

# **THEME 2**

## **Families**

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Theme 2, Families, looks at the idea of church as family and also introduces the idea that all those around the world are part of God's family. Students will think about their own families and understand that they are part of the family of God. They will be introduced to an early church family and later expand their understanding of family to those around the world.

This theme includes Unit 2: The Church Family, and Unit 3: The Many Faces of God's Family.

## Grade 1—Unit 2

# The Church Family

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The church is a community of people called believers. It is not a building. The people who make up a church are varied, and each bring different gifts and abilities to share with the church and with God. The church is like a family, and children are an important part of that family. Churches worship God, and the early church worshipped God in similar ways to how we worship God today.

### LESSONS

1. My Family
2. The Church Is a Family
3. I Am Part of the Family of God
4. Children Are Part of the Family of God
5. Jesus Wants People to Be Part of the Family of God
6. An Early Church Family
7. The Church Family Worships God

# Unit 2: The Church Family

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## Unit Information

### SUMMARY

Families and churches are made up of unique and special people who all have different abilities. The church is like a family, and we can use our abilities in the church family. We can all be part of the family of God.

### KEY BIBLE TEXTS

Psalm 68:6a\*

**Psalm 133:1 (main memory verse)**

Matthew 19:13-15\*

Mark 9:33-36

Luke 10:38-42\*

Acts 2:42-47\*

Acts 5:42

Acts 16:1-5\*

Romans 8:35-39

Romans 12:3-8

Romans 14:1-15:13

Ephesians 5:19-20\*

Ephesians 6:1-4\*

Colossians 3:12-17\*

1 and 2 Timothy

1 Peter 2:4-10\*

**1 Peter 2:5 (memory verse)**

**1 Peter 2:9 (memory verse)**

*\*texts used in lessons*

### BIBLICAL BACKGROUND

#### **A Family Is a Family ...**

The word “family” will mean something different to each person in your class. While one hopes that the feelings evoked by the word are positive and warm, there are those instances where family is painful, unpleasant and troublesome. If family is something that has negative connotations to some in your class, stress the ways your class can be family.

Family, in the biblical sense, provides a sense of belonging and rootedness for individual persons. The psalmist wrote, “God sets the lonely in families” (Psalm 68:6a). In the creation story, God said, “It is not good for the man to be alone” (Genesis 2:18).

The Bible stories the students will discuss in depth this year are family stories. Yet these families were not narrowly defined, nuclear families, because they crossed generations to include grandparents, uncles, nephews, and step-parents.

Scripture provides values for families to model. For example, authority is best practiced by being of service to others. Family and community form a body in

which each member participates, according to the needs of the group and the gifts of the members.

Families provide support to one another. Members of a family truly care for each other. Families share histories from generation to generation. Families teach us to share love.

### **A Church Is Part of God’s Family**

Acts 2 provides a glimpse of what the early church community was like. Members shared personal recollections of what Jesus said and did. The early church was an inclusive community. Anyone who believed in the risen Christ was considered part of the church, regardless of ethnic origin, religious background, or socioeconomic status. Fellowship meant relating to one another and showing concern about each person. Material goods were shared; not just because others were needy, but because they were part of the church family. As family, the early believers showed compassion for each other.

The church body has been very important to Anabaptists. In *We Believe*, Paul Erb describes the function of the church. He writes: “We believe that the church is the body of Christ, the brotherhood of the redeemed, a disciplined people obedient to the word of God and a fellowship of love, intercession and healing.” (Scottsdale: Herald Press, 1969, page 35.)

The church community has been the place where those who are serious about following God learn from each other. Individuals are not alone. We are “living stones,” together building God’s community (I Peter 2:7-9).

### **The Early Church Family**

The church began in Jerusalem, with groups of six to ten people gathering in homes for prayer and worship. As people relocated to other towns and cities, more groups of believers began meeting. Paul began his missionary journeys, preaching, and visiting many cities in the Roman world.

Timothy, a young believer, was a respected leader of the church at Lystra. He was the third generation of believers in his family. His grandmother, Lois, and mother, Eunice, were described as people of faith.

Paul visited Lystra on his second missionary journey (Acts 16:1-5). Since the church community spoke well of Timothy, Paul wanted him to travel on this missionary journey. Timothy agreed. “As they traveled from town to town, they delivered the decisions reached by the apostles and elders in Jerusalem for the people to obey” (Acts 16:4).

Later, Paul wrote letters to Timothy. They contained advice for church leaders. Paul wrote them when he was in prison, expecting death.

### **You Are Important to God’s Family**

Each person in God’s family has gifts to offer. The Bible does not stipulate that you have to be an adult in order to be important. Everyone can love and serve Jesus, by showing love and respect to others. Certain ethnic backgrounds or levels of education are not necessary in order to have a place that is uniquely yours. “Just as each of us has one body with many members, and these members do not all have the same function, so in Christ we who are many form one body, and each member belongs to all the others” (Romans 12:4-8).

