

The Wedding at Cana

John 2:1-11



New Testament 2
Part 1: Miracles Show Jesus' Great Power

SUNDAY MORNING

New Testament 2 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

John 2:1-11

MEMORY WORK:

YOUNGER CHILDREN: "His disciples believed in Him" (John 2:11b).

OLDER CHILDREN: "This beginning of signs Jesus did in Cana of Galilee, and manifested His glory; and His disciples believed in Him" (John 2:11).

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site

- ["Jesus Went to a Wedding \(rhyme\)"](#)
- ["Jesus' First Miracle"](#)
- ["Who's the King of the Jungle?"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Miracles & Teachings of Jesus](#) Bible fact cards (provided under "N.T. 2 Bible Facts" on curriculum Web site)
- Apologetics Press' [Bible Timeline](#)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- "Matthew Chapter Summary" from "[Kids Prep](#)" CD by Jeff Miller
- Betty Lukens' felt pieces
- "[Map of New Testament World](#)" (provided in map section of curriculum Web site)
- "[Map of Palestine](#)" (provided in map section of curriculum Web site)
- AP's short videos, "[Jesus and Miracles](#)" and "[6 Reasons to Believe in Jesus](#)" by Kyle Butt and "[One Proof of God: Jesus](#)" by Eric Lyons
- Wedding pictures from kids' parents or magazines



- Gallon container of water (Each water pot at the wedding held 20-30 gallons.)
- Boyhood and Early Ministry A Beka picture set (DISCLAIMER: use the cards, *not the lesson book*)
- Pictures to go with the “Jesus Went to a Wedding” rhyme

PERSONAL APPLICATION:

I believe Jesus was God’s Son because of the miraculous signs He performed.

LESSON STARTS HERE

TEACHING ALERTS:



- In contemplating whether Jesus turned water into an alcoholic beverage, consider four observations. First, the English word “wine” inevitably refers to an alcoholic beverage. However, the Greek word *oinos*, transliterated “wine” in English, was used in the first century as a **broad** term that referred to the blood of the grape **regardless of its condition**—whether fermented or non-fermented (i.e., grape juice). Context must determine what form of the liquid is being referenced. [Instances where the word “wine” clearly refers to unfermented grape juice may be seen in Genesis 49:11, Isaiah 16:10, Isaiah 65:8, Jeremiah 40:10,12, and Proverbs 3:10.] There is nothing in John 2 to warrant the interpretation that this “wine” was intoxicating.
- Second, the term rendered “drunk” (John 2:10) has the same latitude of meaning as the English word “drunk.” It can mean “intoxicated” or it can simply serve as a form of the word “drink” without any reference to what is drunk. The term in John 2:10 simply means “to drink freely or abundantly.” “Have well drunk” refers to the **amount** of liquid consumed, not the **nature, condition, or quality** of the liquid. It is difficult to conceive of the Son of God providing perhaps 120+ gallons of intoxicating beverage to a company of people who had already consumed considerable intoxicating liquid. Such a conception strikes at the nature of deity, casting the sinless Son of God in an ethically questionable light, to say the least (cf. 1 Corinthians 5:11; 8:13; Galatians 5:21). Jesus’ action of creating yet more intoxicating drink would be an endorsement of drunkenness, in contradiction to passages on drunkenness and sobriety. He would have also been assisting the guests to sin by becoming even more intoxicated, rather than discouraging drunkenness. This would have made Jesus a sinner.
- Third, the master of the feast points out that the good wine is typically offered initially at feasts and the “inferior” wine later (John 2:10). Many assume his comment proves that the wine being served at the feast was intoxicating, since the reason for offering the inferior wine later would be because the guests would become too intoxicated to know the difference later. Besides the fact that such an interpretation, if true, would prove that Jesus made yet more intoxicating beverage for intoxicated people (thus, becoming a stumbling block for sinners), it disregards the fact that a reasonable explanation is available which fits the contention that the wine was non-intoxicating. While most hosts would offer the best drinks or foods first in order to “put their best foot forward,” the master recognized that the juice Jesus created tasted pristine—as if just freshly squeezed from grapes. A comparable comparison is the difference between bottled orange juice from the store shelf versus freshly squeezed orange juice just taken from the tree in its fully ripened condition.



TEACHING ALERTS (cont.):

- Fourth, don't miss the point of the miracle: Jesus did instantly what nature requires literally months to achieve. The process that God created by which soil, Sun, moisture, climate, and vines are able to produce a fruit that contains sweet, delectable juice is incredible in itself. But for Jesus to pass over that process to provide the end result was miraculous—a “sign” that manifested His glory/divinity (2:11).
- One further note: Even the fermented wine of the first century was far less potent than the wines of today. This miracle does not give us justification to drink the liquid we call “wine” today. For more study on this subject, see the following resources: William Patton (1874), *Bible Wines or the Laws of Fermentation and Wines of the Ancients*; Wayne Jackson—“The Wine that Jesus Made” (<https://www.christiancourier.com/articles/666-john-2-1ff-the-wine-that-jesus-made>); Jim McGuiggan (1977), *The Bible, The Saint, and The Liquor Industry*; M.H. Tucker (1988), “Social Drinking—The Biblical View,” *Gospel Advocate*, 56-57, April; Garland Elkins and Robert Taylor (1986), *Social Drinking: Unjustified, Unsocial, Unwise, and Unscriptural* (Memphis, TN: Getwell church of Christ); W.D. Jeffcoat (1987), *The Bible and “Social” Drinking* (Corinth, MS: Robinson Typesetting); Jim Waldron (1977), “A National Killer—Beverage Alcohol” in *Living Soberly, Righteously, and Godly*, ed. Thomas Eaves, 3rd Annual East Tennessee SOP Lectureship; Alexander Campbell (1870), *The Bible and Wine*; D.R. Dungan (1879), *Rum and Ruin: The Remedy Found*; Roy Deaver (1974), “The Book of Romans,” in *Freed-Hardeman College Lectures*, p. 311; Otis Gatewood (1955), “The Use of Wine by Christians,” *Gospel Advocate*, July 7.

INTRODUCTION: (YOUNGER CHILDREN)

Jesus grew up just like we do. He did things like play, help around the house, and obey His parents. Then He became a grown man, but most people did not know He was the Son of God. He was waiting for the right time to let them know.

INTRODUCTION: (OLDER CHILDREN)

After Jesus was a grown man and had chosen His first disciples—the ones who would help Him and learn from Him during the time He was here on Earth—most people still did not know He was the Son of God. He was waiting for the right time to let them know.

POINTS TO EMPHASIZE:

1. Not long after Jesus met some of His first disciples (Peter, Andrew, Philip, and Nathanael), they were all invited to a wedding in Cana of Galilee. [Cana was only a few miles from Nazareth.] Jesus' mother (and possibly His brothers [2:12]) was also a guest at this wedding.
2. In New Testament times, there was no formal wedding ceremony like we have today. On the chosen day, the bridegroom and many friends, along with musicians and singers, walked to the bride's house together. Then, after receiving a blessing from the bride's parents, the entire group would return to the bridegroom's house. Then the bride and bridegroom went into his house together, and they were considered married. There was a great feast at the bridegroom's house, lasting one to two weeks.
3. Weddings were happy occasions; times of celebration. Jesus being at this wedding lets us know that Jesus enjoyed being with people during good times, sharing their joys. He was surrounded by much

suffering and unhappiness throughout His ministry, but this was one time when He could share people's joys.

4. It was important to the bridegroom's family that everyone had enough to eat and drink throughout the celebration. But when they ran out of drink too soon, Mary wanted to help. She had never seen Jesus perform a **sign**, but she believed He could help. When Jesus said, "What do I have to do with you? My hour has not yet come?" He was making it clear that He was to be under His Heavenly Father's direction on such things as miracles.



The word "**sign**" means a supernatural act; an extraordinary event that demands a supernatural explanation. A sign or miracle is not an event which could occur naturally. It had a SUPERnatural explanation.

5. His mother, Mary, told the servants to do whatever Jesus told them. Then Jesus told them to fill six large stone **water pots** with water. The servants followed His instructions. He directed them to take a sample of the liquid to the man in charge of the feast. The master of the feast was very surprised that what he was drinking was such good quality wine, which was usually served at the beginning of the feast.



NOTE ON PURPOSE OF WATER POTS: The Old Law contained guidelines about purifying oneself after coming in contact with anything "unclean." The large water pots at the wedding were for ceremonial washings. In their efforts to be physically clean, the Jews carried these instructions to extremes, even adding their own traditions.

6. Only a handful of people knew what had happened. Large crowds did not witness Jesus' first miraculous sign, but those that saw it believed in Him. This was always the **purpose of miracles**: to prove that the words spoken were divine truth and, in Jesus' case, to prove that He was God's Son.



NOTE: Signs were done in order to confirm the Word of God and Jesus as the Son of God (Hebrews 2:3-4; Mark 16:20; John 5:36)

7. Jesus, as the Son of God, is "omnipotent," which means He is all-powerful. He is powerful enough to do anything that can logically be done. He was involved in Creation (John 1:1-5), and He is in control of all created things. He was the Great Cause behind all the effects (results) in Nature.



RECOMMENDED READING FOR TEACHERS: See the article "[**‘The Very Works that I Do Bear Witness of Me’**](#)" by Eric Lyons and Kyle Butt and "[**‘How Rude!?’**](#)" by Eric Lyons on the Apologetics Press Web site for discussions about miracles in the New Testament and a response to the accusation that Jesus was being rude or disrespectful when He said, "Woman, what does that have to do with Me?"

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#) and [Answer Keys](#).

Ages 2-5:

- [“The Wedding Coloring Sheet”](#) (provided in activity sheets)
- Let children role play the story.
- Have an outline of a jar on a piece of paper. Inside the jar draw a picture (or let students draw one) from the story.
- Decorate a jar (or the outline of a jar on a piece of paper) using confetti from a wedding or little pieces of brightly colored paper.
- Have dress up clothes with small veils, white sheets, etc.
- Pour the children a small amount of water in a cup to taste and then grape juice to taste. Which do you prefer? Why?

