Christ my Sa - vior down in my heart, down in my heart,
 I've got the peace that pas - ses un - der - stand - ing down in my heart, down in my heart,
 I've got the joy, — joy, — joy, — joy — down in my heart, down in my heart,

4
 down in my heart. I've got the joy, — joy, — joy, — joy — down in my heart.
 down in my heart. I've got the love of Je - sus Christ my Sa - vior down in my heart,
 down in my heart. I've got the peace that pas - ses un - der - stand - ing down in my heart,
 down in my heart. I've got the joy, — joy, — joy, — joy — down in my heart.

7
 Down in my heart to stay! And I'm so hap - py, so ve - ry hap - py I've
 down in my heart to stay! And I'm so hap - py, so ve - ry hap - py I've
 down in my heart to stay! And I'm so hap - py, so ve - ry hap - py I've
 11 Down in my heart to stay! And I'm so hap - py, so ve - ry hap - py I've

15
 got the love of Je - sus in my heart. And I'm so hap - py, so ve - ry hap - py I've
 got the love of Je - sus in my heart. And I'm so hap - py, so ve - ry hap - py I've
 got the love of Je - sus in my heart. And I'm so hap - py, so ve - ry hap - py I've
 got the love of Je - sus in my heart. And I'm so hap - py, so ve - ry hap - py I've

got the love of Je - sus in my heart.
 got the love of Je - sus in my heart.
 got the love of Je - sus in my heart.
 got the love of Je - sus in my heart.

ORDINARY TIME

(PROPER 10)

LESSON 33
14 July 2019

Focus Scripture Passage: Luke 10:25–37/10:26–38 IV

Lesson Focus: Sometimes kindness comes from unexpected places. Being Jesus' disciple means loving our neighbor as ourselves.

Objectives

The learners will...

- read and act out the parable of the Good Samaritan.
- explore what it means to be kind and merciful.
- create Good Samaritan first aid kits to share with a friend.

Supplies

- Pieces of construction paper or poster board
- Markers or crayons
- Stapler or glue
- Bible (NRSV)
- *Community of Christ Sings (CCS)*
- Optional: *We Share* poster set and *We Share* picture book (ISBN 9780830915224) available from Herald House
- Optional: *Lectionary Story Bible, Year C* by Ralph Milton (ISBN 9781551455762) available from Herald House
- Optional: variety of clothes for skit

Note to teacher: In preparation for this lesson, read "Exploring the Scripture" for Luke 10:25–37/10:26–38 IV in *Sermon & Class Helps, Year C: New Testament*, pp. 95–96.

1 GATHER

Activates background knowledge, prepares and motivates for lesson

(15% of total lesson time)

Welcome children by name and sing together "I Will Sing, I Will Sing" CCS 112. Sing the song several times together. Encourage children to add body movement or motions.

Offer a prayer of welcome and thanksgiving.

Ask:

- How was your week?
- How did you share the good news with someone this week?
- Did you notice anyone who had a difficult time this week? Who?
- What did you do to help them?
- Who helps you when you are hurt or having a tough time?

Our story today is about a man who was walking down the road. Something unexpected happened, and he received help in a surprising way.

2 ENGAGE

Invites exploration and interaction

(35% of total lesson time)

Read together the story of the Good Samaritan from Luke 10:25–37 or "The Good Samaritan" from the *Lectionary Story Bible, Year C*, pp. 172–3.

Back in Jesus' time, the Jewish people did not associate with a neighboring people called Samaritans. Even though the Samaritans had similar customs, the Jewish people disagreed with them about their religious practices. The Jewish people did not expect a Samaritan person to help a Jewish person, nor the other way around. Mostly, the two groups avoided each other.

When the lawyer asked Jesus what he had to do to live with God after he died, he was really trying to see

if Jesus knew the rules. Ask children what the lawyer said the most important law was (*love God with all your soul and strength and love your neighbor as yourself*). Jesus agreed, but the lawyer tried to make Jesus say the wrong thing when he asked him who his neighbor was.

Invite the children to create a skit of the Good Samaritan parable. Have them dress up (optional) and act as the different characters in the story. If time allows, invite another class to watch their skit. You may also choose to have them create a skit using characters from their current community or culture. As children prepare the skit, remind them that disciples of Jesus Christ try to follow the Enduring Principle that all persons are of worth and are loved equally by God. Through their Responsible Choices and Pursuit of Peace (Shalom) they can make a difference in the world around them.

Optional: If you own a *We Share* poster set, this would be a good time to show the children the posters *Worth of All Persons*, *Responsible Choices*, and *Blessings of Community*.

3 RESPOND

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

After the skit, invite children to sit at the table. Ask them who in the parable showed true kindness and mercy to the traveler. What excuses did the other people use to not help the traveler? (*too busy, did not know the person, did not want to get dirty, or chose tradition over kindness*)

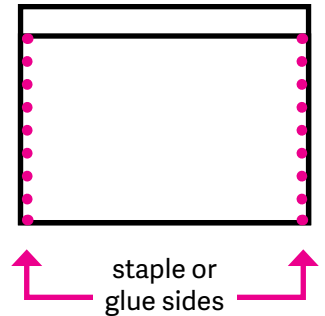
Say: "Sometimes we are like the people who walk by the person needing help. Sometimes we are like the Samaritan. Can you think of anyone who might need your help or kindness this week?" (*Have children offer suggestions of people they know who are hurting physically or emotionally.*) Ask what they can do this week to help them. (*Possible answers might include calling them, visiting them, running errands for them, or talking to them.*)

Have children create mini first aid kits to remind them of the Good Samaritan story. If you have enough time and supplies, have children create extra kits to give

away. Encourage children to share the good news with the person who receives their kit.

Good Samaritan First Aid Kits

- Give each child a piece of paper (any size will work).
- Fold paper in half.
- Staple or glue along two sides of the paper, forming a pouch.
- Decorate the front of the pouch with crayons or markers.
- When glue dries, stuff pouch with various first aid items (suggestions include band aids, alcohol swabs, and antibacterial ointment).



4 SEND

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

Gather in a circle and sing "What Does the Lord Require of You?" CCS 580. If this song is new for the children, teach it to them one part at a time. Start with the lowest part and sing it through several times. Have children join in as they feel comfortable. Do the same with the middle part and then the top part. If the class is familiar with the song and is able, form them into three groups and sing all three parts at the same time.

Have children complete the following sentence:

"This week I will be like the good Samaritan by helping..."

5 BLESS

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

Offer a popcorn prayer of praise and blessing. Begin with a word of praise or blessing. A child can pop up and offer the next word or phrase. This continues until the children run out of words or phrases. Finish with "Amen."

ORDINARY TIME

(PROPER 11)

LESSON 34
21 July 2019

Focus Scripture Passage: Luke 10:38–42/10:39–43 IV

Lesson Focus: As disciples of Jesus, we are challenged to know, be, and do that which brings the kingdom of God near.

Objectives

The learners will...

- explore the Enduring Principle Responsible Choices.
- explore the Enduring Principle Sacredness of Creation.
- practice making choices.
- discuss how being a disciple sometimes means slowing down to hear God.
- discuss how being a disciple means offering generous hospitality to others.

Supplies

- Bible (NRSV)
- *Community of Christ Sings (CCS)*
- Optional: *Lectionary Story Bible, Year C*, by Ralph Milton (ISBN 9781551455762) available from Herald House
- Optional: “Choose Your Own Adventure” books from local library
- Paper
- Pens, pencils, crayons or pastels, markers
- Various items used for cleaning: broom, dustbin, rag, bucket of water, sponges

Note to teacher: In preparation for this lesson, read “Exploring the Scripture” for Luke 10:38–42/10:39–43 IV in *Sermon & Class Helps, Year C: New Testament*, pp. 97–98.

1 GATHER

Activates background knowledge, prepares and motivates for lesson

(15% of total lesson time)

Note: Ahead of time pick a child or another adult to be your “helper.” Greet him or her upon entering. The helper should begin cleaning up the classroom by sweeping, dusting, washing tables, setting out supplies, and arranging furniture. When the other children enter and join in the opening song, have your helper continue working. The helper will join the group during the Engage portion of the lesson.

Greet children by name and sing together “In My Life, Lord” CCS 602.

If you have access to a “Choose Your Own Adventure” book, select the following activity.

Ask:

- How many of you have ever read a “Choose Your Own Adventure” book?
- What was it like? *(different ending each time, choices change the story, you choose where you go next in the story)*

Today we are going to read a few pages of a “Choose Your Own Adventure” book and decide together the best choices.

Read a few pages of the “Choose Your Own Adventure” book and have the children decide which path to take in the story. You may even have time to read a complete story. Discuss with the children how they decided which path to take. Did they answer quickly? Did they take time to think through what the results of the choice might be? Did they doubt they made a good choice?

If you do not have access to a “Choose Your Own Adventure” book, substitute the following object lesson.

Tell children you are going to ask them to choose between two selections.

- Call out various choices and ask children to shout out their preferences. Ideas might include playing indoors or outdoors, reading a book or writing a story, singing a song or dancing, summer or winter. Feel free to add your own ideas based on what your class enjoys.
- Ask the children what it was like to choose. Did they have to think about the choice for a while or did they know right away what they wanted to choose?

2 ENGAGE

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

Ask your helper to come and join the group.

Say: “Our scripture passage today is about two sisters and the choices they made.”

Read Luke 10:38–42 from the NRSV or “Martha Learns about Food” from the *Lectionary Story Bible, Year C*, pp. 174–5.

Ask:

- Did you notice when you came in today that someone was working while you were doing something else? How do you think they felt about doing all the work while you had fun? My helper today was a little like Martha in our story.

Remind children of the Enduring Principle Responsible Choices. Then ask the following:

- Who do you think made the better choice—Mary or Martha? Why?
- Who did Jesus say made the better choice? (*Mary*) Why?
- What do you think Jesus was talking about when he said there were two kinds of food?
- What is food for the spirit? (*food that helps you grow inside, something that helps us sense God’s closeness, learning about Jesus and being a disciple*)

Sometimes we get so busy in our lives doing what we want to do or feel we need to do that we forget to slow down and listen to what God wants us to do. Today we are going to take time out from being busy and just stop and sense God’s nearness.

3 RESPOND

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

If weather allows, take the children outside and lead them through the spiritual practice of Nature Gazing. Begin by telling the class that an Enduring Principle in Community of Christ is the Sacredness of Creation. Encourage children to listen and see silently. Remind them that it is sometimes in quiet moments that we are aware of God. Invite children to open their senses to the sights, sounds, and smells of nature around them. Stop every few minutes and allow the class to absorb what is all around them.

When you finish your walk (five to seven minutes), ask the children to write or draw what they noticed on their walk. It could be something they saw, heard, or felt. Have children share with the class as they feel comfortable.

An alternate spiritual practice is Prayer Postures*. For this practice, have the children spread out around the room. Show three different postures for them and have them try each one. Then explain that when you give them the signal (a quiet chime of a bell or a special word) they should hold their body in the first posture. Have the class take three deep and cleansing breaths. Then give the signal to begin. Have children hold the first posture silently for about one minute. At the word “amen” they may relax. Give the signal for the second posture. Have them hold for about one minute, then give them the “amen” signal to relax. Repeat for the third posture. While holding their prayer posture, invite the children to talk to God, or simply listen; think about what they are thankful for; pray for others; or think of a song that helps them feel close to God.

Suggestions for prayer postures include

- head bowed with hands folded,
- sitting with hands extended and palms up,
- sitting or standing with arms stretched upward,
- both hands clasped over heart, or
- kneeling or lying flat on their back with arms outstretched in the shape of a body cross.

You could also come up with your own or challenge the class to create a new posture.

After the last posture, ask the children to tell about how it felt to pray like this. Were they comfortable? Did they sense God? Did they hear God in their thoughts?

**Spiritual Practices for Children*
<http://www.cofchrist.org/common/cms/resources/Documents/Spiritual-Practices-for-Children.pdf>

4 SEND

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

As we think about the many choices we make each day, we must remember to stop in our busyness and choose time with God.

Invite each child to complete the following commitment statement by writing, drawing, or sharing their response with the larger group.

This week I will choose time with God by...

Conclude by singing "In My Life, Lord" CCS 602.

5 BLESS

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

Have students assume their favorite prayer posture of the day (or select one yourself) and recite together the Mission Prayer.

God, where will your Spirit lead today?

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.

ORDINARY TIME

(PROPER 12)

LESSON 35
28 July 2019

Focus Scripture Passage: Luke 11:1–13

Lesson Focus: Prayer is a key facet of life as a disciple.

Objectives

The learners will...

- read and discuss the Lord’s Prayer as a model for prayer.
- discuss and explore places to pray.
- write their own versions of the Lord’s Prayer.
- create a tool to remind them for whom they can pray.
- explore the difference between needs and wants.

Note to teacher: In preparation for this lesson, read “Exploring the Scripture” for Luke 11:1–13 in *Sermon & Class Helps, Year C: New Testament*, p. 99.

Supplies

- Bible (NRSV)
- *Community of Christ Sings (CCS)*
- Paper
- Pens or pencils
- Copies of the Lord’s Prayer
- Glue or stapler
- Construction paper
- Large popsicle sticks or strips of paper
- Index cards
- Cup or bowl
- String or yarn
- Hole punch
- Recommended: *Lectionary Story Bible, Year C* by Ralph Milton (ISBN 9781551455762) available from Herald House

1 GATHER

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

Greet children by name and begin the class by singing “Come, Holy Spirit, Come” CCS 154. (If children do not know this song, sing it through once and have them join in when they feel comfortable. Sing it three or four times.)

Ask:

- What do you pray for?
- Why is it important to pray?
- How do you feel when you pray?

Today we are going to learn one way Jesus taught his disciples to pray and explore other ways to pray as well.

2 ENGAGE

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

Read Luke 11:1–10 or “Jesus Teaches Us to Pray” from the *Lectionary Story Bible, Year C*, pp. 177–8.

Ask:

- What is the prayer Jesus taught his disciples sometimes called? (*the Lord’s Prayer*)
- What does Jesus tell his disciples they need to do? (*ask, seek, knock*)

The prayer Jesus taught his disciples (*the Lord’s Prayer*) is made up of several parts:

- praise
- asking for forgiveness

- praying for God's will
- asking that we will make good choices
- asking for what we need

Look at this prayer together. Pass out copies of the Lord's Prayer or have a poster displayed on the wall. Also give a blank sheet of paper and a pen or pencil to each child. Invite children to read the prayer one sentence at a time. At the end of each sentence, discuss what the sentence means and have the children write or draw what each sentence means to them. Do this for each sentence. Have children share their own versions of the Lord's Prayer with the class.

Ask the children where and when they think God wants them to pray. Brainstorm ideas with the children. Some ideas might include: in bed at night, at a meal, in church, alone, with friends at camp, or with your family. This would be an ideal time to discuss the different ways Community of Christ uses prayer in the sacraments (*laying on of hands for the sick, communion, blessing of children, evangelist blessing, ordination, and confirmation*). Explore these sacramental prayers with the children as time allows.