## ESSENTIAL UNDERSTANDINGS

- A family is a group of people who live together and love each other.
- A building is not a church; the people who worship in the building are the church.
- People who are a church care for each other, like families.
- Christ is the cornerstone of the church.
- God loves children.
- Children belong to the family of God.
- God wants people to be part of the family of God.

## WORSHIP

1. Spend time talking about the many abilities students have that can be used in the church. Say a prayer of thanksgiving for the students and their abilities.
2. Write and illustrate prayers to God that show thankfulness for families.
3. Lesson 5, Extend the Lesson, offers suggestions for students to listen to God.

## BULLETIN BOARD IDEAS

Lesson 4 includes instructions for each student to add a paper “stone” to the bulletin board to create the shape of a building.

## MEMORY PASSAGES

This unit offers the following verses for students to memorize. You may copy and clip the following verses for students to take home.

How very good and pleasant it is when kindred live together in unity!  
Psalms 133:1 (NRSV)

You also, like living stones, are being built into a spiritual house to be a holy priesthood, offering spiritual sacrifices acceptable to God through Jesus Christ.  
1 Peter 2:5

You are a chosen people, a royal priesthood, a holy nation,  
a people belonging to God, that you may declare the praises of him who  
called you out of darkness into his wonderful light.  
1 Peter 2:9

## **MEMORY VERSE CONNECTIONS**

*Make this memory verse connection during Lesson 5, Extend the Lesson:*

Read Psalm 133:1, “How very good and pleasant it is when kindred live together in unity!” Point out that the cloth patches need to work together to make a beautiful quilt. In the same way, when people work together, beautiful things can happen. Ask students for examples, such as working together on a project, instead of tearing apart other projects. Because there is cooperation instead of division, good things can happen.

## **ASSESSING TEACHING / LEARNING**

Observing students and their interactions is one of the best ways to discover if students are practicing the lessons. Look to see if they cooperate with each other, if they use caring words, and if they practice peacemaking skills.

A quiz on the unit is also included, on page 105.

# The Church Family

## LESSON 1: MY FAMILY

### Objective

Students will understand that families are special.

### Key Concepts

- A family is a group of people who live together and love each other.
- Each family is unique and special.

**Text:** Ephesians 6:1-4; Psalm 68:6a

**Estimated Lesson Time:** 30 minutes

### Materials

- Modeling clay for each student
- *All Kinds of Families* by Norma Simon
- Chart paper
- Bible (*New Living Translation* is helpful)
- For Extend the Lesson, option one: *Families: Around the World, One Kid at a Time* by Uwe Ommer
- For Extend the Lesson, option two: paper, crayons or markers

### Teacher Preparation

- Purchase or borrow the book, *All Kinds of Families*.
- If using Extend the Lesson, option one, locate the book, *Families: Around the World, One Kid at a Time*.

## INTRODUCING THE LESSON

**Model families out of clay.** Give each of the students some modeling clay and have them create figures for all members of their families. Pair students so they can introduce their families to each other. Share names, ages, and hobbies of family members.

## LESSON STEPS

**1. Think about families.** Ask students for characteristics of families and list their responses on chart paper. Encourage them to think about how families interact, who is included in a family, etc. Written responses will be used in Lesson 2.

**2. Enjoy a story.** Read *All Kinds of Families* by Norma Simon. Then ask if anyone thought of more characteristics of families while listening to the story. Add to the list on the chart paper.

**3. Listen to God.** Invite the students to listen to what God says in the Bible about families. Read Psalm 68:6a (*New Living Translation* uses the word “family”), and Ephesians 6:1-4. Ask what God says about family relationships in these verses.

(Responses may be that children are to obey and honor parents.) Ask how the students can honor and obey parents. (Responses will vary.)

**4. Display clay families.** Set up the modeling clay families on a countertop or table where students can visit during the day, to introduce others to their families.

### **EXTEND THE LESSON**

*(These activities will extend the lesson to longer than 30 minutes.)*

- **Families around the world.** Introduce the book *Families*, by Uwe Ommer, looking at the pictures of families around the world. How are the families similar to the students' families? How are they different?
- **Draw family portraits.** Have students draw their families on a sheet of paper and color the portrait.

# The Church Family

## LESSON 2: THE CHURCH IS A FAMILY

### Objective

Students will understand that people in a church are like a family.

### Key Concepts

- A church is not a building, but the people who worship in the building.
- People who are a church care for each other, like families.

**Text:** Acts 2:43-47

**Estimated Lesson Time:** 30 minutes

### Materials

- Chart paper with list of family characteristics, from Lesson 1
- Blank chart paper
- Bible
- Drawing paper, crayons or markers
- For Extend the Lesson, option one: *Jubilee Songbook* and CD, CD player (*optional*)
- For Extend the Lesson, option two: “Church Family Tree” activity sheet, p. 88

### Teacher Preparation

- If using Extend the Lesson, option two, make one copy of the “Church Family Tree” activity sheet for each student.