1st-2nd Graders:

- Play Tic Tac Toe with facts from this lesson ([Tic-Tac-Toe Questions](#), [Instructions](#), and [Board](#) provided in activity section of the website)
- Bride and groom cutouts ([Black and White](#)) ([Color](#)) (provided in activity sheets): Write questions about the lesson on the groom with their answers written on the brides. Students match the correct answers with the questions to make pairs.
- [“Water Into Juice True or False Activity”](#) (provided in activity sheets)
- [“The Wedding”](#) word search (provided in activity sheets)
- [“Jesus the Miracle Worker Crossword Puzzle”](#) (provided in activity sheets)
- [“Where Did It Happen?”](#) activity (provided in activity sheets)

3rd-4th Graders:

- Play Tic Tac Toe with facts from this lesson ([Tic-Tac-Toe Questions](#), [Instructions](#), and [Board](#) provided in activity section of the website)
- Bride and groom cutouts ([Black and White](#)) ([Color](#)) (provided in activity sheets): Write questions about the lesson on the groom with their answers written on the brides. Students match the correct answers with the questions to make pairs.
- [“Water Into Juice True or False Activity”](#) (provided in activity sheets)
- [“The Wedding”](#) word search (provided in activity sheets)
- [“Jesus the Miracle Worker Crossword Puzzle”](#) (provided in activity sheets)
- [“Where Did It Happen?”](#) activity (provided in activity sheets)
- Have the children read the following:
 - John chapters 1-2
 - *Discovery* magazine issues (NOTE: [Advanced Bible Reader](#) quizzes exist for many issues of *Discovery* magazine): “Water to Wine” ([December, 2002](#)); [August, 2021](#)
 - *Jesus’ First Miracle* Arch Book
 - *The Wedding at Cana* by Joanne Bader, Arch Books

POEM:

“JESUS WENT TO A WEDDING” (RHYME)

Author: Unknown*

Jesus went to a wedding,
And the wine was all gone.
His mother, Mary, came to Him
To tell Him what was wrong.
Jesus answered Mary,
“My time has not yet come.”
Mary did not understand
But listened to her Son.
She told the servants to obey
What Jesus told them to do.
They filled six jugs with water,
And Jesus made wine new.

SONGS:

“JESUS’ FIRST MIRACLE” ([Click to Hear](#))

Author: Lora Laycook (adapted)

(Tune: “A Wonderful Savior is Jesus My Lord”)

VERSE 1:

In Ca-na one day was a wed-ding so fine,
And Je-sus and Mar-y were there.
His moth-er told Him that they had no more wine,
Would Je-sus have some-thing to share?

CHORUS:

Oh, Moth-er, my dear, My time has not come.
But Mar-y con-tin-ued to try,
So Je-sus gave or-ders for ser-vants that day,
And gal-lons of wine did pro-vide.
And gal-lons of wine did pro-vide.

VERSE 2:

The six wa-ter pots that were made of hard stone,
Were filled to the brim by the men,
But Je-sus’ great pow’r changed the wa-ter to wine,
And ev-‘ryone glo-ri-fied Him.

2nd CHORUS:

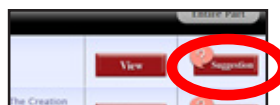
Oh, what a sur-prise that the best wine was last.
They real-ly did not un-der-stand,
That God had come down from His
home on high,
To of-fer sal-va-tion to man,
To of-fer sal-va-tion to man.

“WHO’S THE KING OF THE JUNGLE?”

[See Internet for words and tune]

*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



The Wedding at Cana

John 2:1-11



New Testament 2
Part 1: Miracles Show Jesus' Great Power

WEDNESDAY EVENING

New Testament 2 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

John 2:1-11

MEMORY WORK:

YOUNGER CHILDREN: "His disciples believed in Him" (John 2:11b).

OLDER CHILDREN: "This beginning of signs Jesus did in Cana of Galilee, and manifested His glory; and His disciples believed in Him" (John 2:11).

SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["Jesus Went to a Wedding \(rhyme\)"](#)
- ["Who's the King of the Jungle?"](#)
- ["Jesus' First Miracle"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Miracles & Teachings of Jesus](#) Bible fact cards (provided under "N.T. 2 Bible Facts" on curriculum Web site)
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- Betty Lukens' felt pieces
- ["Map of New Testament World"](#) (provided in map section of curriculum Web site)
- ["Map of Palestine"](#) (provided in map section of curriculum Web site)
- AP's short videos, "[Jesus and Miracles](#)" and "[6 Reasons to Believe in Jesus](#)" by Kyle Butt and "[One Proof of God: Jesus](#)" by Eric Lyons
- Wedding pictures from kids' parents or magazines
- Gallon container of water (Each water pot at the wedding held 20-30 gallons.)



- **Boyhood and Early Ministry A Beka picture set (DISCLAIMER: use the cards, *not the lesson book*)**
- **Pictures to go with the “Jesus Went to a Wedding” rhyme**

PERSONAL APPLICATION:

I believe Jesus was God’s Son because of the miraculous signs He performed.

INTRODUCTION:

Briefly review Sunday morning’s lesson (see [N.T. 2 Review Questions](#) for example questions) [N.T. 2 Bible Facts Flashcards](#) (provided under “N.T. 2 Bible Facts” on curriculum Web site)

POINTS TO EMPHASIZE:

1. Discuss the importance of marriage, choosing the right partner, etc. Discuss that even though many people are divorced today, that’s not how God planned it (Matthew 19:6).
2. Discuss what “signs” were (supernatural acts; extraordinary events that demand supernatural explanations) and what they were used for (Signs were done in order to confirm the Word of God and Jesus as the Son of God—Hebrews 2:3-4; Mark 16:20; John 5:36). Miracles happened for a purpose and during a time. They no longer happen today (The apostles were the only ones with the power to pass on the ability to do miracles—Acts 8:18. See also Zechariah 12:10; 13:1-2; Acts 2), nor are they needed since we have all of God’s Word (cf. 1 Corinthians 13:8-12; 2 Peter 1:3).
3. Discuss other references to wine and strong drink in the Bible, as well as problems with drug and alcohol addiction (Proverbs 20:1; 23:20-21,31-32).

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

See Sunday morning’s lesson.

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



Jesus Heals

Ten Lepers

Luke 17:11-19



New Testament 2
Part 1: Miracles Show Jesus' Great Power

SUNDAY MORNING

New Testament 2 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Luke 17:11-19

MEMORY WORK:

"Oh, give thanks to the Lord for He is good. For His mercy endures forever" (Psalm 136:1).

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site

- ["Ten Men Were Sick"](#)
- ["Count the Lepers \(poem\)"](#)
- ["I've Got the Joy, Joy, Joy, Joy Down in My Heart"](#)
- ["Ten Men with Leprosy"](#)
- ["Ten Poor Lepers"](#)
- ["Where Are the Nine?"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

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- [Miracles & Teachings of Jesus](#) Bible fact cards (provided under "N.T. 2 Bible Facts" on curriculum Web site)
- Apologetics Press' [Bible Timeline](#)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- "Matthew Chapter Summary" from "[Kids Prep](#)" CD by Jeff Miller
- Betty Lukens' felt pieces
- ["Map of New Testament World"](#) (provided in map section of curriculum Web site)
- ["Map of Palestine"](#) (provided in map section of curriculum Web site)
- "Miracles of Jesus" flannel graph
- AP's short videos, "[Jesus and Miracles](#)" and "[6 Reasons to Believe in Jesus](#)" by Kyle Butt and "[One Proof of God: Jesus](#)" by Eric Lyons
- Teacher(s) could dress up in raggedy clothes and appropriate make-up to tell the story from the viewpoint of the thankful leper. Leprosy can be simulated with white gloves covered with "sores" made with hot glue, colored with red or brown



- permanent marker, or with puff paint.
- Later Ministry of Jesus A Beka picture set (DISCLAIMER: use the cards, *not the lesson book*; skip card CD 4.3)
- Pictures to go with the “Count the Lepers” poem (see end of lesson for poem)

PERSONAL APPLICATION:

I should always be thankful to God for everything He has done and continues to do for me.

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

God does so much for us, and He gives us so much (some big things and some little). We should be thankful for everything He does.

INTRODUCTION: (OLDER CHILDREN)

When Jesus came to Earth, He was here to be a servant, not to be served (Mark 10:45). One of the ways He served others was by healing. He gave a gift to people whom no one else could help—He gave the gift of good health. The medicine of that day could do nothing for these men. By healing them, Jesus gave them back their lives. You would think all of the men would have been grateful.

POINTS TO EMPHASIZE:

1. Wherever Jesus went, He taught people about obeying God. He miraculously healed many people of terrible diseases and physical problems. Each miracle that Jesus performed proved that He was who He claimed to be: the Son of God.
2. On one of Jesus’ trips to Jerusalem (Luke 9:51; 13:22-33), He traveled through Samaria and Galilee. In one of the villages where He stopped, ten men with a terrible skin disease called leprosy called out to Jesus for help. People with leprosy are called “lepers.”
3. Leprosy was a disease for which there was no cure. Healthy people were very afraid of catching the disease and did not want to be around lepers. Lepers had to live away from their families and friends (Leviticus 13:45-46). When they came near anyone without leprosy, they covered their mouths and cried out, “Unclean, unclean!” to warn others to stay away.
4. The ten lepers had heard about Jesus’ miracles. They recognized Him and begged for His help. From a distance, they called to Him loudly, asking for Him to heal them. Jesus saw them and knew immediately how much these men were suffering. The only thing Jesus said to them was, “Go and show yourselves to the priests.” Under the Old Testament law, the priests were the ones who decided if a leper was cured of the disease and could return to his family.
5. These ten lonely men didn’t question Jesus at all. They immediately started toward the village to find the priests. As they were going, they were completely healed. They were healed because they believed in Jesus and obeyed His instructions. Suddenly they were healed and could return to their families! They could worship God in the Temple. They could walk through the village and go to the market again without having to cover their faces, or have anyone be afraid of them.

6. One of the ten men, when he realized Jesus had healed him, began to glorify (praise) God in a loud voice. He turned around and went back to thank Jesus. Jesus praised the man for his faith and asked, “Where are the nine?” Jesus was disappointed that all the men who were healed did not come back and show a thankful attitude.
7. Jesus was even more impressed by this single man who returned to thank Him because the former leper was a Samaritan (from the area of Palestine called Samaria). Samaritans and Jews did not like one another, and usually had nothing to do with each other. But Jesus didn’t care where people were from. Terrible diseases, like leprosy, affected people no matter where they were from or what they believed. This one grateful Samaritan didn’t care if Jesus was a Jew. The man just wanted to thank Jesus!
8. We should be thankful to God, too, for everything He has done and continues to do for us (Philippians 4:6). He has given us our families and friends, our food and clothing, our houses, the church, the Bible—and He sent Jesus to save us from our sins. We should be like the one leper who said “thank you” and not like the other nine who took Jesus’ help for granted and didn’t stop to thank Him.



RECOMMENDED READING FOR TEACHERS: See the article “[Modern-Day Miracles, Tongue-Speaking, and Holy Spirit Baptism: A Refutation—EXTENDED VERSION](#)” by Dave Miller on the Apologetics Press Web site for a discussion about miracles in the New Testament, their purpose, and their duration.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#) and [Answer Keys](#).

Ages 2-5:

- “[Jesus Heals Coloring Sheet](#)” (provided in activity sheets)
- Help the children make a stick puppet or glove puppet of the thankful leper. Help them draw a happy face on one side and a sad face on the other, with red or brown spots.
- Help the children make a booklet or mobile of things they are thankful for.
- Show pictures (cut from magazines or personal pictures from home) of things that **you** are thankful for (e.g., family, house, car, food, friends, etc.).
- Have the students stand in a circle and take turns telling things for which **they** are thankful.
- Have the students decorate “Thank You” cards for people who do things for them (e.g., parents, teachers, elders, deacons, preacher, etc.).