Write several of their ideas on index cards (one on each card). Then play a game of prayer charades. Have each child pick a card (or two, depending on class size) and act out the time or place to pray, or the sacramental prayer written on the card. The rest of the class guesses the answer. Play continues until all children have a turn or you run out of cards.

3 RESPOND

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

Ask the children what they pray for when they ask God for something. Some answers might include other people, healing of sickness, calm before a test, food and shelter, for their parents to stop fighting, or to get along with others. Jesus invites us in today's scripture passage to ask for what we need.

Ask the children what the difference is between wanting something and needing something. We can ask God for what we want, but God wants us to ask for what we need. God wants us to be mindful of others and of the world around us. Prayer helps us be more sensitive to others. Prayer helps us focus our thoughts outward. Today we are going to make a prayer pocket. Inside this

pocket you can put reminders of what you would like to pray for this week.

Have children gather around the table. Give a half sheet of construction paper to each student. Holding the paper with the short ends of the paper at the top and bottom, have the children fold the paper to make a pocket (see illustration). Glue or staple the edges of the folded pocket. Punch two holes along the top edge of your paper and thread a piece of string or yarn through the holes. Write prayer concerns on large popsicle sticks or strips of paper. Place the sticks or strips of paper in the prayer pocket. Children can hang the prayer pocket on the wall at home. As they get ready to pray, they can pull out a stick or strip and pray for that person or concern, choosing as many as they want for each prayer.



4 SEND

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

We talked today about different ways and places to pray. Look at the words of "Seek Ye First" CCS 559. Pay attention the words of the second verse. Ask the children if those words look familiar and where they heard them before (*today's scripture passage*). Sing the song together. If the class is not familiar with the tune, sing for them line by line and have them echo it back to you. Then sing it together.

5 BLESS

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

End the class by inviting children to take part in a popcorn praise prayer. Begin the prayer by saying, "Lord, I praise you for _____," and fill in the blank. Invite the children to pop up and add their own lines of praise or thanksgiving. The prayer continues as long as children continue to pop up and add their praise and thanksgiving prayers. Each child can pop up as many times as he or she likes. End the prayer with "Amen."

ORDINARY TIME

(PROPER 13)

LESSON 36
4 August 2019

Focus Scripture Passage: Luke 12:13–21/Luke 12:15–23 IV

Lesson Focus: Spiritual treasure is more important than earthly treasure.

Objectives

The learners will...

- discuss the difference between spiritual treasure and earthly treasure.
- explore the Enduring Principle Grace and Generosity.
- explore the difference between needs and wants.

Note to teacher: In preparation for this lesson, read “Exploring the Scripture” for Luke 12:13–21/Luke 12:15–23 IV in *Sermon & Class Helps, Year C: New Testament*, p. 100.

Supplies

- Bible (NRSV)
- Recommended: *Lectionary Story Bible, Year C* by Ralph Milton (ISBN 9781551455762) available from Herald House
- Items of value to you
- Optional: “The Story of Jack and Jenn” video available on YouTube (<https://www.youtube.com/watch?v=xQQS3ZVjvrM>) or in the *Jack and Jenn: Starter Kit* (SKU # 680121050605) from Herald House
- Optional: computer or DVD player and television
- Construction paper
- *Community of Christ Sings (CCS)*
- Paper or newsprint
- Pens or pencils
- Envelopes
- Construction paper

1 GATHER

Activates background knowledge, prepares and motivates for lesson

(15% of total lesson time)

Welcome children by name and sing together “I Will Sing, I Will Sing” CCS 112. Have a child offer a prayer of invitation or recite together the Lord’s Prayer from last week’s lesson.

Have children gather in a circle on the floor or in chairs. Show them the favorite item of value you brought for class. Explain to them why it is your favorite. Then ask them:

- What is something special to you? Explain why it is special.
- What special item would you really like to have?

Say: “Those items all sound like they would be good to have. Today’s story is about a man who was more concerned about money and owning things than serving God.”

2 ENGAGE

Invites exploration and interaction

(35% of total lesson time)

Read Luke 12:13–21 from the NRSV Bible or “Jesus Talks about Money” from the *Lectionary Story Bible, Year C*, p. 181. Ask the children what the man in the story thought was most important in life? (*money and things*) What did Jesus say was most important? (*-serving God, loving others, being a disciple*)

Say: "In today's scripture passage, Jesus reminds us that using our money and time to get what we need is not bad. It is only when we spend all our time focusing on getting things we want and forget about thinking of others and serving God that we start to wander away from God. Who can tell me the difference between things we need and things we want?" (*What we need is necessary for us to survive; things we want are extras.*)

Give each child a piece of paper and a pen or pencil. (Note: This object lesson could be done as a class project using only one paper or erasable board.) Have children divide their paper in two columns. Label the first column **NEEDS** and the second column **WANTS**. As a class, decide what to list in the **NEEDS** column. (*Possible answers include food, clothing, shelter, and transport.*)

(Transport could be both a need and a want. Talk with children about how it is possible for something to be both.)

Then decide together what might go in the **WANTS** column. (*Possible answers include toys, candy, money for a movie or the arcade, gaming systems, or going to a favorite restaurant.*) Explain that while having all we want is nice, God wants us to think of the needs of others. The Enduring Principle Grace and Generosity reminds us that we should share our witness and resources according to our true capacity. That may mean we think through our actions when we ask for things we want. Ask yourself: "Do I really need this? Could I use my time and money in a better way for God and others?"

Have class then fill in each column with their needs and wants using words or pictures. Have them share their lists.

Needs	Wants
food	toys
clothes	games
shelter	candy

3 RESPOND

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

Play the video "The Story of Jack and Jenn" for the class found on YouTube (<https://www.youtube.com/watch?v=xQQS3ZVjvrM>) or in the *Jack and Jenn: Starter Kit* (SKU # 680121050605) from Herald House.

Ask the children what was meant when the video explained generosity. What did it mean by treasure? Sometimes we call what we can use to serve God our spiritual treasures. What are some of your spiritual treasures? (*Possible answers include time, talents of all types, money, or making responsible choices.*)

Hand each child a few spiritual treasure coins (precut circles of construction paper or copy paper). Have the children label each coin with one of their spiritual treasures and decorate it. Give each child a spiritual treasure envelope (letter-sized paper envelope) to keep their coins in. As time allows, have children decorate their envelopes and share their spiritual treasures with the class.

4 SEND

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

Have children gather in a circle and take turns sharing one thing they will need this week. Then have them share one thing they want. To close, have children complete the following sentence:

"One way I can generously share spiritual treasure this week is to ..."

"One way I can generously share my earthly treasure this week is to ..."

5 BLESS

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

Finish class by singing "From You I Receive" CCS 611 as your closing prayer. Add motions as desired.

ORDINARY TIME

(PROPER 14)

LESSON 37
11 August 2019

Focus Scripture Passage: Luke 12:32–40/Luke 12:35–47 IV

Lesson Focus: Disciples focus on what matters most: the mission of Jesus Christ.

Objectives

The learners will...

- talk about ways life as a disciple can surprise us.
- discover ways to prepare for life as a disciple.
- discuss ways our focus moves away from what matters most—the mission of Jesus Christ.

Supplies

- Bible (NRSV)
- *Community of Christ Sings (CCS)*
- Soft ball or large wad of paper
- Large piece of newsprint or chalkboard
- Markers or chalk

Note to teacher: In preparation for this lesson, read “Exploring the Scripture” for Luke 12:32–40/Luke 12:35–47 IV in *Sermon & Class Helps, Year C: New Testament*, pp. 101–102.

1 GATHER

Activates background knowledge, prepares and motivates for lesson

(15% of total lesson time)

Greet each child by name and sing “Hallelujah! Praise Ye the Lord” (see end of lesson). Sing at least twice. Have a child give the opening prayer.

Throw a soft ball (Nerf®) or a wadded-up piece of paper to one of the children without warning. Watch for his or her reaction. Ask the child how he or she felt when the ball came toward him or her. Was he or she surprised? Clumsy? Worried? Take the ball back as you discuss, then suddenly throw it to another child. Were the children expecting you to throw the ball again? Were they better prepared this time? As you discuss, throw the ball one more time. Were the children even more prepared this time? Did you surprise them?

Tell the class that as you read the scripture passage today, they need to listen for three different people who were prepared for surprises in their lives.

2 ENGAGE

Invites exploration and interaction

(35% of total lesson time)

Read Luke 12:32–40 NRSV to the children. Ask which three characters in the story were prepared for the surprises that happened in their lives. (*Servants prepared for master’s return from a wedding feast, a homeowner prepared for a thief, and a Christian prepared for God’s presence.*)

Tell the children: “Today we are going to play a game of Red Light Green Light to see how well you pay attention and prepare yourself.”

If you are playing this game outside, pick a large open area. Pick one child to be the stoplight. Have the rest of the class (the travelers) line up about 50–100 feet (15–30 meters) away from the stoplight. If you are playing indoors, have the travelers and the stoplight stand on opposite sides of the room. The travelers may only move forward when the stoplight is facing away from

them. This is the green light. As soon as the stoplight turns to face them, the travelers must freeze in place. If the stoplight catches any of the travelers moving, those travelers must sit down. The stoplight turns around and play continues until one of the travelers reaches the stoplight. That traveler then becomes the new stoplight and the game starts over. Play the game for 10–15 minutes or until each child has a chance to be the stoplight.

Have the children gather back to their places and discuss with them what it felt like to be the stoplight. Did they enjoy trying to catch people by surprise? What was it like to be the traveler? Was it fun to not know when the stoplight would turn around? Was it frustrating? Did you do anything different after the first round of the game?

3 RESPOND

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

Say: “Being a disciple is sometimes like this game of Red Light Green Light. Sometimes we can tell when we ought to do something for Jesus. We can read all the signs. Other times, we are surprised when we realize we ought to be doing something for Jesus. We get busy or distracted, and we have trouble noticing when we should do something for others. What are some things that take our attention away from Jesus?”

Have children share their ideas. Possible suggestions include watching too much television, playing video games, hanging out with friends, going to ball games, or swimming.

Ask: “How many of you have ever tried to do more than one task or activity at a time? Let’s do an experiment to see how easy it is. I want you to think of the two items that are most important to you. It could be a toy or game or even a book. I need a volunteer to draw their two items on the board.” Have a child come forward and hand him or her a marker or piece of chalk for each hand. Then

tell the child to draw two important possessions on the board at the same time. While the child draws, ask him or her questions like what is your birthday, what did you have for lunch yesterday, or where would you like to go on vacation this year?

After the child finishes the drawings ask how it felt to have to draw two pictures at the same time while talking. Was it distracting to have someone talking to you? Sometimes trying to do many things at the same time gets in the way of being a disciple. It is easy to forget that what matters most is loving God and loving others. How do you think we can get ready to be a part of Christ’s mission? Possible answers might include study the scriptures, pray, go to church, have quiet time each day, take a nature walk, or talk to others about God.

Note: If there is time, lead the class in one of the spiritual practices for children found at <http://www.CofChrist.org/common/cms/resources/Documents/Spiritual-Practices-for-Children.pdf>

4 SEND

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

Explain to the class that before there was electricity, people used oil lamps to light their homes. Some places in the world still use oil lamps as their main source of lighting. To keep the lamps working properly, people had to make sure the lamps had enough oil in them and the wicks were the right length to burn properly. It was a way of being prepared, just like our scripture passage today asks us to be. Sing “Keep Your Lamps Trimmed” CCS 633 (verse one) several times together.

5 BLESS

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

End class with a prayer to help us to be prepared to share about Jesus, even in unexpected moments.


Halleluiah! Praise Ye the Lord!

Traditional




Hal - le - lu! Hal - le - lu! Hal - le - lu! Hal - le - lu - jah! Praise ye the Lord! Hal - le -

3



lu! Hal - le - lu! Hal - le - lu! Hal - le - lu - jah! Praise ye the Lord! Praise ye the Lord! Hal - le - lu - jah!

6



Praise ye the Lord! Hal - le - lu - jah! Praise ye the Lord! Hal - le - lu - jah! Praise ye the

ORDINARY TIME

(PROPER 15)

LESSON 38
18 August 2019

Focus Scripture Passage: Luke 12:49–56

Lesson Focus: Life as a disciple sometimes forces us to make difficult choices, but life as a disciple is also full of adventure and blessing.

Objectives

The learners will...

- consider what matters most as a disciple.
- discuss and practice the Enduring Principle Making Responsible Choices.
- discuss the five Mission Initiatives and how they apply to everyday life.
- pledge to go on a mission adventure with Jesus.

Note to teacher: In preparation for this lesson, read “Exploring the Scripture” for Luke 12:49–56 in *Sermon & Class Helps, Year C: New Testament*, pp. 103–104.

Supplies

- Bible (NRSV)
- *Community of Christ Sings (CCS)*
- Optional: Computer or television and DVD player
- Optional: “Jack and Jenn: The Not-So-Secret Mission” video found on YouTube at <https://www.youtube.com/watch?v=lylH-kLhKMg&list=PL007F624A4A479B8F&index=2> or in *Jack and Jenn: Starter Kit* (SKU # 680121050605) from Herald House
- Paper, chalkboard, or dry erase board
- Pencils, chalk, or markers
- Copy of the Mission Prayer posted on wall

1 GATHER

Activates background knowledge, prepares and motivates for lesson

(15% of total lesson time)

Greet each child by name and form a circle. Sing together “I’ve Got the Joy” (see lesson 32), and share something good that happened during the week. Have a child offer an opening prayer.

Ask children which of these choices matter most to them:

- Going to bed early or staying up late?
- Watching TV or doing homework?
- Doing chores or playing with friends?
- Giving part of one’s allowance as tithing or spending it all on a new toy or game?

Say: “These are difficult choices to make. Today’s scripture passage is about a difficult conversation that Jesus had with his disciples about making tough

choices and what matters most when you decide to follow Jesus.”

2 ENGAGE

Invites exploration and interaction

(35% of total lesson time)

Read Luke 12:49–56 from the Bible. Ask the children how they feel about the idea that following Jesus might separate them from the people they love. It means they may have to make choices that are not easy or popular.

Say: “Do you remember watching a video a few weeks ago about our friends Jack and Jenn? Well, Jack and Jenn have some things to say about what matters most about following Jesus. Let’s see what they have to say about it.”

Play video “Jack and Jenn: The Not-So-Secret Mission” from YouTube <https://www.youtube.com/watch?v=lylH-kLhKMg&list=PL007F624A4A479B8F&index=2> or from

the *Jack and Jenn: Starter Kit* (SKU # 680121050605) from Herald House.

