



## Lesson Steps



### Bridge

1. Tell students to write a journal entry for Saturday's events.
2. The Bible does not tell us what happened to Jesus' disciples on Saturday. Students will need to imagine what it was like to see Jesus crucified. The disciples may have been afraid of the Jewish religious leaders, or they may have wondered about Jesus' teachings. Have students also draw a scene of what their chosen disciple did on Saturday. Scenes could include a disciple hiding, meeting with other disciples, or praying alone.
3. After students have completed their entries, have one or two students share them with the class.
4. Add the picture of the closed tomb to the Passion Week calendar on Saturday.



### Scripture Link

1. Read Matthew 28:1–8 in unison. Students learned these verses in first grade.
2. Quickly review key events in the verses.
3. Use the following outline to tell the rest of the story of Jesus' resurrection.
  - Suddenly Jesus appeared to the women. They worshiped at Jesus' feet. Jesus told them to tell the disciples to go to Galilee, where they would see him (Matthew 28:9–10).
  - The guards told the Jewish leaders what had happened (28:11–15). The Jewish leaders said to tell people that Jesus' disciples had come in the middle of the night—while the guards were sleeping—and had stolen Jesus' body.
  - Many disciples didn't believe that Jesus had risen until they saw him with their own eyes (28:16–17).
4. Add the picture of the open tomb to Sunday's column on the Passion Week calendar.



### Student Activities

1. Teach students the remaining two verses of "He Is the Way." These two verses deal with Jesus' resurrection.
2. Sing the entire song together.
3. Divide the class into five groups. Assign each group one verse of the song. Tell them to make up actions to accompany their verse. Allow students a few minutes to decide on appropriate actions.
4. Sing the song again as a class, having each group do the actions for their verse.
5. If you have time, let the groups teach the actions of their verse to the entire class.

## Enrichment

- \* **Art.** Have students design “church windows” that show Easter symbols. Have them glue a piece of brightly-colored tissue paper to a black construction paper frame. Then have them cut out appropriate symbols (crosses, a lamb, crown of thorns, bread and wine, and so on) from black construction paper and glue the symbols onto the tissue paper. Make a large “church window” by displaying these on a classroom window.
- \* **Drama.** Have student groups create a dance that depicts the resurrection. They may want to have a favorite Easter song in mind with which to perform the dance.
- \* **Music.** Listen to “I Know That My Redeemer Liveth” or “Since by Man Came Death” from Handel’s *Messiah*. Discuss the fact that Jesus’ resurrection means that someday we too will be raised from the dead.
- \* **Music.** “Christ the Lord Is Risen Today,” “This Is the Day,” “Come and See,” “He Is Lord,” or “O Mary, Don’t You Weep” from *Songs for Life*.
- \* **Social studies.** Have students research what the tomb Jesus was laid in may have been like.

# Forgive and Deliver

UNIT  
7  
LESSON  
4

## Bible Reference

Matthew 6:12–13

## To the Teacher

We celebrate the fact that Jesus came to forgive our sins, but we sometimes hesitate to forgive misdeeds that others commit against us. This lesson focuses on the third and fourth sentences of the Lord's Prayer, in which we thank God for his forgiveness of our sins, respond by forgiving those who have sinned against us, and ask for deliverance from evil and temptation. Explain what the word *temptation* means, and help students to recognize temptation in the story you read.

## Preparation/Materials

- \* Activity sheet, one per student
- \* Crayons, markers, or colored pencils
- \* Scissors
- \* Glue

## Lesson Highlights

- \* We must be willing to forgive others in the same way that God forgives us.
- \* We need to pray that God helps us to stay away from things that lead us away from him.

