

The Cleansing of the Temple

Matthew 21:12-17



New Testament 2
Part 2: Jesus the Master Teacher

SUNDAY MORNING

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

SCRIPTURE REFERENCES:

Matthew 21:12-17; Mark 11:15-18; Luke 19:45-48

MEMORY WORK:

YOUNGER CHILDREN: “For My house shall be called a house of prayer for all nations” (Isaiah 56:7b).

OLDER CHILDREN: “And He said to them, ‘It is written, “My house shall be called a house of prayer,” but you have made it a “den of thieves”” (Matthew 21:13).

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

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

- [“Here’s the Church”](#)
- [“The Lord is in His Holy Temple”](#)
- [“A Happy Place”](#)
- [“The Acts of Worship”](#)
- [“This Little Christian Light of Mine”](#)
- [“I’ve Got the Joy, Joy, Joy, Joy Down in My Heart”](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

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



the lesson book)

- Poster of ways we can worship and things that can keep us from worship
- Poster or pictures of the Temple

PERSONAL APPLICATION:

We worship God to show our love for Him. Our actions and attitudes when we worship are very important.

LESSON STARTS HERE

TEACHING ALERTS:



- Contrary to what many other religious groups often think, the “church” is not the building but the people who worship in it (i.e., Christians). Christians are, themselves, the Temple (1 Corinthians 6:19). See the NOTE in the Sunday morning lesson for further discussion of this point.

INTRODUCTION: (YOUNGER CHILDREN)

Last week we studied about Jesus feeding multitudes of people. We can learn so much from studying the life of Jesus. He is the best Teacher. Today, we are going to learn about Jesus visiting the Temple and not being happy about what He saw when He got there. We are going to learn about how important our worship to God really is!

INTRODUCTION: (OLDER CHILDREN)

There are people all around us that want us to believe that it doesn't matter **how** we worship God, as long as we **are** worshipping God. The Bible (and therefore, God) gives us exactly what we're supposed to do to worship God and how we are to worship Him. It was the same during the time of Jesus. The Jews knew exactly what they were supposed to do, but some had started to do what they wanted instead of what God wanted.

POINTS TO EMPHASIZE:

1. Early in Jesus' ministry, He had visited the Temple in Jerusalem for the Passover Feast (John 2:13-17). [See notes on the Temple at the end of Wednesday's lesson.] (Younger children might understand that the Temple was a special place to worship.) He was very angry at what He saw: business being carried on throughout the Temple courtyard (i.e., the Court of the Gentiles), making it look like a marketplace instead of a place to worship God. There were people selling animals for sacrifices and moneychangers at tables. Jesus made a whip of braided cords and drove out the animals. He turned over the tables of the moneychangers and poured their money out on the pavement. But what Jesus did was temporary. The men who sold the animals and the **moneychangers** came back.



NOTE: Moneychangers: Jews were required to give a one-half shekel coin to the priests to help maintain the Temple. If they had “common” or “Gentile” coins, they had to exchange the coins. The moneychangers were like bankers who sat in the Temple and exchanged money—for a profit. Moneychangers were often dishonest and took advantage of people who came to worship. The priests also benefited from this business. Some commentators estimate that the High Priest may have gained (in today’s dollars) \$300,000 a year or more.

For younger children, you might describe moneychangers as people who were like bankers. People would give them money and get change back. Sometimes these “bankers” did not tell the truth and they took more than what they were supposed to. And further, they should not have been conducting business in the Lord’s Temple.

2. The priests supported this business in the Temple courtyard because they also made money from it. This kind of market probably began as a convenience for Jews who traveled long distances to worship at the Temple. But over time, greedy men turned the convenience into just a way to make money. The Jews who made money from this money exchange system were not interested in using the Temple as a place to teach or to encourage. They did not think of the Temple as a holy place.
3. About three years later, during the last week of Jesus’ life, He rode into Jerusalem on a young donkey. He was very well-known since He had performed many miracles and preached to multitudes of people during those three years. Thousands of people were in Jerusalem for the Passover, and excited crowds of people lined the road, shouting words of praise as He passed by them. He went to the Temple to worship; it was His final opportunity to observe Passover. Jesus must have been brokenhearted to see that the moneychangers and merchants had set up their businesses again in the Temple courtyard.
4. Once again, Jesus turned over their tables and made the merchants leave the Temple courtyard. He would not let anyone carry things to sell through the Temple either. He told the moneychangers and merchants again that they had made the Temple (“God’s house”) a “**den of thieves.**” Once again, many people saw Jesus clean out the Temple, including many Jewish leaders. The chief priests and leaders of the Jews did not like Jesus telling them how to do things or His claiming to be the Son of God. They resented His popularity among the people. So they looked for ways to “destroy Him.”



NOTE: A “**den of thieves**” is a place where animals or thieves can hide or escape. Jesus called them “**thieves**” because, just like a thief, they were stealing. They were not only stealing money from people, but these men were stealing honor, respect, and money from God. Jewish leaders and merchants tried to appear religious (Matthew 23:27-28) while trying to hide their unholy attitudes and impure hearts.

5. Jesus continued to come to the Temple, day after day, to teach anyone who would listen. He knew that this would be His last week before His death, and He wanted to use every opportunity to tell people about God and how God wanted them to live. How the people worshipped was very important to Jesus because worship is one very important way to show love for God.

6. While we do not have a special, God-ordained worship building like the Temple today, how we worship today is still very important to God. Do we come to worship unprepared (stay up too late Saturday night; forget to bring Bibles; don't do assigned memory work; etc.)? Do we fuss and complain about "having to go to church"? Do we pay attention during worship services, or do we talk, pass notes, play, etc.? If we aren't coming to the assembly and Bible class with the right attitudes, we are robbing God of love and respect—just like the Jews did in the Temple courtyard. Jesus feels the same way about our attitudes as He did about the Jews who were making money there.



NOTE: Under the Old Testament system, the Temple was a physical location set aside by God for worship, including sacrifice. The Jews were required to travel to that location in Jerusalem three times each year to worship. This made the Temple a special place in God's sight—a site not to be profaned with greed and sin. Under the New Testament system, there is no physical Temple. Instead, God lives in the heart of Christians, whose bodies are described as the Temple (1 Corinthians 6:19-20). The "church building" is not the equivalent of the Temple. The Christian worship assembly can be held in many places (cf. John 4:20-24), including places where business is conducted at other times. This was not the case with the Temple, which was not to be profaned with greedy businessmen seeking to extort money from brethren.



RECOMMENDED READING FOR TEACHERS: See the article "[Chronology and the Cleansing of the Temple](#)" by Eric Lyons on the Apologetics Press Web site for a response to the allegation that the Bible contradicts itself regarding the time frame of the Temple cleansing event.



NOTE: See Dave Miller's "[Pleasing God in Worship](#)," [Surrendering to His Lordship](#), and [Piloting the Strait](#) for a studies on the importance of worshipping according to God's plan.

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

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

Ages 2-5:

- "[The Temple Coloring Sheet](#)" (provided in activity sheets)
- For each child provide several heart-shaped cutouts onto which he/she can color and glue pictures of parts of worship. Make small booklets titled, "I show love for God in worship."
- "Getting Their Attention: Critter Calls" (Can be used in place of the INTRODUCTION to the lesson.): Before class, make a tape with animal sounds on it. (They don't have to be authentic; you can make your own sounds; NOTE: only include sounds for those animals that were suitable for sacrifice under the Old Law.) Have the children close their eyes. Tell them they are going on a walk with you to discover some animals. Give them a couple of clues about each animal, such as where they are hiding (on land or in water), whether they are furry or smooth-skinned, what color they are, etc. Then play the recording of the animal's sound. After they have guessed correctly, move on to the next one. Discuss that Jesus and His

disciples heard lots of animal noises. The only problem was that the sounds were coming from the Temple, where they were being sold for profit rather than sacrifice.

1st-2nd Graders:

- Put the words of the memory verse on cards and mix them up. Make three or four sets of these cards, depending on the size of your class. Divide the class into teams, and let the kids put the words in the correct word order.
- For each child provide several heart-shaped cutouts onto which he/she can color and glue pictures of parts of worship. Make small booklets titled, “I show love for God in worship.”
- “Getting Their Attention: Critter Calls” (Can be used in place of the INTRODUCTION to the lesson.): Before class, make a tape with animal sounds on it. (They don’t have to be authentic; you can make your own sounds; NOTE: only include sounds for those animals that were suitable for sacrifice under the Old Law.) Have the children close their eyes. Tell them they are going on a walk with you to discover some animals. Give them a couple of clues about each animal, such as where they are hiding (on land or in water), whether they are furry or smooth-skinned, what color they are, etc. Then play the recording of the animal’s sound. After they have guessed correctly, move on to the next one. Discuss that Jesus and His disciples heard lots of animal noises. The only problem was that the sounds were coming from the Temple, where they were being sold for profit rather than sacrifice.
- [“Jesus Cleaned Out the Temple”](#) fill-in-the blank and crossword puzzle (provided in activity sheets)
- [“Worship is Important”](#) activity sheet (provided in activity sheets)

3rd-4th Graders:

- Have the children read Matthew 21.
- Put the words of the memory verse on cards and mix them up. Make three or four sets of these cards, depending on the size of your class. Divide the class into teams, and let kids put the words in the correct word order.
- Review/discuss emotions that Jesus showed in previous lessons (e.g., sorrow, grief, compassion) and the reasons He demonstrated those emotions. Discuss how He showed anger in today’s lesson, but He did not lose control, nor did He act inappropriately. Our emotions, as humans, are from God. There’s nothing wrong with showing emotions. The trouble begins when people let their emotions get out of control (discuss Ephesians 4:26). Discuss times when they have seen others (or themselves) lose control of their emotions. Discuss what we can do to be in better control.
- [“Jesus Cleaned Out the Temple”](#) fill-in-the blank and crossword puzzle (provided in activity sheets)
- [“Worship is Important”](#) activity sheet (provided in activity sheets)

FINGERPLAYS:

“HERE IS THE CHURCH”

Author: Unknown*

“Here is the Church building,”

(Fold hands together so that fingers are hidden inside, with thumbs pressed together and pointing straight up)

“And here is the steeple!”

(Raise index fingers and put tips together to form a tall triangle)

“Open the doors,”
(Separate thumbs)

“And see all the people!”
(Turn hands “inside out,” to reveal ten fingers interlaced and wriggling.)

SONGS:

“A HAPPY PLACE” ([Click to Hear](#))

Author: Unknown*
(Tune: “The Farmer in the Dell”)

I like to go to church.
It’s a happy place to be.
My brothers and my sisters,
And my mom and dad and me.

I like to see my friends,
Come walking down the aisle.
I’m happy when they nod to me,
And smile a great big smile.

Our teacher’s nice and kind.
She teaches us to mind.
She tells us about Jesus,
And how we can be kind.

I like to go to church,
It’s a happy place to be.
I know that you’ll be happy,
If you come and go with me.

“THE ACTS OF WORSHIP” ([Click to Hear](#))

Author: Unknown*
(Tune: “Mary had a Little Lamb”)

Let us sing the acts of worship, acts of worship, acts of worship.
Let us sing the acts of worship, there are five in all.

Singing, giving, praying, and preaching, praying and preaching, praying and preaching;
Singing, giving, praying, and preaching,
And the Lord’s Sup-per.

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

Author: Traditional*

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

Down in my heart. (Where?)

Down in my heart.

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

Down in my heart to stay.

CHORUS:

And I’m so happy,

So very happy.

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

Down in my heart,

And I’m so happy,

So very happy.

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

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

(CHORUS)

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

(CHORUS)

“THIS LITTLE CHRISTIAN LIGHT OF MINE” ([Click to Hear](#))

Author: Unknown*

(Tune: See Internet)

(Hold up finger and move in circle motion while singing.)

This little Christian light of mine,

I’m gonna let it shine.

This little Christian light of mine,

I’m gonna let it shine.

This little Christian light of mine,

I’m gonna let it shine,

Let it shine, all the time, let it shine.

All around the neighborhood,

I’m gonna let it shine.

All around the neighborhood,

I’m gonna let it shine.

All around the neighborhood,

I’m gonna let it shine,

Let it shine, all the time, let it shine.

Hide it under a bushel? No!

I’m gonna let it shine.

Hide it under a bushel? No!

I'm gonna let it shine.
Hide it under a bushel? No!
I'm gonna let it shine,
Let it shine, all the time, let it shine.