Alternate Activity: If you do not have access to the Jack and Jenn video, you might consider a discussion about the five Mission Initiatives of the church: Invite People to Christ; Abolish Poverty, End Suffering; Pursue Peace on Earth; Develop Disciples to Serve; and Experience Congregations in Mission. Brainstorm with the class ways they could do each of the initiatives in their everyday lives. For example, when discussing Invite People to Christ the class may suggest telling a friend about Jesus, inviting a friend to church, or asking a friend to go to church camp with them. For Abolish Poverty, End Suffering they might suggest making an offering to world mission tithes or working at a local food bank. The idea is to help the class find doable tasks for each initiative. Create a chart with five columns, one for each initiative. List ways the class could participate in each initiative. You could also have them "practice" by acting out the ideas.

3 RESPOND

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

At the end of the video, review Jack and Jenn's mission with the class:

- Tell people about Jesus.
- Be kind to others.
- Be a peacemaker by being a generous disciple.

Post the three parts of Jack and Jenn's mission in a visible place (on a chalkboard, dry erase board, or large piece of paper on the wall).

If you are not using the video, post the five Mission Initiatives you discussed earlier.

Ask class which part of the mission would be hardest for them to follow. Why?

Say: "Now we are going to act out some scenarios to see what we might do." Ask for volunteers.

- Scenario One: You are on the playground and there are no adults around. You notice your friend being bullied by two people. What do you do? Following the scene, ask how their choices showed the mission of Jesus. What other choices could they make?

- Scenario Two: You and two friends are hanging out in your yard. Your two friends suggest you go with them to steal the neighbor's bicycle. What do you do? Following the scene, ask how their choices showed the mission of Jesus. What other choices could they make?
- Scenario Three: Your neighbor asks you to rake her leaves and offers to pay you for helping. What do you do? Following the scene, ask how their choices showed the mission of Jesus. What other choices could they make?
- Scenario Four: Your mom asks you to watch your baby sister while she cooks dinner. Your friends want you to come outside and play. What do you do? Following the scene, ask how their choices showed the mission of Jesus. What other choices could they make?

4 SEND

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

Say: "Sometimes life as a disciple forces us to make difficult and unpopular decisions. Are you willing to take a risk and go on a mission adventure with Jesus?"

Invite each child to complete one or more of the following statements by writing, drawing, or sharing aloud.

This week I will...

- tell others about Jesus by _____.
- be a peacemaker by _____.
- be a generous disciple by _____.

Sing together "I Have Decided to Follow Jesus" CCS 499.

5 BLESS

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

End by saying the Mission Prayer together:

God, where will your Spirit lead today?
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.

ORDINARY TIME

(PROPER 16)

LESSON 39
25 August 2019

Focus Scripture Passage: Luke 13:10–17

Lesson Focus: The peace of Jesus Christ sets us free from that which separates us from God.

Objectives

The learners will...

- experience what it is like to be differently-abled.
- explore the Enduring Principle Worth of All Persons.
- discuss ways to help others experience the healing peace of Jesus Christ.
- explore the sacrament of laying on of hands.

Supplies

- Bible (NRSV)
- Recommended: *Lectionary Story Bible, Year C* by Ralph Milton (ISBN 9781551455762) available from Herald House
- *Community of Christ Sings (CCS)*
- Blindfolds
- Bubble wand and bubble solution
- Tape
- Paper

Note to teacher: In preparation for this lesson, read “Exploring the Scripture” for Luke 13:10–17 in *Sermon & Class Helps, Year C: New Testament*, p. 105.

1 GATHER

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

Greet each child by name and sing together “I Will Sing, I Will Sing” CCS 112. Have a child offer an opening prayer.

Ask:

- Do you know someone who has a body that works differently from yours? What is different? *(Possible answers include blindness, deafness, cannot walk, in a wheelchair, or cannot talk.)*
- How do you help people who have different abilities than you? *(Examples might include holding the door open, helping someone reach something on a high shelf, guiding him or her, or pushing a wheelchair.)*
- Have you ever wondered what it would be like to be differently-abled?

2 ENGAGE

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

Say: “Today we are going to do an experiment to see what it is like to be differently-abled.”

Form the group into pairs. Have one child in each pair put on a blindfold. Then have the blindfolded children walk alone to the other end of the room to get an item of your choice. They must do this with no help from a partner or anyone else in the room. When they return to their partners, have the children do the exercise again, this time with their partners’ help.

Have the partners switch roles. Have the other partners bend over. They may not stand up straight during the exercise. Have them get an item from the opposite side of the room that is placed up high. They must do this without standing up straight. After they return to their partners, have them repeat the exercise with their partners’ help.

When they finish, discuss what it was like to try to do the exercise blindfolded and bent over. How did it feel? What was it like to be the helper partner? How did it feel to watch your partner struggle? How did it feel to work together?

Say: "Today's scripture passage is about a physically hindered woman who met Jesus. Let's read the story to find out how Jesus helped her."

Read Luke 13:10–17 from the NRSV or "The Bent-Over Woman" from the *Lectioary Story Bible, Year C*, pp. 187–188. In the story, Jesus notices a woman whom most people would not even pay attention to. He looks at her with compassion and realizes she is not just hurting physically, but also in her feelings and spirit. For many years people ignored her or made fun of her. She was hurting and Jesus healed her. Jesus taught us that all persons are of value and worth—even those who are hurting physically and emotionally.

3 RESPOND

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

Give each child a piece of paper and something to draw with. Discuss with the class that each of them is of value and worth in the eyes of God and how each of them is unique. Have the class draw or write what they think is beautiful or special about themselves. Then have them share their ideas with the class. Discuss ways the children can share their own unique gifts with others to help them feel the peace of Jesus Christ.

Ask:

- Share an experience when someone helped you when you were struggling or hurting.
- What are some ways we can reach out to people who may need our help?
- How can you help heal people like Jesus did? (*pay attention to people who are alone, help others when they struggle, show people that God loves them*)
- Who is someone you could help this week?

As time allows, play the Bent-Over game. Have one person be IT. The rest of the class must bend over like the woman in the story. IT goes from person to person blowing bubbles on them. When a bubble touches the bent-over person, she or he is "healed" and may stand up straight. Play continues until all children are "healed." Pick a new person to be IT and play again. Play as many times as time allows.

4 SEND

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

Say: "Sometimes it is easy to overlook someone who is different from you. This week look for ways to reach out to someone you maybe did not pay attention to before and take time to learn something new."

Sing together "Lay Your Hands" CCS 545.

Have the children complete the following sentence: "This week I will reach out to someone who is different from me by..."

5 BLESS

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

Close with a chalice prayer for all people who need healing.

A Chalice Prayer

There are many stories in the news of people and places that are hurting. Form your hands into a bowl shape. Imagine holding those people or a difficult circumstance in your hands. As you say a prayer hold your hands up to God. This form of prayer is called a chalice prayer (*chalice* means cup).

—"Spiritual Practices for Children"
www.CofChrist.org

ORDINARY TIME

(PROPER 17)

LESSON 40
1 September 2019

Focus Scripture Passage: Luke 14:1, 7–14

Lesson Focus: In God’s kingdom, no person is more important than another.

Objectives

The learners will...

- discuss hospitality.
- practice generous hospitality.
- explore who is most important in God’s kingdom.
- discuss the meaning of the word “humble”.
- create invitations to give to people who are not usually invited to the table.

Supplies

- Bible (NRSV)
- *Community of Christ Sings (CCS)*
- Recommended: *Lectionary Story Bible, Year C* by Ralph Milton (ISBN 9781551455762) available from Herald House
- Plates, napkins, cups, and eating utensils of varying degrees of formality (For example, paper plates, nice dishes, paper napkins, cloth napkins, plastic cups, china cups, plastic eating utensils, and flatware.)
- Tablecloth
- Various food items
- Chairs for each child
- Table large enough for all the class to sit around
- Various items to create invitations (paper, pens, pencils, cards, markers)

Note to teacher: In preparation for this lesson, read “Exploring the Scripture” for Luke 14:1, 7–14 in *Sermon & Class Helps, Year C: New Testament*, pp. 106–7.

1 GATHER

Activates background knowledge, prepares and motivates for lesson

(15% of total lesson time)

Ahead of time, prepare the table with a place setting for each child. Make some settings formal (nice dishes and cloth napkins) and others casual (paper and plastic). Set the formal settings at one end of the table and the casual settings at the other end. Arrange the best food on the formal settings, making sure these have a larger amount of food as well. Place a small amount of food and beverage at the casual place settings. Set up or decorate the table more nicely at one end. The idea is to create two distinct areas—one for more important guests and one for less important guests.

Greet children by name and invite them to join you in the circle (not the table). Go around the circle and have

each child tell something good that happened during the week.

Sing together “Humble Yourself” CCS 211. As you sing it a second time, add the motions. With palms up, bring hands slowly down in front of you as you sing the words “humble yourself.” With palms facing up, slowly raise arms up as you sing “he will lift you up.” Repeat actions each time you sing the key words.

Offer an opening prayer.

Say: “You may have noticed something special about our classroom when you came in. What is different about our room today? (*Table is set; there is food; it looks fancy.*) I want you to go sit at the table, but do not start eating yet.”

Children may ask which seats are theirs. If they do, tell them you have not assigned seats for them. As children

pick seats, they may begin to argue about who sits at the end of the table with the most food on the plates. Let the children decide together who sits where.

After they settle into a spot, ask:

- How did you decide where you wanted to sit?
- Who do you think is most important at our table today? Why?

Say: "Our scripture story today is about a time when Jesus was invited to a dinner party. He helped people decide who should sit at the important end of the table."

2 ENGAGE

Invites exploration and interaction

(35% of total lesson time)

Read Luke 14:1, 7–14 from the NRSV or "Who Is Important?" from the *Lectionary Story Bible, Year C*, pp. 189–190. Ask the children who Jesus thought were the most important people at the party. Were they the people sitting at the end of the table with fancy dishes or the ones at the end with the disposable dishes?

Explain that in Jesus' time only the most important people got to sit at the head of the table near the host. Where you sat showed how important you were. How did Jesus feel when people were arguing about who would sit at the important end? (*Jesus did not like it. He wanted them to sit at the opposite end of the table and wait to be invited to sit with the host.*) There is a word that describes how Jesus wants us to act. We sang that word in our opening song. Can anyone remember the word? (*humble*) What does it mean to be humble? (*you are not more important than other people, should serve others, not boast, be kind to others*)

While serving the children their food and drink, ask the class to tell about a time they did something for someone else without being rewarded for it. How did they feel when no one noticed their good deeds?

Disciples serve other people with humility—not to be recognized for our good deeds, but because it is right to do so. Continue to chat as a class about what the children could do to help others. Then clean up the area together.

3 RESPOND

Takes the learners from hearing to doing

(35% of total lesson time)

Jesus also reminds us in today's story that who you invite to eat with you is important. Does anyone remember

who Jesus thought was important to invite to the feast? (*people with less than you, poor people, people who are not as well-liked*) We are reminded by Jesus that no one is more important than another person. All people belong to God, and God loves them all equally.

Ask:

- If you were planning a fun party and you could invite only five people, who would you choose? Make a list of those five people.
- Why did you choose those particular people?
- Is there someone you know who doesn't get invited to many parties? Who?
- Now, look at your list again. Imagine adding someone to your list who isn't usually invited to parties. How do you think he or she would feel upon receiving your invitation?
- Who do you think Jesus would want you to invite?
- As time allows, have children create invitations to the next church potluck or gathering. Talk about who they want to invite that usually doesn't get invited. Encourage the children to seek out those people during the week and pass along the invitation.

4 SEND

Explores how the lesson might be lived

(10% of total lesson time)

Take turns reading aloud the words of "For Everyone Born" CCS 285. Ask children who this song tells us is important in the eyes of God.

Repeat the opening song "Humble Yourself" CCS 211 with motions.

5 BLESS

Time of prayer, praise, blessing, and hope

(5% of total lesson time)

To close, form a circle and share together in the closing prayer. Ask children to complete the prayer with a person they want to invite.

Dear God,
Thank you for giving me a place at your table.
Help me invite _____ to a place at your table.
Amen.

ORDINARY TIME

(PROPER 18)

LESSON 41
8 September 2019

Focus Scripture Passage: Luke 14:25–33/14:25–34 IV

Lesson Focus: Jesus wants us to commit our whole selves to being disciples.

Objectives

The learners will...

- discuss what is distracting to living as a disciple.
- discuss what helps them become better disciples.
- brainstorm ways to follow Jesus.
- play a singing game about giving their whole selves to life as disciples.

Supplies

- Bible (NRSV)
- *Community of Christ Sings (CCS)*
- Various worship center items, small toys, food, or electronic devices
- Construction paper or plain copy paper, pen or pencils, scissors, tape
- Optional: recording of the “Hokey Pokey” (sometimes known as “Hokey Cokey” or “Okey Cokey”)

Note to teacher: In preparation for this lesson, read “Exploring the Scripture” for Luke 14:25–33/14:25–34 IV in *Sermon & Class Helps, Year C: New Testament*, p. 108.

1 GATHER

Activates background knowledge, prepares and motivates for lesson

(15% of total lesson time)

Note: Ahead of time prepare a table with various items that your children would find interesting. The table might include toys, games, food, candy, or other items children enjoy. Also include items that might be included in a worship center such as books of scripture, Christian symbols, hymnals, communion trays, or other items of religious significance.

Greet children by name as they enter. Begin class with “Praise the Lord Together Singing” CCS 642. Sing it through at least twice. If possible, sing the song as a round.

Have a child offer the opening prayer.

Ask:

- How do you spend your free time?
- Do you know anyone who was treated badly because he or she did not do what everyone else was doing? Tell us about that.

- Have you ever decided to do something different from what your friends or family wanted? How did they treat you when you did something different?

Today, our scripture passage is about making difficult choices in order to follow Jesus.

2 ENGAGE

Invites exploration and interaction

(35% of total lesson time)

Read Luke 14:25–33. Ask the children what Jesus asks us to do in this passage.

Jesus asks his disciples to accept three challenges:

1. Make discipleship more important than pleasing our families and getting along with them.
2. Pick up our cross and follow Jesus.
3. Give up all our possessions.

Ask children which one of these would be the most difficult for them to do and why. (Answers will vary.)

Direct the children's attention to your table. Say, "One of the challenges Jesus asks us to do is give up all our possessions (belongings). Why do you think Jesus wants us to do that? (*easier to travel, we have too much stuff, our possessions become more important than life as a disciple*) I brought some items today that remind me to be a good disciple. I also brought a few items that distract me from being a good disciple. Can you help me figure out which ones are good reminders, and which ones are distractions?"

Pick up one item at a time and ask the children to tell you if it is a reminder or a distraction. If it is a distraction, ask them to explain how the item might keep you from focusing your time and energy on being a disciple. Also discuss ways the item can be a reminder of Christ's mission. For example: a toy can remind us to invite others to play, or remind us to generously share our time and treasure with others. Then set it aside. If the item is helpful, have children explain how the item could help them become a better disciple and then place it back on the table. Continue showing and discussing items. After the last item, have children look at what is left on the table. Discuss with them how each item helps focus on being a disciple. As you discuss, arrange the items into a worship center.