## Background

The Jews of Jesus' day focused on three pillars of Jewish piety: almsgiving, prayer, and fasting. Jesus wanted his followers to see that nothing was intrinsically wrong with these three practices; the problem lay with the spirit in which the practices were done. Jesus pointed out that the Pharisees were motivated

by pride and a wish to be above others; they wanted to serve their own interests rather than God's. Jesus wanted his disciples to exemplify the opposite of this hypocritical behavior. He instructed his disciples to give their gifts to the poor in such a way that even they didn't remember what they had given. This would put the focus on the spirit of giving, not the act. He also instructed his disciples to pray in a room where they couldn't be seen. The word for *room* in Greek implies a storeroom, which unlike most of the rooms in the home, would have a door that could be shut. This word could also refer to a prayer shawl, which could make a "closet" for the person praying. He also instructed his disciples not to make a show of fasting. Fasting in itself was not improper; drawing attention to it was. Jesus did not want his followers to play these religious games for personal attention; instead, Jesus wanted them to act in solitude and attentiveness to God.

Before teaching his disciples how to pray, Jesus taught his disciples how not to pray. He warned them not to pray on the street corner and not to try to impress others with their big words and phrases. Prayer is not just a reminder or a call for God to do our bidding; rather, it is a way to remember the character and will of God. Prayer shows the dependence of God's children on him and acknowledges their gratitude for all he has done. The Lord's Prayer is pointed and concise. It shows simultaneous respect for and intimacy with God. The Lord's Prayer serves as a model of how we are to pray to our heavenly Father.

## Lesson Steps



### Bridge

1. Read the following story. Tell students to listen carefully so that they can discuss the story afterwards.

Joshua is two years older than his brother Matthew. The brothers share a bedroom. Each week that Joshua cleans his side of the room and helps with chores around the house his parents give him a pack of baseball cards. Some of Joshua's cards are valuable. Joshua puts these special cards in a special book to protect them from damage.

Matthew likes to look at Joshua's baseball card collection, but he's supposed to look at the cards only with Joshua or one of his parents. He is not allowed to take the cards out of the book. Matthew knows that these cards are very special to Joshua.

One afternoon Matthew's friend Wade comes over to play. The two boys decide to play in Matthew and Joshua's room, where they notice that Joshua's baseball card collection is lying on his bed. Matthew and Wade decide to look at the collection. Wade wants to get a better look at the cards, so Wade and Matthew take them out of the book. After they finish looking at the cards, they pile them on the floor.

Wade and Matthew then decide to play with toy cars. They build roads for their cars out of Joshua's baseball cards. The cards are the perfect size for two-lane roads, and because there are so many cards they can build long, winding roads. They fold some of the cards to make dead ends and bridges. Before Wade goes home, the boys toss Joshua's baseball cards back on his bed.

Later that night, Joshua goes into the bedroom and notices that his baseball cards are on his bed, not in the special book. Many of his favorite cards are bent. Joshua races downstairs screaming to his parents about what Matthew has done.

2. Tell students that you are going to stop the story at this point. After the Scripture lesson, you will return to the story.



### Scripture Link

1. Recite the parts of the Lord's Prayer that the class has studied.

“Our Father in heaven,  
hallowed be your name,  
your kingdom come,  
your will be done  
on earth as it is in heaven.  
Give us today our daily bread.”

2. Read the next two sentences of the Lord's Prayer.

“Forgive us our debts,  
as we also have forgiven our debtors.  
And lead us not into temptation,  
but deliver us from the evil one.”

3. Explain that even though it is not easy to forgive someone who has hurt us, God requires us to do so. It wasn't easy for Jesus to come to Earth and die for us, but he died so that God could forgive us. Remind students of the parable of the unmerciful servant (Matthew 18:21–35).
4. Have students think back to the story about Matthew and Joshua.
  - Do you think that Joshua's parents will ask him to forgive Matthew? (Yes.)
  - Why is it important that Joshua forgive his brother? (Answers include practical reasons such as the two share a room, and Joshua has probably done things that required Matthew to forgive him. Joshua's sins have been forgiven through Jesus, and God expects Joshua to forgive others.)
5. Discuss the sentence “And lead us not into temptation, but deliver us from the evil one.” Ask students what the word *temptation* means. (Define *temptation* as being attracted to doing something wrong.) Explain that everyone is tempted at one time or another. Recall Jesus' temptations in the wilderness. Tell students that God will help us resist evil and the evil one himself if we ask him. He will help us turn from those things that tempt us.
6. Have students think back to the story of Matthew and Joshua. Ask the following questions.
  - How were Wade and Matthew led into temptation? (Joshua left his baseball collection out on the bed for them to see.)
  - How could Wade and Matthew have resisted temptation? (They could have left the room, left the baseball cards alone, found something else to do, or asked Joshua to put his cards away.)
7. Lead a class prayer. Thank God for forgiving our sins, and ask for his help to be more forgiving of others. Also pray for protection from temptation.
8. Sing “Our Father in Heaven” with motions on page 000 to help students review and remember the memory work.