Won't let Satan [blow on finger] it out.
I'm gonna let it shine.
Won't let Satan [blow on finger] it out.
I'm gonna let it shine.
Won't let Satan [blow on finger] it out.
I'm gonna let it shine,
Let it shine, all the time let it shine.

“THE LORD IS IN HIS HOLY TEMPLE”

[See Internet for words and tune]

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

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



The Cleansing of the Temple

Matthew 21:12-17



New Testament 2
Part 2: Jesus the Master Teacher

WEDNESDAY EVENING

SCRIPTURE REFERENCES:

Matthew 21:12-17; Mark 11:15-18; Luke 19:45-48

MEMORY WORK:

YOUNGER CHILDREN: “For My house shall be called a house of prayer for all nations” (Isaiah 56:7b).

OLDER CHILDREN: “And He said to them, ‘It is written, “My house shall be called a house of prayer,” but you have made it a “den of thieves”’” (Matthew 21:13).

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

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

- [“Here’s the Church”](#)
- [“The Lord is in His Holy Temple”](#)
- [“A Happy Place”](#)
- [“The Acts of Worship”](#)
- [“This Little Christian Light of Mine”](#)
- [“I’ve Got the Joy, Joy, Joy, Joy Down in My Heart”](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP’s Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Miracles & Teachings of Jesus](#) Bible fact cards (provided under “N.T. 2 Bible Facts” on curriculum Web site)
- Apologetics Press’ [Bible Timeline](#)
- “Summary of the Bible” from [“Kids Prep”](#) CD by Jeff Miller
- “Matthew Chapter Summary” from [“Kids Prep”](#) CD by Jeff Miller
- Betty Lukens’ felt pieces
- [“Map of New Testament World”](#) (provided in map section of curriculum Web site)
- [“Map of Palestine”](#) (provided in map section of curriculum Web site)
- Boyhood and Early Ministry A Beka picture set (DISCLAIMER: use the cards, *not the lesson book*)
- Poster of ways we can worship and things that can keep us from worship
- Poster or pictures of the Temple



PERSONAL APPLICATION:

We worship God to show our love for Him. Our actions and attitudes when we worship are very important.

INTRODUCTION: (YOUNGER CHILDREN)

- Briefly review Sunday morning's lesson (see [N.T. 2 Review Questions](#) for example questions)
- Talk more about the parts of New Testament worship and why it is so important that we (1) worship in biblical ways, (2) are on our best behaviors, and (3) have the right attitudes. Discuss some actions that would not be our best behaviors and/or showing the right attitudes.
- Put pictures of poor behavior and good behavior on the table or on the board. Let the children put a happy face on the good behavior and sad faces on bad behavior shown during worship services.

INTRODUCTION: (OLDER CHILDREN)

- Briefly review Sunday morning's lesson (see [N.T. 2 Review Questions](#) for example questions)
- [N.T. 2 Bible Facts Flashcards](#) (provided under "N.T. 2 Bible Facts" on curriculum Web site)
- Talk more about the parts of New Testament worship and why it is so important that we (1) worship in biblical ways, (2) are on our best behaviors, and (3) have the right attitudes. Discuss some actions that would not be our best behaviors and/or showing the right attitudes.
- Read some or all of the Scriptures upon which we base our worship.
 - PREACHING AND LORD'S SUPPER—Acts 20:7
 - CONTRIBUTION—1 Corinthians 16:2
 - SINGING—Ephesians 5:19; Colossians 3:16; 1 Corinthians 14:15
 - ATTENDANCE—Hebrews 10:25
 - PRAYING—1 Corinthians 14:15-16; 1 Timothy 2:8
 - ORDERLY—1 Corinthians 14:40
 - MALE LEADERS—1 Timothy 2:8,11-14; 1 Corinthians 14:34-35

Discuss some things that other religious groups do during worship service that are not found in Scripture. Discuss why these things are not pleasing to God (Colossians 3:17; 1 Corinthians 4:6; Matthew 15:8-9; Acts 4:2; John 4:24; John 17:17).

POINTS TO EMPHASIZE:

TEACHING ALERTS:



- Contrary to what many other religious groups often think, the "church" is not the building but the people who worship in it (i.e., Christians). Christians are, themselves, the Temple (1 Corinthians 6:19). See the NOTE in the Sunday morning lesson for further discussion of this point.

The following study on the Temple(s) would be good for students beginning in 1st or 2nd grade and any pictures or diagrams you can find would be useful. During this discussion, emphasize that during the Old Testament, the place of worship was very important. Under the New Testament it does not matter where we worship, but how we worship is very important.

ADDITIONAL STUDY NOTES ON THE TEMPLE(S) IN JERUSALEM

By Terry Bagents

The Temple was a building dedicated to the worship of God, taking the place of the Tabernacle, which was the focal point for Judaism from the time of the Wilderness Wanderings. The Temple was also called “the House of God” and “the House of Yahweh.”

There were actually 3 temples built in Jerusalem:

1. Solomon’s Temple: Plans and arrangements for the first temple were made by King David (1 Chronicles 22), but the Temple was actually built by his son Solomon over a period of seven years. The Temple was built on Mount Moriah, the same place where Abraham offered Isaac and the place where David made offerings to the Lord (2 Samuel 24:18-25).

The blueprints for Solomon’s Temple were copied from the original tabernacle, but the dimensions were doubled. The building process was considered such a holy undertaking that no hammers were used in its construction. Noise was kept to a minimum (1 Kings 6:7). It was very ornate; filled with treasures and gold.

Solomon’s Temple was plundered for treasure several times and was finally destroyed by Nebuchadnezzar in 586 B.C. It had stood for over 400 years to that point.

2. Zerubbabel’s Temple: This temple was modeled after the first one. It was larger but not as ornate or beautiful, nor did it have all of the furnishings of the original. Ancient Jewish literature (the Mishna) says that the second temple did not have an ark in the Holy of Holies and no sacred fire for the lighting of the candlesticks or burning incense. Since there was no ark in the Holy of Holies, when the high priest entered that empty room on the Day of Atonement, he set the burning censor on a stone.

This Temple was built under very adverse conditions. A group of Jews were allowed to return to Jerusalem from captivity to begin the rebuilding of that city in general and the Temple in particular. There was a lapse of about 16 years when no work was done because of persecution from neighboring peoples (Ezra 4:1-24). It was dedicated in 516 B.C. and stood until the time of Herod the Great.

3. Herod’s Temple: This temple was built over a period of 46 years (John 2:20). Herod the Great built the third temple to gain the support and approval of the Jews over whom he ruled. Herod’s temple was much more elaborate than the previous one. In fact, it was in the process of construction or repairs from 19 B.C. until 62-64 A.D. It was completely destroyed in 70 A.D. by the Romans. Shortly thereafter, Caesar Hadrian built a temple to Jupiter on the same site. Today, “The Dome of the Rock,” a sacred site for Muslims, stands on the site believed to be where Herod’s temple stood.

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

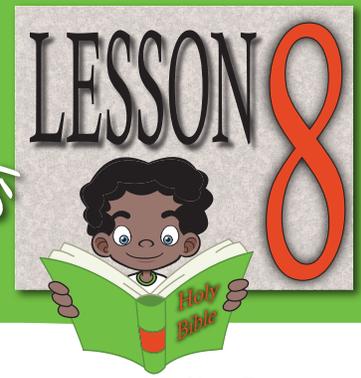
See Sunday morning’s lesson.

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



The Samaritan Woman at Jacob's Well

John 4:1-42



New Testament 2
Part 2: Jesus the Master Teacher

SUNDAY MORNING

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

SCRIPTURE REFERENCES:

John 4:1-42; Galatians 3:28

MEMORY WORK:

“God is spirit, and those who worship Him must worship in spirit and truth” (John 4:24).

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

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

- [“John 4:24”](#)
- [“Jesus Loves the Little Children”](#)
- [“I Tell Everyone about Jesus”](#)
- [“Come and Go with Me”](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Miracles & Teachings of Jesus](#) Bible fact cards (provided under “N.T. 2 Bible Facts” on curriculum Web site)
- Apologetics Press' [Bible Timeline](#)
- “Summary of the Bible” from “[Kids Prep](#)” CD by Jeff Miller
- “Matthew Chapter Summary” from “[Kids Prep](#)” CD by Jeff Miller
- Betty Lukens' felt pieces
- [“Map of New Testament World”](#) (provided in map section of curriculum Web site)
- [“Map of Palestine”](#) (provided in map section of curriculum Web site)
- Betty Lukens felt pieces
- Pictures of children/people from all over the world
- “Well” made of cardboard box or trashcan covered with colored/painted paper or poster board. Or make a half-well that will sit flush with the wall, along with two large cardboard figures of Jesus and the woman.
- Pictures of your congregation's missionaries and a map pinpointing the locations where they work



PERSONAL APPLICATION:

Jesus wants us to teach and be kind to other people, no matter who they are.

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

We have learned a lot from studying about Jesus. We learned about why it is so important to worship God and how we should worship Him. Why do we worship God? (To show our love to God.) We must worship the way the Bible tells us and we must have the right attitude. Today, we are going to learn about Jesus meeting a Samaritan woman at a well. Jesus was always looking for people to teach about God, and we should also tell others about God, just like Jesus did!

INTRODUCTION: (OLDER CHILDREN)

Last week we studied about how God wants us to worship and how upset Jesus became when men had turned the Temple, a special place of worship, into a place to make money and to steal from people. One of the things we discussed was that **how** we worship God is very important. In today's lesson, we learn from Jesus that God doesn't care **who** we are. He just wants us to do what's right.

POINTS TO EMPHASIZE:

1. Jesus left the southern part of Palestine, called Judea, and started north for Galilee (John 4:3-5). When traveling, most Jews would not travel through the area between Judea and Galilee, called **Samaria**, because they despised the people who lived there (Samaritans). But Jesus and His disciples walked through Samaria, instead of taking the road on the east side of the Jordan River. The disciples were probably nervous and uncomfortable about traveling through this region.



HISTORICAL NOTE: Samaria: The country of Samaria was home to the ten tribes of the Northern Kingdom, initially led by Jeroboam. It included the biblical cities of Shechem, Sychar, Shiloh, and Bethel. The city of Samaria was established by Omri, father of Ahab, as the capitol of the Northern Kingdom (Israel) about 880 B.C. The Assyrians, under the leadership of Sargon, completely destroyed the city and surrounding areas in 721 B.C. Sargon deported most of the population to territories that he already controlled, and people from other Assyrian provinces were brought in later to settle the region. In time, the remaining Jews and Gentiles intermarried and became the “mixed race” known as Samaritans. Their religion became a mixture of Judaism and paganism. After the return of many Jews to Palestine from Babylonian captivity, and subsequent reforms under Ezra and Nehemiah, the Samaritans built their own temple on Mt. Gerizim and established their own priesthood. The pagan element of their religion was gradually eliminated, leaving one based solely on the five books of Moses—with their own revisions. For many reasons, the Jews and Samaritans grew farther and farther apart, and their hatred for one another grew as well. A small group of Samaritans remain today in Nablus and Jaffa, Israel.

2. About **6:00 in the evening**, Jesus and the disciples arrived at an ancient well named after Jacob, near the village of Sychar. Tired, hungry, and thirsty, Jesus waited at the well while the

disciples went into the village to buy food. A woman came out to the well, and Jesus asked her for a drink. She was surprised that He would speak to her, not only because she was a Samaritan and He was a Jew, but also because men did not usually speak to women they did not know.



NOTE: John 4:6 indicates that Jesus came to the well at “about the sixth hour.” If John is using Jewish time, the sixth hour would be noon. If he was using Roman time, 6:00 AM or 6:00 PM could be possible interpretations. Well-respected brotherhood scholars, J.W. McGarvey and Wayne Jackson (as well as other notable scholars), believed Roman time is being referenced [J.W. McGarvey (1914), *The Four-Fold Gospel: A Harmony of the Gospels*; Wayne Jackson (n.d.), “Jesus and the Samaritan Woman,” <https://www.christiancourier.com/articles/282-jesus-and-the-samaritan-woman>]. John’s use of Roman time helps to clear up other alleged Bible contradictions as well (for example, see <https://apologeticspress.org/at-what-hour-was-jesus-crucified-4759/>). Jackson notes that the description of Jesus being “wearied from his journey” suggests 6:00 PM (as opposed to 6:00 AM).