Note: Children may be challenged by the "hate" language used in this passage. The idea of hating a family member is difficult even for adults to understand. Reassure them discipleship does not mean they will hate their parents. However, being a disciple does ask them to make choices that everyone around them may not agree with—possibly other family members. Decisions in their lives should put following Jesus first.

3 RESPOND

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

Say, "Being a disciple means we have to make decisions that may not be popular with our friends or family. We are on a path of discipleship that is filled with twists and turns." Give each child a piece of construction or copy paper. Have them trace their feet on the paper. Let the children cut out their footprints.

Say, "What are some choices we make as disciples?" As children answer, have them write their ideas on the footprints. Continue until each footprint contains one idea of how to follow Jesus. Tape the footprints on the wall or chalkboard in the shape of a path.

Say, "Being a disciple means we commit to Jesus with our whole selves. Let's play a singing game that may help us remember to give our whole selves to being a disciple of Jesus."

Stand in a circle and play and sing the "Hokey Pokey" with the alternate words. Search YouTube for the Hokey Pokey song to hear the tune. Each succeeding verse asks the children to put a different part of their bodies in the circle. At the end, the song calls us to put our "whole selves" in. At the end of the song, highlight that being a disciple means we put our "whole selves" in—one arm or one leg is not enough. Jesus wants all of us.

You Follow Jesus' Teaching

(sung to the tune of the "Hokey Pokey")

You put your *right arm* in, you put your *right arm* out,

You put your *right arm* in, and you shake it all about.

You follow Jesus' teachings, and you live a life of peace.

That's what it's all about.

(Repeat substituting *left arm*, then *right leg*, *left leg*, *right hip*, *left hip*, *head*, *tail*, and *whole self*.)

4 SEND

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

Today we learned that following Jesus means committing our whole selves to being a disciple. What is one way you can put following Jesus first in your life this week? Next time be ready to tell us of a difficult decision you made through the week.

Sing "I Have Decided To Follow Jesus" CCS 499.

5 BLESS

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

End with a prayer for courage to be a faithful disciple this week.

ORDINARY TIME

(PROPER 19)

LESSON 42
15 September 2019

Focus Scripture Passage: Luke 15:1–10

Lesson Focus: God loves you even when you feel lost and alone, and being a disciple means helping others find God when they feel lost.

Objectives

The learners will...

- read the parables of the lost sheep and the lost coin.
- seek and find objects that are lost.
- have a celebration to welcome back the lost.
- discuss how each person is important and precious to God.

Note to teacher: In preparation for this lesson, read “Exploring the Scripture” for Luke 15:1–10 in *Sermon & Class Helps, Year C: New Testament*, pp. 109–110.

Supplies

- Bible (NRSV)
- Recommended: *Lectionary Story Bible, Year C* by Ralph Milton (ISBN 9781551455762), available from Herald House
- *Community of Christ Sings (CCS)*
- 100 items of same type: cotton balls, coins, paper clips, marbles, small pieces of paper, pebbles, or any other small objects
- Word search—one for each child (end of lesson)
- Food and drink for a snack celebration (Be aware of any food allergies of children in the class.)
- Craft supplies: white pom-pom balls (small, medium, and large), small wiggle eyes, black chenille wires (each cut into three pieces), string, paper cups, pony beads, scissors, glue
- Note: If budget or supplies are limited, an alternative craft idea is included.

1 GATHER

Activates background knowledge, prepares and motivates for lesson

(15% of total lesson time)

Greet each child by name and welcome him or her to the class. Ask children how they put being a disciple first in their lives this week.

Sing together “I Have Decided to Follow Jesus” CCS 499.

Ask:

- Have any of you ever lost something that was special to you? Tell us about it.
- Have any of you ever become separated or lost from your family? How did you feel when you were lost? When you were found?

Today’s scripture passage talks about what it is like to be lost and then be found by God.

2 ENGAGE

Invites exploration and interaction

(35% of total lesson time)

Note: Before children arrive, hide one of the 100 objects somewhere in the room where it will be difficult to find. Place the other 99 objects on the table in front of you.

Say, “How many objects do you think I have on the table in front of me? (Accept guesses.) I know when I came to class today I had 100 objects. Perhaps we should count them to be sure I have not lost any. (Count objects

together.) Oh, no. It looks like I lost one! What am I going to do? Will you help me search?"

Have class search for the lost object. If finding the object is too difficult, you may need to give them clues about where to search. For example, you might say, "Have you tried looking up high?" or "Maybe we should look behind the books." When the children find the object, have them gather at the table. Congratulate the students with words of praise, pats on the back, and high-fives. Ask them how they felt when they were searching for the object. Was it frustrating? Did they find it easily? Did they want to give up?

Share with them that this exercise is like our scripture passage for today. Read together Luke 15:1–10 from the NRSV or "The Lost Sheep and the Lost Coin" from the *Lectionary Story Bible, Year C*, pp. 195–8 (preferred). Ask the class how finding the object was like the parable (a story about a common experience that has a deeper meaning) of the lost sheep. (*There were 100 sheep and one was lost—we had 100 objects and one was lost.*)

Ask:

- Why do you think the shepherd thought it was important to find the lost sheep?
- Are we more like the sheep or the shepherd in the parable?
- Who is the shepherd of our lives? How is Jesus like the shepherd in the parable?

Say, "Many times in our lives we are lost from God. Lost can also mean separated. Sometimes we make choices that separate us from feeling God's presence. What is a choice that might separate us from feeling God's love?" (*lying, stealing, cheating, being mean to a sibling, disobeying our parents, thinking only of oneself, behaving poorly on purpose*)

3 RESPOND

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

Word Search

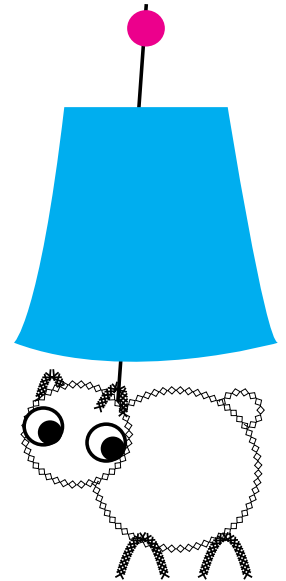
Say, "Everyone makes choices that separate them from God. However, the good news is that God loves us and never stops searching for us. I have a word search to share with you today that will give us some ideas about how to find God when we are lost."

Do the word search as a class or give each student a copy and a pencil or pen. After the class finishes the word search, discuss with them the ways God searches for us and where and how we can find God. Make a list of the suggestions from the word search and add other ideas to your list.

Lost Sheep Craft

Say, "Today we are going to make a lost sheep to remind you that God will always find you."

Pass out white pom-pom balls (three different sizes), craft glue, small wiggle eyes, black chenille wires, scissors, string, paper cups, pens, and pony beads. Use the large pom-pom ball for the body of the sheep. Glue the medium-size pom-pom ball to the front of the body to make the head and the smallest pom-pom ball to the back of the body for the tail. Glue eyes onto head. Cut one chenille wire into two smaller pieces and shape them into ears for the sheep. Glue ears to the head. Bend two more chenille wires into U shapes to form the legs of the sheep. Glue the legs to the body. Tie a piece of string around the sheep's neck. Poke a small hole in the bottom of the cup. Pull the string through the hole with the rim of the cup facing down toward the sheep. Tie a pony bead to the string above the bottom of the cup. Slide cup down over the sheep to hide it. Slide the cup up the string to reveal the lost sheep.



Alternate Craft

If supplies are limited, you may substitute this alternative craft. Make a copy of the sheep pattern (p. 125) for each child. Have the children decorate the sheep using cotton balls, scraps of white paper, or any other white craft supplies.

4 SEND

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

Following craft cleanup, invite students to celebrate with you. As you eat a snack feast together, raise your cups and say the toast, "Rejoice! The lost is found!"

Note: Feel free to substitute any other party game for the snack feast. The important part of this activity is to celebrate the lost being found. Perhaps you might choose to have a bubble-blowing party and say, "Rejoice! The lost is found!" as you get ready to blow the bubbles.

5 BLESS

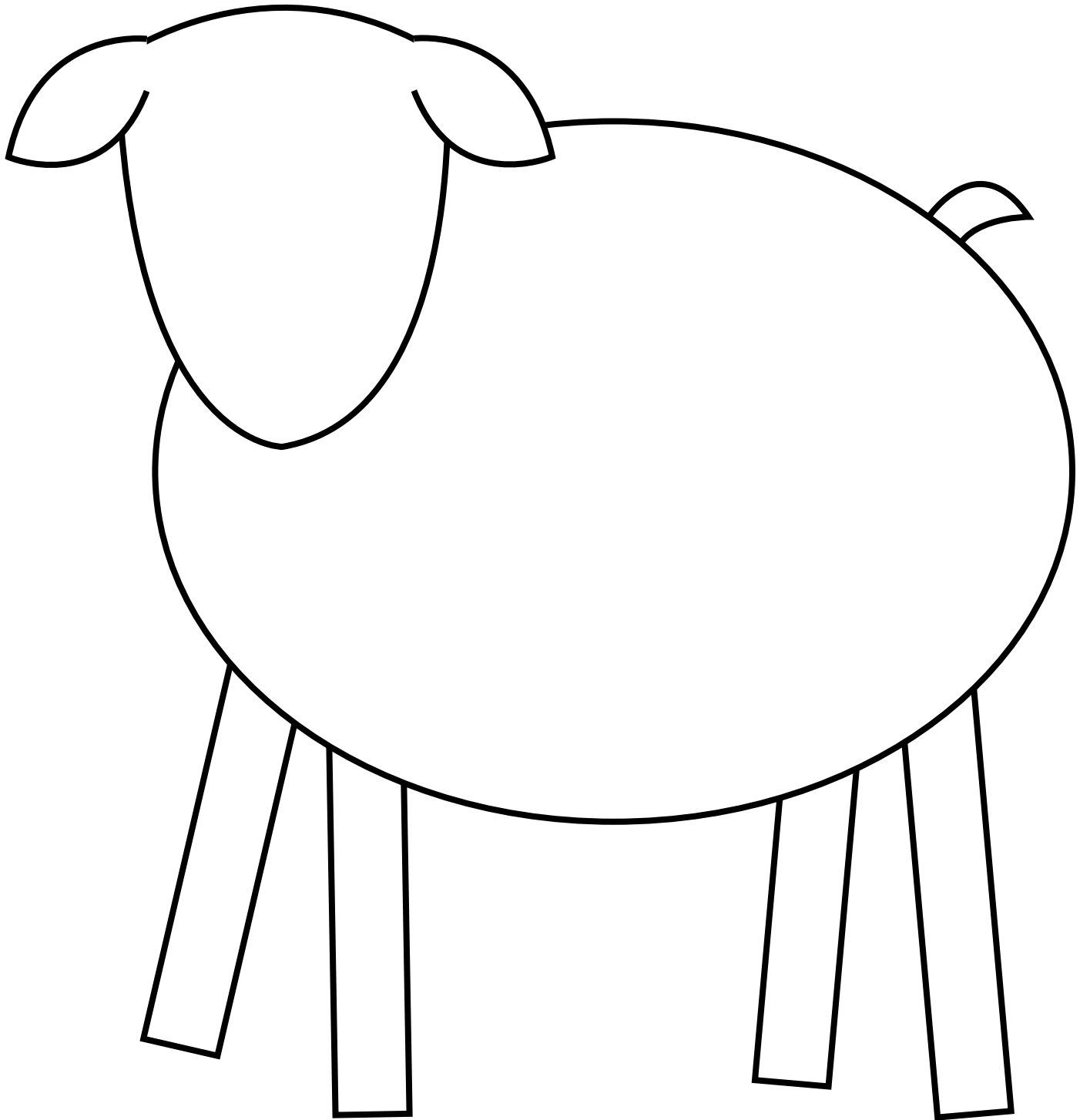
Time of prayer, praise, blessing, and hope
(5% of total lesson time)

End class by singing "Jesus Loves Me" CCS 251.

Rejoice! The Lost is Found!

C N R I S R T S Y J H Z D H M
D B Q E U C F H L A W J N E R
I R E Z O X J E L E R D U S V
Y K E S M O K E S Q R P O P W
D J X H U J A P M U B U F D A
U V D R P F R I E N D S T K W
T R N E S E V B V D O R V A U
S A V C P I H K L F T H B V N
L Q M A Z V N S Y L I M A F R
L E G E P L A G T S O L B H M
E M T P X N R L O V E M Y X L
X Y K I B G O A T Y G W U G F
S M W Q Y J R D Y G T U L O O
C H U R C H O R Q K Y B V A Y
X E R A R X I R C W C Y A F V

CHURCH
FAMILY
FOUND
FRIENDS
JOURNAL
LOST
LOVE
NATURE
PEACE
PRAY
SEEK
SHEEP
SHEPHERD
SING
STUDY



ORDINARY TIME

(PROPER 20)

LESSON 43
22 September 2019

Focus Scripture Passage: Luke 16:1–13

Lesson Focus: Disciples respond to God’s love by generously sharing their time, talent, and treasure with others.

Objectives

The learners will...

- discuss the difference between time, talent, and treasure.
- create generosity banks.
- brainstorm good ways to use their time, talent, and treasure.
- sing a song about generosity.

Note to teacher: In preparation for this lesson, read “Exploring the Scripture” for Luke 16:1–13 in *Sermon & Class Helps, Year C: New Testament*, p. 111.

Supplies

- Bible (NRSV)
- *Community of Christ Sings (CCS)*
- Recommended: *Lectionary Story Bible, Year C* by Ralph Milton (ISBN 9781551455762), available from Herald House
- Empty, clean soup or vegetable cans (one for each child)
- Copies of the generosity bank outside wrapper, inside divider, and time and talent slips for each child (end of lesson)
- Crayons or markers
- Scissors
- Glue
- Play money

1 GATHER

Activates background knowledge, prepares and motivates for lesson

(15% of total lesson time)

Greet each child by name and invite each to share one good thing that happened in the past week. Sing together “Jesus Loves Me” CCS 251.

Tell the children you are going to say two sentences that are true and one sentence that is false (a lie). It is their job to figure out which one is false. For example, you might say, “The moon shines at night. I have ten fingers. Grass is purple. Which sentence is false?” They would answer, “Grass is purple.” Then ask a child to say two truth statements and one false statement. Continue until everyone who wants a turn has an opportunity to lead.

Say, “Sometimes in our lives we act like the leader in this game—we most often tell the truth, but sometimes tell a lie when we think we might get in trouble. Today’s scripture passage is about a servant who got caught

lying about his actions and what Jesus had to say about what he did next.”

2 ENGAGE

Invites exploration and interaction

(35% of total lesson time)

Read together Luke 16:1–13 from the NRSV or “Jesus Is Joking” from the *Lectionary Story Bible, Year C*, pp. 199–200. Note: The story, as related in the *Lectionary Story Bible*, is easier for younger children to understand. Community of Christ endorses this version, especially if you have a larger number of younger children in your class.