## INTRODUCING THE LESSON

**Act out families.** Bring out the chart from the last lesson, with a list of characteristics students gave for families. Invite them to act out some of these characteristics. Divide the class into small groups and have each prepare a short skit about family interactions to present to the class. You may need to give examples. Some ideas might include: a.) The family is getting ready to go on a trip. How does each family member help to pack? b.) One child is sick and in bed. Show how other family members help the sick child. c.) The family is making pizza together for supper. How does each family member help?

## LESSON STEPS

- 1. What is a church family like?** Have students name characteristics of churches, and make a list on the new sheet of chart paper. Encourage them to think about how people care for each other when someone is sick, or when a baby is born.
- 2. Read Acts 2:43-47.** In these verses, what are ways the people in the church take care of each other? (Responses might include that they have things in common, they sell possessions to take care of those in need, they eat together, and they worship together.) Add additional characteristics to the list that students might have thought about while listening to the verses.

**3. Compare the lists.** Compare, as a class, the characteristics of families and the characteristics of churches.

**4. Talk about the church.** Invite the students to think about the church characteristics. Ask if a church *building* does the things mentioned in the list or in the verses? Or can *people* do the things mentioned in the list or in the verses? Conclude by pointing out that it is the people who are the church, not the building.

**5. Draw a church family portrait.** Give students time to draw people in their church family. Then pair the students, so they can share about their church families.