3. Jesus told the woman that He could offer her “living water.” He meant that He would help her to find eternal life, but she did not understand. He told her to go get her husband, but the woman said she had no husband. Jesus knew that she was living with a man who was not her husband, and she had been married five times before. She realized quickly that Jesus knew too much about her. She appeared to become uncomfortable and changed the subject.
4. The woman decided to ask Jesus questions about where to worship and how to worship. Which ways were correct: the ways of the Jews or those of the Samaritans? Jesus made it clear that there are not many acceptable ways to worship God. There was (and is) only one way to worship God: in spirit and in truth. Jesus told her that a time was coming when the location of worship would be irrelevant. Whether at Mount Gerizim (where the Samaritans worshipped) or Jerusalem (where the Jews worshipped), God could be worshipped anywhere, as long as that worship is according to God’s instructions (i.e., “in truth,” cf. John 17:17) and with the right attitude (“in spirit”). [He was speaking of the Christian era, which would begin after His death].
5. The woman knew that Jesus was more than an ordinary man. He had told her private things about her life and what was on her heart. She said that she had heard that the Messiah (the Christ, the anointed One of God) would come one day. Jesus said, “I who speak to you am He.” She was so excited that she ran back into town, telling everyone she met that a man who could be the Messiah was sitting at the well outside their village. Many of the townspeople followed her to the well to see and hear Jesus.
6. Jesus spoke to the woman not as a Samaritan woman, but as a woman who needed salvation. He taught anyone and everyone who would listen, no matter who they were. He did not treat people differently because of the way they dressed, the color of their skin, or where they were from. He treated everyone the same, knowing that everyone needed to hear His words and know of God’s love for them. Today, He expects us to do the same. His church is a family made up of many different “kinds” of people. Like the Samaritan woman, Jesus wants us to tell our friends and neighbors about Him.



RECOMMENDED READING FOR TEACHERS: See the article “[Hyperbole: A Common Biblical Figure of Speech](#)” by Kyle Butt on the Apologetics Press Web site for a response to an alleged discrepancy in this story.

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

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

Ages 2-5:

- “[The Samaritan Woman at Jacob’s Well Coloring Sheet](#)” (provided in activity sheets)
- Help children make their own “wells” (with sugar cubes or small rocks) and figures of Jesus and the Samaritan woman (with spoons, popsicle sticks, or chenille wires).
- Help the children make a small booklet of major words from the story that the children can copy or trace.
- Role play the story or ask two adults or teenagers to act it out.

1st-2nd Graders:

- “[The Samaritan Woman](#)” crossword puzzle (provided in activity sheets)
- Get children to write letters of appreciation to our missionaries or notes to people inviting them to worship services and Bible class.
- Role play the story or ask two adults or teenagers to act it out.
- Have the children read *Jesus and the Woman at the Well*, by Melinda Busch, Arch books (DISCLAIMERS: p. 12—remove the middle paragraph starting with “But Sir...”; skip the note to parents)

3rd-4th Graders:

- “[The Samaritan Woman](#)” crossword puzzle (provided in activity sheets)
- Get children to write letters of appreciation to our missionaries or notes to people inviting them to worship services and Bible class.
- Role play the story or ask two adults or teenagers to act it out.
- Have the children read:
 - John 4

SONGS:

“JOHN 4:24”

Author: Jeff Miller

(Tune: See “[Hidden In My Heart II](#)” CD)

“JESUS LOVES THE LITTLE CHILDREN” ([Click to Hear](#))

Author: Traditional

Jesus loves the little children,
All the children of the world,
Red and yellow, black and white,
They’re all precious in His sight.
Jesus loves the little children of the world.

Jesus died for all the children....
Jesus rose for all the children....

“I TELL EVERYONE ABOUT JESUS” ([Click to Hear](#))

Author: Unknown*
(Tune: “Jesus Loves Me”)

Teach God’s love to everyone.
Tell them of His only Son.
Tell them how He loves us so.
For the Bible tells us so.

“COME AND GO WITH ME” ([Click to Hear](#))

Author: Unknown*
(Tune: “Bringing in the Sheaves”)

Who will tell the children who live so far from here?
Who will tell the children Jesus is so dear?
Who will tell the children Jesus loves them so?
I will tell the children wherever I go.

CHORUS:

Come and go with me.
Come and go with me.
We will tell the children
Wherever they may be.

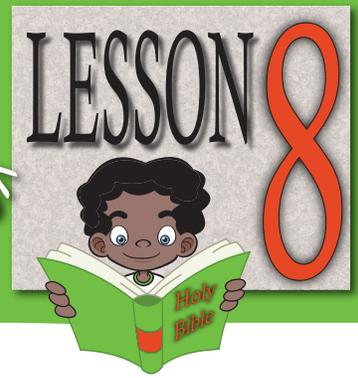
*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

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



The Samaritan Woman at Jacob's Well

John 4:1-42



New Testament 2
Part 2: Jesus the Master Teacher

WEDNESDAY EVENING

SCRIPTURE REFERENCES:

John 4:1-42; Galatians 3:28

MEMORY WORK:

“God is spirit, and those who worship Him must worship in spirit and truth” (John 4:24).

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

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

- [“John 4:24”](#)
- [“I Tell Everyone about Jesus”](#)
- [“Jesus Loves the Little Children”](#)
- [“Come and Go with Me”](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP’s Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Miracles & Teachings of Jesus](#) Bible fact cards (provided under “N.T. 2 Bible Facts” on curriculum Web site)
- Apologetics Press’ [Bible Timeline](#)
- “Summary of the Bible” from “[Kids Prep](#)” CD by Jeff Miller
- “Matthew Chapter Summary” from “[Kids Prep](#)” CD by Jeff Miller
- Betty Lukens’ felt pieces
- [“Map of New Testament World”](#) (provided in map section of curriculum Web site)
- [“Map of Palestine”](#) (provided in map section of curriculum Web site)
- Betty Lukens felt pieces
- Pictures of children/people from all over the world
- “Well” made of cardboard box or trashcan covered with colored/painted paper or poster board. Or make a half-well that will sit flush with the wall, along with two large cardboard figures of Jesus and the woman.
- Pictures of your congregation’s missionaries and a map pinpointing the locations where they work



PERSONAL APPLICATION:

Jesus wants us to teach and be kind to other people, no matter who they are.

INTRODUCTION:

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

POINTS TO EMPHASIZE:

1. Talk more about the church being a family made up of people from all over the world.
2. If available, have a missionary, or someone who has gone to another country on mission work, talk to the class about the people that make up the congregations where they have gone. Have them bring pictures to show of the people if they can.
3. With OLDER CHILDREN, discuss 2 Corinthians 5:15-16: (1) Jesus died for **all** people; (2) we should no longer see people "according to the flesh," but as Jesus sees them. [See also 1 Samuel 16:7.]

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

- See Sunday morning's lesson.
- Make a "half well" out of construction paper for each child. Cut out a rectangular piece of brown or gray construction paper. Help/have children glue their rectangle onto a solid piece of construction paper. (You will probably have to make a tab at each end of the well to glue to the paper.) Let them draw Jesus and the Samaritan woman beside the well. Write either the memory verse or the Scripture reference at the top of their papers.

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



Zacchaeus

Luke 19:1-10



New Testament 2
Part 2: Jesus the Master Teacher

SUNDAY MORNING

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

SCRIPTURE REFERENCES:

Luke 19:1-10

MEMORY WORK:

YOUNGER CHILDREN: "You shall not steal" (Exodus 20:15).

OLDER CHILDREN: "Let him who stole, steal no longer, but rather let him labor, working with his hands what is good..." (Ephesians 4:28a).

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

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

- ["Zacchaeus: Called By Christ"](#)
- ["Zacchaeus, the Wee Man"](#)
- ["Zacchaeus Was a Wee Little Man"](#)
- ["Zacchaeus"](#)
- ["Zacchaeus Climbed a Tree"](#)
- ["God's Little Children Love Living Right!"](#)
- ["Oh Zacchaeus"](#)
- ["Zacchaeus Was His Name"](#)
- ["If You're Sorry and You Know It"](#)
- ["Choices"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

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



- Later Ministry of Jesus A Beka picture set (DISCLAIMER: use the cards, *not the lesson book*; skip card CD 4.3)
- Zacchaeus flannelgraph
- *Treasures in Heaven, Animated New Testament Stories, Video #11*
- Puppets of Zacchaeus and Jesus
- “Robbie, the Robber” story and illustrations from Sarah Richey’s book, *Creative Bible Teaching, Vol. 2*

PERSONAL APPLICATION:

God wants me always to be honest. When I make a bad choice, God will forgive me if I tell Him I’m sorry and try hard to make better choices.

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Last week we learned about Jesus and someone He met at Jacob’s well. Who did He see there? (Samaritan woman) We learned about how important it is to talk to people about God no matter who they are. Everyone needs to learn about God! Today, we are going to learn about a man who wanted to see and hear Jesus so badly that he climbed up a tree. We are going to learn about how this man changed his life to do what is right.

INTRODUCTION: (OLDER CHILDREN)

Review last week’s lesson, emphasizing that Jesus came to teach **everyone**, not just people who looked or acted like He wanted. Have you ever wanted to see someone so badly that you would do just about anything to see that person? (Let students talk about this for a few minutes.) When Jesus was here on Earth, many people tried to see Him. The Bible often describes the “multitudes” that followed Him. So it was not always easy to get to see Jesus. There was one man who did something very unusual just so he could see Jesus; what he did paid off.

POINTS TO EMPHASIZE:

1. The Romans controlled the country where Jesus lived, and they forced the Jews to pay lots of taxes. Jericho was one of the places where those taxes were collected. The Roman government hired Jewish men to gather taxes from their countrymen; they were allowed to keep a percentage of the money collected. These men, known as “chief **tax collectors**” hired other Jewish men to work under them and also collect taxes.



Tax Collector: A tax collector (also called a “publican”) was someone who took up money from the people for their government/country. Important people in the government would decide how that money should be used for their country. Sometimes tax collectors took more money than what they were supposed to and they would put that extra money in their pocket and keep it. This is the same thing as stealing.

2. Jesus was traveling through **Jericho** on His way to Jerusalem for the last time, teaching the crowds that followed Him. There was a man named Zacchaeus who was also following Jesus, trying to hear and see Him. Apparently, he had heard a lot about Jesus and wanted to see this

miracle Worker and great Teacher for himself. Even though Zacchaeus was rich, he knew there was something missing in his life. He wanted to hear what the great Teacher Jesus had to say.



HISTORICAL NOTE: Jericho, also called “The City of Palm Trees,” would have been one of the Roman government’s main locations for collecting taxes in Palestine. It was about 15 miles northeast of Jerusalem. The Old Testament Jericho was roughly two miles northeast of the newer Herodian Jericho. The Herodian Jericho is likely being referenced by Luke here. See Eric Lyons (2004), “Controversial Jericho” [<https://apologeticspress.org/controversial-jericho-666/>].

3. Zacchaeus was a chief publican. Publicans were Jews who collected taxes for the Roman government. They often collected more than they were supposed to, keeping the extra money for themselves. The chief tax collector supervised other tax collectors, taking money from them. Because of this, tax collectors were often despised by other Jews. Zacchaeus was a very rich man.
4. As often happened, a large crowd surrounded Jesus, and Zacchaeus, a very **short man**, could not get close enough to see the Him. He ran ahead and found a sycamore tree that he could climb, and he sat in its branches until the Great Teacher came nearer. He did two things that were uncommon for an Eastern man of his importance: he ran, and he climbed a tree.



HISTORICAL NOTE: According to the *Bible Background Commentary* (page 240), Zacchaeus was probably less than 5 feet tall, since he was short “by ancient Mediterranean standards.” Jericho was known as “the city of palms,” but Zacchaeus chose a tree much easier to climb. The sycamore tree mentioned was probably related to the fig-mulberry tree, and was probably very similar to modern sycamores in North America, Europe, or Asia.

5. Not only did Zacchaeus want to see Jesus, but Jesus wanted to see him. When Jesus came to the sycamore tree, He looked up and called Zacchaeus by name, though they had never met. Jesus told the short tax collector to come down in a hurry. He wanted to go to Zacchaeus’ house. Zacchaeus hurried down the tree, excited and happy. But there were some in the crowd who were not happy and grumbled because Jesus was willing to spend time with a sinner like Zacchaeus.



NOTE: Jesus frequently angered the Jewish leaders who did not approve of Him spending time with sinners, like tax collectors, whom they considered unacceptable and “unsaveable” (e.g., Luke 5:27-32 and 15:1-2). Jesus not only talked to those people but chose to eat at their tables. Eating at one’s table was considered by many to be a sign of social acceptance of a person and his lifestyle. Jesus never approved of sin. His choice to eat with sinners was to teach them the Gospel (Luke 5:31-32).