Ask children to explain to you what the manager did (*did not take care of his master’s money as he should have, made poor decisions, tried to cover up his laziness*). How did the master feel about the servant’s choices? Do you think disciples of Jesus need to take responsibility if we make a poor choice?

Invite a volunteer to help you. Have the volunteer perform two unrelated actions at the same time. For example, the volunteer might lift the left knee up while waving his or her right arm. Other suggestions could include patting head while rubbing stomach, hopping on one foot while saying the alphabet aloud, or writing something while singing a song. Choose unrelated tasks or possibly one serious task and one silly task. After a few minutes of trying to do both tasks, stop and ask the volunteer how it felt to try to do two different tasks at the same time. Was the volunteer able to perform either task well? Did the volunteer do his or her best work on each task? Why was it so difficult? If time allows, encourage other students perform tasks and allow class members to come up with new task ideas.

This object lesson explains what Jesus meant when he said that “no slave can serve two masters.” As disciples of Jesus, our attention and focus need to be on making choices that best serve God’s purpose. In the scripture passage, the manager did not take good care of the money the rich man had given him. He lied and cheated and tried to cover up his mistakes. What would be a better choice for the manager to make?

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

Say, “God gives each of us special gifts in our lives to take care of, like the rich man gave to the manager. God wants us to take special care of the gifts we have. There are three kinds of gifts that are especially precious: the gifts of our time, our talent, and our treasure. God gives us freedom to choose how we take care of our gifts and generously share with others. When we share our time, talent, and treasure with others, we are following God’s call to give to our true capacity. What do you think that means?”

Say, “Today we are going to create generosity banks to help us make responsible choices about our gifts. There are three parts to our banks: a portion for time, a portion for talent, and a portion for treasure. What do you think our treasure is? (*money*) What is our talent? (*skills we do well like singing, writing, playing sports, or helping others*) What is our time?” (*how we spend our days—doing what we want, doing chores, going to school, playing, going to church, reading*)

Give one can and one of each handout to each child. Allow children time to cut out the inside divider, the outside wrapper, and the time, talent, and treasure

slips according to the directions. Decorate and assemble the generosity banks. As time allows, help children write ways they can share their time, talents, and treasures. They may add money to their bank at home.

Encourage the class to look at their banks every day and add to them. Invite the class to share the banks with their families and to talk with their families about ways they can make responsible choices and give generously together.

Note:

Generosity banks could also be made from clean empty jars or reusable plastic containers. Use what you have readily available. The important lesson is that children see in a tangible way that they have time, talent, and treasure to share with others. This craft will help them keep track of those gifts.

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

Say, “Today we learned how difficult it is to try to serve two masters at the same time. God wants us to make responsible choices and use good stewardship over our time, talent, and treasure.”

Sing together “Sharing Generously” (Tune: “Old MacDonald Had a Farm”)

God needs me a disciple to be,
Sharing generously.

In faith we give because we care,
Sharing generously.

Helping our church here and the world church there,
Seeing our money helping others,
Bringing love to one another.

God needs me a disciple to be,
Sharing generously.

Or sing “G • E • N • E • R • O • S • I • T • Y”, p. 132.

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

End with a circle prayer. Have each child add a sentence naming one way to share their time, talent, or treasure.

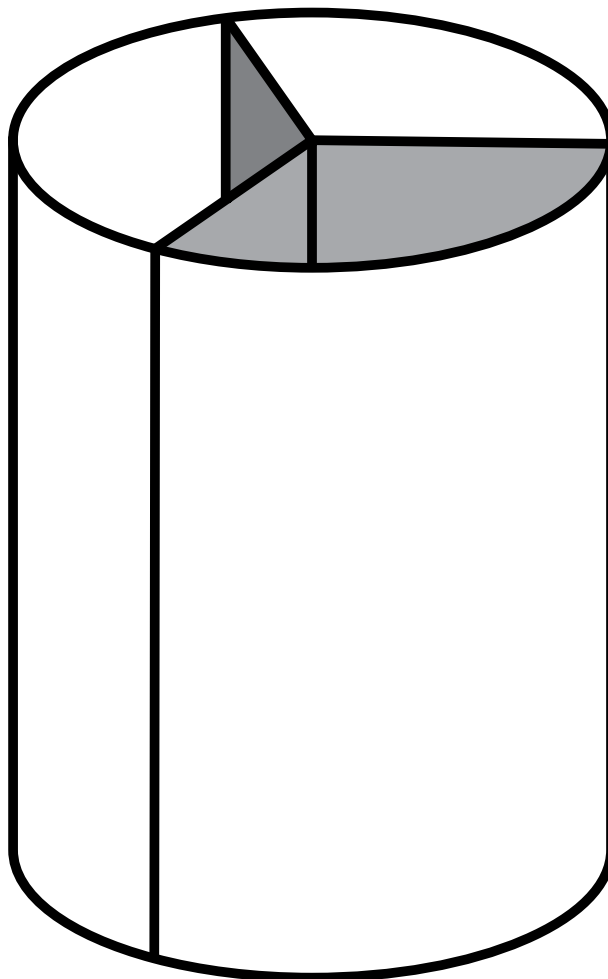
Generosity Banks

To teacher: If you prefer, Generosity Jars can be ordered from Herald House at no charge at www.heraldhouse.org or phone (800) 767-8181 or (816) 521-3015.

1. Copy all patterns below, one per child:
 - a. Pattern 1: Time and Talent Slips on paper stock
 - b. Pattern 2: Outside Wrapper on paper stock
 - c. Pattern 3: Inside Divider on cardstock
2. Give each child a clean, empty soup or vegetable can (10.75 oz/305 ml).
3. Give children markers, crayons, or colored pencils to draw their designs of TIME, TALENT, and TREASURE on pattern 2. They may also wish to decorate pattern 3 for the inside of the can, but it isn't necessary.
4. Provide scissors for children to cut out pattern 3. Children fold this back and forth along dotted lines to create three dividers to fit inside the can bank.

Then tape the tops together (see illustration). Tabs on the bottom should be folded under and taped to inside bottom of can. Line up the sections with the words *TIME*, *TALENT*, and *TREASURE* on the outside. Provide tape or glue for children to wrap and secure pattern 2 around their cans.

5. Copy the slips of paper (pattern 1) so each child has six Time and six Talent slips. Have them put these blank slips into the TALENT and TIME sections of their banks. Each day, children should take out one Time and one Talent paper, and write something they have done that day to share their time and talent, then put the papers back in their banks.
6. Invite children to find ways to share their time, talent, and treasure throughout the lessons. At the end of lesson 6, children may tell how they shared their time, talent, and treasure.



Pattern 1: Time Talent and Treasure Slips

(Copy one full page per child)

Time	Talent	Treasure
Time	Talent	Treasure
Time	Talent	Treasure
Time	Talent	Treasure

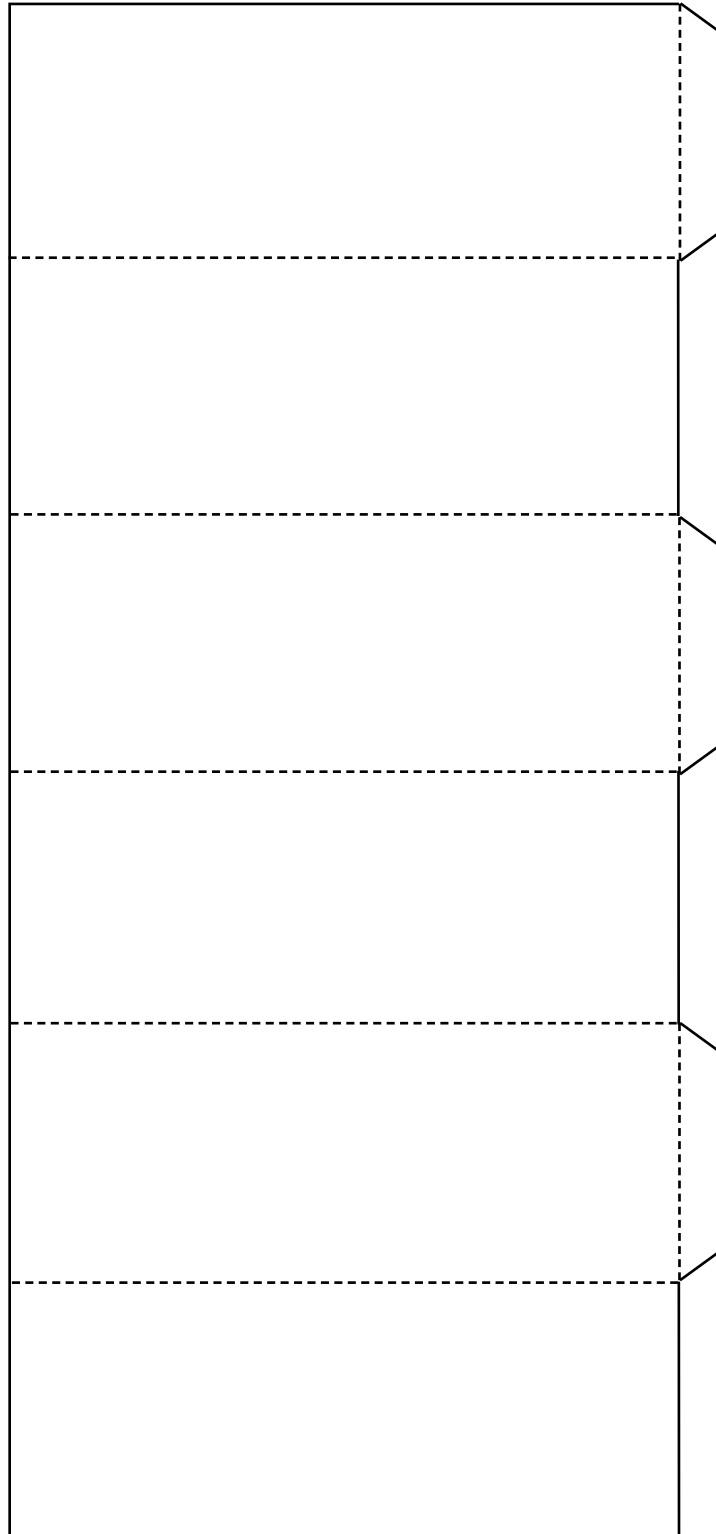
Pattern 2: Outside Wrapper

Copy onto paper stock, one per bank. Children cut out and color with words or images that represent TIME, TALENT or TREASURE to them. Wrap around can and attach with glue or tape.

TIME	TALENT	TREASURE
------	--------	----------

Pattern 3: Inside Divider

Copy onto cardstock, one per bank. Children accordion-fold along dotted lines to create three dividers to fit inside the can bank. Tabs on the bottom should be folded under and taped to inside bottom of can. Line up the sections with the words TIME, TALENT, and TREASURE on the outside.



G*E*N*E*R*O*S*I*T*Y

Janné Grover

Janné Grover

G to the E to the N E R O to the S to the I T Y God

shares it with us, we help it grow then we

spread it a-round and that's how we roll gen - e - ro - si - ty yeah gen - e -

D A D

ro-si-ty Gen - e - ro - o - o - o - si ty gen - e - ro - o - o - o - si - ty From

G D A D

God to us, from us to the world gen - e - ro - o - o - o - si - ty

G to the E to the N E R O to the S to the I T Y we can

change the world if we real-ly care by the way we love and grow and share gen - e -

D A

ro-si-ty yeah gen-e - ro-si-ty Gen - e ro - o - o - o - si ty gen - e -

D G D

ro - o - o - o - si - ty From God to us, from us to the world gen - e -

A

ro - o - o - o - si - ty Gen - e

1. D 2. D

Janné Grover

ORDINARY TIME

(PROPER 21)

LESSON 44
29 September 2019

Focus Scripture Passage: Luke 16:19–31

Lesson Focus: Disciples respond to the needs of others.

Objectives

The learners will...

- play a game that requires paying attention.
- practice seeing beyond what is on the surface.
- create a craft that reminds them to see others' needs.

Supplies

- Bible (NRSV)
- Recommended: *Lectionary Story Bible, Year C* by Ralph Milton (ISBN 9781551455762), available from Herald House
- Scissors, tape, plain white paper
- Crayons, markers, pens, pencils
- Various small objects for memory game. Suggestions include keys, a pencil, a toy car, a hair barrette, a bookmark, a picture, a jigsaw puzzle piece, a flash drive, a marble, a plastic building block (LEGO™), a doll shoe, coins, beads, paper clips, paper wads, or any other objects of similar size.
- A cloth large enough to cover memory objects
- Sign that says "Be Generous" and tape or safety pin

Note to teacher: In preparation for this lesson, read "Exploring the Scripture" for Luke 16:19–31 in *Sermon & Class Helps, Year C: New Testament*, p. 112.

1 GATHER

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

Note: Before children arrive, tape or pin sign (Be Generous) to the back of your clothing. As children gather, act as if nothing is out of the ordinary. If a child asks you about the sign, tell him or her that you will explain later.

Sing together "Hallelujah! Praise Ye the Lord" (Lesson 37, p. 29). If your class is large, form two singing groups—one group to sing "Hallelujah" and one group to sing "Praise Ye the Lord." Have each group stand up when it is their turn to sing. If your class is smaller, sing all the parts together.

Offer a prayer of praise.

Ask the class if they noticed anything unusual about you today. Some of them may have noticed your sign. If no one has, ask them to take a close look at you to see what might be different. When they notice the sign, explain to them that wearing this sign was a way to see if they were paying close attention to you today. Explain to them that today's scripture passage is about a wealthy man who did not pay attention to the needs of the people around him and what happened when it was too late.

2 ENGAGE

Invites exploration and interaction

(35% of total lesson time)

Read the story of Lazarus and the rich man (Luke 16:19–31) from the NRSV or "The Rich Man Learns" from the *Lectionary Story Bible, Year C*, pp. 203–4. Note: As

you read, be prepared to answer questions about the metaphor of fire and brimstone and Hades. Explain to the children that Jesus was using the story to make a point, rather than to explain a reality.

Ask the class how the rich man lived (*had everything he needed, was selfish, never shared what he had, did not notice the needs of others*). Ask the class how Lazarus lived (*very poor, ill, begged for food, no one noticed him except the dogs*). What was surprising about what happened when they both died? (*rich man was punished but Lazarus was rewarded*)

Ask, "Have you ever felt ignored? How did it feel? Have you ever ignored someone who needed your help? How do you think that person felt? In today's scripture passage, the rich man knew he was supposed to share his wealth with those who had less than he had. Yet he ignored people like Lazarus who were suffering. He was not paying attention to what was happening around him.

"Today I want to test your attention skills with a game. Under this cloth are 10 objects. You will get 30 seconds (adjust time to best meet the age and needs of the group) to memorize what objects are under this cloth. Then I am going ask you to close your eyes while I take away one object. When I tell you to open your eyes, look at the table and try to remember what I took away."