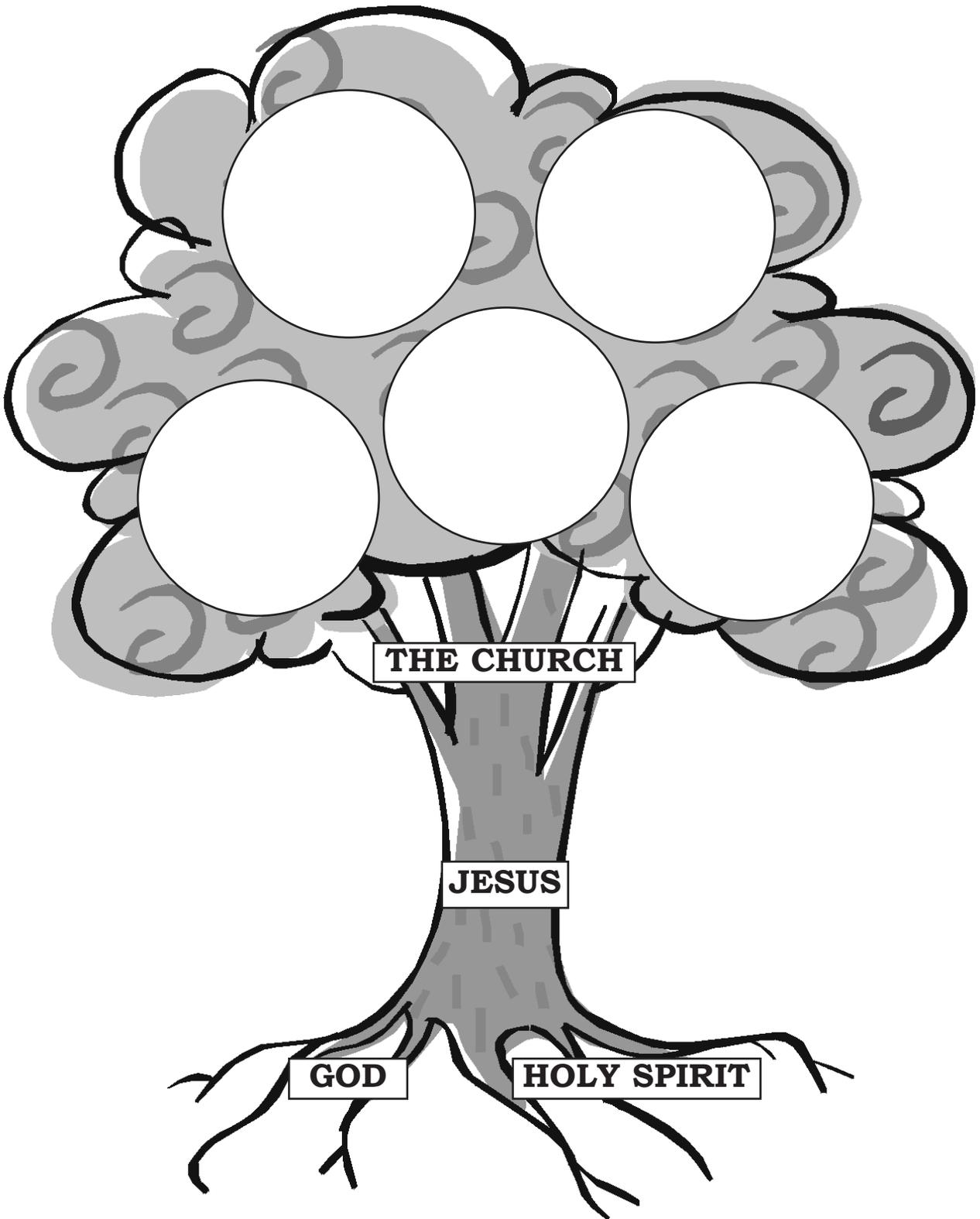
### **EXTEND THE LESSON**

*(These activities will extend the lesson to longer than 30 minutes.)*

- **Sing about the church.** Sing “We Are the Church,” by Richard Avery and Donald Marsh, if you are familiar with the song. *OR*, sing one or both of these songs from the *Jubilee Songbook*: “What is this Place?” (#16), “God’s Family” (#17). If you wish, sing along with the *Jubilee Songbook* CD.

- **Make a church family tree.** Give each student a copy of the activity sheet from page 88. Note how the church is rooted in God and extends to us through God’s son, Jesus. As part of the church family, we all have a place in the church family tree. Invite students to draw themselves in the branches, as well as other family members and church members.

# Church Family Tree



# The Church Family

## LESSON 3: I AM PART OF THE FAMILY OF GOD

### Objective

Students will understand that the church is built on Christ.

### Key Concepts

- Christ is the cornerstone of the church.
- We can join Christ in building the church.
- Everyone has unique gifts to bring to the church.

**Text:** 1 Peter 2:4-10

**Estimated Lesson Time:** 30 minutes

### Materials

- Building materials such as cartons, boxes, and blocks
- Bible
- Small stones for a wall or simple structure, preferably one for each student, plus a few extra
- For Extend the Lesson, option two: 1 small stone for each student (in addition to those mentioned above), markers

### Teacher Preparation

- Practice reading the paraphrase of 1 Peter 2:4-10, p. 90, while building a wall with the small stones.

### INTRODUCING THE LESSON

**The church works together.** Invite students to think about what happens when their church meets. You may use these discussion starters: What kinds of roles or jobs do people have? What kinds of things do people do in the church? Is everyone a Sunday school teacher? Is everyone a pastor? What would happen if everyone was a pastor? What would happen if everyone was a music director? How do people in the church work together?

### LESSON STEPS

**1. Building together.** Divide the class into groups of four or five, to build a building. Ask what kinds of things will they need to think about when building a building? How can the group best work together? Give each group building materials and allow time for them to work.

**2. Inspect the buildings.** When the structures are finished, take a tour of the buildings. Do the structures look like they will stand for a few minutes, or a long time? How are the buildings alike? How are they different?

Point out that well-constructed buildings have a good foundation, which usually includes a cornerstone. Pick out a key material along the foundation of the structure

and use it to explain the concept of a cornerstone. The rest of the structure is built around the cornerstone, so that everything fits together to make a good building.

**3. Churches and living stones.** Remind the students that in the last lesson, they learned that churches are people, not buildings. Is it important that churches are different sizes? Does it matter if they look different from each other? Students might want to consider both the building and the people who are part of a church. Add that because people fit together to make a church, sometimes people are called “living stones.” It means we are like stones that build a church, but, unlike stones, we are alive. This means that we can all use our talents to help each other.

**4. Building the church.** Consider how different roles and jobs within the church help to build the church. Note that when everyone works together, the church can be strong, as if it is built with stones (*living stones*). Ask if the students can guess who might be the cornerstone in a church (Christ).

**5. What does the Bible say?** Gather small stones around you, along with a Bible opened to 1 Peter 2:4-10. The reading below is suggested for this rather difficult passage, but it is important for the students to know that the idea and original wording of “living stones” is from scripture.

Paraphrase of 1 Peter 2:4-10:

*(Hold up one stone.)*

This is a stone that will live as part of a holy house. Come to Christ, who is a living stone, the cornerstone of God’s house. This stone has been rejected by people, but is chosen and precious to God.

*(Place stone on a surface.)*

Like this living stone, you are also living stones. Allow yourselves to be built into God’s house and to be chosen and precious in God’s sight. Then you will please God.

*(Add several stones to the existing stone, to create a simple wall.)*

People who do not listen to God, those who disobey God, will stumble and fall because of these stones.

*(Pause)*

But you are not like that. You have been chosen and are precious to God. You are part of God’s holy nation, God’s own people. You can now tell others about the wonderful things God does.

*(Add more stones to the wall.)*

God has called you to be part of the people of God. God has chosen you, and you are precious.

*(Add more stones to the structure. If you have enough stones for your entire class, name each student as you place a stone down. If you do not have enough stones, put down one stone for “all first-graders who are wearing blue today,” then for “those in first grade who are wearing red today.” Continue until you have said a color for each student.)*

You are part of God’s holy temple, a living stone. Christ is the cornerstone. He has chosen you, and you are precious.

You might want to end the lesson here, and begin the next lesson with a discussion about the wall. Place the wall in a space where the students can look at it throughout the day. If you want to have a discussion now, pause for a few minutes before beginning. Ask the children how they feel, knowing that they are precious to God. How will the class work together as a living temple of God?