6. Zacchaeus stopped (either along the way to his house or after spending time with Jesus) to tell Jesus (apparently in front of the crowd, possibly in response to their grumbling, murmuring attitudes) that he was giving away half of everything he owned to the poor. He also gave back anything that he had wrongfully taken from anyone. In fact, he gave to give back four times as much as he had taken. This was incredibly generous for Zacchaeus, much more than the law required.



NOTE: Under Mosaic Law, a Jew was required to make restitution when he could (Exodus 22:1-4) as a sign of repentance. The Pharisees developed their own traditions and rules. They required a Jew to pay back (or make up) four or five times what the original item was worth, but only for stolen oxen and sheep—and only in certain circumstances. Zacchaeus’ offer to return everything, plus extra, went beyond both the Law and the traditions of the Pharisees.

7. Jesus did not care that Zacchaeus was a tax collector, or that he had made bad choices in his past. He came to teach everyone, to help people change, and to show everyone God’s love for those that humbly wish to repent and obey Him. He said He came “to seek and to save that which was lost” (Luke 19:10). What He expects from us, when we do wrong things, is repentance (a change of heart which causes a change of actions). If we repent (say we are sorry and show it by our actions), He will forgive us. Every day we can start over, just as Zacchaeus did, and try to do better and make better choices. Jesus said that Zacchaeus would be saved because of his faith and his willingness to follow Him. Jesus came to Earth to bring salvation to everyone who would believe in Him. He forgave Zacchaeus because of his faith and his repentance.
8. As soon as he heard Jesus’ teachings, Zacchaeus knew that he could not be a follower of Jesus if he continued to be dishonest and take money from other people. So, he changed his life. Jesus wants us to be honest too, not just with our money, but in our words (lying) and actions (cheating, etc.). (Another lesson would be that when we do wrong, even though we repent, we often have to suffer consequences, or do things to make right what wrong we did—Matthew 3:8.)
9. Jesus left Jericho to go on to Jerusalem just a few days before He died. We don’t know if Zacchaeus followed Jesus into Jerusalem or if he saw Jesus crucified on the cross. But his life was changed by the love and acceptance and forgiveness of Jesus that day in Jericho.

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

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

Ages 2-5:

- [“Zacchaeus Coloring Sheet”](#) (provided in activity sheets)
- Make small money bags for the children with caption, “Zacchaeus Learned to Be Honest.” Can put play money in bags and have children share their coins with one another.
- Enlarge the Zacchaeus section of Luke 19, mount it on cardstock, and laminate it. Show a word card of “Zacchaeus,” and let the kids find and circle the word on the Scripture card.
- Make a large tree and several small figures of Zacchaeus. Blindfold each child, one at a time, and play “Pin Zacchaeus on the Tree.”
- Have several questions from the story numbered on a sheet of paper. After (or instead of) the above game, have each “Zacchaeus” numbered and put them on the tree. Let each child pick a Zacchaeus out of the tree and ask him the question that corresponds to the number on his Zacchaeus. If he answers correctly, the child gets play money for his money bag.
- Have the outline of a tree on a sheet of paper (one for each child). Have each child draw a Zacchaeus in his tree.
- Let the children role play the story.

- [“Help Zacchaeus Find Jesus Maze”](#) (provided in activity sheets)
- “Put Zacchaeus in the Tree” game: Draw and cut out a basic tree on a sheet of posterboard, then hang the tree on the wall. Make several diecuts/cutouts of a male figure (enough for each child to have one). **Or** cut out circles on which you (or the children) have drawn basic faces (one per child). Blindfold each child, and let each one try to put “Zacchaeus” in the tree (like “Pin the Tail on the Donkey”).
- Zacchaeus sack puppets: Give each child a small paper sack. For the two and three year olds, draw the facial features on the sacks ahead of time; let the children color/add finishing touches. Four and five year olds should be able to draw facial features on their sacks. If you have rectangular pieces of fabric available, the children could also glue on Zacchaeus’ “robe.” As children finish their sack puppets, ask them to pretend to be Zacchaeus and answer questions about the lesson. (Example: Where are you from? What kind of job did you have? What famous teacher came to visit your town? etc.)
- Role Play: Let the children act out the story, or ask some teens from your congregation to act out the story for your class.

1st-2nd Graders:

- Let the children role play the story.
- Make a large tree on the wall. Have several questions from the story numbered on a sheet of paper. Make several small figures of Zacchaeus; number them (or write the questions on each Zacchaeus), and put them on the tree. Let each child pick a Zacchaeus out of the tree and ask him the question that corresponds to the number on his Zacchaeus. Can be played in teams, keeping score by how many questions are answered correctly.
- Have the outline of a tree on a sheet of paper (one for each child). Have the children draw a Zacchaeus in their tree.
- [“A Wee Little Man”](#) word search (provided in activity sheets)
- [“Can You Figure This Out?”](#) activity sheet (provided in activity sheets)
- [“Help Zacchaeus Find Jesus Maze”](#) (provided in activity sheets)
- [“Why Jesus Came”](#) activity sheet (provided in activity sheets)
- Tic-Tac-Toe game: Use review questions about all the lessons in this unit ([Instructions](#) and [Board](#) provided in activity section of website).
- Memory Verse review: Write one or two words of today’s memory verse on separate index cards. Make 3-4 sets of these cards; put each set in a zippered plastic bag. Divide the class into 3-4 groups, and give each group a set of the cards. Challenge each team to put the verse back together as quickly as possible. To make it more challenging, make sets of cards for the memory verses of each lesson in this unit. As each team finishes one verse, give them another bag with the cards for another memory verse to put in the correct order.
- Role Play: Let the children act out the story, or ask some teens from your congregation to act out the story for your class.
- “Put Zacchaeus in the Tree” game: Draw and cut out a basic tree on a sheet of posterboard, then hang the tree on the wall. Make several diecuts/cutouts of a male figure (enough for each child to have one). **Or** cut out circles on which you (or the children) have drawn basic faces (one per child). Blindfold each child, and let each one try to put “Zacchaeus” in the tree (like “Pin the Tail on the Donkey”).
- “Who Am I?”: On index cards or strips of paper, write clues about different characters in the stories in this unit (e.g., widow, blind man, Pharisees, sower, crippled man, Zacchaeus, Jews, apostles, shepherd, Jesus, etc.). Put the clues in a basket or bag. Let each child choose a clue and tell who it describes. **Or** Write the characters on the board and let each child put his clue on/by the correct

character.

- Have the children read the following:
 - *Zacchaeus Meets Jesus* Happy Day book from Standard Publishing
 - *Zacchaeus* Big Book from Group Publishing
 - Zonderkidz “I Can Read!” Series: *Zacchaeus Meets Jesus*

3rd-4th Graders:

- Make a large tree on the wall. Have several questions from the story numbered on a sheet of paper. Make several small figures of Zacchaeus; number them (or write the questions on each Zacchaeus), and put them on the tree. Let each child pick a Zacchaeus out of the tree and ask him the question that corresponds to the number on his Zacchaeus. Can be played in teams, keeping score by how many questions are answered correctly.
- Have a yardstick and measure the height of the children to see who is the shortest in the class. Be sensitive to children who may not want to be pointed out as being “short.” Make it fun and positive.
- “[Honesty Adds Up!](#)” activity sheet (provided in activity sheets)
- “[Why Jesus Came](#)” activity sheet (provided in activity sheets)
- “[Zacchaeus Opposites](#)” activity sheet (provided in activity sheets)
- “[Help Zacchaeus Find Jesus Maze](#)” (provided in activity sheets)
- “[A Wee Little Man](#)” word search (provided in activity sheets)
- “[Can You Figure this Out?](#)” activity sheet (provided in activity sheets)
- Tic-Tac-Toe game: Use review questions about all the lessons in this unit ([Instructions](#) and [Board](#) provided in activity section of website).
- Memory Verse review: Write one or two words of today’s memory verse on separate index cards. Make 3-4 sets of these cards; put each set in a zippered plastic bag. Divide the class into 3-4 groups, and give each group a set of the cards. Challenge each team to put the verse back together as quickly as possible. To make it more challenging, make sets of cards for the memory verses of each lesson in this unit. As each team finishes one verse, give them another bag with the cards for another memory verse to put in the correct order.
- Role Play: Let the children act out the story, or ask some teens from your congregation to act out the story for your class.
- “Who Am I?”: On index cards or strips of paper, write clues about different characters in the stories in this unit (e.g., widow, blind man, Pharisees, sower, crippled man, Zacchaeus, Jews, apostles, shepherd, Jesus, etc.). Put the clues in a basket or bag. Let each child choose a clue and tell who it describes. **Or** Write the characters on the board and let each child put his clue on/by the correct character.
- Have the children read the following:
 - Luke 19
 - *Zacchaeus* Arch Book
 - *Jesus Does Miracles and Heals People*, Contemporary Bible Series, Scandinavia Publishing House, pp. 52-53

FINGERPLAY:

“ZACCHAEUS: CALLED BY CHRIST” (action story)

Jesus is coming! (cup hands to mouth)
Let’s all go see! (hold one hand over eyes and look around)

Zacchaeus was so short, (hold hand low to indicate short height)
So he climbed up in a tree! (move hands in climbing motion)
Soon Jesus walked by. (walk in place)
The crowd was so big! (extend arms out to sides)
Jesus told Zacchaeus, (place hand over eyes and look up)
“Come down now! Don’t wait. (motion to come down)
I’m going to go to your house today. (point to self, then point away from self)
Zacchaeus, I know all the ways you’ve sinned. (point to head, then shake head sadly)
So believe in God and begin again.” (point up, then extend arm in gesture of invitation)
Zacchaeus was sorry, (wipe tears from eyes)
For the wrongs he had done. (shake head sadly)
He repaid everyone money he had taken. (pretend to distribute money to crowd)
He trusted Jesus and made a new start. (fold hands in prayer, then shake head “yes”)

Little Zacchaeus had a **big** change of heart! (hold hand low to indicate short height, then place hands over heart)

POEM:

“ZACCAEUS, THE WEE MAN”

Zacchaeus was a little man who lived in Jericho.
He probably was smaller than ‘most any man you know.
He had never seen the Lord until one happy day.
He heard the news that Jesus was passing through that way.
Zacchaeus was determined to see this wondrous man.
So out the door he hurried and down the road he ran.
Soon he was among the crowd that waited eagerly.
Then, because he was so small, he climbed up in a tree.
Here above the others’ heads, he’d be sure to see,
The man he’d heard so much about, the man from Galilee.
When Jesus finally came, He lifted up His eyes.
And saw the anxious little man gazing in surprise.
“Come down, Zacchaeus,” Jesus said. “Please come down right away,
For I am going home with you to be your guest today.”
Zacchaeus slid down from the tree just like a happy boy,
And as he walked beside the Lord, his heart was filled with joy.

SONGS:

“ZACCHAEUS WAS A WEE LITTLE MAN” ([Click to Hear](#))

Author: Traditional

Zacchaeus was a wee little man,
And a wee little man was he.
He climbed up in the sycamore tree
For the Lord he wanted to see.
And as the Savior passed his way
He looked up in the tree.
And said, “Zacchaeus, you come down from there.”
“For I’m going to your house today.”
“For I’m going to your house today.”

“ZACCHAEUS” ([Click to Hear](#))

Author: Unknown*

(Tune: “Yankee Doodle”)

Once there was a little man a sittin’ in a tree.
He sat there as the folks passed by,
The Lord he wanted to see.
Then Jesus looked up in the tree and saw Zacchaeus there.
He said, “Zacchaeus, please come down from there.”
“I’ll help you ‘cause I care.”

“ZACCHAEUS CLIMBED A TREE” ([Click to Hear](#))

Author: Unknown*

(Tune: “Farmer in the Dell”)

Zacchaeus climbed a tree.
Zacchaeus climbed a tree.
He hoped to see the Savior there,
So he climbed up in a tree.
Jesus said, “Come down.”
Jesus said, “Come down.”
“Come down and walk with Me.”
Jesus said, “Come down.”
“I’m going to your house.”
“I’m going to your house.”
“I hope I will be welcome there.”
“I’m going to your house.”

“GOD’S LITTLE CHILDREN LOVE LIVING RIGHT!” ([Click to Hear](#))

Author: Sarah Richey

(Tune: “Mammy’s Little Baby Loves Short’nin’ Bread”)

God’s little children love living, living,
God’s little children love living right!

(REPEAT)

Get out the Bible, turn to the place,
Gonna talk about Jesus and His saving grace!
He is our Savior; He saved our race!
Gonna spread Jesus all over this place!