1st-2nd Graders:

- Let children role play the story.
- “Thankful Heart” game: Make construction paper hearts and cut them down the middle like a puzzle. Write review questions from the story on one half of the heart and answers on the other half. The students match the hearts by answering the questions correctly.
- Help the children make a booklet or mobile of things they are thankful for.
- Show pictures (cut from magazines or personal pictures from home) of things that **you** are thankful for (e.g., family, house, car, food, friends, etc.).
- Have the students stand in a circle and take turns telling things for which **they** are thankful.
- “[Men Who Needed Help](#)” word search (provided in activity sheets)
- Bring/make several masks (e.g., ugly, sad, scary, happy, pretty, etc.). Explain that the ones with

leprosy felt like these “masks” (the sad, scary, etc.) because they were covered in ugly sores and people were scared of them. After they were healed, they were full of joy, like the “happy” masks, and people were no longer scared of them.

- Have the students stand in a circle and name one thing for which they are thankful. The second person has to recall what the first person said, then name one thing for which he is thankful. The third person recalls what the first two said, then adds one, and so on until everyone has a turn. The last person has to recall what everyone said.
- Make “Thank You” cards for people who do things for them (e.g., parents, teachers, elders, deacons, preacher, etc.), and have students be specific about why they are thanking them.
- “[Jesus Heals](#)” word search (provided in activity sheets)
- Have the children read *The Berenstain Bears Count Their Blessings* book

3rd-4th Graders:

- Let children role play the story.
- “Thankful Heart” game: Make construction paper hearts and cut them down the middle like a puzzle. Write review questions from the story on one half of the heart and answers on the other half. The students match the hearts by answering the questions correctly.
- Help the children make a booklet or mobile of things they are thankful for.
- Have the students stand in a circle and name one thing for which they are thankful. The second person has to recall what the first person said, then name one thing for which he is thankful. The third person recalls what the first two said, then adds one, and so on until everyone has a turn. The last person has to recall what everyone said.
- “[The Men Who Needed Help](#)” word search (provided in activity sheets)
- Make a worksheet. At the top, put sentences from the story, but leave a key word out (maybe even put the verse where they can find the answer and have them look up the verses). Students complete the sentences. Then at the bottom, make a word search using the words from the blanks.
- Make “Thank You” cards for people who do things for them (e.g., parents, teachers, elders, deacons, preacher, etc.), and have students be specific about why they are thanking them.
- “[Jesus Heals Fill in the Blank Activity](#)” (provided in activity sheets)
- Have the children read the following:
 - *Discovery* magazine issue (NOTE: [Advanced Bible Reader](#) quizzes exist for many issues of *Discovery* magazine): [August, 2021](#)
 - Luke 17
 - *Jesus Does Miracles and Heals People*, Contemporary Bible Series, Scandinavia Publishing House, pp. 38-39

FINGERPLAY:

“TEN MEN WERE SICK”

Author: Unknown*

Ten men were sick. (hold up ten fingers)

Christ healed them one day.

He simply spoke, and their pain went away! (make a waving gesture)

Isn't it strange? Isn't it odd? (put finger to side of head with puzzled look)

That only one man (hold up one finger)

Gave Him thanks (point up on the word “Him”)

and praised God? (raise both arms upward)

POEM:

“COUNT THE LEPERS”

Author: Unknown*

Count the lepers—how many can you see?
1,2,3,4,5,6,7,8,9,10 sick men with Jesus did plea.
“Make us well; make us better, dear Jesus, please!”
So Jesus healed them and sent them on their way.
But wait—what can you see? Let’s count again,
10, 9, 8, 7, 6, 5, 4, 3, 2, just 1 thankful man
Has come back with a “thank you” to say.

SONGS:

“TEN POOR LEPERS” ([Click to Hear](#))

Author: Unknown*

(Tune : “Ten Little Indians”)

One, two, three, four, five poor lepers,
Six, seven, eight, nine, ten poor lepers,
Lived alone, these ten poor lepers,
Sick as they could be.

Jesus came and healed these lepers;
Jesus came and healed these lepers;
Jesus came and healed these lepers;
He told them to go free.

One and two and three healed lepers,
Four and five and six healed lepers,
Seven and eight and nine healed lepers,
Ran off so happily.

But just one of all the lepers;
But just one of all the lepers;
Came to Jesus, bowed, and told Him,
“Thanks for healing me!”

“WHERE ARE THE NINE?” ([Click to Hear](#))

Author: Unknown*

(Tune: “Farmer in the Dell”)

Jesus met ten men,
He healed them and was kind;
One came back to say, “Thank you.”
But where are the nine?

Let us be like this one,
And always say, “Thank you,”
To everyone that’s kind to us,
To you and you and you.

“TEN MEN WITH LEPROSY” ([Click to Hear](#))

Author: Unknown*

(Tune: “Faith of Our Fathers”)

VERSE 1:

Ten men with lep-ro-sy me-t the Lord.
They stood a-far, called in a loud voice,
“Please Je-sus Mas-ter have pi-ty on us.”
They were out-casts, they ha-d no choice.

CHORUS:

“Go show your-selves un-to the priest.”
And as they went, they all were cleansed.

VERSE 2:

Joy-ful-ly ten men ran dow-n the road.
Just one re-turned and cou-ld be heard,
Fell at His fe-et and thank-ed Him there.
Then Jesus asked these ver-y sad words,

2nd CHORUS:

“Were not ten cleansed? Where are the nine?
Rise for your faith has made you well.”

“I’VE GOT THE JOY, JOY, JOY, JOY DOWN IN MY HEART” ([Click to Hear](#))

Author: Traditional

I’ve got the joy, joy, joy, joy down in my heart. Where?

Down in my heart. Where?

Down in my heart.

I’ve got the joy, joy, joy, joy down in my heart. Where?

Down in my heart to stay.

I’ve got the peace that passes understanding down in my heart. Where?

Down in my heart. Where?

Down in my heart.

I’ve got the peace that passes understanding down in my heart. Where?

Down in my heart to stay.

I’ve got the love of Jesus, love of Jesus, down in my heart. Where?

Down in my heart. Where?

Down in my heart.

I’ve got the love of Jesus, love of Jesus, down in my heart. Where?

Down in my heart to stay.

And I’m so happy! So very happy!

I’ve got the love of Jesus in my heart, down in my heart.

And I’m so happy! So very happy!

I’ve got the love of Jesus in my heart!

*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

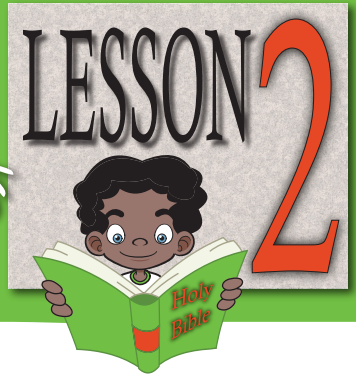
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Jesus Heals

Ten Lepers

Luke 17:11-19



New Testament 2
Part 1: Miracles Show Jesus' Great Power

WEDNESDAY EVENING

New Testament 2 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Luke 17:11-19

MEMORY WORK:

"Oh, give thanks to the Lord for He is good. For His mercy endures forever" (Psalm 136:1).

SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["Ten Men Were Sick"](#)
- ["Count the Lepers \(poem\)"](#)
- ["I've Got the Joy, Joy, Joy, Joy Down in My Heart"](#)
- ["Ten Men with Leprosy"](#)
- ["Ten Poor Lepers"](#)
- ["Where Are the Nine?"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- ["Miracles & Teachings of Jesus"](#) Bible fact cards (provided under "N.T. 2 Bible Facts" on curriculum Web site)
- Apologetics Press' [Bible Timeline](#)
- "Summary of the Bible" from ["Kids Prep"](#) CD by Jeff Miller
- "Matthew Chapter Summary" from ["Kids Prep"](#) CD by Jeff Miller
- Betty Lukens' felt pieces
- ["Map of New Testament World"](#) (provided in map section of curriculum Web site)
- ["Map of Palestine"](#) (provided in map section of curriculum Web site)
- "Miracles of Jesus" flannel graph
- AP's short videos, ["Jesus and Miracles"](#) and ["6 Reasons to Believe in Jesus"](#) by Kyle Butt and ["One Proof of God: Jesus"](#) by Eric Lyons



- Teacher(s) could dress up in raggedy clothes and appropriate make-up to tell the story from the viewpoint of the thankful leper. Leprosy can be simulated with white gloves covered with “sores” made with hot glue, colored with red or brown permanent marker, or with puff paint.
- Later Ministry of Jesus A Beka picture set (DISCLAIMER: use the cards, *not the lesson book*; skip card CD 4.3)
- Pictures to go with the “Count the Lepers” poem (see end of lesson for poem)

PERSONAL APPLICATION:

I should always be thankful to God for everything He has done and continues to do for me.

INTRODUCTION:

Briefly review Sunday morning’s lesson (see [N.T. 2 Review Questions](#) for example questions) [N.T. 2 Bible Facts Flashcards](#) (provided under “N.T. 2 Bible Facts” on curriculum Web site)

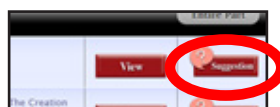
POINTS TO EMPHASIZE:

1. Discuss the importance of being thankful, not only to God, but to other people who help us and take care of us (read 1 Timothy 5:4). Have children name people who take care of them and tell what they do. Ask if they ever help anyone or take care of anyone. Let them discuss this.
2. Discuss the fact that when we gripe and complain, we are not being grateful. When we act that way, we are telling God that we believe He has mistreated us. There are always things that we can be thankful for—even when things are not going as well as we’d like!

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

See Sunday morning’s lesson.

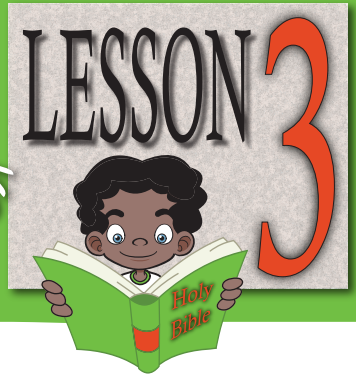
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Jesus Calms

a Storm

Matthew 8:23-27



New Testament 2
Part 1: Miracles Show Jesus' Great Power

SUNDAY MORNING

New Testament 2 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Matthew 8:23-27; Mark 4:35-41; Luke 8:22-25

MEMORY WORK:

“The Lord is my helper; I will not fear” (Hebrews 13:6a).