## **EXTEND THE LESSON**

*(These activities will extend the lesson to longer than 30 minutes.)*

- **Do action rhymes.** Enjoy getting active with these poems about the church:

### **There's a Place at Church for You**

If you are very, very small *(crouch down to the floor)*  
There's a place at church for you.  
If you are very, very tall *(stretch high)*  
There's a place at church for you.  
If you are very middle-sized *(bend knees)*  
There's a place at church for you.  
Small, tall, middle-sized *(match actions to words)*  
There's a place at church for you.

### **If I Were the Church**

If I were the church  
My church bell would ring,  
"Come everyone," I'd gladly sing.  
*(Place hands together and swing arms as bells)*

If I were the church  
I'd stretch my arms wide *(open arms wide to welcome)*  
To welcome everyone inside.

If I were the church  
But I am, you see,  
For the church is people . . . you and me! *(point to others, then to self)*

—*Elaine Ward*

- **Create "living" stones.** Give each student a stone and have them use markers to draw a face and hair on the stone. You may collect the stones and group them with the stone wall made in today's lesson.

# The Church Family

## LESSON 4: CHILDREN ARE PART OF THE FAMILY OF GOD

### Objective

Students will understand that, as children, they are part of the family of God.

### Key Concepts

- God loves children.
- Children belong to the family of God.

**Text:** Matthew 19:13-15

**Estimated Lesson Time:** 30 minutes

### Materials

- Bible
- One picture of each child; *OR* paper, pencils, markers/crayons for drawing self-portraits
- Construction paper in “stone” colors: brown, gray, tan
- For Extend the Lesson: chart paper

### Teacher Preparation

- Ahead of time, write a note asking parents to send in pictures of their children, *OR* bring in a digital camera to take pictures of the children. (An alternative is to ask children to draw pictures of themselves.)
- Cut construction paper into stone-shaped pieces (one construction-paper stone will be given to each child).
- Prepare large letters for the bulletin board to spell out, “We are LIVING STONES that make up the church.”

### INTRODUCING THE LESSON

**Who is part of the church?** Ask students to respond to this question. In light of the last lesson, they might respond that we are all part of the church. Some might make reference to stones. Point to the wall you made in the last lesson, reminding the children that each of them is a *living* stone that makes up the church. Students might have questions about concepts in the last lesson. Answer them as clearly as possible before beginning this lesson.

### LESSON STEPS

**1. We are “stones.”** Give each child a construction-paper stone. They may glue a picture of themselves on the stone, tape on a self-portrait they have drawn, or draw a self-portrait directly on the stone. Be sure to include each student’s name. As the children finish, have them bring their stones to you, to be stapled to the bulletin board in the shape of a building. Label the bulletin board, “We are LIVING STONES that make up the church.”

**2. Types of “stones.”** Review the discussion from the last lesson, about the roles and jobs that people have in the church. Some are pastors, some teach Sunday school, etc. Explain that though a lot of these roles are for grown-ups, children their age have a special place in the church.

**3. What does the Bible say?** Tell the students that Jesus wants children to be part of the living stones, the family of God. Ask them to listen for what Jesus has to say about children, as you read Matthew 19:13-15.

**4. Children in the church.** Talk about how Jesus responded to children in the passage. How does it make the students feel? Ask them how children can participate in the church family. What are things that children can do as part of the family of God? Look again at the living stones bulletin board.

### **EXTEND THE LESSON**

*(These activities will extend the lesson to longer than 30 minutes.)*

- **We need each other.** Use chart paper to list ways in which the class is family to each other. Entitle it “You Need Me and I Need You.”

# The Church Family

## LESSON 5: JESUS WANTS PEOPLE TO BE PART OF THE FAMILY OF GOD

### Objective

Students will recognize that Jesus wants people to be part of the family of God.

### Key Concepts

- Jesus wants people to listen to God.
- Jesus wants people to be part of the family of God.

**Text:** Luke 10:38-42

**Estimated Lesson Time:** 30 minutes

### Materials

- Bible
- For Extend the Lesson, option one: fabric patches, cloth markers

### Teacher Preparation

- If using Extend the Lesson, ask a parent to help cut out fabric squares from cloth, one per student

### INTRODUCING THE LESSON

**Busy days.** Pair students and ask the following questions for them to answer for their partners:

1. If you were having a really busy day, what kinds of things would you be doing?
2. What do you always take time to do, even if you are having a really busy day?
3. What things do you not bother to do, if you are having a really busy day?

Gather together as a whole group. Ask the questions again and wait for one or two responses to each question.

### LESSON STEPS

**1. Listen to the Bible.** Ask the students to listen for answers to the following questions as you read Luke 10:38-42: Why did Martha not join Mary and Jesus? How did Jesus respond to Martha? After reading the passage, repeat the questions and allow time for responses.