(REPEAT FIRST STANZA)

“OH ZACCHAEUS” ([Click to Hear](#))

Author: Lora Laycook

(Tune: “Are You Sleeping?”)

HALF OF CLASS: O Zacchaeus, O Zacchaeus, where are you? Where are you?

OTHER HALF OF CLASS: I’m up in a tree. I’m up in a tree, a sycamore tree, a sycamore tree.

HALF OF CLASS: O Zacchaeus, O Zacchaeus, hurry down, hurry down.

I am going with you, I am going with you,
To your house, to your house.

“ZACCHAEUS WAS HIS NAME” ([Click to Hear](#))

Author: Lora Laycook (adapted)

(Tune: “Battle Hymn of the Republic”)

In Jericho there was a man, he was very, very short. (3X)
Zacchaeus was his name.

He wanted to see Jesus, so he climbed up in a tree. (3X)
‘Cause he was very short.

“Zacchaeus, hurry down from there, and let’s go to your house,” (3X)
Jesus said that day.

“I’ll take half of what I own, and then I’ll help the poor,” (3X)
Zacchaeus said that day.

Glory, glory, hallelujah, (3X)
Zacchaeus changed his life!

“IF YOU’RE SORRY AND YOU KNOW IT” ([Click to Hear](#))

Author: Unknown*

(Tune: “If You’re Happy and You Know It”)

If you’re sorry and you know it, talk to God. (REPEAT)
If you’re sorry and you know it, then your life will surely show it,
If you’re sorry and you know it, talk to God.

If you’re forgiven and you know it, praise the Lord. (REPEAT)
If you’re forgiven and you know it, then your life will surely show it,
If you’re forgiven and you know it, praise the Lord.

“CHOICES” ([Click to Hear](#))

(Tune: “Yankee Doodle”)

Every day in every way,
We all make our choices;
We say “yes” or we say “no,”
By using our own voices.

CHORUS:

Help us Lord, to choose what’s right
Every day and night.
Help us, Lord to choose what’s right
We want to make good choices.

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

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



Zacchaeus

Luke 19:1-10



New Testament 2
Part 2: Jesus the Master Teacher

WEDNESDAY EVENING

SCRIPTURE REFERENCES:

Luke 19:1-10

MEMORY WORK:

YOUNGER CHILDREN: “You shall not steal” (Exodus 20:15).

OLDER CHILDREN: “Let him who stole, steal no longer, but rather let him labor, working with his hands what is good...” (Ephesians 4:28a).

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

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

- [“Zacchaeus: Called By Christ”](#)
- [“Zacchaeus, the Wee Man”](#)
- [“Zacchaeus Was a Wee Little Man”](#)
- [“Zacchaeus”](#)
- [“Zacchaeus Climbed a Tree”](#)
- [“God’s Little Children Love Living Right!”](#)
- [“Oh Zacchaeus”](#)
- [“Zacchaeus Was His Name”](#)
- [“If You’re Sorry and You Know It”](#)
- [“Choices”](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP’s Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Miracles & Teachings of Jesus](#) Bible fact cards (provided under “N.T. 2 Bible Facts” on curriculum Web site)
- Apologetics Press’ [Bible Timeline](#)
- “Summary of the Bible” from [“Kids Prep”](#) CD by Jeff Miller
- “Matthew Chapter Summary” from [“Kids Prep”](#) CD by Jeff Miller
- Betty Lukens’ felt pieces
- [“Map of New Testament World”](#) (provided in map section of curriculum Web site)
- [“Map of Palestine”](#) (provided in map section of curriculum Web site)
- Later Ministry of Jesus A Beka picture set (DISCLAIMER: use the cards, *not the lesson book*; skip card CD 4.3)
- Zacchaeus flannelgraph



- *Treasures in Heaven, Animated New Testament Stories, Video #11*
- *Puppets of Zacchaeus and Jesus*
- “Robbie, the Robber” story and illustrations from Sarah Richey’s book, *Creative Bible Teaching, Vol. 2*

PERSONAL APPLICATION:

God wants me always to be honest.

INTRODUCTION:

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

POINTS TO EMPHASIZE:

1. Emphasize the many ways we can be dishonest. If the devil can convince us to do something “just a little bit wrong,” it will be easier and easier to do things wrong. (It is hard to tell a “small” lie to our parents, but if we do, the next time it’s easier to do it, and the next time is even easier, until telling “big” lies become, easy.) Publicans had a bad **reputation** because there were so many who were dishonest. With OLDER CHILDREN, discuss what a **reputation** is and what it means to have a good reputation. Discuss things we can do that will make us have bad reputations. What do you think your reputation is? Do others hear your name and think of you as a liar, cheater, cusser, bully, thief, etc.?
2. Tell a story to bring home to the children what it means to be dishonest and to steal, such as taking a toy from a friend’s house when they are not looking, not returning money to the store if they accidentally give you too much, etc.
3. With OLDER CHILDREN, talk about what it **cost** Zacchaeus to follow Jesus’ teachings. He was not just willing to give up his wealth. He was willing to completely change. What does it cost **us** to follow Jesus?

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

See Sunday morning’s lesson

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



The Parable of the Prodigal Son

Luke 15:11-24



New Testament 2
Part 2: Jesus the Master Teacher

SUNDAY MORNING

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

SCRIPTURE REFERENCES:

Luke 15:11-24; 2 Peter 3:9; Luke 17:3-4; 1 John 1:9

MEMORY WORK:

“And be kind to one another, tenderhearted, forgiving one another...” (Ephesians 4:32).

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

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

- [“The Prodigal Son”](#)
- [“The Parable of the Prodigal Son”](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Miracles & Teachings of Jesus](#) Bible fact cards (provided under “N.T. 2 Bible Facts” on curriculum Web site)
- Apologetics Press' [Bible Timeline](#)
- “Summary of the Bible” from “[Kids Prep](#)” CD by Jeff Miller
- “Matthew Chapter Summary” from “[Kids Prep](#)” CD by Jeff Miller
- Betty Lukens' felt pieces
- [“Map of New Testament World”](#) (provided in map section of curriculum Web site)
- [“Map of Palestine”](#) (provided in map section of curriculum Web site)
- Animated New Testament Stories, Video #3
- Sandbox with chenille wire figures, spool “pigs”
- In Parables of Jesus flannelgraph

PERSONAL APPLICATION:

Since God is willing to forgive me when I do bad things (if I say I'm sorry and try to do better—i.e., repent), I should be willing to do the same for others.



LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Last week we talked about Zacchaeus. Who can tell me about him? (Review last week’s lesson.) Have you ever made a bad choice, and then had to say you were sorry for what you said or did? (Allow children to talk about this for a few minutes.) Today, we are going to learn about a parable, or story, that Jesus told about a boy who left home and made some bad choices. We will learn about how God forgives us and wants us to do what is right, and how we should forgive others that want to make things right..

INTRODUCTION: (OLDER CHILDREN)

Review the story of Zacchaeus, re-emphasizing what Zacchaeus did to show he had repented. Have you ever made a bad choice and then got into trouble for what you did or said? What did you have to do to try to make it right? (If they are willing, have students share.) Today, we are going to learn about a boy who left home and made some very bad choices. Through this lesson, we will learn how God forgives us and always loves us.

POINTS TO EMPHASIZE:

1. The Jewish scribes and Pharisees criticized Jesus all the time, largely because they thought He spent too much time with “sinners.” They considered themselves to be very religious and, therefore, better than other people. In Luke 15, Jesus told three **parables** to teach them that (a) all men need forgiveness; (b) God is willing and ready to **forgive anyone** who **repents** (asks for forgiveness and tries to do better); and (c) we should not have an attitude like the older brother, who was jealous and resentful of his brother, rather than rejoicing over his repentance. The third parable in Luke 15 is often called the Parable of the **Prodigal Son** (or the Lost Boy); sometimes it is called the Parable of the Loving Father.

Parable: “a short story that teaches a lesson” (*Basic Bible Dictionary*, Standard Pub.Co., 1984). Commonly called “an earthly story with a heavenly meaning.”

Forgive: to let go of some hurt or wrong that someone has done to you; to stop being angry or resentful about something wrong someone has done to you; to erase a debt that someone owes you.

Repent: to be sorry for doing wrong and change the ways you think and act; to turn away from wrong choices and turn back to God.

Prodigal: wasteful

2. Jesus said a certain man had two sons. The younger son decided that he didn’t want to stay at home and follow his father’s rules. He knew that he and his brother would get a lot of money (inheritance) when his father died, but he didn’t want to wait. He wanted his share of his father’s money right then.
3. This son went to “a far country,” where he probably did not know anyone, and more likely, where nobody knew him. He wanted to be free—free from rules and responsibilities, free to do what he wanted. He apparently thought there would be no consequences for any of his bad choices. But the young man made a lot of bad choices about friends and about how to spend



his money. Bad friends, bad activities, and wasted money put him in dangerous situations. When the son ran out of money, his “friends” left him. They were not really friends at all; they pretended to be friends only as long as the younger son could do something for them or give them things.

4. He was hungry and suddenly poor, and he couldn’t find a job—until he found a man who would pay him to feed pigs! The son was so hungry that he wanted to eat the food that the pigs ate (mostly garbage). His “riotous living” cost him much more than money. It cost him his self-respect. The Old Testament law said that Jews could not eat pork or have anything to do with pigs, and the Jews took that law to heart. In this parable, Jesus described a young Jewish man not only taking care of pigs but wanting to eat the same garbage that they ate. This would have been completely disgusting to the Jews listening to Him.
5. The son was homeless and hungry. He finally “came to his senses” and remembered that even the servants in his father’s house had good food to eat and a comfortable, clean place to live. He decided to go home and beg his father to forgive him. As he traveled back home, he had plenty of time to think about what he would say to his father. He decided that he would tell his father he had sinned and was not worthy of even being called “son” anymore. He was determined to make things right with his father and change his life.
6. In His story, Jesus didn’t say how long the son was gone from home, but He did say that the father watched for his son. When the father saw the boy coming from a distance, he ran to meet him. He had not forgotten about his son or given up on him. Instead, he had been watching in the distance, hoping his son would return.
7. The son had disgraced his father and his family name. He asked his father to forgive him and asked to work as one of the servants. According to the Old Law, he could have been stoned to death (Deuteronomy 21:18-21). Even though the father had been very hurt by the son’s behavior and choices, he was more than willing to forgive the son and take him back into his house as part of the family due to his repentance. He hugged his dirty, tired, ragged son and kissed him. He was so excited and happy that he threw a big party to celebrate the son’s return, and gave him a special ring, new clothes, and new sandals for his feet.
8. The father in Jesus’ parable treated his son like God will treat us when we ask for forgiveness, change mind about misbehaving, and make things right. God loves us when we are good, and He loves us when we don’t do our best. He wants us to make good choices, but He knows that we will make mistakes. We can be sure that if we are willing to repent, God will forgive us and welcome us back. There is nothing wrong we can do that God can not forgive.
9. Make a practical application with a story about a young child running away from home because he thought it would be a lot of fun to be on his own without his parents telling his what to do or because he got mad at his parents. Describe the first hour away from home; near mealtime—hungry, without money, lonely, etc. Ask how they would feel. Would they want to go home? What would they do? How would they want their parents to welcome them?



RECOMMENDED READING FOR TEACHERS: See the article “[Hate Your Parents—
or Love Them?](#)” by Kyle Butt on the Apologetics Press Web site for a response to the charge that the Bible contradicts itself in its teaching regarding showing respect to parents.

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

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

Ages 2-5:

- [“The Prodigal Son Coloring Sheet”](#) (provided in activity sheets)
- Have special “rings” for the children: Open long paper fasteners (brads) and bend prongs into a ring shape. Put a dot of hot glue on the head of brad and cover it with glitter or a “jewel.”
- [“Shoes for Memory Verse Game”](#) cutouts (provided in activity sheets): Write the memory verse on each cutout, leaving two or three words in the verse blank for the kids to fill in (copy from what you write on the board).
- [“Pigs for Pigpen”](#) cutouts (provided in activity sheets): Make a pigpen from craft sticks. Have the students cut out pink pigs that you’ve drawn/copied onto construction paper (or printed from the curriculum site). (You may need to cut these out for the kids.) Use strips of brown paper for straw. Label each pig with a sin that led the young man to the pigpen.
- Review game: make one corner of the room the “house” and make a path or road out of masking tape around the room that leads to the house. Have the children stand at the beginning of the path, and ask them review questions. Each time they answer correctly, they take a step toward the house.

