

## **Kindergarten—Unit 8**

# **Jesus Grew to Be a Man of God**

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This unit continues the study of Jesus' life. Students will learn about Jesus' baptism, temptation in the wilderness, choosing of the disciples, calming the storm, healing ten lepers, and feeding the 5,000. They will hear that Jesus came to earth as a person and lived among us. Jesus understands our sorrows and our joys. In all things, Jesus obeyed God.

### **LESSONS**

1. Jesus Is Baptized
2. Jesus Faces Temptation
3. Jesus Chooses 12 Helpers
4. Jesus Calms the Storm
5. Jesus Heals Ten Lepers
6. Jesus Feeds 5,000 People

# Unit 8: Jesus Grew to Be a Man of God

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## Unit Information

### SUMMARY

This unit continues the story of Jesus' life. Stories include Jesus' baptism and temptation in the wilderness, choosing of the disciples, calming the storm, healing the ten lepers, and feeding the 5,000.

### KEY BIBLE TEXTS

- Matthew 3:13-17
- Matthew 4:1-11
- Matthew 4:18-22
- Matthew 8:23-26
- Matthew 10:1-4
- Matthew 14:13-21
- Matthew 19:13-15
- Mark 1:16-20
- Mark 3:13-19
- Mark 4:35-41
- Mark 6:30-44
- Mark 10:13-16
- Luke 3:21-22
- Luke 4:1-13
- Luke 5:27-32
- Luke 6:12-16
- Luke 8:22-25
- Luke 17:11-19
- Luke 18:15-17
- John 1:15-50
- John 6:1-15

### BIBLICAL BACKGROUND

The story of Jesus' baptism and temptation in the wilderness shows Jesus preparing for his intense three years of ministry.

Jesus' baptism by John was a symbol, visible to all who were present, that Jesus was choosing to follow God. People may have been aware of Jesus' extraordinary capabilities as he grew into adulthood. By being baptized, he showed publicly that he chose to follow God and would allow God to direct his life. It was a signpost in Jesus' life, and the beginning of his ministry as recorded in the gospels.

After the baptism, Jesus went to the wilderness for a time of meditation, prayer, and contemplation. It was during this time of intense reflection that the devil tested Jesus, telling him to turn stones into bread, to take authority over all the kingdoms of the world, and to show he could survive a drop from the highest point of the temple. Jesus did not yield to the devil, but responded with scripture that put the temptations in perspective. Jesus showed the devil that he would not follow the way of worldly power.

After Jesus' temptation in the wilderness, he began preaching in synagogues and healing people. He invited people to follow him. They became his helpers and friends.

Jesus chose 12 people to be disciples. These 12 represented a cross-section of society. The personalities in this group would not have been expected to mesh and work well together. Four were fishermen: Peter, Andrew, James, and John. Matthew was a tax collector, which meant that under ordinary circumstances the other 11

disciples would have avoided him. Simon was a Zealot, a political activist. Judas Iscariot may have been a southerner, rather than from Galilee. We do not know much about the backgrounds of the other five disciples: Philip, Bartholomew, Thomas, James (son of Alphaeus), and Judas (son of James). Jesus modeled the need for a community of believers to carry out mission. He needed people to be with him in his ministry.

The common element in the stories of the last three lessons is God’s care for people. In calming of the storm, Jesus dealt with the disciples’ fear as well as their physical need to get safely across the lake. Jesus healed the ten lepers because the need was there, not because he needed to feel rewarded for what he did. The fact that nine of the lepers did not thank Jesus was as significant as the fact that one did. When Jesus fed the 5,000, he was meeting the crowd’s need for food by using what was available—a lunch that a young boy was willing to share.

## **ESSENTIAL UNDERSTANDINGS**

- Jesus did what God wanted him to do.
- Jesus helped many people by the work he did.
- Jesus needed other people to help him in his work.
- Jesus spent time alone with God.

## **SUGGESTIONS FOR ASSEMBLING BIBLE STORY BOOKS**

At the end of this unit, your students will have completed six pages for a Bible storybook about Jesus’ life. Each page will contain a symbol that will help the child retell the story. It is meant to be an interactive tool for children and their parents to enjoy together.

Assemble the book with staples, punched holes and yarn, or plastic comb binding. Include a sturdy cover and back and let each child simply write the word “Jesus” on the cover. Their names should be included somewhere on the covers. If you like, you can include the text from pages 230-231, copied and pasted on the pages opposite their illustrations.

## **WORSHIP / BIBLE MEMORY**

Each day before beginning the lesson, light a candle (*or use a battery-powered light*) and call the children to worship with the following activities.

1. Introducing the memory verses. This unit includes three memory verses, emphasizing three themes in Jesus’ adult life—his role as God’s son, his comfort for our fears, and his call to follow him. Talk about who is speaking in each verse:

- In Psalm 34:4, the writer talks about his search for the Lord. This represents our search for the message that Jesus preached while on the earth.
- In Matthew 3:17, God affirms Jesus as the son of God and expresses love for Jesus.
- In Mark 1:17, Jesus is speaking to his future disciples with an invitation to mission.

Don’t try to introduce all three verses at one time. Work together on one verse, until most of the children know it, before moving on to another verse. Develop

motions to use with the verses, if that is helpful for kinesthetic learners. Give opportunity for children to recite their memorized verses to the rest of the group. Reinforce the idea that learning scripture is for our own benefit, but also for the benefit of others.

2. Sing the following songs from *Jubilee Songbook* that highlight Jesus' life:

- With Jesus in the Boat, page 19
- The Lord Is My Shepherd, page 20
- Jesus Is My Shepherd Friend, page 21
- Come and See, page 22
- Jesus Loves the Little Children, page 23

3. Pray together: As you pray, thank God for the love and compassion Jesus showed while he lived on earth. Pray for commitment and kindness for each of your students. For five-year-olds, this might be asking for the ability to share with others, for remembering to talk to God in prayer, or for a love of learning about the stories of Jesus.

## **ASSESSING TEACHING / LEARNING**

The essence of this unit is Jesus' love and compassion for all people, as shown by his ministry. If children do not feel some of that love in their lives, the lessons have failed. Listening to student responses to each story is the best way to assess what they have learned. Collect objects from all of the stories in this theme—the Christmas story, Jesus' childhood, and Jesus' ministry—and put them in a bag (*for example, a donkey, a star, gifts, sand, dates, a scroll, a boat, bread*). Use the objects as conversation starters. As each object is brought out of the bag, students can talk about the story it represents and what they remember about that story. It is a good idea to choose objects that will evoke memories of more than one story.

## **MEMORY PASSAGES**

This unit offers the following verses for students to memorize: Matthew 3:17, Psalm 34:4, and Mark 1:17 (NRSV). You will find them in large format on pages 232-234, to copy as take-home sheets for students.

John baptized Jesus in the Jordan River.

(Matthew 3:13-17)

Jesus said no to the devil's temptations.

He wouldn't turn the stones to bread.

He wouldn't test God by  
throwing himself from the temple.

He wouldn't bow down and worship the  
devil on the mountain.

Jesus obeyed God.

(Matthew 4:1-11)

Jesus chose 12 friends to help him tell  
people about God.

(Matthew 4:18-22, Mark 1:16-20, Luke 5:1-11,  
Matthew 10:1-4, Mark 3:13-19, Luke 6:12-16)

Jesus took away the disciples' fear  
when he calmed the storm.

(Mark 4:35-41)

Jesus healed 10 men. Only one  
came back to thank him.

(Luke 17:11-19)

Jesus fed 5,000 people with 5 loaves  
of bread and 2 fish. He didn't  
want the people to be hungry.

(Mark 6:30-44)



And a voice from heaven  
said, “This is my Son,  
whom I love; with him  
I am well pleased.”

Matthew 3:17



I sought the Lord,  
and he answered me;  
he delivered me  
from all my fears.

Psalm 34:4



And Jesus said to them,  
“Follow me  
and I will make you  
fish for people.”

Mark 1:17

(NRSV)

# Jesus Grew to Be a Man of God

## LESSON 1: JESUS IS BAPTIZED

### Objective

Children will understand that Jesus' baptism in the Jordan River represented the beginning of his ministry on earth.