## Student Activities

1. Distribute the activity sheet, and have students take out their bell pulls.
2. Have students copy the third and fourth sentences of the Lord's Prayer on the praying hands.

“Forgive us our debts,  
as we also have forgiven our debtors.  
And lead us not into temptation,  
but deliver us from the evil one.”
3. Have students color the hands, cut them out, and glue them below the bread.



## Enrichment

- \* **Devotional material.** “N is for Nasty” from *Popcorn Clouds and Bubblegum Trees* by Susan Damon.
- \* **Film.** Show students the VeggieTales video *The Grapes of Wrath*, which is about forgiveness.
- \* **Music.** “Lord I Pray,” “Lord, I Want to Be a Christian,” or “Take My Life” from *Songs for Life*; “Forgive Us, Lord” from *Sing with Me*.

# Paul and Barnabas Sent on a Journey

UNIT  
13  
LESSON  
1

## Bible Reference

Acts 13

## To the Teacher

This lesson begins the study of Paul's missionary journeys. Today's lesson will focus on God sending Paul and Barnabas on their first missionary journey. Discuss the importance of Paul and Barnabas' work; emphasize that they were the first to bring the news of Jesus to these places—news that had a lasting effect.

As an alternative to pinning multiple figures of Paul and Barnabas on the map in this lesson and coming lessons, you could simply move one figure of them across the map, tracing their route with a marker line.

## Preparation/Materials

- \* Trace the map from teacher resource sheet 1 on a large piece of paper.
- \* Four figures of Paul and Barnabas from teacher resource sheet 2, colored and cut out
- \* Eight pins
- \* Activity sheet, one per student
- \* Crayons, colored pencils, or markers

## Lesson Highlights

- \* Paul was a tireless and faithful witness for Jesus.
- \* Paul went on missionary journeys to spread the gospel.

## Background

Several factors encouraged the rapid spread of the gospel throughout the known world. One factor was the relative ease of travel. The Roman government maintained peace in the area that it controlled. A good system of roads and the absence of borders to cross made travel relatively easy. Roman inns and stopping places lined most of the main travel routes.

Another important factor was that Greek was the universal language. Although Latin was the Roman Empire's official language, Greek was more widely used. A common language abetted the spread of Christian writings. (Although Jesus and his disciples spoke Aramaic, a Semitic language learned by the Jewish exiles in Babylon, the New Testament was written in Greek.) Another advantage was that the church already had a Greek translation of the Hebrew Scriptures in the Septuagint, a translation produced in Egypt years earlier for Jews of the Dispersion, who no longer understood Hebrew.

Acts 13 opens by describing leaders in the church at Antioch. The description is one of diversity, showing Christianity cutting across social and ethnic divisions. Barnabas was a Jew from Cyprus, Simeon was also Jewish (the word *Niger* may imply that he was dark skinned), Lucius (a Latin name) was from northern Africa, Manean was a foster brother of Herod the tetrarch, and Saul was a Roman citizen and a citizen of Tarsus.



## Lesson Steps



### Bridge

1. Ask students if their churches support missionaries. Discuss what missionaries do. Allow students to tell of their own experiences with hearing missionaries speak of their work.
2. Explain that the church at Antioch sent out Paul and another missionary, Barnabas, to preach the gospel.
3. Point out the map of Paul's missionary journeys. Tell students that they will use the map to trace Paul's trips. Explain that he took three missionary journeys. Barnabas went with him on his first journey.