1st-2nd Graders:

- [“Shoes for Memory Verse Game”](#) cutouts (provided in activity sheets): Write the memory verse on each cutout, leaving two or three words in the verse blank for the kids to fill in (copy from what you write on the board).
- Read statements like the following to describe the prodigal son. Ask the children to agree or disagree, and to make changes in the sentence if they disagree. (He was happy. He was respectful to his father. He used his money wisely. He decided to stay away from home forever. He loved his father. He loved pigs.)
- [“Pig Faces for Team Game”](#) cutouts (provided in activity sheets): Divide the class into two teams, and divide the chalkboard into two sections. Ask each team questions about the lesson. If they answer incorrectly, put a pig face or pig cutout on their side of the board. If they answer correctly, put a ring (or a coat or shoe) cutout on their side of the board ([shoe cutouts](#) provided in activity sheets).
- [“Pigs for Pigpen”](#) cutouts (provided in activity sheets): Make a pigpen from craft sticks. Have the students cut out pink pigs that you’ve drawn/copied onto construction paper (or printed from the curriculum site). Use strips of brown paper for straw. Label each pig with a sin that led the young man to the pigpen, or have the students write the memory verse on their pig.
- Review game: make one corner of the room the “house” and make a path or road out of masking tape around the room that leads to the house. Have the children stand at the beginning of the path, and ask them review questions. Each time they answer correctly, they take a step toward the house.
- [“The Lost Son Maze”](#) (provided in activity sheets)
- Have the children read the following:
 - Zonderkidz “I Can Read!” Series: *The Prodigal Son*
 - *The Parable of the Prodigal Son* Arch Book (DISCLAIMER: On the second to last page, the paragraph starting with “When God made,” change all the verbs from past tense to

present tense, e.g., “made” to “makes.”)

- *Mad Maddie Maxwell*—book

3rd-4th Graders:

- “[The Prodigal Son](#)” word search (provided in activity sheets)
- Write on the board the following scriptures: Ephesians 4:32; Romans 1:16; John 1:1; Genesis 1:27; Matthew 6:14-15; Matthew 5:43-44; Colossians 3:13; 1 John 1:9. Divide the class into pairs or groups of three. Give the children a certain amount of time to look them up and find which ones mention forgiveness.
- “Prodigal Son Pizza”: Make two large cardboard circles. Cut two “pizzas” the same size from poster board then cut those into “pizza slices.” Divide the class into two teams. For every review question they answer correctly, they can add a slice to their pizza. The first team to have a complete pizza wins.
- “[The Lost Son Code Activity](#)” (provided in activity sheets)
- “[The Lost Son Maze](#)” (provided in activity sheets)
- Have the children read the following:
 - *Discovery* magazine issue (NOTE: [Advanced Bible Reader](#) quizzes exist for many issues of *Discovery* magazine): “The Lost Son” ([April, 2018](#))
 - Luke 15
 - [A Son Who Ran Away](#) book by Kyle Butt, Apologetics Press
 - *The Good Samaritan and the Boy Who Left Home*—Enid Blyton book
 - *The Other Brother*—book

SONGS:

“THE PRODIGAL SON” ([Click to Hear](#))

Author: Unkown*

(Tune: “Farmer in the Dell”)

The Prodigal Son came home. The Prodigal Son came home.
His daddy ran to meet him, when the Prodigal Son came home.

“THE PARABLE OF THE PRODIGAL SON” ([Click to Hear](#))

Author: Lora Laycook

(Tune: “Jesus Keep Me Near the Cross”)

VERSE 1:

Jesus told about a man, who had riches plenty.
With his sons he shared his wealth, for he loved them dearly.

CHORUS:

O he loved! O he loved! His two sons, he loved them.
And our Father up above loves us as His children.

VERSE 2:

One dear son went far away and wasted all he’d been given.
Became so hungry he ate with pigs. No one there would help him.

2nd CHORUS:

He returned! He returned! And his father forgave him;
God our Father loves us, too, and will gladly forgive us.

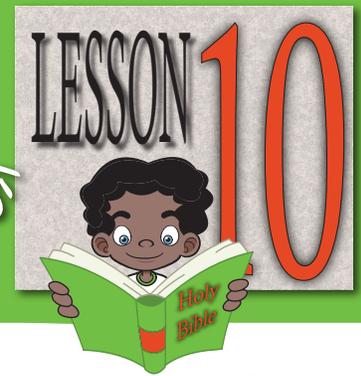
*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

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



The Parable of the Prodigal Son

Luke 15:11-24



New Testament 2
Part 2: Jesus the Master Teacher

WEDNESDAY EVENING

SCRIPTURE REFERENCES:

Luke 15:11-24; 2 Peter 3:9; Luke 17:3-4; 1 John 1:9

MEMORY WORK:

“And be kind to one another, tenderhearted, forgiving one another...” (Ephesians 4:32).

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

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

- [“The Prodigal Son”](#)
- [“The Parable of the Prodigal Son”](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP’s Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Miracles & Teachings of Jesus](#) Bible fact cards (provided under “N.T. 2 Bible Facts” on curriculum Web site)
- Apologetics Press’ [Bible Timeline](#)
- “Summary of the Bible” from “[Kids Prep](#)” CD by Jeff Miller
- “Matthew Chapter Summary” from “[Kids Prep](#)” CD by Jeff Miller
- Betty Lukens’ felt pieces
- “[Map of New Testament World](#)” (provided in map section of curriculum Web site)
- “[Map of Palestine](#)” (provided in map section of curriculum Web site)
- Animated New Testament Stories, Video #3
- Sandbox with chenille wire figures, spool “pigs”
- In Parables of Jesus flannelgraph

PERSONAL APPLICATION:

Since God is willing to forgive me when I do bad things (if I say I’m sorry and try to do better—i.e., repent), I should be willing to do the same for others.



INTRODUCTION:

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

POINTS TO EMPHASIZE:

With OLDER CHILDREN, continue the story about the older brother.

The older brother didn’t want to forgive, and he refused to welcome his brother back. He shamed his father, too—not by wasting money and being “wild,” but by his unforgiving words and actions. In this parable, Jesus wanted the scribes and Pharisees to see that they could repent and come back to God, like the younger son. But He also wanted them to see that they must not be like the older son, refusing to forgive those who repented, ignoring the needs of others, and being too proud to see their own need for forgiveness.

With YOUNGER CHILDREN, tell the following story (“Mother Owes Billy”) with pictures or puppets—

BILLY: Let’s see. If only I had five dollars and fifty cents more, I could get that soccer ball I want. What can I do? Oh, I have an idea! (*Gets pencil and paper and pretends to write.*) There! I’ll leave it right here on the kitchen table so Mother will be sure to see it. (*Billy leaves*)

MOTHER: Bye, Billy. Have a good day. What’s this? (*Picks up paper and reads aloud*)

Mother owes Billy:	For brushing his teeth	\$1.00
	For picking up his clothes	\$1.00
	For eating all his supper	\$1.50
	For doing his homework	\$2.00
TOTAL:		\$5.50

(*Sad faced Mother takes pencil and writes on back of paper, then gets money and leaves it beside the paper on the table. He leaves.*)

BILLY: (*comes in happily and calls out*) Mom, I’m home! (*Sees money and gets very excited*)

Wow! My idea worked! She gave me the money! Now I can get that new soccer ball. Hmmm. What’s this? (*Picks up his mother’s note and reads aloud*)

Billy owes Mother:	For washing his clothes	nothing
	For taking care of him when he’s sick	nothing
	For preparing his food every day	nothing
	For helping with his homework	nothing
	For loving him no matter what	nothing

(*Sad-faced Billy begins to cry as Mother comes back in*)

BILLY: I’m so sorry, Mom. I’m so ashamed of myself. Can you ever forgive me?

MOTHER: Of course I can forgive you, Billy. I love you! I sometimes do things for which I need forgiveness, too. I have to ask God to forgive me. I know He will because He loves me—just like I love you!

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

See Sunday morning's lesson

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



The Parable of the Good Samaritan

Luke 10:25-37



New Testament 2
Part 2: Jesus the Master Teacher

SUNDAY MORNING

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

SCRIPTURE REFERENCES:

Luke 10:25-37; 6:36; Matthew 5:7; 22:34-40; Mark 12:28-31; Leviticus 19:18

MEMORY WORK:

“You shall love your neighbor as yourself” (Mark 12:31).

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

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

- [“Matthew 22:36-40”](#)
- [“A Neighbor Kind and Good”](#)
- [“Being Kind to Others”](#)
- [“Be Kind to Others”](#)
- [“Kindness Is...”](#)
- [“I Want to be a Worker”](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Miracles & Teachings of Jesus](#) Bible fact cards (provided under “N.T. 2 Bible Facts” on curriculum Web site)
- Apologetics Press' [Bible Timeline](#)
- “Summary of the Bible” from “[Kids Prep](#)” CD by Jeff Miller
- “Matthew Chapter Summary” from “[Kids Prep](#)” CD by Jeff Miller
- Betty Lukens' felt pieces
- [“Map of New Testament World”](#) (provided in map section of curriculum Web site)
- [“Map of Palestine”](#) (provided in map section of curriculum Web site)
- Good Samaritan flannel graph
- Parables of Jesus A Beka flash-a-card series: series #1 (DISCLAIMER: use the cards, *not the lesson book*)
- Betty Lukens felt pieces
- Good Samaritan Animated New Testament Stories, Video #4



PERSONAL APPLICATION:

A neighbor can be anyone, even if they don't live nearby. We should be aware of those in need and do what we can to help them.

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Who is the best teacher? We can learn so much from studying about Jesus. Last week we studied a parable Jesus told about a father and son. Who remembers what happened? (Review lesson.) Today we are going to learn about another story Jesus told that taught an important lesson about being kind to others and looking for people who need help.

INTRODUCTION: (OLDER CHILDREN)

Review last week's lesson. Who is my neighbor? (Allow students to discuss for a few minutes) Jesus, the Great Teacher, was asked that question, and He answered with a parable that has a lesson we can all learn.

POINTS TO EMPHASIZE:

1. One day when Jesus was teaching a crowd of people, a **lawyer** stood up and asked Jesus a question to test Him. The lawyer asked what he needed to do to inherit eternal life (i.e., to live forever with God). Jesus reminded the young man that he should love God with all his heart and love his neighbor as himself.



Lawyer: In New Testament times, a lawyer (often called a “scribe”) was a man who studied the Law of Moses and was considered a reliable source for interpretations of the Law and opinions about it. Lawyers were very influential, as teachers of the Law and members of the special Jewish council, called the Sanhedrin, which made decisions about religious matters and civil disputes.

For younger children, define **lawyer** as a man who studied the Law of Moses and who was thought to be really smart and know a lot about the Law.

2. Then the lawyer asked, “Who is my neighbor?” Instead of answering the question directly, Jesus told a parable (a special story) about a man traveling from Jerusalem to Jericho (15-18 miles, depending on whether the Old Testament Jericho or the Herodian Jericho is being referenced). Robbers attacked the man, robbed him, beat him, and left him for dead. [*Those listening to Jesus' story would have been familiar with the dangers of traveling the road from Jerusalem to Jericho. It was notorious for being home to robbers. Remind the children that people walked everywhere or rode camels or donkeys.*]
3. A priest (priests were considered to be very religious and sincere people, although many were not) was walking down the road and saw the hurt man, but he didn't stop to help. A Levite (a Jew, from the tribe of Levi, who helped in the Temple, also thought by most people to be very religious) also walked by and saw the hurt man, but he didn't stop to help either. A third man walked by and immediately stopped to help. He put **oil, wine**, and bandages on his wounds. Then he put the hurt man on his donkey and took him to an inn to take care of him. The next

day, the helpful man gave the innkeeper money (**2 denarii**) to continue taking care of the hurt man until he was well.



Oil and wine: Olive oil was used to soothe the wounds of both humans and animals. Because of its alcohol content, wine was a good disinfectant.

Denarius: A denarius was one day’s wage for a common laborer. The *Nelson NKJV Study Bible* adds this footnote to Luke 10:35: “The Samaritan, if he paid a typical rate of one-twelfth of a denarius a day, paid for 24 days at the inn.” The Samaritan not only provided generously for the injured man’s care, but he made the commitment to return in about three weeks to see if additional funds were needed.