### Key Concepts

- Jesus' baptism showed people that he was choosing to follow God.
- Jesus began his ministry after he was baptized.

**Text:** Matthew 3:13-17; Luke 3:21-22

**Estimated Lesson Time:** 30-40 minutes

### Materials

- *Jubilee Songbook*
- Story props: story figures, story cloth, long strip of blue cloth, bowl of water, small dove cut from white paper, tape
- 9" x 12" sheets heavy white paper (1 per child)
- 4½" x 12" sheets blue construction paper (1 per child)
- John the Baptist and Jesus figures (p. 238)
- Glue, scissors, crayons
- For Extend the Lesson, option one: honey, crackers
- For Extend the Lesson, option two: recording of *Godspell*, the musical
- For Extend the Lesson, option three: buckets of water, cloths (rags)

### Teacher Preparation

- Practice telling the Bible story.
- Copy figures of John the Baptist and Jesus, making one set per child.
- Invite a guest to share about his/her baptism.

### INTRODUCING THE LESSON

**1. Worship and Bible memory.** See Unit Information, pages 228-229.

**2. Discuss how we begin certain activities.** Ask the children, "What do you do to start the day? (*Get out of bed.*) What do you do to begin your family meal? (*Say a prayer.*) What do you do to start watching TV? (*Press the power button.*) What do you do to begin your bath? (*Turn on the water.*) What do you do to start a race? (*Get on your mark.*)

Ask children for other activities and ways we start them. Say, "Every activity has a beginning. Sometimes we *do* something to start. Sometimes we *say* something to begin. Jesus knew that he was to tell people about God. When he was about 30 years old, he was ready to start doing that. Let's listen to the story and hear what Jesus did to begin telling people about God."

## LESSON STEPS

**1. Tell the story of Jesus' baptism**, using story figures. Arrange the story cloth with a strip of blue cloth across the middle, to represent the Jordan River. Put a bowl of water in the middle of the blue-strip "river." Place a story figure near the bowl of water, to represent John the Baptist. Place a story figure for Jesus at the corner of the cloth, along with several other figures who will be baptized. Have ready a small dove cut from white paper, with rolled tape on the back.

John the Baptist was Jesus' cousin. He was also a preacher. He loved God and wanted other people to be sorry for their sins and love God, too. John wore rough clothing, made from camel skins, and a leather belt around his waist. He found his food instead of buying it in the market. He ate locusts, which are like grasshoppers, and wild honey. (*Touch John's figure.*) John must have been a good preacher, because lots of people came to the Jordan River to hear him preach. (*Put people around John.*) They believed what John said. Many of the people told God they were sorry for their sins and were baptized in the river. (*Dip people in bowl of water.*)

John knew that he was the one to tell people about Jesus' coming. He said, "I baptize you with water for repentance, but one who is more powerful than I is coming after me; I am not worthy to carry his sandals. He will baptize you with the Holy Spirit and fire."

One day, Jesus came to the Jordan River. (*Move Jesus and John to bowl of water.*) He was about 30 years old and ready to begin his ministry. Jesus asked John to baptize him. John said, "Oh, no! You should baptize me! I should not be baptizing you!"

But Jesus said, "No, this is the way it should be. I want you to baptize me." So John agreed and baptized Jesus in the Jordan River. (*Dip Jesus in bowl of water.*) Just as Jesus came up from the water, suddenly the heavens opened and he saw the Spirit of God come down like a dove. The Spirit of God landed on Jesus. (*Put dove on Jesus.*) A voice from heaven said, "This is my son, whom I love; with him I am well pleased."

**2. Wonder about the story**, using the following statements:

- I wonder how Jesus knew the right time to begin his ministry.
- I wonder how John the Baptist knew that Jesus was coming.
- I wonder how the Spirit of God looked and sounded.

Then pray, "Dear God, we are glad that John told the people to love you, and that you sent Jesus to show us your love. We love you, too. Amen."

**3. Invite a co-worker, parent, or friend** to tell the class about his/her baptism. If possible, have the guest bring a picture of the event. (*Or, if you prefer, tell about your own baptism.*) Before you begin your interview, explain to the children that baptism is something Christians do to show that God has forgiven their sins, washed them all away, and now they are ready to begin a new life following Christ. Ask your guest the following questions:

- Why did you want to be baptized?
- How did you know you were ready to be baptized?
- Were you a perfect person after you were baptized?

Ask the children to tell about baptisms they have witnessed in their congregation.

How did the candidate get wet? What did the pastor ask them? What did the rest of the congregation do after the baptism? If you have a child from an infant baptism tradition, ask him/her to share about that.

**4. Make a book about Jesus' life.** Explain about the book the children will make during this unit. Each page will tell a story of Jesus' life. On the first page, they will make a river and make two men to put in the river. One is John the Baptist. The other is Jesus. They can use these figures to tell the story of Jesus being baptized.

Give each child a sheet of white construction paper or other heavy paper, and a 4½" x 12" piece of blue construction paper. Instruct them to cut "waves" on one side of the blue paper. As they finish, help them glue the blue paper to the bottom of the white paper on three sides, leaving the top, wavy part unglued. This way, they can insert the John the Baptist and Jesus figures into the river. If some students finish early, have them help other students. As children finish gluing the paper, give them the figures of John the Baptist and Jesus to cut out and color. When finished, they can insert the figures "in" the water. (*Watch out for wet glue! The figures should be removable.*) Make sure each paper is labeled on the back with the child's name. Store pages in a safe place until the unit is completed.

### **EXTEND THE LESSON**

*(These activities will extend the lesson to longer than 30-40 minutes.)*

- **Learn more about John the Baptist.** Read the story of John the Baptist from Matthew 3:1-6. Bring in honey and crackers to share with the children.
- **Play a recording** of "Prepare Ye the Way of the Lord" from the musical, *Godspell*. Invite children to move to the music. How does the music make them feel? Do they think this was a happy time for John the Baptist and Jesus?
- **Water cleanses.** In addition to symbolizing a new beginning, baptism is also a sign of cleansing. Provide water and rags and let children clean a dirty place in the school. Talk about how water can wash away dirt and other bad things.



# Jesus Grew to Be a Man of God

## LESSON 2: JESUS FACES TEMPTATION

### Objective

Children will understand that Jesus was human and faced temptation. They will be able to tell ways that Jesus chose God's way, not the way of the world.

### Key Concepts

- Jesus went to the desert to listen to God.
- The devil tempted Jesus in the desert.
- Jesus did not listen to the devil, but chose God's way.

**Text:** Matthew 4:1-11; Luke 4:1-13

**Estimated Lesson Time:** 30-40 minutes

### Materials

- *Jubilee Songbook*
- Candy and crayon
- Props for story: story figures, shallow box of sand, stone, small box, paper cone
- Large sheet of paper, markers
- 9" x 12" sheets of heavy white paper (1 per child)
- Scraps of construction paper
- Markers or crayons, scissors, glue
- Book or video about temptation (choose from this list):
  - The Berenstain Bears and the Double Dare* by Stan and Jan Berenstain
  - "Cookies" from *Frog and Toad Together* by Arnold Lobel
  - Stagestruck* by Tomie dePaola
  - Fox* by Margaret Wild
  - Larry Boy and the Bad Apple* (DVD)

### Teacher Preparation

- Practice telling the Bible story, using the props.
- If using Extend the Lesson, option one, think of some possible role plays.

### INTRODUCING THE LESSON

**1. Worship and Bible memory.** See Unit Information, pages 228-229.

**2. Temptation.** Invite one student to join you in front of the group. Explain that you will give the child candy if he/she will writes his/her name on the wall with a crayon. First, offer one piece of candy. Then two, then three . . . Will the student do it for any amount of candy?

Ask, "Why did you want to do it? Why didn't you?" Tell children that temptation is when we want to do something we know we shouldn't because it will make us feel happy or good for a short time. The Bible story today tells about a time when Jesus was tempted. Jesus could have done things that would make his life easier, but he knew God had a different plan. God wanted to show the world what was

really important in life. Having lots of things and being powerful was not what God wanted for Jesus, or for us!