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- [“Jesus is Our Friend”](#)
- [“Do Not Fear”](#)
- [“Jesus Stilled the Storm”](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Miracles & Teachings of Jesus](#) Bible fact cards (provided under “N.T. 2 Bible Facts” on curriculum Web site)
- Apologetics Press' [Bible Timeline](#)
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- [“Map of New Testament World”](#) (provided in map section of curriculum Web site)
- [“Map of Palestine”](#) (provided in map section of curriculum Web site)
- Later Ministry of Jesus A Beka picture set (DISCLAIMER: use the cards, *not the lesson book*; skip card CD 4.3)
- AP's short videos, [“Jesus and Miracles”](#) and [“6 Reasons to Believe in Jesus”](#) by Kyle Butt and [“One Proof of God: Jesus”](#) by Eric Lyons
- Jesus Calms a Storm flannel graph
- Miracles of Jesus flannel graph
- Our Friend Jesus bulletin board set



- **Audio recording of storm noises**
- **Small pool or washtub half-full of water, along with a toy boat, and a fan for stormy winds**

PERSONAL APPLICATION:

I can trust God to help me when I am afraid.

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Have you ever been afraid? (Discuss with children for a few minutes.) What did you do when you were afraid? Who took care of you? One time, Jesus’ apostles were afraid, and He took care of them just like He takes care of us.

INTRODUCTION: (OLDER CHILDREN)

We have all been afraid and trusted someone else to take care of us when we were afraid. (Discuss with students for a few minutes.) It’s usually our parents who take care of us when we’re afraid. There is someone who cares for us all the time, especially when we’re afraid. Jesus took care of His apostles when they were scared, and He takes care of us when we’re scared.

POINTS TO EMPHASIZE:

1. Jesus had been healing the sick and preaching to crowds of people all day. He knew that there were many people who needed His help, but He also knew that many of the people following Him were only interested in the “signs” or miracles He did—not in obeying His words. He was very tired and needed to get away from the crowds for a while. When evening came, Jesus told His disciples to get into a nearby boat with Him so that they all could go to the other side of the Sea of Galilee, away from the crowds for a while.
2. Because He is God’s Son, Jesus undoubtedly knew that a storm was coming. But He was not worried or concerned at all. He went to the back of the boat and fell asleep. As is common on the Sea of Galilee, a fierce storm came up suddenly. The storm was so overwhelming that the boat in which they were sailing began to fill with water.
3. Remember that at least four of these disciples (the apostles) had been fishermen all their lives, making their living on this dangerous body of water. They were expert seamen, but they were afraid because the storm was so severe. They could not understand how Jesus could sleep through such a terrible storm. If He wasn’t concerned for His own safety, they thought He should have stayed awake and paid attention for their benefit. They had been with Jesus for quite some time and had seen Him perform many miracles. But in this situation, when they needed His help, they seem to have forgotten what great power He had.
4. In desperation and fear, the disciples finally woke Jesus, saying, “Teacher, don’t you care that we are about to die? Save us, Lord!” (Mark 4:38; Matthew 8:25). Jesus got up and spoke to the blustering wind and the surging waves, saying, “Peace [hush]; be still!” And immediately, everything became quiet and calm again. The storm was stopped by His word—just as God created all things in the beginning by His word. Then He turned to the disciples and said, “Why are you so afraid? Why do you have so little faith?” The disciples should have known by then,

after hearing Jesus' words and after all the miracles they had seen, that even in the most awful storm, Jesus was in control and had the power to help them. Read 1 Peter 5:7 and Philippians 4:6-7.

5. When the disciples saw the water and the wind become suddenly calm, they were even more afraid. They said to each other, "Who then is this, that He commands even the winds and the water, and they obey Him?" In spite of every miracle they had seen and every sermon they had heard Jesus preach, they still didn't quite understand that Jesus was the all-powerful Son of the one and only, all-powerful God.
6. There are real dangers that we should be aware of and concerned with so that we can protect ourselves as best we can and stay safe. But there are other scary things around us, like big dogs, scary TV shows, bad dreams, thunder, the dark, etc. which usually aren't really dangerous. When we are afraid, we should remember that the all-powerful Creator (the Master of the entire Universe) is with us, just like Jesus was with the apostles in that small boat. He has promised to be with us all the time. And He always keeps His promises! Read Titus 1:2.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#) and [Answer Keys](#).

Ages 2-5:

- "[Jesus Calms A Storm Coloring Sheet](#)" (provided in activity sheets)
- Help children make small sailboats from small Styrofoam blocks, small Ivory soap bar boxes, or banana split "boats" (use toothpicks for the "mast" and paper/glue for the "sails"). Write questions or clues on the sails of each boat for review, or use the boats before class to introduce thoughts about the lesson (i.e., talking about being in a boat during a storm, being afraid, etc.). Put the sailboats in a small pool (or washtub).
- Help the kids make sailboat magnets on which the memory verse for this lesson is written. (Do this by cutting out sailboats from construction paper, writing the memory verse on them, and then gluing a piece of magnet on the back.)
- Boat Review Game: Have toy boats in a tub of water with a number written on the bottom of each boat. Let a child pick a boat and the teacher read that number's review question and see if the child can answer it correctly (alternatively, [sail boat and sea cutouts](#) provided in activity sheets).
- Ocean in a Bottle: You will need rubbing alcohol, mineral spirits, blue food coloring, and a water bottle. Fill half of the bottle with rubbing alcohol. Put two to three drops of food coloring into the bottle and shake. Fill remainder of the bottle with mineral spirits. Put top on. Do not shake. Hold bottle horizontally until clear, then raise and lower ends to create waves. (Add a small plastic boat for more effect.)
- Fill a clear, 2-liter bottle with blue-dyed water. Have the children make large waves by turning the bottle. (A simpler version of the above.)
- Have children share a time when they were scared.
- Have the children read *Jesus Calms the Storm*, by Connie Morgan Wade and Diane Stortz, Rhyme Time Bible Stories, Standard Publishing

1st-2nd Graders:

- Help the kids make sailboat magnets on which the memory verse for this lesson is written. (Do this by cutting out sailboats from construction paper, writing the memory verse on them, and then

- gluing a piece of magnet on the back.)
- Boat Review Game: Have toy boats in a tub of water with a number written on the bottom of each boat. Let a child pick a boat and the teacher read that number's review question and see if the child can answer it correctly.
- Ocean in a Bottle: You will need rubbing alcohol, mineral spirits, blue food coloring, and a water bottle. Fill half of the bottle with rubbing alcohol. Put two to three drops of food coloring into the bottle and shake. Fill remainder of the bottle with mineral spirits. Put top on. Do not shake. Hold bottle horizontally until clear, then raise and lower ends to create waves. (Add a small plastic boat for more effect.)
- Fill a clear, 2-liter bottle with blue-dyed water. Have the children make large waves by turning the bottle. (A simpler version of the above.)
- Have children share a time when they were scared.
- [Sail Boat Activity](#) (provided in activity sheets): Make two different colored sets of sailboat cutouts. Write review questions on them. Put magnetic tape on the back of each sailboat so you can attach them to a metal sheet or magnetic board. Put a "shoreline" on each edge of the board. Divide the class into two teams, and have each team place its sailboats at the "shoreline" of its side. The kids should take turns answering the questions on the sailboats. For every correct answer, each team gets to move one of its sailboats to the opposite team's shore. The team with the most sailboats on the shore opposite the beginning point wins.
- ["Jesus Calms a Storm Matching Activity"](#) (provided in activity sheets)
- ["I Will Trust God Word Puzzle"](#) (provided in activity sheets)
- Have the children read *Jesus Calms the Storm* Arch Book, by Jean Thor Cook

3rd-4th Graders:

- [Sail Boat Activity](#) (provided in activity sheets): Make two different colored sets of sailboat cutouts. Write review questions on them. Put magnetic tape on the back of each sailboat so you can attach them to a metal sheet or magnetic board. Put a "shoreline" on each edge of the board. Divide the class into two teams, and have each team place its sailboats at the "shoreline" of its side. The kids should take turns answering the questions on the sailboats. For every correct answer, each team gets to move one of its sailboats to the opposite team's shore. The team with the most sailboats on the shore opposite the beginning point wins.
- Give small groups of students children's Bible concordances and ask them to find at least one Scripture with weather related words, such as lightning, cloud, rain, snow, hail, and wind.
- ["Jesus Calms a Storm Matching Activity"](#) (provided in activity sheets)
- ["I Will Trust God Word Puzzle"](#) (provided in activity sheets)
- Have the children read the following:
 - *Discovery* magazine issue (NOTE: [Advanced Bible Reader](#) quizzes exist for many issues of *Discovery* magazine): [August, 2021](#)
 - Matthew 8, Mark 4, and Luke 8 (can be assigned Sunday to be completed by Wednesday or the following Sunday)
 - *Jesus Does Miracles and Heals People*, Contemporary Bible Series, Scandinavia Publishing House, pp. 10-13

SONGS:

“JESUS IS OUR FRIEND” ([Click to Hear](#))

Author: Lora Laycook

(Tune : chorus of “Blessed Be the Name”)

Jesus is our friend, Jesus is our friend,
Jesus is the best friend of all;
Jesus is our friend, Jesus is our friend,
Jesus is the best friend of all.

Jesus is God’s Son, Jesus is God’s Son,
Jesus cares for us all the time.
Jesus is God’s Son, Jesus is God’s Son,
Jesus cares for us all the time.

“JESUS STILLED THE STORM” ([Click to Hear](#))

Author: Lora Laycook

(Tune: “Peter, James, and John in a Sailboat”)

Once there was some stormy weather, (3X)
Out on the deep blue sea.

Jesus was asleep in the sailboat, (3X)
Out on the deep blue sea.

Waves and winds did rock the sailboat, (3X) Out on the deep blue sea.

Jesus spoke to the wind and water, (3X)
Out on the deep blue sea.

Then the stormy weather ended, (3X)
Out on the deep blue sea.

“DO NOT FEAR” ([Click to Hear](#))

Author: Lora Laycook

(Tune: “What a Friend We Have in Jesus”)

Do not fear for God is near us.
All the twinkling stars do say.
Do not fear for God is near us,
All the night and all the day.

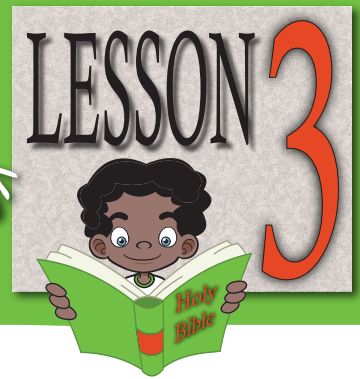
He will ever be our Father,
And He’ll care for us, we know;
If we’ll do as He commands us,
He’ll go with us where we go.

***** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE
“SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE
CURRICULUM WEB SITE.**



Jesus Calms a Storm

Matthew 8:23-27



New Testament 2
Part 1: Miracles Show Jesus' Great Power

WEDNESDAY EVENING

New Testament 2 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Matthew 8:23-27; Mark 4:35-41; Luke 8:22-25

MEMORY WORK:

“The Lord is my helper; I will not fear” (Hebrews 13:6a).

SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- [“Jesus is Our Friend”](#)
- [“Do Not Fear”](#)
- [“Jesus Stilled the Storm”](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

See Sunday morning's lesson.