4. If that was all Jesus had to say, this parable was a remarkable story of kindness. But He made a point of telling His Jewish audience that the helpful man was a Samaritan. Remember when we talked about Jesus’ conversation with the Samaritan woman at the well? Remember that the Jews thought Samaritans were no better than dogs. It would have been hard for the Jews to imagine that a Samaritan could be a good person, much less someone willing to help a Jew. Jesus not only made the Samaritan the “good guy” in this story; He also made the priest and Levite (the religious leaders) the “bad guys.” [See Matthew 23:23.]
5. When Jesus finished the story of the Good Samaritan, He asked the lawyer (and the rest of the crowd), “Which of these three men acted like a neighbor to the man who fell into the robbers’ hands?” The lawyer realized that Jesus’ parable was the answer to his original question and had to answer, “The one who showed mercy toward him.” Jesus told him that he should do the same. He should be ready to show concern and compassion toward others, because everyone was his neighbor.
6. There are many people around us who are sick or sad or lonely. They need encouragement and help. They need to know that others care about them. They are our neighbors, even if they don’t live next door or down the street, and even if they are our enemies (Matthew 5:44).
7. The priest and the Levite may have thought they were too busy to stop and help this man in need. Many times we may think we’re too busy to help others, but Jesus wants us to never be so busy that we don’t have time to help other people. People are more important to Jesus than busy activities!

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

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

Ages 2-5:

- “[The Parable of the Good Samaritan Coloring Sheet](#)” (provided in activity sheets)
- Help children make “Be a Good Neighbor” bags. Inside bags, they can put band-aids, candy, get well cards, balloons—anything they could use to brighten someone’s day.
- Role play the story.

1st-2nd Graders:

- Play “Bible Alphabet Soup” with keywords from this story (love, robber, priest, oil, Luke, etc.)
- “Good Samaritan true/false game”: Put true/false statements on band-aid cutouts and put them in a box or can. Let each child draw one “band-aid” at a time and decide if the statement is true or false.

- Have small maps prepared so children can track the road from Jerusalem to Jericho with highlighters. Roadmarkers can be added with “danger” signs.
- “[A Kind Man](#)” worksheet (provided in activity sheets)
- “[Food in Bible Times](#)” activity (provided in activity sheets)
- “[Who Said...?](#)” activity (provided in activity sheets)
- Have the children read the following:
 - *Kindness Counts*—The Berenstain Bears book
 - *The Story of the Good Samaritan*, by Penny Frank, The Lion Story Bible

3rd-4th Graders:

- “Tic Tac Toe” or “Hang Man” with words from this lesson and previous lessons
- “[A Kind Man](#)” worksheet (provided in activity sheets)
- “[Food in Bible Times](#)” activity/info sheet (provided in activity sheets)
- “[What Does It Mean?](#)” activity sheet (provided in activity sheets)
- “[Who Said...?](#)” activity sheet (provided in activity sheets)
- Have the children read the following:
 - *Discovery* magazine issue (NOTE: [Advanced Bible Reader](#) quizzes exist for many issues of *Discovery* magazine): “The Good Samaritan” ([April, 2018](#))
 - Luke 10
 - *The Kind Samaritan* Arch Book, by Teresa Olive
 - *Good Samaritan and Boy Who Left Home* by Enid Blyton (Harvest House, Eugene OR)
 - *The Good Samaritan*, Little Landoll Books
 - *Jesus Teaches His Disciples*, Contemporary Bible Series, Scandinavia Publishing, pp. 48-49

FINGERPLAY:

“A NEIGHBOR KIND AND GOOD”

This man took a trip one day. (*Raise left index finger and keep upright as arm moves along in walking motion.*)

Robbers hit him and ran away. (*Knock down left index finger with right hand. Move the index and third finger of right hand in running motion.*)

A Samaritan rode by who was kind and good. (*Raise right index finger and move arm in jogging motion.*)

He helped the man as Jesus would. (*Make cradle with hands and arms as if lifting the man.*)

Are you a neighbor kind and good? (*Point finger away from body as if to someone else.*)

Helping others as Jesus would? (*Point heavenward.*)

SONGS:

“MATTHEW 22:36-40”

Author: Jeff Miller

(Tune: See “[Hidden In My Heart II](#)” CD)

“BEING KIND TO OTHERS” ([Click to Hear](#))

Author: Lora Laycook
(Tune: “Bringing in the Sheaves”)

Being kind to others, being kind to others;
Being kind to others, every night and day.
Being kind to others, being kind to others;
Jesus ever taught us that we must obey.

CHORUS:

O we must be kind! O we must be kind!
Jesus ever taught us that we must be kind.
(REPEAT)

“BE KIND TO OTHERS” ([Click to Hear](#))

Author: Unknown*
(Tune: “Jesus Loves Me”)

Help somebody when you can,
Baby, woman, child, or man;
There is work for you to do,
Be forever kind and true!

CHORUS:

Be kind to others. Be kind to others.
Be kind to others. God wants you to be kind.

“KINDNESS IS...” ([Click to Hear](#))

Author: Unknown*
(Tune: “Mary Had a Little Lamb”)

Kindness is a lot of things, a lot of things, a lot of things.
Kindness is a lot of things a way to show our love. (REPEAT)

“ I WANT TO BE A WORKER” ([Click to hear](#))

Author: Isaiah Baltzell

I want to be a worker for the Lord.
I want to love and trust His holy Word.
I want to sing and pray,
And be busy every day,
In the vineyard of the Lord.

CHORUS:

I will work, I will pray,
In the vineyard, in the vineyard of the Lord.

I will work, I will pray.
I will labor every day, in the vineyard of the Lord.

I want to be a worker every day,
I want to lead the erring in the way,
That leads to Heav'n above,
Where all is peace and love,^[P]_[SEP]In the vineyard of the Lord.

(CHORUS)

I want to be a worker strong and brave.
I want to trust in Jesus' pow'r to save;
All who will truly come,
Shall find a happy home,
In the vineyard of the Lord.

(CHORUS)

I want to be a worker; help me, Lord,
To lead the lost and erring to Thy Word,
That points to joys on high,
Where pleasures never die,
In the vineyard of the Lord.

(CHORUS)

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

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



The Parable of the Good Samaritan

Luke 10:25-37



New Testament 2
Part 2: Jesus the Master Teacher

WEDNESDAY EVENING

SCRIPTURE REFERENCES:

Luke 10:25-37; 6:36; Matthew 5:7; 22:34-40; Mark 12:28-31; Leviticus 19:18

MEMORY WORK:

“You shall love your neighbor as yourself” (Mark 12:31).

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

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

- [“Matthew 22:36-40”](#)
- [“A Neighbor Kind and Good”](#)
- [“Being Kind to Others”](#)
- [“Be Kind to Others”](#)
- [“Kindness Is...”](#)
- [“I Want to be a Worker”](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP’s Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Miracles & Teachings of Jesus](#) Bible fact cards (provided under “N.T. 2 Bible Facts” on curriculum Web site)
- Apologetics Press’ [Bible Timeline](#)
- “Summary of the Bible” from [“Kids Prep”](#) CD by Jeff Miller
- “Matthew Chapter Summary” from [“Kids Prep”](#) CD by Jeff Miller
- Betty Lukens’ felt pieces
- [“Map of New Testament World”](#) (provided in map section of curriculum Web site)
- [“Map of Palestine”](#) (provided in map section of curriculum Web site)
- Good Samaritan flannel graph
- Parables of Jesus A Beka flash-a-card series: series #1 (DISCLAIMER: use the cards, *not the lesson book*)
- Betty Lukens felt pieces
- Good Samaritan Animated New Testament Stories, Video #4



PERSONAL APPLICATION:

A neighbor can be anyone, even if they don't live nearby. We should be aware of those in need and do what we can to help them.

INTRODUCTION:

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

POINTS TO EMPHASIZE:

1. Discuss with students the importance of helping **everyone** in need, not just our friends and family. Review the types of people Jesus spent time with while He was on this Earth (sinners, poor, sick, etc.). He helped those He was close to (Mary, Martha, Lazarus), but He also helped those He had never met before.
2. Discuss ways students can help others every day, and how to keep a watchful eye for ways to help others.

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

- See Sunday's lesson
- Use this as another opportunity to send cards to the sick and/or shut-in of your congregation.
- Students can role play this story as a "news" story. One child can be the interviewer, asking questions to the victim and the Good Samaritan. (Can also include the priest and Levite, asking why they did not stop to help) Ending the broadcast by thanking the Good Samaritan. If the class is large, this can be done several times giving each student a chance to participate. The teacher may want to prepare the script for the children.

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



The Parable of The Talents

Matthew 25:14-30



New Testament 2
Part 2: Jesus the Master Teacher

SUNDAY MORNING

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

SCRIPTURE REFERENCES:

Matthew 25:14-30

MEMORY WORK:

“His lord said to him, ‘Well done, good and faithful servant; you were faithful over a few things, I will make you ruler over many things. Enter into the joy of your lord’” (Matthew 25:21).

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

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

- [“I Want to be a Worker”](#)
- [“What God Has Given”](#)
- [“Make Me a Servant”](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP’s Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Miracles & Teachings of Jesus](#) Bible fact cards (provided under “N.T. 2 Bible Facts” on curriculum Web site)
- Apologetics Press’ [Bible Timeline](#)
- “Summary of the Bible” from [“Kids Prep”](#) CD by Jeff Miller
- “Matthew Chapter Summary” from [“Kids Prep”](#) CD by Jeff Miller
- Betty Lukens’ felt pieces
- [“Map of New Testament World”](#) (provided in map section of curriculum Web site)
- [“Map of Palestine”](#) (provided in map section of curriculum Web site)
- Parables of Jesus A Beka flash-a-card series: series #2 (DISCLAIMER: use the cards, *not the lesson book*)
- Bring in a bag of fake or toy coins
- Pictures of people doing good things for others (feeding poor, big brother/big sister)



- programs, etc.).
- **Pictures of things God has given us**: Ask the students how we can use these items to further God’s Kingdom (e.g., hourglass representing time, pile of money, our hands, feet, cars, houses, etc.; example pictures provided in activity sheets)

PERSONAL APPLICATION:

We cannot be lazy while waiting for the Second Coming of Christ. God wants us to use what He has given us (time, energy, talents, money, etc.) to serve Him faithfully, like the five- and two-talent servants.

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Jesus was the greatest teacher the world has ever known. He had the wonderful ability to make deep, heavenly truths understandable to all kinds of people. Although Jesus worked with people from all social classes, most of His teaching was aimed at the common people of Israel—the shepherds, the fishermen, and the laborers. Most of those who heard Jesus were poorly educated, so it was necessary for Him to teach them by using simple words and ideas. To solve the problem of passing on deep truths to such people, Jesus used a common teaching tool known as a parable (“an earthly story with a heavenly meaning”). In the parable of the talents, Jesus used man’s use of money to teach a lesson about stewardship and the Second Coming of Christ.

INTRODUCTION: (OLDER CHILDREN)

Some teachers have defined parables as “earthly stories with heavenly meanings.” The English word “parable” comes from the Greek word *parabole*, which means “to throw alongside.” The word also is related to the word “parallel,” which usually describes two similar things laid side-by-side. Two things that are “thrown alongside” each other are easier to compare. The goal of a parable is to compare one thing to another—with one of the objects being an important spiritual lesson and the other being an event from everyday life. For instance, Jesus compared His own relationship with His people to the relationship of a shepherd with his sheep (Luke 15:1-7), and He used such words as salt and light to describe the influence of a Christian (Matthew 5:13-16). In the parable of the talents, Jesus used man’s use of money to teach a lesson about stewardship and the Second Coming of Christ.

POINTS TO EMPHASIZE:

1. In the parable of the **talents**, recorded in Matthew 25:14-30, Jesus told the story of a wealthy man who was getting ready to travel to a far country. Before leaving, the master entrusted his servants with his money. He gave one man five talents, one man two talents, and another man one talent.



NOTE: Talents: In the parable, these talents were not “talents” like we normally think of talents (such as being a good singer or baseball player). In Jesus’ day, a talent was literally an amount of money. In fact, a talent was a large sum of money. Some scholars think that one talent of silver was worth thousands of dollars. However, although in Jesus’ day talents were literal large sums of money, in this parable they represent “entrusted responsibilities.” Stress to your students that the “talents” these servants were entrusted with represent the time, energy, mind, bodies, abilities (talents), money, etc. that God has given us to use for His glory.