## LESSON STEPS

**1. Tell the story, “Jesus Faces Temptation.”** Use story figures and a shallow box of sand. In one corner of the box, place a stone. In another corner, put a small, overturned box to represent the temple. In another corner, put a “mountain” (*paper rolled into a cone*). Put two story figures in the box to represent Jesus and Satan.

Jesus was almost ready to begin his ministry. John the Baptist had baptized him in the Jordan River. Jesus knew what the Bible said. He understood some of the things God wanted him to do on earth. But Jesus did one more thing to prepare himself. He went to the desert to pray. (*Move Jesus figure around sand “wilderness.”*)

Jesus wanted to think only about God. He didn’t want to worry about what to wear or eat. So Jesus did not eat food for 40 days. Forty days! That’s a long time to go without food. Jesus was very, very hungry. While he was praying in the desert, the devil came and tried to turn Jesus against God. The devil tempted Jesus with the things of the world. (*Move Jesus and devil to stone.*) He said to Jesus, “If you are the Son of God, tell this stone to become bread.” But Jesus answered the devil, “The Bible says that there is more to life than food. God’s words are more important than bread.”

The devil tried again. He took Jesus to Jerusalem, to the top of the temple. (*Put Jesus and devil on top of box/temple.*) He said to Jesus, “If you are the Son of God, throw yourself down. The Bible says that angels will save you.” But Jesus answered him, “The Bible also says, don’t test God.”

The devil didn’t give up. He took Jesus to the top of a high mountain. (*Put Jesus and devil near cone mountain.*) The devil showed Jesus all the kingdoms of the world. He said, “I will give you all of these kingdoms. You can be king of all of them, if you will only bow down and worship me.” How rich and famous Jesus would be! He could have the whole world for his own. But Jesus said, “Get away from here, Satan. The Bible says, ‘Worship the Lord your God, and serve only him.’ ”

So the devil gave up and left Jesus. (*Move devil out of story box.*) Jesus had not given in to any of his temptations.

**2. Wonder about the story**, using the following statements:

- I wonder how the devil came to Jesus. Did he look like a man? Or was he just a voice?
- I wonder how Jesus could keep from making stones into bread, when he was so hungry!
- I wonder what choices I could make that would please God instead of me.

Pray, “Thank you, God, for helping Jesus resist the devil’s temptations. Help us to do the right things, too. Amen.”

**3. Talk about temptations.** Tell the children about some things that tempt you (*unhealthy foods, mean behavior, etc.*). Ask them what they want to do that they know would not be good for them. Emphasize the idea that temptation is part of being human. Jesus was tempted because he was a human being. He chose to

serve God, instead of have lots of power on earth. Make a chart together, highlighting the choices Jesus made:

- At the top of the left side, put the heading “Earthly King.” On the right side, write “Heavenly King.” Under Earthly King, draw gold coins. Under Heavenly King, draw a walking stick and sandals. These represent Jesus’ choice to live simply.
- Next, draw an angel under Earthly King. Under Heavenly King, draw a cross. This represents Jesus’ willingness to accept death, even though he could have escaped it.
- Finally, draw a golden crown under Earthly King. Under Heavenly King, draw a crown of thorns. These represent Jesus’ choice to be a heavenly king, not an earthly king.

Tell the children how hard it must have been to resist these temptations. Jesus could have been rich. He could have escaped dying. He could have been king of the whole world. But he knew that God had a different plan and Jesus wanted to follow God’s true way.

**4. Book about Jesus’ life.** For this lesson’s page, children will use a collage technique to represent the three temptations Jesus faced. Give each child a sheet of heavy white paper. Have scraps of construction paper available. Instruct children to cut or tear three objects from the construction paper: stones, a temple, and a mountain, and glue them to the page. You may want to talk together about how a temple would look. Write the words STONE, TEMPLE, and MOUNTAIN on the chalkboard for children to copy and write near the objects on their pages (*if they can*). Invite them to retell the story when they finish their pages. Be sure sheets are labeled with names. Store pages in a safe place until the unit is completed.

**5. Read or watch a story.** When most children are done with their pages, call them together to read a book or watch a video about the issue of temptation. (*See list on page 239.*)

## **EXTEND THE LESSON**

*(These activities will extend the lesson to longer than 30-40 minutes.)*

- **Do some role plays.** Act out some temptations students might face: hitting someone in anger, taking something that doesn’t belong to them, saying mean things to someone, lying to Mom or Dad, etc. What would be Godlike choices?
- **Talk about fasting.** Explain that the spiritual discipline of fasting helps people focus on God by putting aside the cares of the world. Go without snack and use the time to sing some songs, practice Bible memory or read a quiet book.
- **Simple choices.** Extend the idea of the upside-down kingdom emphasized by Jesus’ choices in response to temptation. Have the children decide: If Jesus lived today, which would he choose?
  - To ride in a fancy limousine or take the bus?
  - To wear an expensive suit or buy clothes at Goodwill?
  - To eat steak at a restaurant or share soup at a mission?
  - To meet with the president or visit prisoners in jail?
  - To fight back when someone teases him or walk away?

# Jesus Grew to Be a Man of God

## LESSON 3: JESUS CHOOSES 12 HELPERS

### Objective

Children will understand that Jesus chose helpers to carry out his ministry. They will be able to name several of the disciples.

### Key Concepts

- Jesus chose 12 people to be his special helpers.
- Jesus needed helpers/friends.
- By being with Jesus, the disciples learned a new way of living.

**Text:** Matthew 4:18-22; Mark 1:16-20; Luke 5:1-11; Matthew 10:1-4;  
Mark 3:13-19; Luke 6:12-16

**Estimated Lesson Time:** 30-40 minutes

### Materials

- *Jubilee Songbook*
- Bible story props: name tags with names of disciples
- Book of the “Biggest Turnip” folk tale by Alexei Tolstoy. Options include:
  - The Enormous Turnip* (Harcourt, 2003)
  - The Gigantic Turnip* (Barefoot Books, 2006)
  - Grandma Lena’s Big Ol’ Turnip*, adaptation by Denia Hester (Albert Whitman & Company, 2005)
- 9" x 12" sheets of heavy white paper (1 per child)
- Large envelope for each child
- Disciple figures (p. 246)
- Crayons, scissors
- For Extend the Lesson, option one: book about friendship, such as *Who Will Be My Friends?* by Syd Hoff (HarperTrophy, 1985), *Will I Have a Friend?* by Miriam Cohen (Aladdin, 1989), or *We Are Best Friends* by Alike (HarperTrophy, 1987)
- For Extend the Lesson, option two: paper, washable ink stamp pads
- For Extend the Lesson, option four: construction paper, string, sticks, magnets, paper clips

### Teacher Preparation

- Practice telling the Bible story.
- Make copies of the disciple figure page, two per child.
- If using Extend the Lesson, option four, cut fish shapes from construction paper and label with disciple’s names. Attach paper clips to fish and make several “fishing poles” using sticks, string, and magnets.

### INTRODUCING THE LESSON

- 1. Worship and Bible memory.** See Unit Information, pages 228-229.
- 2. Read or tell the folktale of “The Biggest Turnip in the World.”** In this story,

a farmer tries to pull a plant from his garden. He can't do it alone, so he calls for help. The turnip still won't budge, so they call for more help, and so on until many are helping to pull the turnip. Finally, the turnip pops out of the ground, and the people make a stew from it. After reading the story, emphasize that sometimes we cannot do a job by ourselves. We need help. We need friends who will share the work. In today's story, Jesus finds helpers for his work.

## LESSON STEPS

**1. Tell the story of Jesus choosing the disciples**, acting it out with the children. You will play the part of Jesus. Draw 12 class names to play the parts of the disciples. Put a name tag on each disciple (Peter, James, John, Andrew, Philip, Bartholomew, Thomas, Matthew, James, Thaddaeus, Simon, Judas). Scatter the disciples around the room. Instruct Peter, Andrew, James, and John to pretend to fish with a net. Matthew might have his tax-collecting bag.