**2. Too busy for Jesus.** Point out that Martha seemed too busy to spend time with Jesus. What kinds of things might Martha have been doing in her house that made her so busy? Even though we are sometimes busy, Jesus still wants us to be part of God's family and wants us to take time to listen to God.

**3. Daily chores.** Invite the students to, one at a time, pantomime daily chores that keep them busy. The group will guess what chores are being acted out. In between each pantomime, say together, “We will listen to God.” Add that even though we are sometimes busy, Jesus still wants us to be part of the family of God.

### **EXTEND THE LESSON**

*(These activities will extend the lesson to longer than 30 minutes.)*

- **Listen to God.** Allow quiet time for the students to listen to God. They may write or draw as they listen. It might be helpful to begin with some guided questions, such as, “What does God want you to do today?” or “How does God want you to help others today?”
- **Make a class quilt** to show that everyone belongs together. Invite students to each decorate a fabric square, using a fabric marker. Explain that though the patches are all different, each is important in making the quilt. What would happen if one patch was missing? What would the quilt look like if all the patches were the same? Ask a volunteer to piece the quilt and assemble it. Keep the quilt in the reading corner, so students can wrap up in it to read.

# The Church Family

## LESSON 6: AN EARLY CHURCH FAMILY

### Objective

The students will understand how the family of God grows.

### Key Concepts

- The church family grows when people believe in God.
- The early church worshipped God much like we do today.

**Text:** Acts 2:42, 5:42, 16:1-5; Ephesians 5:19-20; Colossians 3:16-17;  
1 and 2 Timothy

**Estimated Lesson Time:** 30 minutes

### Materials

- Bible
- Simple “early church” costumes (bathrobes, scarves, etc.) for four older students
- “First-Century Order of Worship” script (p. 99)
- For Extend the Lesson, option two: “Paul Asks Timothy to Help” play script (pp. 100-101)

### Teacher Preparation

- Arrange for four older students to help with lesson steps 1 and 2; also with Extend the Lesson, option two, if using.
- Ahead of time, make copies of the First-Century Order of Worship and give one to each of the older students. (Make extras to keep on hand in case a student forgets to bring his or her script along.) Also give them the costumes ahead of time.
- For Extend the Lesson, option two, make a copy of the play for each of the older students.

### INTRODUCING THE LESSON

**The early church.** So far, the lessons have focused on the church as family. Explain to the students that church families began worshipping together a long time ago. We now call those first Christian families who worshipped together “the early church.” After Jesus rose into heaven, the early church wanted to share their love for him and faith in him with others. They met in small groups in homes to sing and pray.

Hold up a Bible and point out the Old Testament. Explain that this is the part of the Bible the early church would have used. Turn to the Psalms. The early church would have sung psalms as hymns. Add that the New Testament, which is part of our Bible today, was not yet written when the early church gathered for worship. The New Testament begins with the life of Christ and was written several years after Jesus lived on earth.

## LESSON STEPS

**1. Meet an early church family.** Invite the older students into the classroom and introduce them as Timothy, his mother Eunice, his grandmother Lois, and the preacher Paul. Explain that these people were part of the early church, and loved to worship God. The women taught Timothy to love the Bible, and when Timothy got older, he helped Paul.

**2. Hold an early church service.** Explain to the class that Timothy, Eunice, Lois, and Paul will show what an early church service might have been like. Have the four students act out the early church service, using the script on page 99. (If they forgot to bring the scripts with them, supply them with copies.)

Use the following statements, with the four students acting out their lines in between:

- First, the church service might have had a Call to Worship. This is to help get ready for the rest of the service. Timothy is going to read the Call to Worship. (*Timothy reads Call to Worship from script.*)
- Next they may have had a prayer. Paul is going to pray for us. (*Paul reads prayer from script.*)
- The people would have sung a hymn. We are going to sing \_\_\_\_\_. (*Choose a song the children know and that is familiar to the student playing Lois.*) Lois is going to lead us in our singing.
- Somewhere in the service they would have been sure to read from the Bible. That's called reading the scripture. Eunice is going to read part of Psalm 100 for us. (*Eunice reads psalm from script.*)
- The people at that time would have had a sermon during their church service. Paul is going to give us the sermon now. (*Paul reads sermon from script.*)
- Next, we will say a creed. A creed is something that we really believe in. Timothy is going to tell us the creed that we will say today and then we will all say it together. (*Timothy leads creed from script.*)
- At the end of the service, there was usually a benediction. A benediction is a blessing or prayer that a church leader says to the congregation. Paul is going to do our benediction today. (*Paul reads benediction from script.*)

(*Descriptions of early Christian worship are found in Acts 2:42 and 5:42, Ephesians 5:19-20, Colossians 3:16-17.*)

**3. Services today.** Ask the students if they recognized any parts of the early church service. Do they do any of these things in their own church services? Are some things included in the early church service that are not included in church services today?