PERSONAL APPLICATION:

I can trust God to help me when I am afraid.

INTRODUCTION:

Briefly review Sunday morning's lesson (see [N.T. 2 Review Questions](#) for example questions)

[N.T. 2 Bible Facts Flashcards](#) (provided under “N.T. 2 Bible Facts” on curriculum Web site)

POINTS TO EMPHASIZE:

1. Talk about scary weather phenomena, like lightning, tornadoes, etc., for which we should try to be prepared. With OLDER CHILDREN, talk about what causes lightning, for example.



[See the articles “What Causes A Tornado?” and “Be Ready Before It Happens” in *Discovery Magazine*, [May, 2002](#).] Remind the children that we can’t be prepared for everything, just as the disciples in that boat with Jesus weren’t prepared for the storm. But we can learn to trust Him more every day so that when scary times come, we won’t have to feel alone and helpless.

2. Use the following story by Mary Ann Barnes. Draw simple illustrations of the words in all caps on the board as you read the story.

Once there was a PUDDLE. When the SUN shone on the puddle, it became smaller and smaller [erase puddle each time and redraw] until it disappears. Where did it go?

It went up into the sky in droplets too tiny to be seen. There is water in the air of this room right now that we cannot see. Blow some air into your hand [demonstrate, as you would clean eyeglass lens]. Do you feel a little dampness on your hand? Water is RISING invisibly from puddles and rivers and oceans all over the Earth. High in the sky, the droplets form a CLOUD. More and more droplets collect in the cloud and then begin to grow cool and heavy. Soon they are bumping into each other.

When things bump or rub together, there is friction, and friction makes heat. Rub your hands together quickly and see if they become warmer. If you rub quickly enough and hard enough, you can make a spark of electricity. That is what happens in a cloud. Each BUMPING of raindrops in the cloud makes a tiny charge of electricity. By and by, a spark is made which is too large to be held inside the CLOUD [draw lightning through the cloud]. The big spark looks for something to travel to. It may be ANOTHER CLOUD, or a tall building, or a tall TREE. This giant spark is what we call lightning.

People used to be afraid of lightning because they did not know how to guess where it would strike. But men began to study the way lightning behaves, and they found that it has rules from God about the way it travels. It always goes to something close and tall. If you are in a boat on the lake when a storm cloud appears above you, you are in danger because you and the boat are closer and taller than the water. If there is a storm cloud above a field with a tall tree, you should not stand under that tree during the storm because the lightning is likely to go to the tree. Men who have used the fine minds God gave them have also found ways to protect tall buildings from the damage of lightning (lightning rods).

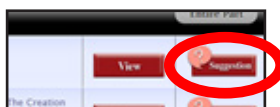
God has put us in a world where there are things that can be dangerous. But He has promised to take care of us, and he has given us a good brain that can plan to avoid danger. God takes care of us!

What is thunder? It is nothing more than noise made by hot lightning heating the cool air it is traveling through, a little like the pop of cold water landing in a hot skillet. Thunder can only scare us if it surprises us. And it cannot hurt us at all. Thunder always happens after lightning. When you know to expect it, it won’t surprise you!

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

See Sunday morning’s lesson.

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Jesus Raises Lazarus from the Dead

John 11:1-46



New Testament 2
Part 1: Miracles Show Jesus' Great Power

SUNDAY MORNING

New Testament 2 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

John 11:1-46

MEMORY WORK:

YOUNGER CHILDREN: "Jesus wept" (John 11:35).

OLDER CHILDREN: "I am the resurrection and the life. He who believes in Me, though he may die, he shall live" (John 11:25).

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["Mary, Martha, and Lazarus"](#)
- ["God is Listening"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Miracles & Teachings of Jesus](#) Bible fact cards (provided under "N.T. 2 Bible Facts" on curriculum Web site)
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- "[Map of Palestine](#)" (provided in map section of curriculum Web site)
- AP's short videos, "[Jesus and Miracles](#)" and "[6 Reasons to Believe in Jesus](#)" by Kyle Butt and "[One Proof of God: Jesus](#)" by Eric Lyons
- Have a Bible-times house and a tomb model in a sandbox. Use popsicle stick puppets. See www.mssscrafts.com/crafts/bibletimeshouse/index.htm for ideas.



- **Later Ministry of Jesus A Beka picture set (DISCLAIMER: use the cards, *not the lesson book*; skip card CD 4.3)**

PERSONAL APPLICATION:

YOUNGER CHILDREN: Jesus cares and understands when I am sad.

OLDER CHILDREN: Jesus cares about me and understands how I feel when someone I love dies.

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

When Jesus was here on Earth, He was like us in that He felt happy, hungry, and tired. He even felt sad sometimes, like we do.

INTRODUCTION: (OLDER CHILDREN)

It's easy to forget that when Jesus was on Earth, He was human and had human feelings. (Discuss some of the feelings He had, e.g., hunger, pain, being tired, happy, etc.) There were even times when He felt sad. Because of this, He understands how we feel when we are sad.

POINTS TO EMPHASIZE:

(Preschool teachers: summarize, in accordance with your students' cognitive level.)

1. Since Jesus traveled from place to place preaching and helping people, He often depended on the kindness and hospitality of people for food and shelter. One place He often stopped was the home of Mary, Martha, and Lazarus (They were brother and sisters.), in the small village of **Bethany**. [Luke 10:38-39 tells us that "Martha welcomed Him into her house."]



NOTE: Bethany—a small village about two miles east of Jerusalem, near the Mount of Olives. It was also the home of Simon the leper (Matthew 26:6-13), and Jesus' ascension took place near there (Luke 24:50-51). Today it is a small, poor, agricultural village.

2. Lazarus became very sick, and his worried sisters sent for their friend Jesus. But Jesus did not go to Bethany right away. He loved Mary, Martha, and Lazarus very much, but He waited two days before heading toward their home. He told His disciples that Lazarus was "asleep," but they did not understand. Finally, He told them plainly, "Lazarus is dead."
3. By the time Jesus arrived in Bethany, Lazarus had been dead four days. There were still many people at Mary and Martha's home, trying to comfort them. [After a close relative's death, family members spent seven days at home mourning and being visited by friends. This was called "shivah."] When Jesus arrived, the sisters told Him that if He had been there, Lazarus would not have died. Martha said to Jesus that she believed that "whatever You ask of God, God will give You" (vs. 22). [Notice Martha's statements of faith in verses 24 and 27.] Their friends could only weep. Jesus was the only One who could really help.
4. Jesus was very sad when He saw how upset the sisters and their friends were. When He was taken to the grave, Jesus cried, sharing Mary and Martha's sorrow and understanding their pain better than anyone. [The depth of Jesus' emotions is shown in verses 33, 35, and 38.]

5. Lazarus had been buried in a cave with a great stone rolled in front of the opening. Jesus said, “Remove the stone.” But Martha didn’t think that was a good idea because Lazarus had been in the tomb so long. She thought it would smell terrible in the tomb. When the stone was rolled away, Jesus prayed to His Heavenly Father. He wanted this miracle to prove to the crowd, and to the two sisters, Who He was, and He wanted to praise God.
6. Jesus called out to Lazarus, telling him to come out of the tomb. Suddenly, Lazarus walked out, wrapped in burial cloths. Jesus told those around him to take off the strips of fabric and “set him free.” Because of this miracle [the 7th recorded by John], many more people believed Jesus was God’s Son, and many people praised God. [But some were jealous of Jesus and began to look for ways to get rid of Him (11:46-53).]
7. When someone dies, we are sad and hurt, just like Mary and Martha were. Jesus cares about our sorrow and will help us during sad times, just as He helped them. We have other people and God’s Word to comfort us, and we can talk to God in prayer when we are sad and hurting. From our experiences, we learn to comfort and help others (2 Corinthians 1:3-5).



HISTORICAL NOTE: In New Testament times, burial had to take place quickly because the hot temperatures of Palestine would accelerate body decomposition. The body was usually washed, wrapped loosely (by women) in strips of linen cloth, and carried to the burial place on a stretcher of some kind. Burial could take place in a natural or man-made cave (“sepulcher” or “tomb”). The entrance to the cave was sealed with a disc-shaped or round stone placed in a sloped groove. Bodies were not often buried in the hard ground. Some (mainly the wealthy) had their bodies covered in a paste made of spices, which was held to the body by layers of fabric strips. As the paste hardened and soaked into the bandages, a preservative mould formed around the body. A cap was put on the head, and the jaw was often closed by a bandage under the chin. After a year, the family would go back to the tomb and gather the bones, which would then be put into a niche in the wall of the tomb.



RECOMMENDED READING FOR TEACHERS: See the article “[Reincarnation and the Bible](#)” by Kyle Butt on the Apologetics Press Web site for a response to the suggestion that belief in reincarnation is compatible with Scripture.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#) and [Answer Keys](#).

Ages 2-5:

- “[Jesus Raises Lazarus from the Dead Coloring Sheet](#)” (provided in activity sheets)
- Help the kids make cards for the sick and shut-ins.
- Let the kids role play the story.
- Have the children draw faces on paper plates, adding felt “tear drops.”
- Have the kids wrap up a doll in “grave cloths” like a mummy.

1st-2nd Graders:

- Help the kids make cards for the sick and shut-ins.
- Let the kids role play the story.
- Use a wall map to show where Bethany is located.
- Have the kids wrap up a doll in “grave cloths” like a mummy.
- [“Jesus Raises Lazarus Word Search”](#) (provided in activity sheets)
- Have the children read the following:
 - *Jesus Raises Lazarus*, by Crystal Bowman, Zonderkidz “I Can Read!” Series
 - *Jesus Does Miracles and Heals People*, Contemporary Bible Series, Scandinavia Publishing House, pp. 46-49

3th-4th Graders:

- Let the kids make cards for the sick and shut-ins.
- Learning center made from *Discovery* magazine for kids, [February, 2000](#).
- Use a wall map to show where Bethany is located.
- [“Jesus Raises Lazarus Word Search”](#) (provided in activity sheets)
- [“Jesus Raises Lazarus from the Dead Fill in the Blank Activity”](#) (provided in activity sheets)
- Have the children read:
 - *Discovery* magazine issues (NOTE: [Advanced Bible Reader](#) quizzes exist for many issues of *Discovery* magazine): [August, 2021](#); “Jesus Raised Lazarus From the Dead” ([February, 2000](#))
 - John 11
 - *Get Up, Lazarus!* by Jonathan Schkade, Arch Book

SONGS:

“MARY, MARTHA, AND LAZARUS” ([Click to Hear](#))

Author: Lora Laycook (adapted)
(Tune: “More, More about Jesus”)

Now about Martha let us tell; she liked to serve her company well,
But Mary chose the better part; she loved the Lord with all her heart.

CHORUS:

O how they did love Him! O how they did love Him!
O how they loved the Savior so, Mary and Martha, long ago.