Jesus started his ministry alone, but he knew he would need helpers to share God's good news and to heal people. As Jesus traveled, he met many people, and many people followed him. But he chose 12 special friends to help him do his work. The first men he chose were fishermen. (*Walk over to Peter and Andrew.*) Peter and Andrew were brothers. They worked hard, mending their nets and casting them into the sea to fish. One day, they had fished all day but caught nothing. Jesus came up to them. "Put your nets into the deep water," he said.

Peter said to Jesus, "Master, we have worked all night, but caught nothing. But if you say so, we will do it." (*Peter and Andrew pretend to throw nets out.*) Peter and Andrew cast their nets into the deep water and caught so many fish it filled both of their boats. Peter and everyone there was amazed! Then Jesus told them, "From now on, you will fish for people." Peter and Andrew brought their boats to shore, left everything, and followed Jesus.

James and John were also brothers. They were the sons of Zebedee. One day, James and John were in their boat, mending their nets. (*Walk over to James and John.*) Jesus came to them and said, "Follow me, and I will make you fish for people." James and John left their father with the hired men and followed Jesus. (*Walk around room with disciples as you continue to call them to follow.*)

These were the first people Jesus called to be his disciples. But he called eight more. They had heard Jesus' message and seen his miracles. They believed Jesus was the Messiah, the one they had been waiting for—the Son of God. Jesus called Philip. (*Motion to Philip to follow.*) He called Bartholomew. (*Motion to Bartholomew to follow.*) He called Thomas. (*Motion to Thomas.*) Jesus called Matthew. (*Motion to Matthew.*) He called another James. (*Motion to the second James.*) He called Simon and Thaddeus. (*Motion to both.*) And also Judas. (*Motion to Judas.*)

(*Invite all "disciples" to sit with you as you tell rest of story.*) All of these helpers left their jobs, their families, and everything familiar. They knew it wouldn't be easy to follow Jesus. Sometimes they would be hungry and tired, and people would laugh at them. They might even lose their lives. No, it would not be easy to follow Jesus! But they believed it was worth it. They all wanted to help Jesus spread the good news here on earth.

**2. Wonder about the story**, using the following statements:

- I wonder why these twelve were special enough to be Jesus’ helpers.
- I wonder if the disciples knew how hard following Jesus would really be.
- I wonder if I am ready to follow Jesus even when it is hard.

Pray, “Dear God, Thank you that Jesus found good helpers to help him share your good news. Help us to share your good news, too. Amen.”

**3. Play a game.** Explain that a *disciple* is someone who follows what someone else does. Say, “The disciples were Jesus’ special friends, but they also wanted to learn from him. We are disciples of Jesus, too, because we want to act in the ways he did. Sometimes it’s easy to be a disciple, and sometimes it’s hard.” Play a game of follow the leader, using some “easy” actions and some “hard” actions. Instruct the children to act as much like the leader as they can.

You serve as the first leader for the game. Walk around the room varying your steps, arm movements, and facial expressions. Ask the children if it was easy or hard to copy what you did. Now model more difficult behaviors. Hop on one foot for a long period of time. Snap your fingers. Whistle a tune. Ask the children again: Was it easy or hard to do what you did? Let several children act as the leader. Ask them to think of easy and hard actions to follow.

Call the group together to discuss why it might have been hard for the disciples to follow Jesus. He might have taken them places they didn’t want to go. He might not have fought when they thought he should. Jesus told the disciples stories they didn’t understand. Crowds of people gathered around Jesus all the time. Ask, “Why do you think the disciples stayed with Jesus?” (*They believed he said things that were true. They believed he was the Son of God. They saw his miracles.*) Finally, ask, “Why do you think Jesus chose helpers?” (*He needed friends. He wanted a few people to learn his teachings well. He wanted someone to carry on his ministry after he went back to heaven.*)

**4. Book about Jesus’ life.** Give each child a set of 12 disciple figures to cut out and color, a 9" x 12" sheet of heavy paper, and a large envelope. Show how to glue the front (*address side*) of the envelope to the paper, to create a pocket to store the disciple figures. This will be the next page to add to their books.

**5. Cooperative activities.** Finish the lesson with activities that require students to work together. Remind them that Jesus chose 12 friends to help him with his work. Say, “Sometimes we need others to help us, too. We’re going to do some activities that require working together.”

- Make a line—Have the class (*or smaller groups*) form a line. See if they can make the shortest line possible, without talking, then the longest. If you really want a challenge, line up shortest to tallest. Again, they should do all this without talking.
- Be a train—Have children line up one behind the other. Each child puts hands on hips of child in front. Have them try to walk around the room, between desks and chairs, trying to hold together and move their legs together. If they become skilled, they can move faster and faster, as a train does.
- Build a machine—This may be done in large or small groups. With small groups, begin by demonstrating a “human machine.” For example, a washing machine is formed by two people holding hands with arms outstretched and a third person moving around inside. Other possibilities include a computer key-

board with keys going up and down, a car wash, or a blender. After the demonstration, form small groups and have children create their own machines for others to guess. Have groups think about the following questions:

- What machine do you want to build?
- Is it possible to create the machine with the group?
- What are the parts of this machine?
- What part do you want to be?
- Is the machine complete?

## **EXTEND THE LESSON**

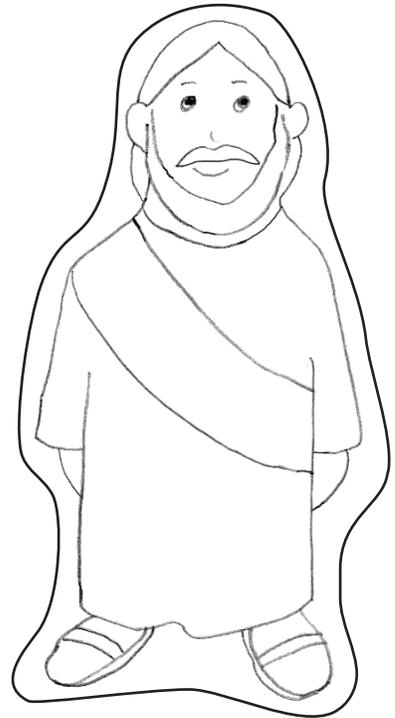
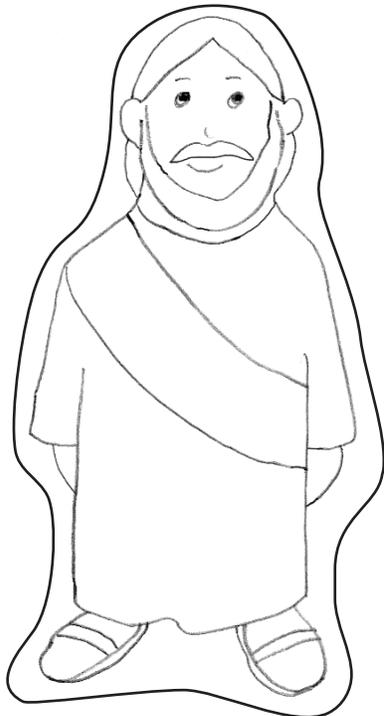
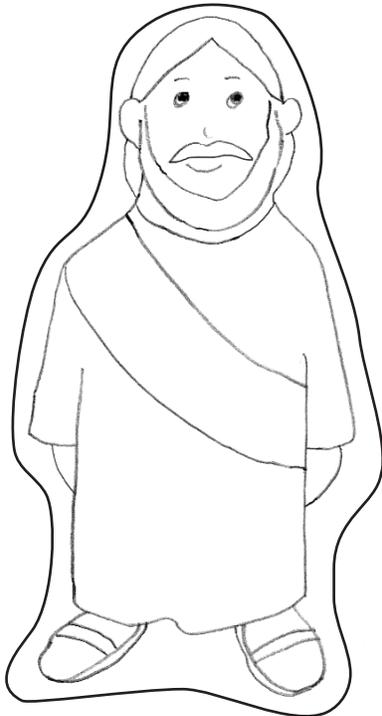
*(These activities will extend the lesson to longer than 30-40 minutes.)*

- **Read a book about friendship**, such as *Who Will Be My Friend?* by Hoff, *Will I Have a Friend?* by Cohen, or *We Are Best Friends* by Alike. Talk about the importance of friendship in life.
- **Make “Follow me” footprints.** Using washable ink stamp pads, show children how to make “footprints” by stamping side of the fist. Add toes to the “foot” by stamping with the fingertip. Under the prints, have children copy from the board the words, “Follow me.”
- **Memorize disciples’ names.** Challenge the class to memorize the 12 disciples. Teach the following song, “There Were 12 Disciples,” or another song that includes the names of the disciples.