**4. Timothy helped Paul.** Tell the students that during the time of the early church, the preacher Paul wanted Timothy to help him in his ministry. In fact, Paul even wrote two letters to Timothy that are in our Bible and we can read today. Show the books of 1 and 2 Timothy to the students. You might want to read a few verses, such as Paul's greeting to Timothy, 1 Timothy 1:1-2, and his advice to pray, 1 Timothy 2:1-3.

## **EXTEND THE LESSON**

*(These activities will extend the lesson to longer than 30 minutes.)*

- **Early church service role play.** After acting out the early church service with the older students doing the parts of Timothy, Eunice, Lois, and Paul, invite the first-graders to take turns playing the different roles.
- **Watch a play about the early church.** Have the four older students act out the play, Paul Asks Timothy to Help, pp. 100-101. Timothy should be the storyteller.

## First-Century Order of Worship

**Timothy (Call to Worship):** Grace to you and peace from God our Father and the Lord Jesus Christ.

**Paul (Prayer):** Thank you, God, that you sent your son Jesus to show us how to live. We pray that you would provide strength for us, as we live as Jesus taught. Amen.

**Lois (Hymn):** Help the teacher lead a song that is familiar to everyone.

**Eunice (Scripture):**

Make a joyful noise to the Lord, all the earth.  
Worship the Lord with gladness;  
come into his presence with singing.

Know that the Lord is God.  
It is he that made us, and we are his;  
we are his people, and the sheep of his pasture.

*Psalm 100, verses 1-3*

**Paul (Preaching):** People throughout all of time have waited for God to send his son, Jesus. Now that Jesus has come, we recognize him as the Messiah that God promised a long time ago. Jesus Christ, the son of God, is the one who showed us how to live—by loving God and other people, and by helping other people. We pray that we will have the strength to follow the ways of Jesus and to live as he taught.

**Timothy (Creed):** Jesus is Lord. *(Have the group repeat it with you.)*

**Paul (Benediction):** The grace of our Lord Jesus Christ and the love of God and the fellowship of the Holy Spirit be with you all.

## Paul Asks Timothy to Help

**Storyteller:** When God calls, each one of us has to decide how to answer the call. Here is a play about Timothy, a young man who heard God's call. Let's pretend that we're part of Timothy's family. We are there when Paul asks Timothy to join him. See, here is Paul, stopping at Timothy's house.

**Paul:** This must be the place. I wonder if anyone will be at home.

**Lois:** (*Opening the door*) Good morning.

**Paul:** Good morning. I am looking for a young man named Timothy. Does he live here? The followers of Jesus speak well of him. I'd like to meet him.

**Lois:** He is away right now, but he should be back soon. Please come in. I am Timothy's grandmother, Lois. This is my daughter, Eunice, Timothy's mother.

**Paul:** My name is Paul. My home was in Tarsus, but now that I am a follower of Jesus, I go from city to city.

**Eunice:** We are pleased to meet you. Why have you come to us?

**Paul:** Wherever I go, I tell Jesus' good news of God's love to all who listen. Then the followers of Jesus meet together as a church to worship God and learn more about the way of love.

**Lois:** Yes, we too are followers.

**Paul:** The people look to me for help. But I can't be everywhere at once. They need someone to teach them, to answer their questions, to help them with their problems. I want to ask Timothy to be that someone.

**Lois:** Timothy? Our Timothy?

**Paul:** Yes, I want him to work with me.

**Eunice:** Are you sure Timothy is the one you want? Timothy's father was Greek. We have always worshipped God, but our family has not always followed all the laws of the Jews. My mother and I sometimes wondered if God still loved us.

**Lois:** Then we heard the good news about Jesus. Now we know that God's love is for everyone, even for people like us.

**Eunice:** We have followed the way of Jesus and brought Timothy up in our faith.

**Lois:** My grandson is young, but the followers of Jesus here in Lystra look to him as a leader. He is needed here.

**Eunice:** Oh, Mother, it is *we* who need him! Timothy supports us with his work, but even more with his love and faith. We would be lost without him!

**Paul:** I know how hard it would be for you to let Timothy go. Would you rather I didn't ask him?

## Paul Asks Timothy to Help, continued

- Eunice:** Oh, no! We cannot tell him how to follow Jesus. He must decide for himself.
- Timothy:** *(from outside)* Grandmother!
- Lois:** Here he is now! *(She calls.)* Timothy, the apostle Paul is here to see you!
- Timothy:** *(Enters, excited.)* Paul! My friends have told me about you. I'm so glad to meet you.
- Paul:** I've come to ask you for help. I need someone to go with me to tell the good news to people wherever they have not yet heard of Jesus. Will you come?
- Timothy:** I know about your work, and I know that you need a helper. And you need someone to care for the churches that you have already begun, so you are free to preach in other cities.
- Eunice:** It is important work, Timothy.
- Timothy:** It is. But you need me here, too, Mother.
- Lois:** There are many here in Lystra who have not yet heard about Jesus.
- Timothy:** I would like to go with you, Paul. I believe in what you are doing.
- Lois:** Maybe Timothy could go with you for a year, and then come back here to the family and the church.
- Paul:** *(Shakes head.)* No one can make that kind of promise. God asks for a lifetime of service. We do not know where God will call us to go.
- Eunice:** So, Timothy, you must do whatever God calls you to do. Remember Jesus' words: "He who loves father or mother more than me is not worthy of me . . . and he who does not take his cross and follow me is not worthy of me."
- Timothy:** Then if God calls, I must answer. I will work for you, Paul. When do we begin?