Their brother, Lazarus, got sick one day, while the Master was gone away;
When He returned, Lazarus had died, and with the sisters, Jesus cried.

(CHORUS)

“Lazarus, come forth,” the Savior said; Jesus raised Lazarus from the dead.
“Loose him now and let him go!” O He did love his three friends so!

(CHORUS)

“GOD IS LISTENING” ([Click to Hear](#))

Author: Lora Laycook

(Tune: “Frère Jacques”)

God is listening, God is listening, (put your hand to your ear)
While we pray, while we pray, (put hands together as if to pray)
Bow your head so lightly, (bow your head)
Close your eyes so tightly, (close your eyes)
Let us pray, let us pray.

***** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE
“SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE
CURRICULUM WEB SITE.**



Jesus Raises Lazarus from the Dead

John 11:1-46



New Testament 2
Part 1: Miracles Show Jesus' Great Power

WEDNESDAY EVENING

New Testament 2 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

John 11:1-46

MEMORY WORK:

YOUNGER CHILDREN: "Jesus wept" (John 11:35).

OLDER CHILDREN: "I am the resurrection and the life. He who believes in Me, though he may die, he shall live" (John 11:25).

SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["Mary, Martha, and Lazarus"](#)
- ["God is Listening"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Miracles & Teachings of Jesus](#) Bible fact cards (provided under "N.T. 2 Bible Facts" on curriculum Web site)
- Apologetics Press' [Bible Timeline](#)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- "Matthew Chapter Summary" from "[Kids Prep](#)" CD by Jeff Miller
- Betty Lukens' felt pieces
- ["Map of New Testament World"](#) (provided in map section of curriculum Web site)
- ["Map of Palestine"](#) (provided in map section of curriculum Web site)
- AP's short videos, "[Jesus and Miracles](#)" and "[6 Reasons to Believe in Jesus](#)" by Kyle Butt and "[One Proof of God: Jesus](#)" by Eric Lyons
- Have a Bible-times house and a tomb model in a sandbox. Use popsicle stick puppets. See www.mssscrafts.com/crafts/bibletimeshouse/index.htm for ideas.



- **Later Ministry of Jesus A Beka picture set (DISCLAIMER: use the cards, *not the lesson book*; skip card CD 4.3)**

INTRODUCTION:

- Briefly review Sunday morning’s lesson (see [N.T. 2 Review Questions](#) for example questions)
- [N.T. 2 Bible Facts Flashcards](#) (provided under “N.T. 2 Bible Facts” on curriculum Web site)

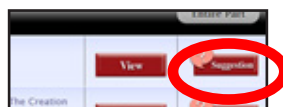
POINTS TO EMPHASIZE:

1. [Teachers of pre-school children may want to either spend the class time reviewing and doing activities or discussing Dorcas or the widow of Nain’s son instead of discussing points 2 and 3. (NOTE: Jairus’ daughter is lesson 5.)]
2. What happens when we die? God has given each of us a soul that will never die. I can’t see your soul, and you can’t see mine. The soul is the spiritual part of us (the part of us that is like God) that causes us to think and feel. When we die, our bodies stop working and are usually buried in graves, but our souls live on forever.
3. Some day our souls will go to heaven to live with God forever (if we die while we are still children or if we die as Christians when we are grown-ups). Many times people get very sick before they die. But in heaven, our souls will never be sick, sad, hungry, lonely, or afraid. Heaven is the perfect place for everyone who tries to obey God while they’re living on Earth.
4. Lazarus, the daughter of Jairus (Mark 5:22-34), and the widow of Nain’s son (Luke 7:11-16) were all raised from the dead by Jesus. Dorcas was raised from the dead (with power from God) by Peter (Acts 9:36-43). But all of these people eventually died again. Jesus was the only person to rise from the dead never to die again. We want to do everything we can to live for Jesus in this life so that when we die, we can go to heaven to live with Jesus, and Lazarus, and many other great people of faith.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- See Sunday morning’s lesson

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



Jesus Heals a Woman with an Issue of Blood, Raises Jairus' Daughter

Mark 5:21-43



New Testament 2
Part 1: Miracles Show Jesus' Great Power

SUNDAY MORNING

New Testament 2 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Matthew 6:25; 9:18-26; Mark 5:21-43; Luke 8:41-56

MEMORY WORK:

“Casting all your care upon Him, for He cares for you” (1 Peter 5:7).

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- [“Jesus is All the World to Me”](#)
- [“Jesus Loves Me”](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Miracles & Teachings of Jesus](#) Bible fact cards (provided under “N.T. 2 Bible Facts” on curriculum Web site)
- Apologetics Press' [Bible Timeline](#)
- “Summary of the Bible” from “[Kids Prep](#)” CD by Jeff Miller
- “Matthew Chapter Summary” from “[Kids Prep](#)” CD by Jeff Miller
- Betty Lukens' felt pieces
- “[Map of New Testament World](#)” (provided in map section of curriculum Web site)
- “[Map of Palestine](#)” (provided in map section of curriculum Web site)
- AP's short videos, “[Jesus and Miracles](#)” and “[6 Reasons to Believe in Jesus](#)” by Kyle Butt and “[One Proof of God: Jesus](#)” by Eric Lyons
- Jesus Heals and Helps picture set from A Beka (DISCLAIMER: use the cards, *not the lesson book*)

PERSONAL APPLICATION:

Jesus is never too busy to help me.



LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Jesus had people around Him all the time, but He always took time to help people. Just like when He was here on Earth and helping others, He has time to help us now.

INTRODUCTION: (OLDER CHILDREN)

Jesus was surrounded by people almost all the time, yet He cared about each and every one. He was never too busy to help those who believed in Him, and He is never too busy to help me when I am hurt or lonely, sick or afraid.

POINTS TO EMPHASIZE:

1. Jesus and His disciples spent some time on the southeastern side of the Sea of Galilee, near Gadara, helping the sick and teaching the people that followed Him. When Jesus was ready, He and His helpers got back into their boat and went back to the northwestern side of the Sea of Galilee, near Capernaum.
2. Crowds of people met Him there, so He stayed near the seashore to teach and to heal the sick. A man named Jairus came to Jesus through the crowds to ask for Jesus' help. His 12-year-old daughter, his only child, was very sick. Jairus had heard about Jesus' miracles and believed that Jesus could help his daughter get well.



RECOMMENDED READING FOR TEACHERS: See the article “[Dead or Dying?](#)” by Eric Lyons on the Apologetics Press Web site for a response to the allegation that Mark and Luke contradict Matthew’s account of the healing of Jairus’ daughter.

3. It took a lot of courage for Jairus to seek help from Jesus because he was a leader of the local **synagogue**—a leader among the Jews—many of whom did not like Jesus at all. At the very least, the Jews would talk about Jairus. At the worst, he would have been denied access to the synagogue and not allowed to worship there. But his love for his daughter was greater than his fear of what others might think about him or do to him.



NOTE: Synagogue: A place where Jews worshipped when they could not go to the Temple in Jerusalem. Schools for Jewish boys were also in the synagogues. The leader of the synagogue was in charge of the worship services and taking care of the building.

4. Jesus immediately started on the journey to Jairus’ house. He could have healed the girl without going to her, but He chose to go for the same reason that He waited to go to Lazarus: to use a miracle to confirm His words, proving that He was the Son of God; and also to encourage others to praise (glorify) God. As Jesus and His disciples went with Jairus to his house, the crowds followed, “pressing in on Him” (Mark 5:24b,31).
5. In the crowd was another person desperate for help. A very sick woman pushed through the crowd to get close to Jesus. She had been sick for 12 years and had spent all her money going from one doctor to another trying to find a cure for her illness. She was very discouraged and probably very weak (from blood loss; she was most likely anemic).



NOTE: Luke wrote that she “could not be healed by anyone”; Mark mentions that she was actually worse after seeking available treatment. She would also have been required to live away from her family and friends, and would not have been allowed to worship in the synagogue because she would have been considered unclean. See Leviticus 15:19-30.

6. The woman believed that she would be healed if she could just touch Jesus’ clothes. When she finally got close enough to Jesus to do that, she immediately knew that she was healed. Even though He didn’t see her or speak to her at first, Jesus knew that “power had gone from Him.” He knew that the woman had touched His clothing and that she had been healed. He turned and asked, “Who touched My clothes?” His disciples couldn’t believe that He asked that because there were so many people crowding around Him, touching Him, and pressing against Him. But Jesus knew exactly who had been healed. By asking, however, He drew attention to the miracle that had been done.
7. He looked directly at the woman, and, with love and compassion, said to her, “Daughter, your faith has made you well; go in peace, and be healed of your sickness.” Sometimes after He performed a miracle, Jesus didn’t want the ones He helped to spread the word about what He had done (e.g., see Luke 8:56). But He did not do so this time. This might have been because according to Leviticus 15:28-30, she would have to present herself to the priest and have offerings made for her due to her being unclean from her blood flow. This, likely, would have required an explanation.
8. While Jesus was speaking to the woman, a servant of Jairus came to meet them with the sad news that his daughter had died. But Jesus told him not to be afraid—just believe. When they arrived at the house, they heard a lot of noise (flute players, people wailing and weeping. The group probably included professional mourners as well as family and friends). Jesus told the crowd that there was no need for the mourning because the girl was not dead, just asleep. The noisy crowd did not believe Him. Instead, they laughed at Him.
9. Jesus told everyone, including nine of the apostles, to leave the house. He allowed Peter, James, and John to stay with Him. He took hold of the girl’s hand and told her to get up. Immediately she got up and walked around! Only a few people actually saw the miracle happen, but everyone in the village knew that the girl who had been dead just moments before was now up walking around. [Jesus’ command to give the girl something to eat was undoubtedly one way to prove that she was, indeed, alive.]
10. Jesus was surrounded by people almost all the time, yet He cared about each and every one. He was never too busy to help those who believed in Him, and He is never too busy to help me when I am hurt or lonely, sick or afraid.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#) and [Answer Key](#).

Ages 2-5:

- “[Jesus Raises Jairus’ Daughter Coloring Sheet](#)” (provided in activity sheets)
- “[Boy and Girl Band-aid Activity](#)” (provided in activity sheets)
- Write the names of characters from this lesson and previous lessons on Popsicle® sticks. Put sticks in a Pringles® can. Each child is given the opportunity to shake the can and take out one stick at a time. They must identify or tell something about that character.

- Bring in a first aid box and talk about the supplies that are inside and what they are used for.

1st-2nd Graders:

- Play Tic Tac Toe with facts from this lesson ([Tic-Tac-Toe Questions](#), [Instructions](#), and [Board](#) provided in activity sheets)
- Write the names of characters from this lesson and previous lessons on Popsicle® sticks. Put sticks in a Pringles® can. Each child is given the opportunity to shake the can and take out one stick at a time. They must identify or tell something about that character. Can be a team activity.
- “[Can You Find the Words?](#)” Activity Sheet (provided in activity sheets)
- Prepare several index cards for each child with the words, “I believe in Jesus because ____.” Have students complete as many as they would like. May be shared in class to open up discussion about why we believe in Jesus.