*(Tune of “Bringing In the Sheaves”)*

There were twelve disciples Jesus called to help him:  
Simon Peter, Andrew, James, his brother John,  
Philip, Thomas, Matthew, James the son of Alphaeus,  
Thaddeus, Simon, Judas, and Bartholomew.  
He has called us, too. He has called us, too.  
We are his disciples, I am one and you!  
He has called us, too. He has called us, too.  
We are his disciples, I am one and you!

- **Play a fishing game.** Make a fishing game by cutting fish shapes from construction paper. Write a disciple’s name on each fish, and attach a paper clip to each one. Using magnets connected to sticks with string, let children fish for disciples and try to read the names on the fish they catch.



# Jesus Grew to Be a Man of God

## LESSON 4: JESUS CALMS THE STORM

### Objective

Children will name their fears and hear that Jesus doesn't want us to be afraid. They will understand that Jesus' love is stronger than our fears.

### Key Concepts

- Jesus performed a miracle by calming the storm.
- Jesus cares when we are afraid.
- Jesus' love is stronger than fear.

**Text:** Mark 4:35-41

**Estimated Lesson Time:** 30-40 minutes

### Materials

- *Jubilee Songbook*
- Rhythm instruments (*optional*)
- Bible story props: "boat" (large plastic container that floats), flashlight, tub of water
- Paper, markers, pencils, crayons
- 9" x 12" sheet of black construction paper (1 for each child)
- White chalk
- Aluminum foil, construction paper scraps, scissors, glue
- Bulletin board letters for "Don't be afraid. My love is stronger than your fear."
- *Sing the Journey* songbook (Faith & Life Resources, 2005)
- For Extend the Lesson, option one: newspapers
- For Extend the Lesson, option three: Ivory soap (1 bar per child), tub of water, plastic knives
- For Extend the Lesson, option four: paper, masking tape

### Teacher Preparation

- Practice telling the Bible story with props.
- Cut aluminum foil into zig-zag shapes (*several for each child*) to represent lightning.
- If using Extend the Lesson, option one, practice making a boat from newspaper.

## INTRODUCING THE LESSON

**1. Worship and Bible memory.** See Unit Information, pages 228-229.

**2. "Peace, be still!"** Hand out rhythm instruments for children to play, *OR* lead the class in making noise with their voices. Invite them to make as much noise as they can, but must stop as soon as you say the words, "Peace, be still!" Raise your hands to indicate when you will speak. Let children take turns being the one to say, "Peace, be still!" Put instruments away and introduce the lesson with these words, "You got quiet when I used words; you *listened* to me. The story you will hear today tells about a time when the wind and the sea *listened* to Jesus' words."

## LESSON STEPS

**1. Tell the story of Jesus calming the storm.** You will need a tub of water, a “boat” large enough to hold 13 story figures, and a flashlight. Put 13 story figures beside the tub and put the boat in the water. Turn out the lights to tell the story.

Jesus had been working hard. He spoke to crowds of people every day. He healed sick people. EVERYONE wanted to see and hear Jesus.

One evening Jesus said to his disciples (*touch Jesus*), “Let’s get in the boat and go to the other side of the sea. I am tired.” Jesus and the disciples got in the boat. (*Put all story figures in boat.*) The water moved the boat gently up and down. The wind was blowing softly. Jesus was getting sleepy. He went to the front of the boat, where there was a cushion, and lay down to sleep. (*Lay Jesus figure in front of boat.*)

While Jesus was sleeping, a storm came up. The wind started to blow. *Ooooooooooh! Ooooooooooh!* (*Children can help make sound of wind.*) The sky got terribly dark, and lightning flashed across the sky. (*Turn flashlight on and off quickly.*) Thunder boomed. (*Clap your hands.*) The wind tossed the little boat up and down. The boat was filling with water. (*Tip boat so water goes into it.*) The disciples were so afraid! But where was Jesus? He was still asleep in the front of the boat. He didn’t even know it was storming.

The disciples came and woke Jesus. (*Set Jesus figure up.*) “Jesus, don’t you care that we’re sinking?” Jesus saw and felt the storm. (*Continue rocking boat.*) He said to the wind and the sea, “Peace, be still!” (*Stop rocking boat.*) The wind stopped, and there was a dead calm. (*Wait a moment in silence.*) Then Jesus turned to the disciples and said, “Why are you afraid? Do you *still* not believe?” And the disciples were amazed. They said to each other, “Who *is* this man? Even the wind and the sea obey him!”

**2. Wonder about the story**, using the following statements:

- I wonder what the disciples expected Jesus to do when they woke him.
- I wonder what would have happened if Jesus hadn’t been in the boat.
- I wonder if Jesus can take away my fear, the way he took away the disciples’ fear.

Pray, “Jesus, take away our fear. Help us to know that your love is stronger than our fear. Amen.”

**3. Have children write or draw** about a time when they were afraid. Before they begin, tell your own story of when you were afraid (*as an adult or a child*) and prayed for God to take away your fear. Then give time for sharing, so that every child has a story to tell. Prompt with ideas: big dogs, the dark, being away from parents, shots, strangers, water, etc. Some children may be able to write words to tell their story. Others will need to draw pictures. Encourage them to write/draw as much as they are able. Ask if you can display their stories somewhere in the room or hallway. Above the writing place the title, “Don’t be afraid. My love is stronger than your fear.” If some finish early, encourage them to take turns retelling the story with story figures. When all are finished, teach the song, “Don’t Be Afraid,” #105 in *Sing the Journey* (*if you have access to a copy*).

**4. Book about Jesus’ life.** For today’s page, give each child a piece of black construction paper, white chalk, and some zigzag foil strips. Show how to create storm clouds on the black paper with white chalk and glue on the foil strips to look like

lightning. Provide construction paper scraps for children to design and cut out their own little boats and glue them on their pictures. Store this page with the other finished ones. You may want to spray pictures with hair spray, to set the chalk. Write names on pieces of masking tape to attach to the backs of the pictures.

### **EXTEND THE LESSON**

*(These activities will extend the lesson to longer than 30-40 minutes.)*

- **Make paper boats.** Show children how to make paper boats out of newspaper. If you don't know how, check out the book, *Curious George Rides a Bicycle* or look up instructions on the Internet. Provide newspaper and let children make boats of their own.
- **Create a "storm."** Sitting together on the floor, cross legs and imitate the sound of rain by gently slapping hands on legs. Begin slowly, then speed up, as the rain gets louder and faster. Add sounds of wind and thunder with your voice and clapping hands. You could speak the main themes of the Bible story as the students create the storm. When you get to the part where Jesus calms the storm, the noise stops immediately.
- **Make soap boats** to float on a pretend Sea of Galilee. Use plastic knives to carve Ivory soap into a boat shape. Stick a craft stick into the soap for a mast. Make a paper sail and attach it to the mast. Float the boats in water. Let children re-create the storm and the quiet.
- **Windstorm game.** Crumple paper into balls for "boats." Make a "lake" by putting masking tape on floor, about 5-6 feet apart. Children must blow their boats across the water, using only their own wind. See if all children can get their boats across the lake. If not, ask them to invite some friends to help.

# Jesus Grew to Be a Man of God

## LESSON 5: JESUS HEALS TEN LEPERS

### Objective

Children will understand that God wants us to be thankful for his grace. They will say thank you to someone that helps them.

### Key Concepts

- Jesus performed a miracle by healing ten lepers.
- Jesus was happy that one came back to say “thank you.”
- God wants us to be thankful, too.