*(Based on Acts 16:1-3; 2 Timothy 1:5-7; Matthew 10:37-38)*

# The Church Family

## LESSON 7: THE CHURCH FAMILY WORSHIPS GOD

### Objective

Students will learn some ways in which people worship God.

### Key Concepts

- Families of God worship God.
- We worship God in some of the same ways that Timothy worshipped God.

**Text:** Acts 2:42; Ephesians 5:19-20; Colossians 3:16-17

**Estimated Lesson Time:** 30 minutes

### Materials

- Bible
- Several song selections to sing with the children, *OR* CD player and favorite children's CD of worship music
- Snack for fellowship time (juice and crackers)
- For Extend the Lesson, option two: "Worship Today" activity sheet (p. 104), crayons or markers

### Teacher Preparation

- If using Extend the Lesson, option two, make copies of the "Worship Today" activity sheet, one per child

## INTRODUCING THE LESSON

**What happens at church?** Encourage students to think of as many things as they can that happen during church on a Sunday morning. List them on the board.

## LESSON STEPS

**1. Remember Timothy.** Remind the students about Timothy, from the last lesson. Timothy and his mother and grandmother were a family who worshipped God together.

**2. Worshipping God then and now.** Look at the list of Sunday morning events the children made in Introducing the Lesson. Read a few of them aloud. Explain that Timothy and his family met with their church family and worshipped in ways that are similar to the ones listed on the board. Refer to the early church service that you experienced in the last lesson.

**3. Listen to the Bible.** Read Acts 2:42. As you read about a worship activity in the text, put a checkmark by that activity on the board. For example: teaching is Sunday school, fellowship is coffee break, etc. When you read about fellowship, talk about what the word means. Ask if the students noticed any other activities

in the verse that they also do on a Sunday morning with their church family. Add the new items to the list.

Do the same with Ephesians 5:19-20 and Colossians 3:16-17. Some of the items will have several checkmarks.

**4. Have a worship service.** Lead the students in a simple worship service that includes elements listed on the board and in the texts:

- Begin the time with singing. Have students suggest a favorite song, or play a favorite children's CD and have everyone sing along.
- Lead the class in prayer, inviting God to be with them, their families, and their church families. Be sure to thank God for the students.
- Read a text together that might have been read during Timothy's church. A psalm would work well for this, possibly Psalm 138, Psalm 136:1-9 (have students join you in saying the second part of each verse), Psalm 148, or Psalm 150.
- Provide a short "sermon" acknowledging God's work in creation: God made all things and God created each child in this class. God is a loving God who cares for all people. We thank God today and praise God for creating each child. We thank and praise God for creating families to care for each of us.
- End the worship service with another song.
- Have your own fellowship time with the juice and crackers you brought.

### **EXTEND THE LESSON**

*(These activities will extend the lesson to longer than 30 minutes.)*

- **Favorite parts of worship.** Invite students to share about their favorite part of a worship service. Why is it their favorite part?
- **Worship today.** Introduce the activity sheet (p. 104) to the class. Ask them to circle the things we do today in our worship, and then color the sheet.

# Worship Today

Circle the things that are part of our worship today, then color the pictures.



# Unit 2 Quiz

Name \_\_\_\_\_

## Answer YES or NO:

- \_\_\_\_\_ 1. Everyone belongs to a family.
- \_\_\_\_\_ 2. The church is like a family.
- \_\_\_\_\_ 3. Christ is the foundation of the church.
- \_\_\_\_\_ 4. Everyone can be part of the family of God.

## Circle the best answer:

- 5. Sometimes the church acts like
  - a. Blooming flowers
  - b. Living stones
  - c. Fast dogs
  - d. Billowing clouds
  
- 6. \_\_\_\_\_ and \_\_\_\_\_ are sisters who needed to listen to Jesus.
  - a. Sarah and Rebekah
  - b. Ruth and Naomi
  - c. Mary and Martha
  - d. Lois and Eunice
  
- 7. \_\_\_\_\_ was a young man Paul asked to help with churches.
  - a. Adam
  - b. Nathan
  - c. Timothy
  - d. Leon

## Write an answer:

- 8. Name one way that an early church service is like the church service you go to today.
-

**Answers to Unit 2 Quiz:**

1. Yes
2. Yes
3. Yes
4. Yes
5. b. Living stones
6. c. Mary and Martha
7. c. Timothy
8. Answers will vary.