Play the game using as many objects as is appropriate for the age and size of your group. Ask children what was missing. Put the item back and play again, this time taking away two objects. Continue play for several more rounds.

Ask, "What was difficult about remembering what was missing? Was it harder or easier the more times you played? Why?"

3 RESPOND

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

Say, "This game is similar to our scripture story. Sometimes we have so much happening in our lives that it is difficult to notice when someone is hurting—

like the rich man in our story. When our lives are busy and filled with nothing but good, it is easy to focus only on us. God asks us to pay attention to what is happening around us and to notice the needs of other people. When we are aware of what others need, God wants us to take action and do what we can to help them. That might mean you put your money in the offering plate at church. Maybe you give your clothes that are too small to someone who needs them, or buy new clothes for someone who needs them. It might mean noticing when someone at school is having a rough day and offering a listening ear or a hug. It might mean doing your chores at home without your parents reminding you.

"We are going to make a pair of binoculars to remind us to pay attention to those around us and their needs. First, take your piece of paper and cut in half width-wise. Roll each piece of paper into a cylindrical shape (like a scroll) and tape the edge closed. Decorate each scroll using markers, crayons, or pencils. Tape the two scrolls together side-by-side and use them as binoculars."



4 SEND

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

Form a circle. Have one class member look around the circle through his or her binoculars, saying something positive about each person in the circle. Have the next class member do the same. Continue until each person has had a chance to share.

Have each child think of someone she or he knows who is like Lazarus—ignored or in need. On the count of three, have all the children look through their binoculars and say, "This week I will pay attention to the needs of _____."

5 BLESS

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

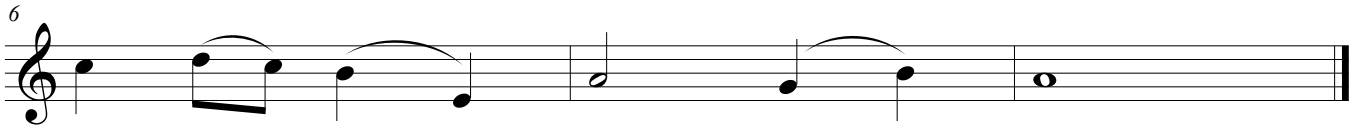
End class by singing "Love, Love, Love, Love," (see next page).

Love, Love, Love, Love

Tune: Rose



Love, love, love, love, the gos - pel in one word is — love. Love your neigh - bor



as your — self. — Love, love, — love.

ORDINARY TIME

(PROPER 22)

LESSON 45
6 October 2019

Focus Scripture Passage: Luke 17:5–10

Lesson Focus: Disciples working together can do marvelous deeds.

Objectives

The learners will...

- learn about the parable of the mustard seed.
- discover that even a little faith is enough to do the impossible.
- discuss small ways to act in faith.
- create a larger tree that grows from a small seed.

Supplies

- Bible (NRSV)
- *Community of Christ Sings (CCS)*
- Empty paper towel rolls, sheets of newspaper (eight for each child), masking tape, scissors
- Mustard seeds
- Small paper scraps
- Glue

Note to teacher: In preparation for this lesson, read “Exploring the Scripture” for Luke 17:5–10 in *Sermon & Class Helps, Year C: New Testament*, pp. 113–114.

1 GATHER

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

Invite children in and sing “Alleluia” CCS 103. Sing it through several times; have children join in as they feel comfortable.

Ask the children to share the tiniest thing they can think of. Answers will vary. What can these tiny objects do? Is the tiny object powerful? What would make it more powerful?

Today, we are going to talk about something that is tiny but powerful.

2 ENGAGE

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

Show the class a mustard seed. Ask if anyone knows what it is or what it is used for. Let the children pass it around—feel it, smell it, taste it. Give a short quiz to the class. Have them vote with thumbs up if they think the

following statements are true and thumbs down if false.

- Mustard is an herb belonging to the pepper group. (true)
- Mustard can be a weed. (true)
- Table mustard is made from vinegar, water, spices, and the mustard root. (false, the seed is used)
- Mustard seeds are used in some medicines. (true)
- Ground mustard is purple. (false—ranges in color from bright yellow to dark brown)
- Mustard oil is used to make soap. (true)
- Mustard seeds grow into large plants. (true)

Say, “Mustard seeds are small, but they are mighty! Just like we use the tiny mustard seed for many purposes, God uses us for many purposes. You may be ‘just a kid,’ but God knows you have a lot to give to those around you. What are some of your gifts (what you do well)? How does God help us use our gifts?”

In our scripture passage today, Jesus uses a tiny object to talk about faith—a mustard seed. Read Luke 17:5–10. Ask, “What did Jesus say we could do if we had even a tiny amount of faith? (*uproot a mulberry tree and plant*

it in the sea) Do you think Jesus meant that you should go around uprooting trees? Probably not. Jesus tells us in this passage that if we have faith the size of this tiny seed (*show mustard seed*), we can do great deeds. What 'great deeds' do you think Jesus meant? What do you think you could do if you had more faith?"

3 RESPOND

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

Say, "The mustard plant is awesome. It begins as a tiny seed and grows into a giant plant. Our faith is a little like that. Faith begins as something small. As we learn about God, follow Jesus, and do good for others, our faith begins to grow bigger like the mustard plant. How do you think we grow our faith?" Make a list on the board or a piece of paper. (Answers might include overcome problems, help other people, tell others about Jesus, learn about Jesus, bring about peace and justice, build God's peaceable kingdom on earth—shalom.)

In Community of Christ we believe that all people are called to share their gifts and faith and to do good for others.

Say, "Today we are going to do something wonderful to help us remember that with a little faith we can do wonderful works. We are going to make a mustard plant out of these simple items."

Directions:

1. Give each child one empty paper towel roll, eight sheets of newspaper, a pair of scissors, tape, one mustard seed, a scrap of paper, and some glue.
2. Tape the newspaper sheets end to end.
3. Wrap the newspaper around the empty paper towel roll (place roll in the middle of one of the short ends to start).
4. Remove paper towel roll.
5. Tape down the loose end of the newspaper about halfway down the roll.
6. Make four cuts down the roll on the untaped end.
7. Fold back the paper flaps.
8. Gently pull the ends of the plant (flaps) to extend.
9. Glue mustard seed to a piece of scrap paper.

Say, "It seems impossible that such a tiny seed (hold up scrap paper) could grow into this (hold up plant). With God, nothing is impossible. What is something you are nervous about or afraid of doing?" After children answer, say a prayer together for the faith to carry out their goals.

Ask, "If Jesus was telling this story today, what tiny object do you think he would use to teach us about faith? What is something you could use to tell your friends about faith?"

4 SEND

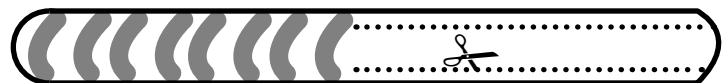
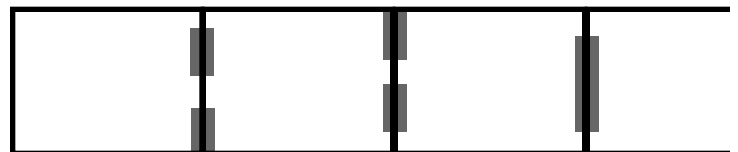
Explores how the lesson might be lived
(10% of total lesson time)

Say, "Today we talked about how it only takes a little faith to do great work. Think of one way you would like to grow your faith this week. As we go around the circle, share with us what you will do this week to practice using faith." Go around the circle, allowing each child to answer.

5 BLESS

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

Close by singing a Zulu parting song from Africa called "Hambani Kahle (Go Well and Safely)." Sing the song line-by-line to children, having them echo each line back to you. When they feel comfortable, have them all sing together. You can sing either in English or Zulu, or both.



Hambani Kahle

Go Well and Safely

Zulu parting song

Voice

Ham - ba - ni kah - le, Ham - ba - ni kah - le, Ham - ba - ni kah - le In -
Go - well and safe - ly, Go - well and safe - ly, Go - well and safe - ly, The

7
ko - si ma - yi - ne na - ni.
Lord - be ev - er with you.

ORDINARY TIME

(PROPER 23)

LESSON 46
13 October 2019

Focus Scripture Passage: Luke 17:11–19

Lesson Focus: Disciples respond to God's generosity with gratitude and generosity toward others.

Objectives

The learners will...

- read about a man who showed gratitude for his blessings.
- act out the story of Jesus and the ten lepers.
- explore what it means to show gratitude.
- create a physical expression of gratitude.
- practice recognizing blessings and showing gratitude for them.

Supplies

- Bible (NRSV)
- Recommended: *Lectionary Story Bible, Year C* by Ralph Milton (ISBN 9781551455762) available from Herald House
- *Community of Christ Sings (CCS)*
- Poster board, recycled magazines, crayons or markers, paper, scissors, glue or tape
- Reprintable worksheet (end of lesson) and pencils or pens
- Bandages or strips of cloth (optional)

Note to teacher: In preparation for this lesson, read "Exploring the Scripture" for Luke 17:11–19 in *Sermon & Class Helps, Year C: New Testament*, p. 115.

1 GATHER

Activates background knowledge, prepares and motivates for lesson

(15% of total lesson time)

Greet children as they enter. Begin class with the prayer song "Praise God from Whom All Blessings Flow" CCS 53. Note: If children are unfamiliar with this song, have them echo sing it back to you line by line the first time. Then sing it once or twice together.

Invite children to share something good that happened this week. Encourage them to share how it made them feel when something positive happened.

Next invite them to share something difficult or disappointing that happened during the week. Encourage them to share how they felt when something negative happened.

Today's lesson is about having an attitude of gratitude, even when life is difficult or disappointing.

2 ENGAGE

Invites exploration and interaction

(35% of total lesson time)

Share with the children the story of Jesus and the ten lepers from Luke 17:11–19 or "Jesus Heals Ten Lepers" from the *Lectionary Story Bible, Year C*, p. 209. Before you read the story, remind the children that lepers had a disease that created sores all over their bodies. People in Jesus' time were afraid of catching the disease because there was no cure for it. They cast the lepers out of their cities and communities and would not go near them or help them. Lepers were considered the lowest class of people.

Invite volunteers to play the roles of Jesus and the ten lepers. Have the lepers wrap bandages or strips of cloth around their bodies. Read the scripture passage as the volunteers act out the story. At the end of the story, have Jesus remove the bandages of the grateful leper showing that he or she is healed.

Ask the children how they think it would feel to be treated like a leper. Perhaps they might feel lonely, afraid, or hopeless. How do you think the lepers felt when Jesus took away their disease? Why did only one of the lepers come back to thank Jesus? Were the other lepers not thankful?

When the one leper came back to thank Jesus, something incredible happened. Besides being healed, he also became whole. His physical body no longer had disease, and his spiritual soul discovered a new way to live. When the leper found forgiveness and healing, he could no longer live the same way—he became a new person. Discipleship is like that for us. When we meet Jesus and decide to follow him, we live our lives in a different way. Jesus asks us to live our lives with gratitude, and to respond generously to others.

What is something you are thankful for? How do you show you are grateful? An Enduring Principle of Community of Christ is Grace and Generosity. We respond to others with gratitude and generosity and graciously receive their generosity in return.

3 RESPOND

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

Say, "Today we are going to make a collage of what we are grateful for." Invite class to cut out or draw pictures of what makes them grateful. They can tape or glue the pictures to the poster board. Title the poster board "We are grateful for..." Discuss the pictures they chose and why they chose them.

Say, "Saying thank you to God is not enough. We also need to *show* gratitude. Saying thank you shows that

you appreciate God's blessing your life. When you feel gratitude for your blessings, you feel changed inside. You want to live a life filled with love and joy. Life will not always be easy; however, the way you deal with challenges in your life is different. Living an attitude of gratitude causes you to invite other people to become disciples of Jesus. You want to share generously with the people around you."

Pass out a worksheet and a pen or pencil to each child. Say, "Write or draw five things you are grateful for and five ways you can show gratitude this week." Children may need help coming up with ideas. Take time to brainstorm with the children as needed. Examples might include family, friends, or their home. Ways to show gratitude might include saying thank you, offering to do a good deed, giving a hug, or writing a note.

4 SEND

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

Today we talked about having an attitude of gratitude and how gratitude helps make us whole. One way we show gratitude is by singing. Let's finish today by singing together "Give Thanks" CCS 134.

5 BLESS

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

End class with a circle prayer of thanks. Go around the circle and have each child share something for which he or she is grateful.

I am grateful for:

1)

2)

3)

4)

5)

I show gratitude when I...

1)

2)

3)

4)

5)

ORDINARY TIME

(PROPER 24)

LESSON 47
20 October 2019

Focus Scripture Passage: Luke 18:1–8

Lesson Focus: Being a disciple means persevering in our prayers and in our actions as we strive for justice and peace in the world.

Objectives

The learners will...

- define perseverance.
- participate in an object lesson about perseverance.
- discuss the rights of all children throughout the world.
- practice ways to work for justice and peace for all of God's creation.

Note to teacher: In preparation for this lesson, read "Exploring the Scripture" for Luke 18:1–8 in *Sermon & Class Helps, Year C: New Testament*, p. 116.

Supplies

- Bible (NRSV)
- Recommended: *Lectionary Story Bible, Year C* by Ralph Milton (ISBN 9781551455762) available from Herald House
- *Community of Christ Sings (CCS)*
- Stackable wooden blocks
- Markers or crayons, strips of paper 1 in/2 cm thick, tape
- Optional: *For Every Child, A Better World* by Kermit the Frog (ISBN 9780307156280), *For Every Child* by Caroline Castle (ISBN 9780803726505), or *I Have the Right to Be a Child* by Alain Serres (ISBN 9781554981496)

1 GATHER

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

Greet children as they enter. Sing together "Give Thanks" CCS 134. Ask children to share one way they showed gratitude this past week.

Have children work in small groups to see which group can build the tallest tower out of blocks. Give the children a few minutes to work. If their tower falls over, they have to start over.

Ask, "How did it feel when your tower fell over? Did you ever just want to give up?"

Say, "Building and rebuilding these towers reminds me of a word that might be unfamiliar—perseverance. Does anyone know what perseverance means?" (*staying with a task and not giving up, trying over and over again, being patient, working hard, having a positive attitude even when your task doesn't go the way it was planned*)

"Who are some people you know of who showed perseverance? (*Nelson Mandela, Abraham Lincoln, Helen Keller, or possibly friends or family members*) What did they do to show perseverance?"

Today's scripture passage is about perseverance. In today's passage, Jesus tells his disciples about a woman who persevered even when no one wanted to hear or help her.

2 ENGAGE

Invites exploration and interaction

(35% of total lesson time)

Read together Luke 18:1–8. Ask, "What did we learn about the woman in this story? (*she was a widow, treated unjustly, went to the judge for help and wouldn't give up until the judge finally helped her*) What do you think could have happened to the widow to cause her to seek help from the judge? How have you seen someone treated unjustly?"