**Text:** Luke 17:11-19

**Estimated Lesson Time:** 30-40 minutes

### Materials

- *Jubilee Songbook*
- Piece of candy or sticker for each child
- Paper, markers, cover-up tape for corrections
- 9" x 12" sheet of construction paper for each child
- Small white dot stickers, white chalk, or several bottles correction fluid or white paint
- Figures of Jesus and ten lepers (pp. 254-255)
- Tan or brown construction paper
- White or manila envelope, large enough to hold cutout figures
- Scissors, glue
- Heart sticker for each child
- For Extend the Lesson, option two: blank note cards and envelopes, drawing and/or decorating supplies

### Teacher Preparation

- Practice telling the Bible story.
- Make two-sided copies of Jesus and ten lepers (*one side with sad lepers and one side with smiling lepers*) onto brown or tan construction paper. Make enough copies for each child to have ten leper figures.

### INTRODUCING THE LESSON

**1. Worship and Bible memory.** See Unit Information, pages 228-229.

**2. Being thankful.** Slowly, hand out candy or stickers, giving one piece to each child. Before beginning, make it clear that they are not to eat the candy or peel off the sticker until you say so. Allow any child who says “thank you” to keep the candy or sticker. Collect the treats from the other children. Then say, “I’m going to pass out the candy (or stickers) again.” Without giving a hint, repeat the procedure. Hopefully, everyone will catch on soon and say thank you for the candy.

Remind the children that God wants us to be truly thankful for gifts, and not just say “thank you” to be nice or to get something we want.

## LESSON STEPS

**1. Tell the story of Jesus healing the ten lepers,** acting it out with the children. You play the part of Jesus. Choose 10 children to play the parts of lepers. Choose several more to play the priests. *(You may want to act out the story twice, so that everyone has a chance to play a role.)* Priests stand off to one side. Lepers are together in a group. Jesus comes walking toward the lepers.

Jesus was traveling again. He and his friends were going to Jerusalem. They were walking, walking, walking. *(Walk around room.)*

**Jesus:** I see a village ahead. Maybe we can get some water to drink and bread to eat. I am ready to sit and rest.

As Jesus approached the village, ten men walked towards him. They had white patches on their skin. Jesus could tell these men were sick with leprosy. He knew that if he got close to them, he could get sick too. The men stayed far away from Jesus. They knew who Jesus was. They had heard how he could heal people. Maybe he could heal them!

**Lepers:** Jesus, Master, have mercy on us! *(Coach lepers to say this phrase.)* When Jesus saw them he said to them,

**Jesus:** Go and show yourselves to the priests. *(Instruct lepers to walk toward priests.)*

Jesus said this, because only priests could say that the lepers were healed and live close to other people again. On their way to the priests, the men were healed. They probably jumped up and down and shouted for joy. *(Tell lepers to jump and shout.)*

One of the healed men wanted to do one more thing. He wanted to thank Jesus. He turned back, praising God with a loud voice. *(Have one leper walk back toward Jesus, shouting “Praise God!”)* He lay down at Jesus’ feet *(leper lies face down with hands pointing toward Jesus)* and thanked him. The man was a Samaritan, someone who came from a different country.

**Jesus:** Didn’t I heal ten men? Where are the other nine? Hasn’t anyone come back to give God praise except for this foreigner? *(Jesus helps leper to his feet.)* Get up and go on your way; your faith has made you well.

**2. Wonder about the story,** using the following statements:

- I wonder how the lepers knew about Jesus.
- I wonder whether Jesus was worried he would get sick from the men.
- I wonder why only one of the men came back to thank Jesus.
- I wonder what I could praise God for.

Pray, “Thank you, God, for healing the ten men. We know good things in the world come from you. Help us to remember to say thank you when we are happy. Amen.”

**3. Talk about healing.** Explain that Jesus wanted people to be well physically. He healed many people who had diseases. Leprosy was a serious illness that made white patches on the skin and ate the skin away. Leprosy was contagious (could pass from one person to another), so people who had it needed to live away from other people, in separate villages. Jesus was sorry that the 10 lepers were sick. He

wanted them to be healthy. Because he healed them, they were able to be with other people again.

Ask children to share stories of people they know who are/were sick. Did they get better? Explain that sometimes people are cured of their illnesses, but sometimes they keep on being sick or even die. We don't understand why. We are happy when people get better. We are glad for wise doctors who know how to help them get well. We are happy for families and churches who help cure the sick with kindness and prayers. Healing is a good thing that comes from God.

**4. Write a thank-you letter.** As a group, write a thank-you letter to a healthcare provider in your community. You might write to a specific doctor or nurse, a nursing home or hospital staff. Tell them how happy you are that they help sick people get better. Depending on the abilities of your class, do this as shared writing (*you act as scribe as students give you words to write*) or interactive writing (*students help write words or letters as they are able*). Deliver the letter, and if possible, take a picture of the recipient to share with the class.

**5. Book about Jesus' life.** Give each child a set of 10 lepers and Jesus figures. After they cut them out, give them small white dot stickers, white chalk, or small bottles of correction fluid. Invite them to cover the "sad" side of each leper with white spots. (*Make sure they understand that the "happy" side of the figure should stay spot-free.*) Give each child one heart sticker for the thankful leper. As they finish, give each student a 9" x 12" sheet of construction paper and large envelope.

This will be the next page in the storybooks. Have them glue the open envelope to the paper as a storage place for their figures. If some finish early, they can practice telling the story of the 10 lepers. As Jesus heals each leper, they can turn the figure over to the spot-free side. The figure with the red heart is the one who came back to thank Jesus.

**6. Do a finger play.** When everyone has finished, have children bring their figures to the group area. Spread out, so children have room to lay out their story figures and use them as characters in the following finger play. You read the words and invite the children to use their figures to act them out.

Ten poor lepers,  
Sick as they could be,  
Lived by themselves  
In the land of Galilee

Then the Son of God  
Came walking down the road.  
"Oh, heal us!" they cried,  
"We bear a heavy load!"

The Lord Jesus Christ  
Was touched in his soul;  
He spoke to the ten men  
And all were made whole.

Leper Number 1 left to find his brother,  
Leper Number 2 ran home to tell his mother,  
Leper Number 3 set out to get a wife,  
Leper Number 4 ran to start a brand new life.

Leper Number 5 went home to count his money,  
Leper Number 6 ate a feast with meat and honey.  
Leper Number 7 wondered what he was to do,  
Leper Number 8 was so glad he was a Jew,  
Leper Number 9 said, “Oh yeah, what else is new?”

But Leper Number 10  
Down on his knees he fell,  
Crying, “Thank you, Lord Jesus,  
For making me well!”

This poor leper  
Had his body made new,  
But when he thanked Jesus,  
His heart was healed, too.