3rd-4th Graders:

- Play Tic Tac Toe with facts from this lesson ([Tic-Tac-Toe Questions](#), [Instructions](#), and [Board](#) provided in activity section of website)
- Write the names of characters from this lesson and previous lessons on Popsicle® sticks. Put sticks in a Pringles® can. Each child is given the opportunity to shake the can and take out one stick at a time. They must identify or tell something about that character. Can be a team activity.
- “[Can You Find the Words?](#)” Activity Sheet (provided in activity sheets)
- Prepare several index cards for each child with the words, “I believe in Jesus because ____.” Have students complete as many as they would like. May be shared in class to open up discussion about why we believe in Jesus.
- Advanced Bible Reader: Have the children read Matthew chapter nine (as well as Matthew 6-8 and 10 if they did not do so last quarter). [This could be assigned Sunday, to be completed by Wednesday.] Print out copies of the Matthew 6-10 quiz from AP’s [Advanced Bible Reader](#) (ABR) site. Have each of the children take the quiz if they have yet to do so. If you have not already, outside of class, make ABR accounts for each of the children and put their answers into the ABR quiz for each child. Show them their scores in the next Bible class, and explain what ABR is.
- Have the children read:
 - *Discovery* magazine issue (NOTE: [Advanced Bible Reader](#) quizzes exist for many issues of *Discovery* magazine): [August, 2021](#)
 - Mark 5
 - *Jesus Wakes the Little Girl* Arch Book, by Bader
 - *Little Daughter of Jairus* book by Enid Blyton (Harvest House, Eugene, OR)
 - *Jesus Does Miracles and Heals People*, Contemporary Bible Series, Scandinavia Publishing House, pp. 6-9

SONGS:

“JESUS IS ALL THE WORLD TO ME” ([Click to Hear](#))

Author: Will L. Thompson
(Tune: See church song book)

Jesus is all the world to me,
My life, my joy, my all.
He is my strength
From day to day.
Without Him I would fall.
When I am sad, to Him I go.
No other one can cheer me so.
When I am sad,
He makes me glad.
He’s my friend.

“JESUS LOVES ME” ([Click to Hear](#))

Author: Anna B. Warner

Jesus loves me this I know.
For the Bible tells me so.
Little ones to Him belong.
They are weak but He is strong.

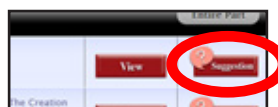
CHORUS:

Yes Jesus loves me.
Yes Jesus loves me.
Yes Jesus loves me.
The Bible tells me so.

Jesus love me when I’m good.
When I do the things I should.
Jesus loves me when I’m bad,
Though it make Him very sad.

(CHORUS)

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE
“SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE
CURRICULUM WEB SITE.



Jesus Heals a Woman with an Issue of Blood, Raises Jairus' Daughter

Mark 5:21-43



New Testament 2
Part 1: Miracles Show Jesus' Great Power

WEDNESDAY EVENING

New Testament 2 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Matthew 6:25; 9:18-26; Mark 5:21-43; Luke 8:41-56

MEMORY WORK:

“Casting all your care upon Him, for He cares for you” (1 Peter 5:7).

SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- [“Jesus is All the World to Me”](#)
- [“Jesus Loves Me”](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Miracles & Teachings of Jesus](#) Bible fact cards (provided under “N.T. 2 Bible Facts” on curriculum Web site)
- Apologetics Press' [Bible Timeline](#)
- “Summary of the Bible” from “[Kids Prep](#)” CD by Jeff Miller
- “Matthew Chapter Summary” from “[Kids Prep](#)” CD by Jeff Miller
- Betty Lukens' felt pieces
- “[Map of New Testament World](#)” (provided in map section of curriculum Web site)
- AP's short videos, “[Jesus and Miracles](#)” and “[6 Reasons to Believe in Jesus](#)” by Kyle Butt and “[One Proof of God: Jesus](#)” by Eric Lyons
- “[Map of Palestine](#)” (provided in map section of curriculum Web site)
- Jesus Heals and Helps picture set from A Beka (DISCLAIMER: use the cards, *not the lesson book*)

PERSONAL APPLICATION:

Jesus is never too busy to help me.



INTRODUCTION:

Briefly review Sunday morning's lesson (see [N.T. 2 Review Questions](#) for example questions) [N.T. 2 Bible Facts Flashcards](#) (provided under "N.T. 2 Bible Facts" on curriculum Web site)

POINTS TO EMPHASIZE:

1. Review the other miracles of Jesus from previous lessons.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- See Sunday morning's lesson

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE "SUGGESTION" BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



Jesus Feeds the Multitudes (the 5,000 and the 4,000)

Matthew 14:13-21



New Testament 2
Part 1: Miracles Show Jesus' Great Power

SUNDAY MORNING

New Testament 2 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Matthew 14:13-21; Mark 6:31-44; Luke 9:12-17; John 6:1-13

MEMORY WORK:

YOUNGER CHILDREN: "[God] gives food to the hungry" (Psalm 146:7b).

OLDER CHILDREN: "Pure and undefiled religion before God and the Father is this: to visit orphans and widows in their trouble..." (James 1:27a).

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["My Hands"](#)
- ["This Little Child"](#)
- ["When I Grow Up"](#)
- ["Little Feet Be Careful"](#)
- ["A Helper I Will Be"](#)
- ["Five Loaves and Two Fishes"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Miracles & Teachings of Jesus](#) Bible fact cards (provided under "N.T. 2 Bible Facts" on curriculum Web site)
- Apologetics Press' [Bible Timeline](#)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- "Matthew Chapter Summary" from "[Kids Prep](#)" CD by Jeff Miller
- Betty Lukens' felt pieces
- ["Map of New Testament World"](#) (provided in map section of curriculum Web site)
- ["Map of Palestine"](#) (provided in map section of curriculum Web site)
- AP's short videos, "[Jesus and Miracles](#)" and "[6 Reasons to Believe in Jesus](#)" by Kyle Butt and "[One Proof of God: Jesus](#)" by Eric Lyons
- Jesus Feeds 5,000 flannel graph (in Miracles of Jesus flannel graph)
- Jesus Feeds 5,000 (in Our Friend Jesus bulletin board set)



- **Jesus Heals and Helps** picture set from **A Beka** (**DISCLAIMER: use the cards, not the lesson book**)
- **Plastic or paper maché fish and loaves of bread**

PERSONAL APPLICATION:

I can learn to help others in need just like Jesus did.

LESSON STARTS HERE

INTRODUCTION:

Have you ever been really hungry, but it wasn't snack time or meal time? What if you went all day without eating? Do you think you would be hungry? During Bible times, Jesus taught a group of over 5,000 people, and at the end of the day, everyone was hungry. How would you feel if you were one of those people?

POINTS TO EMPHASIZE:

1. Shortly before the Passover feast in Jerusalem, Jesus found out that His relative, John the Baptizer, had been killed by Herod. Jesus wanted some time alone to pray. He also wanted time for Himself and His disciples to rest. They sailed across the Sea of Galilee [also called the Lake of Genessaret by the Jews, and the Sea of Tiberias by the Romans] to an isolated place near Bethsaida. They had been so busy helping and teaching people that they had not even had time to eat. But thousands of people heard about them getting in the boat. So, they walked and ran to the other side of the lake to find Jesus. When He saw the multitudes, Jesus didn't send them away or tell them He was too tired to do anything for them. Jesus had **compassion** on them. All that day He taught the people and healed the sick that were brought to Him.



Compassion: sharing someone's sorrow; wanting to help others who are in trouble or who need help

2. At the end of the day, the disciples thought Jesus should send the people away so they could find food and shelter. The people had not come prepared with food. Apparently, they had lost track of time as they listened to Jesus, because they were so interested in what He had to say and what He might do. Remember that in Bible times, there were no motels, no fast food restaurants, no grocery stores, and no cars to drive into town. Instead of sending the people away, Jesus said, "They do not need to go away; you give them something to eat."
3. The disciples knew that they did not have enough food to feed the thousands of people there. And they did not have money to buy that much food, even if there had been markets nearby. Jesus asked Philip, "Where shall we buy bread for these people?" Philip could only say that he knew it would take at least eight months' wages (200 **denarii**) to buy that much food. Jesus did not really expect Philip to buy food for all those people. He was trying to make Philip think about who He was and what He could do. Jesus already knew that He would provide the necessary food.



NOTE: Denarius: a silver Roman coin. One denarius was the typical daily wage of a laborer or farm worker. The plural form of the word is "denarii."

4. After all the miracles that the disciples had seen Him perform, and after hearing His lessons on God’s care (like Matthew 6), isn’t it amazing that they didn’t realize that He would take care of the people’s needs? It was easy for them to forget that they had nothing to worry about, just like it is easy for us to forget that God will also provide for our needs.
5. Unlike the other disciples who didn’t know what to do, Andrew brought a small boy to Jesus. The boy had a lunch of two fish and five small loaves of **barley** bread.



Barley: the grain most often used by the poor to make bread

6. Jesus told all the people to sit down on the grassy hillside in groups of 50 and 100. Then He took the little boy’s lunch, looked up into heaven, and prayed to God, thanking Him for the food. He broke the five loaves of bread and the two fish into pieces and gave them to the disciples to distribute. Everyone ate until they were full, and there were still twelve baskets full of food leftover! Through this miracle, Jesus fed 5,000 men—not counting all the women and children who were also there. [This is one of the few miracles of Jesus that is recorded in every one of the four Gospels.] Because of this miracle and many others that He did, Jesus’ reputation spread. Many people believed He was the Son of God.
7. Jesus was willing to help when He saw anyone in need. What can you and I do to help people who don’t have enough food and clothing? How can we help others like Jesus did? [Discuss age appropriate ways that children can help others. Be specific, maybe even asking them to tell on Wednesday or the following Sunday what they did.]
8. OLDER CHILDREN: Discuss the meaning of the memory verse. “Pure religion” (James 1:27) is believing in the God of the Bible and Christianity, and wanting to obey Him in the way the Bible says to. In the Old Law, God commanded the Jews to take care of those who needed help the most (children without parents, women whose husbands had died, and the poor). God expects us to do the same.



RECOMMENDED READING FOR TEACHERS: One of the key principles to keep in mind when reconciling the apparent age of the Earth from observation with the age of the Earth as implied in Scripture is the fact that the Universe originally had to be created with an immediate appearance of age (i.e., a “mature creation”). “Each component of creation was brought into existence in its full and functioning state; the rivers were running, the sun was shining, the plants were growing, and so on. In addition, one might note that even the miracles of the New Testament serve to parallel this concept. The miracles of Christ and His apostles had the appearance of age. When Jesus fed the 5,000, He did not grow the wheat from seeds, or wait for fish eggs to hatch. He fed the multitude with bread and fish that had the appearance of having gone through the growing and harvesting process, when in reality, they had not. Many other examples could be given. For the Christian, therefore, there is no real dilemma in the question, ‘which came first, the chicken or the egg?’ When God commanded the plants, animals, and man to be fruitful and multiply, they were in a physically mature state to carry out that command immediately” [Major, Trevor (1987), “Questions and Answers,” *Reason & Revelation*, 7:5-7, February].