### Scripture Link

1. Remind students that God had a special job for Paul. He chose Paul to tell people far from Jerusalem about Jesus. During Paul's life, he traveled many, many miles to tell people about Jesus. Sometimes he walked; sometimes he sailed on a ship. Through his preaching many people came to believe in Jesus as their Savior.
2. Ask students to find the island of Cyprus on the map. Tell them that Paul and Barnabas took a ship from Antioch and started preaching all over the island of Cyprus and came to a city called Paphos. Have volunteers pin figures of Paul and Barnabas on Antioch and Paphos. Draw an arrow from Antioch to Paphos.
3. Continue the lesson by using the following outline to tell the story.
  - The Roman leader of the island wanted to talk to Paul and Barnabas about God. He wanted to hear the Word of God and perhaps become a believer of Jesus (Acts 13:7).
  - This leader had an attendant who did not want him to become a believer in Jesus, so he tried to convince the leader to not listen to Paul and Barnabas (13:8).
  - Paul told the attendant that because he was working against God, he would lose his sight. The attendant became blind and left (13:9–11).
  - The leader was amazed and believed (13:12).
4. Ask students to find the other Antioch (near the province name of Pisidia) on their map. Tell them that Paul and Barnabas took a ship from Paphos, sailed to Perga, and continued on to Pisidian Antioch. Have student volunteers pin Paul and Barnabas figures on Paphos, Perga, and Pisidian Antioch. Draw arrows to show the direction of their journey.
5. Continue the lesson by using the following outline to tell the story.
  - When Paul and Barnabas arrived in Antioch, they were asked if they would like to speak words of encouragement in the synagogue (13:13–15).
  - They taught the history of the Jews and the life of Jesus. They were asked to return the next week to teach more (13:16–43).
  - The next week almost the whole city came to hear about the word of the Lord.

Some of the Jews who did not believe in Jesus were upset at others' eagerness to hear more and spoke against Paul and Barnabas (13:44–45).

- Paul and Barnabas spoke to them boldly, they had had the opportunity to believe but chose not to. Paul was going to continue talking to those who did want to hear about Jesus (13:46–47).
  - Some of the Jews did not like that. Many of the Gentiles (non-Jews) were thankful to be able to hear the word of the Lord. They became believers (13:48–49).
  - The Jews found enough people to drive Paul and Barnabas from the area (13:50–52).
6. Begin to teach students the memory work from Romans 8:31b–32.

“If God is for us, who can be against us? He who did not spare his own Son, but gave him up for us all—how will he not also, along with him, graciously give us all things?” (Romans 8:31b–32).
  7. Discuss the meaning of the memory work. Have students reflect on times when it seemed as though others were against them. Remind them that God is always with them.

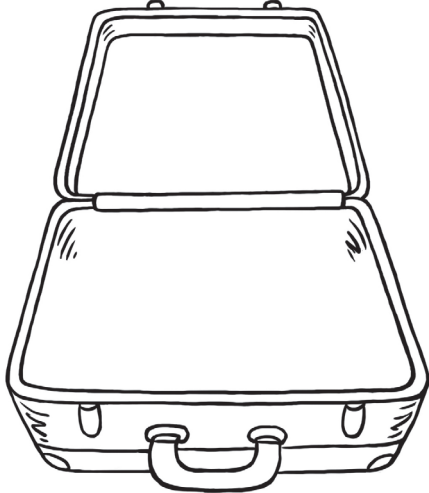


## Student Activities

1. Distribute the activity sheet.
2. Have students imagine that their church was going to send them on a missionary trip. Their trip could take them to a location a few hours away or across the ocean. You may want to set the parameters of the trip, including the length of time that they will be gone.
3. In the suitcase on the activity sheet, have students draw items that they would bring along on their trip. As students work through the activity, help them to see that they should also include items that will help the people to whom they are ministering. In fact, they may see that they need to bring fewer personal possessions and more items that could help others.

**Luggage** \_\_\_\_\_ Name \_\_\_\_\_

Imagine that you are going on a missionary trip to tell others the good news about Jesus. What things would you need to take along? Draw those things in the suitcase.



UNIT 12 LESSON 1 21

## Enrichment

- \* **Drama.** Divide the class into groups, and have them act out scenes either from this lesson or from Saul's conversion.
- \* **Language arts.** Have students write an imaginary letter from Paul or Barnabas to the church in Jerusalem. The letter should describe their first missionary trip.
- \* **Social studies.** Have a missionary speak to the class about his or her experiences.