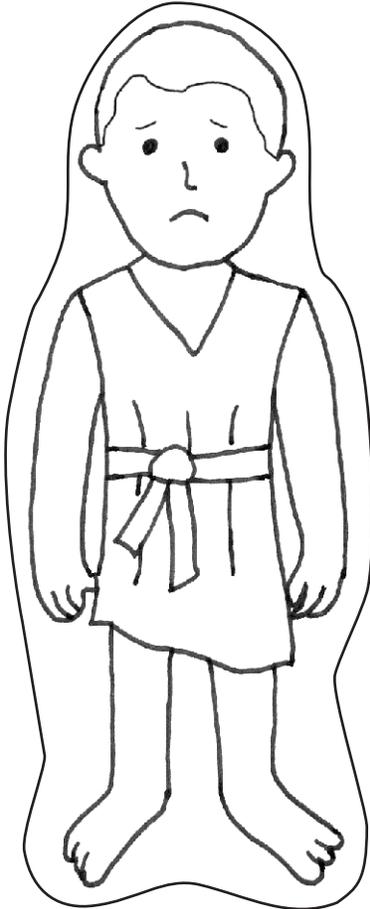
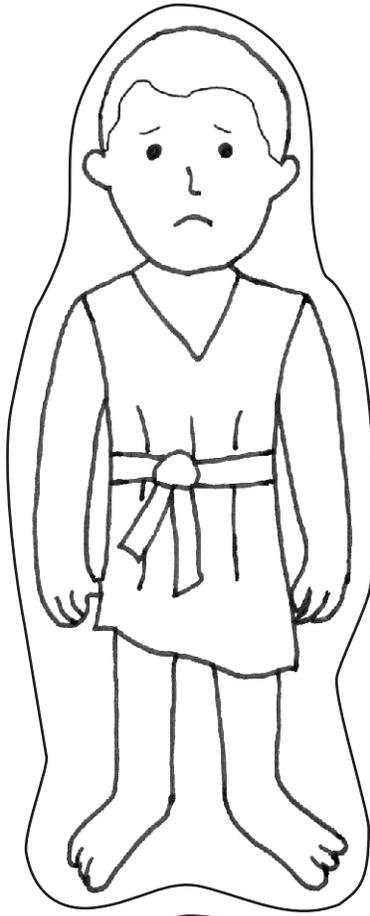
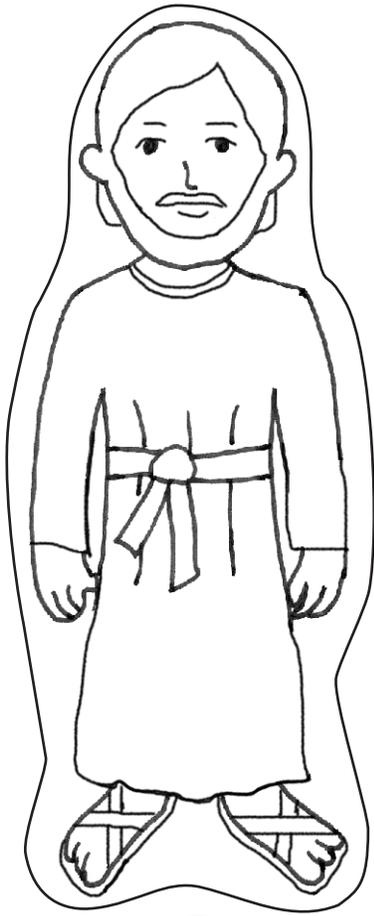
### **EXTEND THE LESSON**

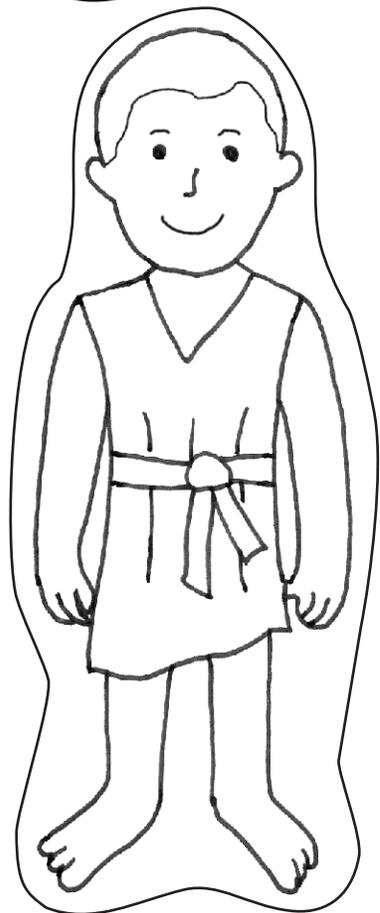
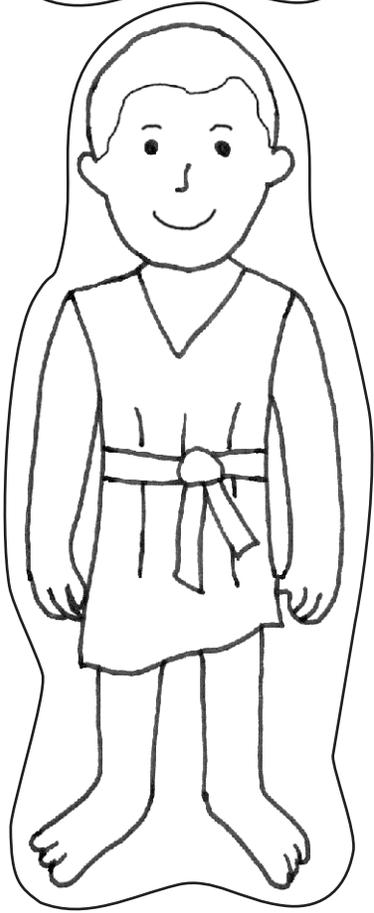
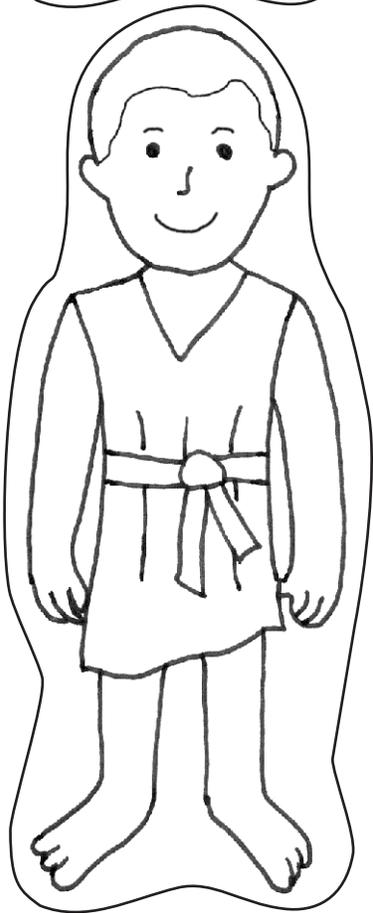
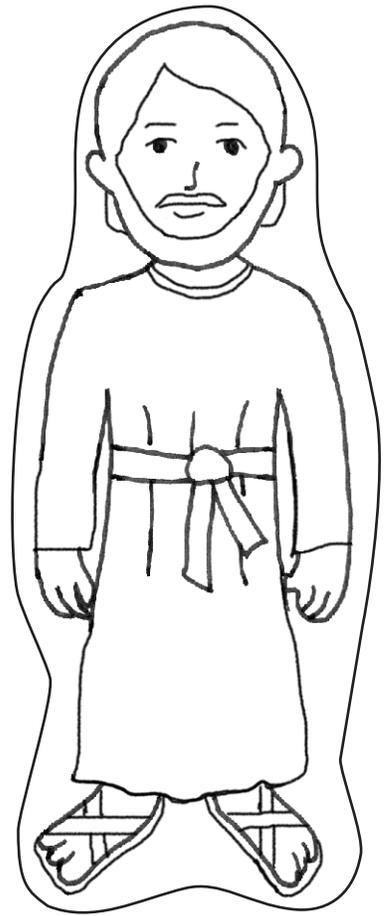
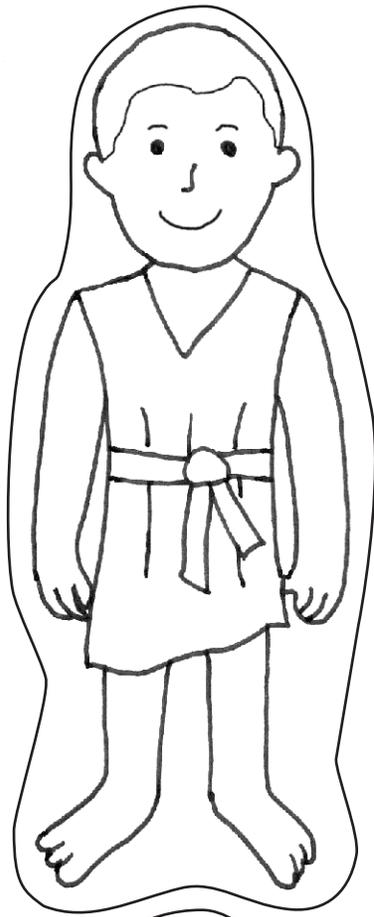
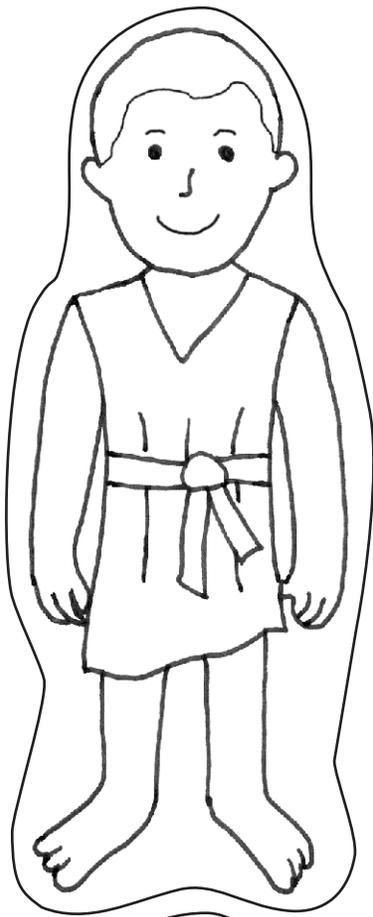
*(These activities will extend the lesson to longer than 30-40 minutes.)*