Say, "Jesus promises in the scripture passage that your prayers are heard by God. God hears your prayers and will not turn you away. What did Jesus ask his disciples to do?" (*pray always and not to lose heart*)

Difficult circumstances require us to persevere. What would you do if...

- You want to learn to ride a bicycle. The first time you try, you fall over. The second time you try, you fall again. How do you persevere?
- You love watching soccer and want to learn to play, but you are not coordinated. Your first try does not go well. How do you persevere?
- You see your friend tease a girl on the playground every day. You try to tell your friend to stop, but your friend keeps teasing her. How do you persevere?
- You are bothered by your friends for not doing something you know is wrong. Yet you know that you are doing what is right. How do you persevere?

3 RESPOND

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

Say, "In our scripture passage today, the widow did not give up when she was treated unfairly. She continued to pester the judge until he could no longer ignore her. Sometimes you see people around you who are treated unfairly or treated differently than you. We call this *injustice*. An organization called the United Nations held a convention in 1989 about the rights of all children around the world. At the convention, the nations decided that children everywhere should have certain rights and expectations. Yet, they also discovered that many children in the world do not have all they need to be healthy and happy. Community of Christ upholds the Worth of All Persons as an Enduring Principle. As disciples, we share God's love by working together for the rights and worth of children everywhere. Today I have another story to share with you about justice."

Note: Three excellent choices for this section of the lesson are *For Every Child, A Better World* by Kermit the Frog, *For Every Child* by Caroline Castle, or *I Have the Right to Be a Child* by Alain Serres. If you have access to one of those books, read it to the children. If not, you can find more information about the rights of the child at the following: http://www.unicef.org/crc/files/Rights_overview.pdf or <http://www.savethechildren.org.uk/about-us/what-we-do/child-rights/un-convention-on-the-rights-of-the-child>. Feel free to discuss the rights with your class as you see fit.

What are the rights that all children should have?

- The right to life
- The right to have a home
- The right to clean air
- The right to medical care
- The right to have enough to eat and drink
- The right to his or her own name and identity
- The right to be protected from abuse or exploitation
- The right to an education
- The right to have their privacy protected
- The right to be raised by, or have a relationship with, their parents
- The right to express their opinions and have them heard and, where appropriate, acted upon
- The right to play and enjoy culture and art in safety

Ask, "Do you know children who do not have some of these rights? What would keep children from having these rights? What can we do to help them?"

"Jesus tells us to pray constantly for what we need for ourselves and others. We can pray anywhere and anytime. Today we are going to make a wristband to help us remember those we want to pray for. As we look at the wristband and remember to pray, we also need to look for ways we can work for justice and peace for all children. Sometimes we are the answer to someone else's prayer."

Pass out a strip of paper to each child. Have them write the names of those they want to pray for on the paper. Wrap paper around their wrist and tape ends together.

4 SEND

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

Every time you look at your wristband this week remember God loves and values all persons and to say a prayer for the people you are thinking about. Don't forget to look for ways to help others as well. Be persistent in your prayers and your actions.

Sing verse one of a song about being patient and persevering, "Keep Your Lamps Trimmed" CCS 633.

5 BLESS

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

Offer a prayer of blessing for the rights and worth of everyone born.

ORDINARY TIME

(PROPER 25)

LESSON 48
27 October 2019

Focus Scripture Passage: Luke 18:9–14

Lesson Focus: All people make mistakes; God wants us to receive grace and forgiveness with humility.

Objectives

The learners will...

- read the parable of the Pharisee and the tax collector.
- discuss the difference between pride and humility.
- explore ways to avoid becoming self-righteous.
- create a physical reminder of how to act humbly.

Note to teacher: In preparation for this lesson, read “Exploring the Scripture” for Luke 18:9–14 in *Sermon & Class Helps, Year C: New Testament*, p. 117.

Supplies

- *Community of Christ Sings (CCS)*
- Chairs (one for each class member), recorded music, and player
- Bible (NRSV)
- Recommended: *Lectionary Story Bible, Year C* by Ralph Milton (ISBN 9781551455762), available from Herald House
- Optional: *Mufaro’s Beautiful Daughters: An African Tale* by John Steptoe (ISBN 9780140559460) A Spanish edition (ISBN 9780688154813) may be available in some areas.
- Paper, pens or pencils, crayon
- Safety scissors

1 GATHER

Activates background knowledge, prepares and motivates for lesson

(15% of total lesson time)

Note: Ahead of time, place chairs in the middle of the room in a straight line for the game. As children enter, have them sit on the floor or in a different area of the classroom.

Greet children by name as they enter. As you greet them, tell each one how wonderful you are. You might tell them you are the smartest, the best looking, or the most talented person in the world. Perhaps you might brag about something you have done or something you own.

Sing “Humble Yourself” CCS 211 together several times. Add motions as children feel comfortable.

Humble yourself before the Lord,
(bring hands down in front of you from high to low)

He will lift you up.

(raise arms with palms up toward the ceiling)

At the end of the song, ask children if they noticed that you were talking about yourself a lot when they entered. Then ask them if you were acting the way the song said we should act. Ask them what it means to humble yourself before Jesus. Was boasting about yourself showing humility?

2 ENGAGE

Invites exploration and interaction

(35% of total lesson time)

Invite the children to the center of the room where the chairs are lined up. Explain that each chair represents one car on a train. The object of the game is to sit in the conductor car (chair). Play music while the children walk around the chairs in a single-file line. As soon as the music stops, children should sit in a chair. Most

children will assume the conductor's chair is at the front of the line and will try to sit there. After everyone sits down, congratulate the child sitting in the last chair. He or she becomes the conductor for the next round. Play again, this time congratulating the child who sits at the front of the line. Each time you play, make the conductor's chair a different chair from the time before. Continue for several more rounds, congratulating the children who defer to others and let them sit first.

Ask the children how they predicted which chair would be the conductor's chair. Was it always the front chair? Always the back? No, it was the one where the humblest person in that round sat.

Say, "Today we are going to read a parable about two men—one humble and one proud. Listen closely and see if you can tell who was proud and who was humble."

Read Luke 18:9–14 to the class.

- Which of the men was proud?
- How did he show that he was proud?
- Which man was humble? How did he show humility?
- Who do you think a disciple of Jesus should be more like?

3 RESPOND

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

Ask the children if they know anyone who is like the Pharisee (proud). What do they do?

Give the students several scenarios to act out. Have them first choose to act out a boastful response and then act out a humble response. Scenarios might include the following:

- Winning a game
- Receiving or giving a present
- Getting the top grade on a test at school

God loves us equally and wants goodness for us. When we act in ways that separate us from God and others

around us, we begin to see ourselves as better than the people around us. That is called being self-righteous. Acting with humility allows us to connect with other people and be examples of the Enduring Principles Worth of All Persons and Grace and Generosity.

Give each child a piece of paper, a pair of scissors, and a pen or pencil. Have the children trace their hand on the paper and cut it out. On one side of the hand, write "Pride". On the other side, write "Humility". Have children write one way they are sometimes boastful or proud on each finger of the Pride side of the hand. Then have children flip the hand over to the Humility side. Have them write one way they can show humility. (*Children may need help with ideas. You might want to brainstorm together first.*) Encourage children to look at their hand cutouts during the week to remind them of ways to act humbly.

Optional: If time allows, read together the book *Mufaro's Beautiful Daughters: An African Tale* by John Steptoe. Discuss how this story is similar to the parable of the Pharisee and the tax collector.

4 SEND

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

Gather children in a circle and sing "Humble Yourself" CCS 211 with motions.

Go around the circle and have each child finish the following sentence: "I can be humble this week by..."

5 BLESS

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

End your time with a J.O.Y. prayer. First, thank Jesus for your blessings. Then pray for the needs of Others. Finish by asking God to be with You this week.

ORDINARY TIME

(PROPER 26)

LESSON 49
2 November 2019

Focus Scripture Passage: Luke 19:1–10

Lesson Focus: Following Jesus challenges us to work for justice and experience the blessings of radical generosity.

Objectives

The learners will...

- read the story of Zacchaeus and Jesus.
- role-play how they would get Jesus' attention.
- explore the Mission Initiatives Abolish Poverty, End Suffering and Pursue Peace on Earth.

Note to teacher: In preparation for this lesson, read "Exploring the Scripture" for Luke 19:1–10 in *Sermon & Class Helps, Year C: New Testament*, pp. 118–119.

Supplies

- *Community of Christ Sings (CCS)*
- Bible (NRSV)
- Recommended: *Lectionary Story Bible, Year C* by Ralph Milton (ISBN 9781551455762), available from Herald House
- Items of a similar type (such as small stones, crayons, buttons, blocks) to use in an object lesson (enough for each child to have ten)
- "Zacchaeus" song (end of lesson)

1 GATHER

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

Invite children to join you in singing "Humble Yourself" CCS 211 as a review from last week. Ask children to share one way they acted humbly this week.

Have the children share about a time they felt ignored by people around them. What did they do to get attention? How did it feel to be ignored?

Today's scripture passage is about a man who wanted so desperately to catch the attention of Jesus that he did something unexpected and radical to get it.

2 ENGAGE

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

Read together Luke 19:1–10.

The man in the scripture passage today, Zacchaeus, was not well-liked by people in his community. He was a tax collector who took money from the people for their taxes and kept some money for himself. Zacchaeus had money and riches, but he felt lonely and unhappy. He was curious about Jesus and wanted desperately to meet and talk with him. However, there was one small problem—he was small. He could not see over the crowd, so he decided to climb into a tree so he could watch for Jesus. Imagine how surprised Zacchaeus must have felt when Jesus noticed him.

Form a circle. Have children silently think of other ways they might get Jesus' attention. Then have one child come to the middle and act out a way to get Jesus' attention. Have that child pick the next actor. Continue until every child has a turn or until the children run out of ideas. Examples of ways to attract Jesus' attention might include whistling loudly, shouting a chant, waving arms, jumping up and down, or singing loudly. Encourage the children to be creative and ridiculous.

Ask the children how they felt when they were trying to get Jesus' attention. Did they feel self-conscious or nervous? Were they worried about looking foolish?

Draw attention to the idea that it took courage for Zacchaeus to reach out to Jesus. It was likely that Zacchaeus would be yelled at or discouraged by the people around him. Despite the possibility of rejection, Zacchaeus climbed the tree. When Jesus first noticed Zacchaeus in the tree and asked him to come down, the crowd was angry. Ask the children why they might have reacted this way.

3 RESPOND

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

Jesus invited Zacchaeus to follow him. Zacchaeus was so moved by Jesus' grace and generosity that he made Jesus a promise. He would give away half of his possessions (*items he owned*) to the poor and pay back each person he cheated what he owed them plus four times more.

In Jesus' time, there were laws that stated how much cheaters or thieves had to pay back to the person they stole from. The first time it happened, the thief would pay back the original amount and 20 percent more. Give the children ten items of the same type. For instance, ten blocks, ten rocks, or ten crayons. If the thief stole one of ten items, he or she would have to pay back the one item plus part of another. Have the children show this idea with their items.

The second time, the thief would have to return double the amount. If the thief stole one of ten items, he or she would have to repay two items. Have the children show this idea with their items.

Zacchaeus went beyond these two requirements. He was so moved by generosity that he offered to pay back four times as much as he cheated people out of. So if he took one of ten items, he would pay back that item multiplied by four. That would be four items—larger than any repayment required by law. Have the children show this idea with their items.

When Zacchaeus became friends with Jesus, his entire life became different. He was so thankful for

Jesus' friendship and forgiveness that he began to live his life in a more fair and just way. He helped the poor and worked for justice and peace—like the Mission Initiatives Abolish Poverty, End Suffering and Pursue Peace on Earth. When we become friends with Jesus, we also want to live our lives in a more peaceful and just way. Time permitting, have children act out ways to help end poverty and suffering and work for peace and justice.

Brainstorm some ideas of how the children, alone or as a class, can work to end poverty and suffering and work for justice and peace at home, at school, in their neighborhoods, or at church. Some sample ideas might include taking up an offering each week for Outreach International, befriending someone who is lonely, sharing school supplies with a classmate, or doing a community service project. Write down the children's suggestions and display them in the classroom. Decide on one project to further explore together and begin to write a plan of action.

4 SEND

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

Say, "Today we talked about Zacchaeus, a man who did not always make good choices in his life. Jesus loved him and forgave him. Jesus loves and forgives us, too. We will end our class with a song about Zacchaeus." First teach the song and then add the motions.

Have children complete the following sentence: "Though I am small, I can show God's love to others by..."

5 BLESS

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

Close with a prayer of gratitude for Jesus' love and forgiveness.

Zacchaeus

Traditional

Voice

1) Zac - chae - us was a wee lit - tle man, A wee lit - tle man was he. He

5) climbed up in a sy - ca - more tree, For the Lord he want - ed to see. And as the Sav - ior

10) passed that way, He looked up in the tree: For I'm go - ing to your house to -

6) Spoken: And he said: "Zaccheus, you come down!

15) day, For I'm go - ing to your house to - day."

MOTIONS: (1) Hands in front, right palm raised above left palm. (2) Move palms closer together. (3) Alternate hands in climbing motion. (4) Shade eyes with right hand and look down. (5) Shade eyes with right hand and look up. (6) Look up, gesture to Zacchaeus to come down. (7) Clap hands on accented beat.

ORDINARY TIME

(PROPER 27)

LESSON 50
10 November 2019

Focus Scripture Passage: Luke 20:27–38

Lesson Focus: God is a God of the living.

Objectives

The learners will...

- explore the focus scripture passage.
- examine Community of Christ beliefs about resurrection and eternal life.
- brainstorm ways of living out God's love in the present.
- create a mission tree.

Supplies

- Bible (NRSV)
- Recommended: *Lectionary Story Bible, Year C* by Ralph Milton (ISBN 9781551455762), available from Herald House
- *Community of Christ Sings (CCS)*
- Brown construction paper, leaves copied from leaf template, crayons or markers, scissors, tape, pens

Note to teacher: In preparation for this lesson, read "Exploring the Scripture" for Luke 20:27–38 in *Sermon & Class Helps, Year C: New Testament*, p. 120.

1 GATHER

Activates background knowledge, prepares and motivates for lesson

(15% of total lesson time)

Greet students as they enter and ask them to share with you one way they showed Jesus' love for others this week.

Sing together "I Will Sing, I Will Sing" CCS 112 three times. Create movements or clapping for the song as a class (as students feel comfortable).

Invite children to copy (echo) everything you say. Say the following phrases:

- Ready? (Ready)
- Blue (blue), green (green), orange (orange), football (football), red (red), yellow (yellow)
- Which one is a sport? (Which one is a sport?)

Note: Some children may answer the last question instead of repeat the phrase.

Tell children they can stop repeating you. Ask the children if they noticed what happened on the last phrase (*some answered the question instead of*

repeating the phrase). Explain to the children that you were trying to trick them into answering the question instead of repeating the last phrase.