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#) and [Answer Key](#).

Ages 2-5:

- [“Jesus Feeds 5,000 Coloring Sheet”](#) (provided in activity sheets)
- Help children make badges with the caption, “I Can Help Others Like Jesus Did.” Add his or her snapshot to the badge if possible.
- Have a construction paper basket, two fish cut-outs, and five pieces of bread cut-outs per child. Let the students glue their basket, fish, and bread onto a piece of cardstock or construction paper with the lesson title, scripture reference, or memory verse printed on it.
- Have Goldfish® crackers and hard crusted rolls
- Have the children read the following:
 - *Miracles of Jesus*, by Pamela Broughton, A Little Golden Book
 - *The Story of the Loaves and Fishes*, by Alice Joyce Davidson, An Alice in Bibleland Storybook (DISCLAIMER: on p. 15, change “people” to “men”)
 - *Jesus Feeds the Hungry*, by Crystal Bowman, The Beginner’s Bible

1st–2nd Graders:

- “Bible Alphabet Soup”: Divide the class into teams. Give each team identical sets of plastic letters. Ask one-word review questions that the kids must answer by spelling the word with the plastic letters. The team to spell the correct answer the quickest wins that round.
- “Bible Bowling”: Write review questions on small slips of paper and put them inside toilet tissue tubes. Line the tubes up in a straight line and let each child have a turn knocking over one tube at a time with a ball. Give him/her the opportunity to answer the review question inside the tube.
- [“Jesus Feeds the Multitudes Crossword Puzzle”](#) (provided in activity sheets)
- [“Jesus Feeds the Multitudes Word Search”](#) (provided in activity sheets)
- Have the children read the following:
 - *Five Small Loaves and Two Small Fish* book, by Diane Stortz (Standard Publishing)
 - *Jesus Feeds the Five Thousand*, by Crystal Bowman, Zonderkidz “I Can Read!” Series
 - *Jesus Does Miracles and Heals People*, Contemporary Bible Series, Scandinavia Publishing House, pp. 24-29

3rd-4th Graders:

- [“Jesus Feeds the Multitudes Word Search”](#) (provided in activity sheets)
- [“Jesus Feeds the Multitudes Crossword Puzzle”](#) (provided in activity sheets)
- Tic Tac Toe, Hang Man, or Bible Bowling with review questions from this and previous lessons (see [N.T. 2 Review Questions](#) for example questions).
- [“Fishing and Fishermen in the Bible”](#) activity (provided in activity sheets)
- [“Food in Bible Times”](#) activity (provided in activity sheets)
- “Bible Bowling”: Write review questions on small slips of paper and put them inside toilet tissue tubes. Line the tubes up in a straight line and let each child have a turn knocking over one tube at a time with a ball. Give him/her the opportunity to answer the review question inside the tube.
- Have the children read the following:

- Matthew 14&15; Mark 6&8; Luke 9; John 6
- *Discovery* magazine issues (NOTE: [Advanced Bible Reader](#) quizzes exist for many issues of *Discovery* magazine): [August, 2021](#); “Jesus Raised Lazarus From the Dead” ([February, 2000](#)); [June, 2020](#)
- “The Miracles of Jesus” article (from *Discovery* Magazine, [September, 2016](#)) (NOTE: [Advanced Bible Reader](#) quizzes exist for many issues of *Discovery* magazine)
- “A Feast for 5,000” article (from *Discovery* Magazine, [December, 2002](#))
- *Meal for Many* Arch Book, by Eric Rottmann
- *Jesus Feeds the 5,000*, by Mark Ammerman, Little Bible Books

FINGERPLAYS:

“MY HANDS”

(Illustrate with magazine pictures)

My brother’s hands are busy.
 My father’s hands are strong.
 My mother’s hands are gentle.
 They teach me right from wrong.
 My sister’s hands are playful.
 My two hands are small.
 And when our hands are helping hands,
 They are the nicest of them all.

“THIS LITTLE CHILD”

This little child has happy feet (point to feet), helping to keep his home nice and neat.
 This little child has happy hands (hold up hands), helping with work whenever he can.
 He hangs his shirt, his coat, his cap (follow each with appropriate motion) where they should go.
 And at night when he stops to pray (fold hands together), He thanks the Lord for his good day.

“WHEN I GROW UP”

When I grow up big and tall (stand on tiptoe and stretch arms high), a good helper I will be.
 A helper to Daddy (hold up first finger) who is kind and good.
 I’ll do for my Mother (hold up second finger) the things I should.
 A helper to Sister (hold up ring finger) and to Brother, too (hold up pinky finger).
 God’s helper I will try to be, by loving others as He loves me (hands folded across chest).
 I want to be a helper to all (wide sweep with arms),
 when I grow up, big and tall (stretch arms, tiptoe).

SONGS:

“LITTLE FEET BE CAREFUL” ([Click to Hear](#))

Author: J.H. Rosecrans

I washed my hands this morning, so very clean and bright,
and lent them both to Jesus to work for Him ‘till night.

CHORUS:

Little feet be careful where you take me to;
Anything for Jesus only let me do.

I told my ears to listen quite closely all day through,
For any act of kindness such little hands can do.

(CHORUS)

“A HELPER I WILL BE” ([Click to Hear](#))

Author: Unknown*

(Tune: “Farmer in the Dell”)

A helper I will be, a helper I will be.
There’s work to do, there’s work to do,
In our family.

A helper I will be, a helper I will be.
There’s help to give, there’s help to give,
To those who are in need.

“FIVE LOAVES AND TWO FISHES” ([Click to Hear](#))

Author: Sharon Broome

(Tune: “Ten Little Indians”)

One little boy shared his lunch.
One little boy shared his lunch.
One little boy shared his lunch.
And Jesus fed five thousand.

Five little loaves and two little fishes,
Five little loaves and two little fishes,
Five little loaves and two little fishes,
Jesus fed five thousand.

Took the food, prayed, and broke it.
Took the food, prayed, and broke it.
Took the food, prayed, and broke it.
Then passed it to the apostles.

Each one ate until he was full.
Each one ate until he was full.

Each one ate until he was full.
And there were still leftovers.

Twelve baskets full were left over.
Twelve baskets full were left over.
Twelve baskets full were left over.
After each had eaten.

*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE
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Jesus Feeds the Multitudes (the 5,000 and the 4,000)

Matthew 14:13-21



New Testament 2
Part 1: Miracles Show Jesus' Great Power

WEDNESDAY EVENING

New Testament 2 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Matthew 15:32-38; Mark 8:1-9

MEMORY WORK:

YOUNGER CHILDREN: "[God] gives food to the hungry" (Psalm 146:7b).

OLDER CHILDREN: "Pure and undefiled religion before God and the Father is this: to visit orphans and widows in their trouble..." (James 1:27a).

SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["My Hands"](#)
- ["This Little Child"](#)
- ["When I Grow Up"](#)
- ["Little Feet Be Careful"](#)
- ["A Helper I Will Be"](#)
- ["Five Loaves and Two Fishes"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Miracles & Teachings of Jesus](#) Bible fact cards (provided under "N.T. 2 Bible Facts" on curriculum Web site)
- Apologetics Press' [Bible Timeline](#)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- "Matthew Chapter Summary" from "[Kids Prep](#)" CD by Jeff Miller
- Betty Lukens' felt pieces
- ["Map of New Testament World"](#) (provided in map section of curriculum Web site)
- ["Map of Palestine"](#) (provided in map section of curriculum Web site)



- AP’s short videos, “[Jesus and Miracles](#)” and “[6 Reasons to Believe in Jesus](#)” by Kyle Butt and “[One Proof of God: Jesus](#)” by Eric Lyons
- Jesus Feeds 5,000 flannel graph (in Miracles of Jesus flannel graph)
- Jesus Feeds 5,000 (in Our Friend Jesus bulletin board set)
- Jesus Heals and Helps picture set from A Beka (DISCLAIMER: use the cards, *not the lesson book*)
- Plastic or paper maché fish and loaves of bread

PERSONAL APPLICATION:

I can learn to help others in need just like Jesus did.

INTRODUCTION:

- Briefly review Sunday morning’s lesson (see [N.T. 2 Review Questions](#) for example questions)
- [N.T. 2 Bible Facts Flashcards](#) (provided under “N.T. 2 Bible Facts” on curriculum Web site)

POINTS TO EMPHASIZE:

1. According to Matthew, not long after He fed the 5,000+ people, Jesus found Himself in a similar situation. This time there were 4,000+ people who needed food after coming to hear Him. This huge crowd had been with Jesus, not one day, but three, and had eaten all the food they had brought. Jesus told His disciples, “I feel compassion for the multitude....” He saw a need and wanted to help.
2. Even though the disciples had seen Jesus perform miracle after miracle, and even though they had seen Jesus feed an even larger crowd before, they still questioned, “Where will anyone be able to find enough to satisfy these men with bread here in this lonely place?” Surely Jesus was very disappointed in their lack of faith. But the Bible doesn’t tell us that He scolded them this time. He only asked how many loaves of bread they had. This time they had seven loaves of bread and a “few” fish.
3. Again, Jesus told the multitudes to sit on the ground, offered a prayer to God, and broke the bread and fish into many pieces, until everyone had eaten all they wanted. This time there were seven baskets full left over.
4. Like before, Jesus saw a need and reached out in compassion to help. His disciples saw the hungry crowd, but did not think that they could make a difference. We have to be willing to look for ways to help, and then be willing to follow through, knowing that God will help us.

NOTE: COMPARING THE TWO MIRACULOUS FEEDINGS OF MULTITUDES:

Feeding the 5,000+

- *Were with Jesus one day
- *In Galilee, near Bethsaida
- *5 loaves, 2 fish
- *12 baskets full left over

Feeding the 4,000+

- *Were with Jesus three days
- *Near the **Decapolis**
- *7 loaves, a few fish
- *7 baskets full left over

Decapolis: a district of Palestine consisting of 10 cities, which is what the word “decapolis” means. All but one of the cities were east of the Jordan. The district extended from near Damascus to near the north end of the Dead Sea.



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- Have Goldfish[®] crackers and hard crusted rolls

1st–2nd Graders:

- [“In the Right Order”](#) (provided in activity sheets)
- [“What a Picnic Word Search”](#) (provided in activity sheets)

3rd-4th Graders:

- [“Fishing and Fishermen in the Bible”](#) activity (provided in activity sheets)
- [“Food in Bible Times”](#) activity (provided in activity sheets)
- [“In the Right Order”](#) (provided in activity sheets)
- [“What a Picnic Word Search”](#) (provided in activity sheets)

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