• **Addition and subtraction.** Use the cutouts from the lesson activity to practice addition and subtraction:

- What if Jesus healed 2 lepers and then 3 more? How many did Jesus heal?
- What if Jesus healed 10 lepers and 4 left to tell their families. How many were left?
- What if Jesus healed 10 lepers, 2 left to tell their friends, and 3 more left to find something to eat? How many are left?

• **Make thank-you notes.** Have note cards available in your writing center. Encourage children to write a note or draw a picture to thank someone they know for something special.





# Jesus Grew to Be a Man of God

## LESSON 6: JESUS FEEDS 5,000 PEOPLE

### Objective

The children will understand that Jesus used God's power to extend hospitality to his followers. They will extend hospitality to another class in the school.

### Key Concepts

- Jesus performed a miracle by feeding 5,000 people.
- Jesus used God's power to show hospitality.
- God wants us to show hospitality to others.

**Text:** Mark 6:30-44

**Estimated Lesson Time:** 30-40 minutes

### Materials

- *Jubilee Songbook*
- Long loaf of French bread
- Props for Bible story: basket, 5 pieces of bread, 2 paper fish
- 9" x 12" sheet of construction paper for each child
- Loaves and fish (p. 259)
- Tan or brown construction paper
- Scissors, glue
- Brown paper lunch bags (enough for 1 per child)
- Snack to share with another class

### Teacher Preparation

- Practice telling the Bible story.
- Make copies of the loaves and fish page, making one set per child.
- Invite another class to join you for a snack.

## INTRODUCING THE LESSON

**1. Worship and Bible memory.** See Unit Information, pages 228-229.

**2. Play a game.** Say, "Let's pretend that all of you come to my house to visit. We play games and have a good time. After a little while, (*name child in class*) says, 'I'm hungry.' I go and look in my cupboard. All I find is this loaf of bread. (*Hold up long, uncut loaf of French bread.*) I was planning to eat this bread for my breakfast. What shall I do? (*Pause*) I guess I can share some of my bread. (*Break loaf in half.*) I can have one piece and (*child's name*) can have the other. (*Hand half of loaf to child.*)

But now I look around and see that all of you are hungry. (*Take half loaf back from child.*) I can break each of these pieces into two pieces (*break into total of four pieces*). Now four of us can eat. (*Continue breaking each piece in half, until there are enough pieces for entire class.*) Now, do I have enough? (*Pass out bread and let children eat.*) I could have kept all of the bread for myself. But I didn't want any of you to be hungry. The story you'll hear today is about a time when Jesus didn't

want his followers to be hungry. He did something special, something much more special than I did with this bread. He wanted everyone who came to listen to him that day to have something to eat.

## LESSON STEPS

**1. Tell the story of Jesus feeding 5,000 people**, acting it out with the children. Give one child a lunch bag with five pieces of bread and two paper fish. Ask one child to play the role of Jesus. Ask two children to be his disciples. Everyone else will be the crowd. You narrate the story.

Jesus walked and walked. (*Instruct Jesus to walk around room.*) His disciples walked with him. (*Disciples join him.*) Everywhere Jesus went, crowds followed him. (*Have rest of class follow Jesus and disciples.*) They wanted to touch him. They wanted to watch him. They wanted Jesus to heal them or hold their children. They wanted to hear what he had to say.

Jesus took his disciples and went away in a boat to a quiet place. (*Crowd stops following and Jesus and disciples sit down, as if in boat.*) But the crowd of people saw where they were going. Instead of taking a boat, the people walked to the place Jesus was going. They reached the quiet place before Jesus and the disciples did! Jesus didn't get angry, because he felt sorry for the people. He said, "They are like sheep without a shepherd." He began to teach the people about God. (*Crowd sits down with Jesus standing in front of them.*)

Hours passed. The disciples came to Jesus and said, "This is a deserted place. It's getting late. Send the people away, so they can go to the village and buy something to eat."

Jesus said, "You give them something to eat." The disciples answered, "It would take more money than we can earn in six months to buy even a little bread for each person here."

"How many loaves do you have?" asked Jesus. "Go and see." (*Disciples go through crowd asking for food. When they find child with loaves and fishes they bring him/her to Jesus.*)

Andrew said to Jesus, "There is a boy with five loaves and two fish. But that's not enough to feed all these people!" Jesus told the people to sit down on the green grass in groups of one hundred and groups of fifty. Taking the five loaves (*Jesus takes bread and fish out of basket*) and two fish, he looked up to heaven and blessed and broke the loaves. (*Jesus breaks piece of bread in two.*) He gave them to his disciples to set before the people. He divided the two fish among them all. (*At this point have disciples pretend to pass food to crowd.*) Everyone ate and was full!

When the disciples gathered up the leftover bread and fish there were 12 basketfuls! (*Disciples pretend to gather extras.*) Five thousand people shared five loaves and two fish, and there were leftovers. Jesus did a miracle so that no one there would go hungry that day.

**2. Wonder about the story**, using the following statements:

- I wonder why Jesus didn't send the people away when they got hungry.
- I wonder what the crowd said when they realized the miracle Jesus did.
- I wonder how I can make people around me feel welcome and happy.

Pray, "Thank you, God, for helping Jesus give food to all those people when they were hungry. Help us to make people feel welcome, too. Amen."

**3. Book about Jesus' life.** Have children make the final page for their book. Give each one a copy of the loaves and fish page and instruct them to cut out the pictures. As they finish, give them each a 9" x 12" sheet of construction paper and a brown paper lunch bag. (*You will need to trim the top of the bag to fit onto the page.*) Show how to glue one side of the bag to the page. They can then open the bag to insert their bread and fish and fold it up again when they close the book. If some finish early, encourage them to use their bread and fish to retell the Bible story. Make sure children's names are on their pages and collect them. See the Unit Information section, page 228 for more book instructions.

**4. Celebrate community.** When everyone is finished with their pages, celebrate community (*and the end of the unit*) in the same way Jesus did with his followers. Invite another class to join you, or visit another classroom to share a snack. Invite your students to retell the Bible story, and sing a few familiar songs with your guests. If you want to continue the theme of the lesson, share breadsticks and goldfish crackers.

### **EXTEND THE LESSON**

*(These activities will extend the lesson to longer than 30-40 minutes.)*

- **Collect 5,000 pennies.** Challenge your class or the school to collect 5,000 pennies (\$50.00) for a mission project. As the pennies accumulate, invite your students to count out cups of 100 pennies. They will be able to visualize just how many people Jesus fed on that day!
- **What's for lunch?** Use the ingredients in the boy's lunch as a starting point to talk about nutritious lunches. What do your students eat for lunch? Is it healthy food like bread and fish?
- **Magic and miracles.** Learn and demonstrate a magic trick for the students and then show them how you did it. Explain that Jesus did *miracles* in the Bible. They were not tricks, but real demonstrations of God's power.
- **Make a class mural** to summarize this unit's stories of Jesus' ministry. Help children remember the stories from this unit and any others they know about Jesus' life. On newsprint, invite them to draw pictures to represent those stories. Encourage them to make large drawings.