In today's scripture passage, a group of men called the Sadducees tried to trick Jesus into saying something he did not mean. They wanted to prove he was not the Messiah, the person they believed would come and save them from oppression and restore their lands to them.

2 ENGAGE

Invites exploration and interaction

(35% of total lesson time)

Read together Luke 20:27–38. (Note: The story "A Silly Question" in the *Lectionary Story Bible, Year C*, pp. 220–1 is much easier for children to understand than the standard NRSV version.)

The Sadducees were a group of men who believed there was no life after death (no heaven). Jesus often spoke about life after death. (*He did believe in life after death.*) When they asked Jesus this trick question about the law, they were trying to get him to speak about

something they did not believe. Jesus knew what they were trying to do. He answered carefully by explaining that life on Earth is different from life after death. You cannot compare the two of them.

Jesus wanted people to know that life did not just end when someone died. However, he also wanted to remind people that he was there to help them while they were alive here on Earth. We should not worry about the next life because God has already promised us there is more.

- What do you think is more important—this life or life after death? Why?
- How can you help care for people and the Earth in this life?

3 RESPOND

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

Our scripture passage says God is the God of the living. What do you think that means? (*God is working with us; we shouldn't worry about heaven; we should work for good now.*)

We share in eternal life here on Earth by living the way Jesus lived. We must live in ways that show we care about others and all creation.

- What can we do to make our church a better place for all people?
- What can we do to make our neighborhood a better place for all people?
- What can we do to make our world a better place for all people?
- What can we do to make our schools better places for all people?
- What can we do to make our families better for one another?

Divide a piece of paper (or chalkboard) into five columns. At the top of each column write the title of one of the five Mission Initiatives of Community of Christ: Invite People to Christ; Abolish Poverty, End Suffering; Pursue Peace on Earth; Develop Disciples to Serve; and Experience Congregations in Mission. Have children

brainstorm ways we can help our homes, church, neighborhood, and schools through each initiative.

Create a mission tree for display in the church foyer or Sunday School area. Use a large piece of brown construction paper to create the trunk with empty limbs. (*Size will vary according to the size of the display area.*) Have children cut out leaves copied onto colored or white paper. Write one mission idea from the brainstorming list on each leaf. Decorate the leaves as desired.

As a class, hang the tree trunk on the wall and add the completed leaves to the bare limbs. As you work together, stress that we have opportunities each day to share Jesus with the people we meet. The ideas on the leaves are just a few ways we share the mission of Jesus Christ. How we live our lives now is what matters most. Make a few extra blank leaves and encourage adults in the congregation to add their ideas to the tree.

4 SEND

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

Sing together "I'm Gonna Live So God Can Use Me" CCS 581. Sing all four verses.

5 BLESS

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

Close your time by having each child finish the statement, "I'm gonna _____ so God can use me."

Leaf Template

Invite People to Christ	Abolish Poverty, End Suffering	Pursue Peace on Earth	Develop Disciples to Serve	Experience Congregations in Mission
invite a friend	food for pantry	pray for peace	go to Sunday School	clean highway
				worship together

ORDINARY TIME

(PROPER 28)

LESSON 51
17 November 2019

Focus Scripture Passage: Luke 21:5–19

Lesson Focus: God is a God of the living.

Objectives

The learners will...

- discuss what makes them feel afraid.
- explore ways to prepare themselves to testify of God's love.
- create a reminder of different ways they can prepare to testify.

Note to teacher: In preparation for this lesson, read "Exploring the Scripture" for Luke 21:5–19 in *Sermon & Class Helps, Year C: New Testament*, p. 121.

Supplies

- Bible (NRSV)
- Building blocks
- Objects or pictures of items that represent things people fear (Examples may include spiders, snakes, storms, and heights.)
- Copies of the finger labyrinth at the end of the lesson (one for each child)
- A piece of cardboard or paper, a copy of the labyrinth instructions, pens or pencils, glue or puffy paint (optional) for each child
- *Community of Christ Sings (CCS)*

1 GATHER

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

Greet children with a handshake, a high five, or a hug. Sing together "I've Got the Joy" found at the end of the lesson. Add actions as the children feel confident.

Ask the children what they are afraid of. Show them objects or pictures of things that people are commonly afraid of like darkness, a new class, snakes, spiders, storms, and heights.

Today's scripture passage reminds us that Jesus is always with us, even when we are afraid.

2 ENGAGE

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

Have the children gather around the table. Working together, have them use the building blocks to build

a structure resembling a building. Read Luke 21:5–19 aloud to the class. When you read verse 11 (*at the word "earthquake"*) have the children knock down the building.

This scripture describes some scary events that might happen. Which of these events have you heard about on the news, at school, or at home? (*wars, famine, earthquakes or others*) How do you feel when you hear about these things?

Everyone is afraid of something. When you are afraid, you might feel lonely or unsure. Our scripture passage today reminds us that Jesus is with us in times that are frightening or difficult. We should not let fear cause us to make decisions that take us away from God.

How did you know God was still with you when you felt frightened? (*Answers might include an adult helped them, they said a prayer or remembered a scripture passage, or they talked with a friend.*)

Sometimes talking about what we are afraid of can make it less frightening. Who do you talk to when you feel afraid? One way we can become closer to God

when we are afraid is through a spiritual practice called a labyrinth (*give students finger labyrinths*). A labyrinth is like a prayer journey. As you trace the labyrinth path, think about how much God loves you. Remind yourself that God gives you opportunities to share with others even when life is difficult. Ask God to help you be aware of moments when you can share Jesus with others.

Pass out the labyrinth instructions and supplies. Have children recreate the labyrinth on paper or cardboard with a pencil or pen. Then have the children trace over the labyrinth lines with glue or puffy paint (*optional*). If your class is primarily younger children, you may find it easier to have them trace over an already completed labyrinth with paint, glue, or crayon. Allow labyrinths to dry before using a finger to trace them.

3 RESPOND

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

Today's scripture passage also reminds us that we need to be prepared to share about Jesus at any time—even when life is scary and difficult. What are some ways we can practice and get ready to tell others about Jesus? Make a list together that might include reading the scriptures, praying, tracing a labyrinth, or talking with someone else about Jesus.

Say, "When we talk about Jesus with others, we are sharing our testimony. Testifying about Jesus means we tell other people about him. What would you say about Jesus to someone who did not know about him? What are some ways Jesus has made your life better? Turn to a partner and practice telling him or her about Jesus.

"As a reminder of a way to be close to Jesus when you are afraid, you can make a labyrinth to take home. This week you can practice your testimony as you follow the labyrinth with your finger."

4 SEND

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

Say, "Today we learned that God is with us, even in the difficult times in our lives, and we have opportunities to tell others about Jesus when we may least expect it."

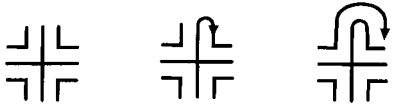
Sing together "Jesus, Jesus, Ever Near Us" CCS 254. If children are unfamiliar with the song, sing the refrain of the song and have them echo it back to you. Then sing the entire song with the children joining you on the refrains.

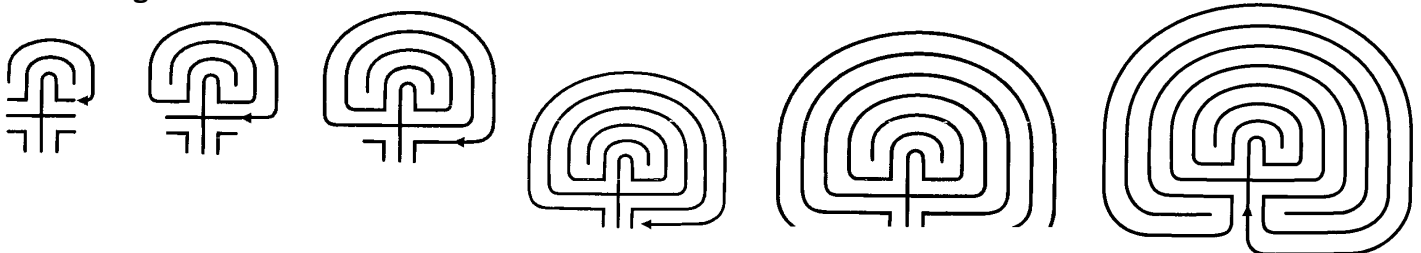
5 BLESS

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

Have each child finish the following sentence: "I will testify about Jesus this week by..."

DRAW A LABYRINTH

1. Give children paper and pencils to draw the labyrinth following your example using a flip chart or poster.
2. Begin by making a plus (+) sign, then draw right angles within each. 
3. From there, draw an arch from the top of the plus sign to the top of the next line (see diagram).
4. Continue creating the labyrinth design following the diagrams below. This is a typical seven-circuit labyrinth design.





I've Got The Joy

Traditional

Voice

I've got the joy, joy, joy, joy down in my heart, down in my heart,
 I've got the love of Je - sus Christ my Sa - vior down in my heart, down in my heart,
 I've got the peace that pas - ses un - der - stand - ing down in my heart, down in my heart,
 I've got the joy, joy, joy, joy down in my heart, down in my heart,

4
 down in my heart. I've got the joy, joy, joy, joy down in my heart.
 down in my heart. I've got the love of Je - sus Christ my Sa - vior down in my heart,
 down in my heart. I've got the peace that pas - ses un - der - stand - ing down in my heart,
 down in my heart. I've got the joy, joy, joy, joy down in my heart.

7
 Down in my heart to stay! And I'm so hap - py, so ve - ry hap - py I've
 down in my heart to stay! And I'm so hap - py, so ve - ry hap - py I've
 down in my heart to stay! And I'm so hap - py, so ve - ry hap - py I've
 Down in my heart to stay! And I'm so hap - py, so ve - ry hap - py I've

11
 got the love of Je - sus in my heart. And I'm so hap - py, so ve - ry hap - py I've
 got the love of Je - sus in my heart. And I'm so hap - py, so ve - ry hap - py I've
 got the love of Je - sus in my heart. And I'm so hap - py, so ve - ry hap - py I've
 got the love of Je - sus in my heart. And I'm so hap - py, so ve - ry hap - py I've

15
 got the love of Je - sus in my heart.
 got the love of Je - sus in my heart.
 got the love of Je - sus in my heart.
 got the love of Je - sus in my heart.

ORDINARY TIME

(PROPER 29)

LESSON 52
24 November 2019

Focus Scripture Passage: Luke 23:33–43/23–44 IV

Lesson Focus: Disciples are challenged to forgive others as Jesus forgives.

Objectives

The learners will...

- read the story of Jesus' crucifixion.
- discuss forgiveness and how it applies to their lives.
- brainstorm and act out ways to forgive others.

Supplies

- Bible (NRSV)
- 3in/76mm x 5in/127mm note cards, pens or pencils, adhesive bandages, fine-tipped permanent markers (optional), wastebasket or box
- *Community of Christ Sings (CCS)*

Note to teacher: In preparation for this lesson, read "Exploring the Scripture" for Luke 23:33–43/23–44 IV in *Sermon & Class Helps, Year C: New Testament*, p. 121.

1 GATHER

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

Greet children and sing together "Jesus in the Morning" found at the end of the lesson. Sing as many verses as time allows. Allow children to add their verses as well.

Ask children to share a time when their feelings were hurt by someone else's words or actions. Were they able to forgive that person even if the person did not say sorry?

Today's lesson is about how Jesus showed us the supreme example of forgiveness.

2 ENGAGE

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

Today's scripture passage takes place at the end of Jesus' earthly life, on the day we call Good Friday. Jesus was not popular with many of the leaders in Jerusalem because he preached about a new way to live. For many years, the Jewish people dreamed of someone who would come and be their king—their Messiah. They believed their Messiah would save them from all of

their worries and problems. Jesus was not the kind of Messiah they expected. Jesus taught about love and justice for all people, not just a few. Jesus' ideas made many leaders afraid and angry. They chose to kill him.

Read Luke 23:33–43.

Ask:

- Who mocked (made fun of) Jesus in the scripture passage? (*leaders, soldiers, criminals*)
- Who was Jesus talking to when he said, "Forgive them, for they know not what they do"? (*God*)
- Why did they place a sign above him calling him "King of the Jews"? Do you think they meant that he was? (*Explain how they were mocking or making fun of him.*)
- How did the two criminals feel about Jesus? (*One made fun of him and mocked him; the other said Jesus was not a criminal like they were and asked for forgiveness.*)
- How did Jesus respond? (*He said he would be with the second criminal in paradise.*)

Even as Jesus was dying, he represented the love of God for all people by forgiving those who hurt him. Have you ever found yourself angry with someone who hurt you? Tell us about that. Were you able to forgive the person or people who hurt you?

3 RESPOND

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

Pass out five notecards (or slips of paper) and a pen or pencil to each child. Ask the children to think of five times they were hurt by someone else's actions. As they think, have them draw a picture or symbol on a notecard. They should use one card for each time or circumstance.

Note: This activity may be difficult, possibly confusing, for children who might have been abused or bullied. Be sensitive to such situations if they arise.

When children are finished drawing, have them share with the class whether they could forgive that person for what they did. If they could forgive them, have them put that card in one pile. Create a second pile of cards that represent times they could not offer forgiveness.

Give children one adhesive bandage for each card in the "Not Forgiven" pile. With a permanent marker, have them write a symbol or picture of what hurt they found difficult to forgive on an adhesive bandage. Then have each student place his or her bandages on an arm or leg. These represent the hurt they feel because of that time or circumstance.

Have the children wad or tear up the cards in their forgiven piles one at a time. Let the children take turns "throwing away" their hurts in the recycle bin or a box labeled "Forgiven". As they toss each paper wad into the bin, have them say, "I forgive you."

Look again at the bandages and ask what makes forgiving those wrongs difficult. Does it make a difference if the offenders say they are sorry? Have you ever not said you were sorry to someone you hurt?

Offering forgiveness to someone who hurts you can be difficult, and it may not make everything between you and the other person all better. You may not even want to be around that person for a while. However, you can choose to forgive—even when it is difficult, and even when the other person does not regret his or her choices. We cannot control the choices of other people, but choosing to forgive them helps heal our hurt. Like Jesus, we can rely on God in those difficult moments. We also have family, friends, and other disciples to help. Ask for support from people who love you, and remember Jesus loves you through all the choices you make.

4 SEND

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

Close with a song that reminds us to forgive others the way God forgives, "God Forgave My Sin in Jesus' Name" CCS 627.

Gather in a circle with a box or wastebasket in the center. As the children remove their adhesive bandages and toss them in the container, have them say, "Today, with God's help, I choose forgiveness."

5 BLESS

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

End with this prayer:

God,
We thank you for Jesus Christ.
Help us follow his example of forgiving others.
In Jesus' name,
Amen.

Jesus In the Morning

Traditional

Voice

Je - sus, Je - sus, Je - sus in the morn - ing, Je - sus at the noon - time,

5

Je - sus, Je - sus, Je - sus when the sun goes down.

2. Love Him 3. Serve Him 4. Thank Him 5. Praise Him