2. The master (who represents Christ) wisely gave the servants (who represent followers of Christ) what he knew each one could handle. The servant with five talents traded and gained five more; and the servant with two talents traded and earned two more. But the man with one talent buried his money in the ground and left it there until the master came back!
3. After a long while, the master returned and asked his servants to explain what they had accomplished with the money he had given them. He was very proud of the first two, and praised both of them for their good stewardship (Matthew 25:21,23). On the other hand, the third servant explained that he had decided to bury his money until the master’s return.
4. The master called the servant wicked and lazy for not using the money properly (Matthew 25:26-27). Finally, the master gave the third servant’s talent to the first servant, and explained that those who have much will receive even more, while those who have little will lose what they do have. With that, the master charged: “Cast the unprofitable servant into the outer darkness. There will be weeping and gnashing of teeth” (Matthew 25:30).
5. Jesus used this parable to teach that we cannot be lazy while waiting for the Second Coming of Christ (cf. Proverbs 13:4). If we do not work for the Lord, we will lose what we have and end up with nothing, just like the lazy servant (Matthew 25:29-30). But if we work hard and remain faithful, we will gain even more, so that when Jesus returns He will say to us: “Well done, good and faithful servant; enter into the joy of your Lord.”

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

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

Ages 2-5:

- “[The Parable of the Talents Coloring Sheet](#)” (provided in activity sheets)
- Hide the Bag of Coins activity ([cutouts](#) provided in activity sheets): Have the children close their eyes, and have one of the children hide a bag of coins. Take turns trying to find the bag. What good is the money if it stays hidden? Can you spend it?
- “[Things God Has Given to Us](#)” Activity (provided in activity sheets)

1st-2nd Graders:

- Have the children draw things they like to do in their free time. How many of these things can they use to serve God? What could they be doing to serve God? This could lead to a discussion and open into the lesson.
- “[The Ten Talents](#)” word search (provided in activity sheets)

3rd-4th Graders:

- List your talents, hobbies, or things you like to do in your free time. How many of these could be used for God? What could you be doing to serve God? This could be an introduction to the lesson.
- “[The Ten Talents](#)” word search (provided in activity sheets)
- Have the children read the following:
 - Matthew 25
 - *Discovery* magazine issues (NOTE: [Advanced Bible Reader](#) quizzes exist for many issues of *Discovery* magazine): “Working For a Fortune” ([April, 2018](#));
 - *The Parable of the Talents*, Arch books, by Dreyer
 - *The Parables of Jesus*, Arch books, Julianne Booth (DISCLAIMER: Change to “Lazarus to Paradise did go”)

SONGS:

“I WANT TO BE A WORKER” ([Click to hear](#))

Author: Isaiah Baltzell

I want to be a worker for the Lord.
I want to love and trust His holy Word.
I want to sing and pray,
And be busy every day,
In the vineyard of the Lord.

CHORUS:

I will work, I will pray,
In the vineyard, in the vineyard of the Lord.
I will work, I will pray.
I will labor every day, in the vineyard of the Lord.

I want to be a worker every day,
I want to lead the erring in the way,
That leads to Heav’n above,
Where all is peace and love,
In the vineyard of the Lord.

(CHORUS)

I want to be a worker strong and brave.
I want to trust in Jesus’ pow’r to save;
All who will truly come,
Shall find a happy home,
In the vineyard of the Lord.

(CHORUS)

I want to be a worker; help me, Lord,
To lead the lost and erring to Thy Word,
That points to joys on high,

Where pleasures never die,
In the vineyard of the Lord.

(CHORUS)

“WHAT GOD HAS GIVEN” ([Click to Hear](#))

Author: Unknown *

CHORUS:

What God has given, I must use.
It's not for me to choose.
My time,
My money,
My energy,
All to spread God's good news!

VERSE:

Then one day I hope to hear,
“Well done, good and faithful servant;
You were faithful over a few things,
I will make you ruler over many things.
Enter into the joy of your Lord.”

(CHORUS)

“MAKE ME A SERVANT”

[See Internet for words and tune]

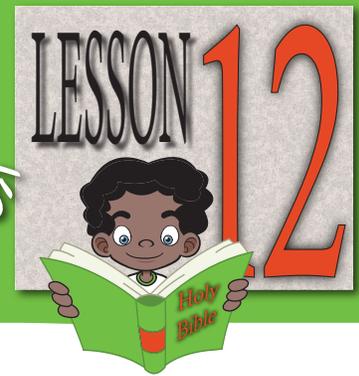
*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

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



The Parable of The Talents

Matthew 25:14-30



New Testament 2
Part 2: Jesus the Master Teacher

WEDNESDAY EVENING

SCRIPTURE REFERENCE:

Matthew 25:14-30

MEMORY WORK:

“His lord said to him, ‘Well done, good and faithful servant; you were faithful over a few things, I will make you ruler over many things. Enter into the joy of your lord’” (Matthew 25:21).

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

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

- [“I Want to be a Worker”](#)
- [“What God Has Given”](#)
- [“Make Me a Servant”](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP’s Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Miracles & Teachings of Jesus](#) Bible fact cards (provided under “N.T. 2 Bible Facts” on curriculum Web site)
- Apologetics Press’ [Bible Timeline](#)
- “Summary of the Bible” from “[Kids Prep](#)” CD by Jeff Miller
- “Matthew Chapter Summary” from “[Kids Prep](#)” CD by Jeff Miller
- Betty Lukens’ felt pieces
- [“Map of New Testament World”](#) (provided in map section of curriculum Web site)
- [“Map of Palestine”](#) (provided in map section of curriculum Web site)
- Parables of Jesus A Beka flash-a-card series: series #2 (DISCLAIMER: use the cards, *not the lesson book*)
- Bring in a bag of fake or toy coins
- Pictures of people doing good things for others (feeding poor, big brother/big sister programs, etc.).
- [Pictures of things God has given us](#): Ask the students how we can use these items to further God’s Kingdom (e.g., hourglass representing time, pile of money, our hands, feet, cars, houses, etc.; example pictures provided in activity sheets)



PERSONAL APPLICATION:

We cannot be lazy while waiting for the Second Coming of Christ. God wants us to use what He has given us (time, energy, talents, money, etc.) to serve Him faithfully, like the five- and two-talent servants.

INTRODUCTION:

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

POINTS TO EMPHASIZE:

1. Tell the students that no matter how old or young you are, you can use your time, money, and abilities to help others and teach them about God (1 Timothy 4:12: "Let no one despise your youth, but be an example to the believers in word, in conduct, in love, in spirit, in faith, in purity.").
2. Have the students bring in benevolent items for the church pantry. Ask the deacon(s), over benevolence, to come and tell the students what is done to help others in the community. Let the kids tour the benevolent building or pantry room (if available).
3. Have individuals who exemplify a servant attitude come in and talk about what a person can do to help others (preacher, elders, etc).
4. Have the students write cards to the shut-ins and sick of the congregation.

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

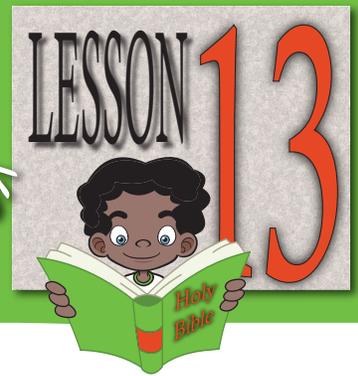
See Sunday morning's lesson

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



Review

New Testament 2



New Testament 2
Part 2: Jesus the Master Teacher

SUNDAY MORNING

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

SCRIPTURE REFERENCES:

1. Review [Miracles & Teachings of Jesus](#) Bible fact cards (provided under “N.T. 2 Bible Facts” on curriculum Web site)
2. Use the activities and visuals from the lessons to help review.
3. Utilize the following questions to review each lesson.

LESSON 1—THE WEDDING AT CANA

Scripture References:

- John 2:1-11

Memory Work:

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

Personal Application:

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

Review Questions:

1. On what occasion was Jesus' first miracle performed? (A wedding)
2. Who was with Jesus at the time? (Peter, Andrew, Philip, and Nathaniel)
3. In which city was the wedding held? (Cana)
4. How long did such feasts usually last? (One to two weeks)
5. What is a miracle? (A supernatural act; an extraordinary event that demands a supernatural explanation)
6. What was Jesus' first miracle? (Turning water into fresh juice)
7. Who knew He could perform such a miracle? (His mother, Mary)



8. What did Jesus tell the men to do? (Fill six large stone water pots with water)
9. This miracle shows that Jesus, as the Son of God, is omnipotent. What does omnipotent mean? (All-powerful)

LESSON 2—JESUS HEALS TEN LEPERS

Scripture References:

- Luke 17:11-19

Memory Work:

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

Personal Application:

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

Review Questions:

1. To what city was Jesus traveling? (Jerusalem)
2. He had to travel through what two regions? (Samaria and Galilee)
3. What disease did the ten men have that Jesus stopped to talk to? (Leprosy)
4. What were the people called who had leprosy? (Lepers)
5. Could people with leprosy live with their families? (No. They were considered unclean and had to live in a colony with each other since there was no cure for the disease.)
6. Had the ten men heard of Jesus’ miracles? (Yes. They called out to Him for help and healing.)
7. What did Jesus tell the ten men to do? (“Go show yourselves to the priests.”)
8. What happened as they were walking away from Jesus? (They were completely healed.)
9. How many came back to thank Jesus for healing him? (Only one)
10. What nationality was the man that was healed? (He was a Samaritan.)
11. How did Jesus feel about only one man coming back to thank Him? (He was disappointed in the other nine men.)
12. What should we be thankful for today? (Everything God has given to us and continues to give us everyday)

LESSON 3—JESUS CALMS A STORM

Scripture References:

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

Memory Work:

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

Personal Application:

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

Review Questions:

1. Is it okay to be afraid? (Yes, but we should remember that Jesus is always with us.)
2. Why did Jesus want to get away from the people for awhile? (He felt they were only interested in seeing the miracles He was doing, and not in obeying His Word.)
3. What did Jesus ask His disciples to do? (Get into a nearby boat to sail to the other side of the Sea of Galilee)
4. What was an occupation of some of the disciples? (Fishermen)
5. What did Jesus do when He got on the boat? (He went to the back of the boat and went to sleep.)
6. What happened on the Sea of Galilee? (A fierce storm came up suddenly and began to fill the boat with water.)
7. Were the disciples afraid? (Yes. They could not understand how Jesus could be sleeping through the storm.)
8. What did they say to Jesus when they woke Him up? (“Teacher, don’t you care that we are about to die? Save us Lord.”)
9. What did Jesus do? (He got up and spoke to the wind, saying, “Peace be still.”)
10. What happened then? (The sea immediately became quiet and calm.)
11. What did Jesus ask His disciples? (“Why are you so afraid? Why do you have so little faith?”)
12. Should the disciples have known Jesus would take care of them? (Yes)
13. What did the disciples realize when they saw the sea become calm again? (They realized just how powerful and wonderful Jesus, the Son of God, is.)

LESSON 4—JESUS RAISES LAZARUS FROM THE DEAD

Scripture References:

- John 11:1-46

Memory Work:

- YOUNGER CHILDREN: “Jesus wept” (John 11:35).
- OLDER CHILDREN: “I am the resurrection and the life. He who believes in Me, though he may die, he shall live” (John 11:25).

Personal Application:

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

Review Questions:

1. Who were Jesus’ friends? (Mary, Martha, and Lazarus)
2. Where did Mary, Martha, and Lazarus live? (Bethany)
3. What was wrong with Lazarus? (He was sick.)
4. What did Mary and Martha do? (They sent for Jesus, because they knew He could help Lazarus.)
5. How long did Jesus wait before He left to go to see His friends? (Two days)
6. What did Jesus tell His disciples about Lazarus? (He is asleep. Then He told them he was dead.)
7. How long had Lazarus been dead when Jesus arrived at Mary and Martha’s house? (Four days)
8. In Bible times, how long did they spend mourning someone’s death? (Seven days)
9. What did Martha tell Jesus when He arrived? (That if He had been there, Lazarus would not have

- died)
10. What did Jesus do when He was taken to Lazarus' grave? (He cried.)
 11. Where was Lazarus buried? (In a cave with a great stone in front of it)
 12. What did Jesus ask them to do? ("Remove the stone.")
 13. What did Jesus do after the stone was rolled away? (He prayed to God. He wanted to prove to the crowd, and to Mary and Martha, just who He was.)
 14. After Jesus had prayed, what did He do then? (He called out for Lazarus to come out and told them to take off his burial cloths and "set him free.")

LESSON 5—JESUS HEALS A WOMAN WITH AN ISSUE OF BLOOD, RAISES JAIRUS' DAUGHTER

Scripture References:

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

Memory Work:

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

Personal Application:

- Jesus is never too busy to help me.

Review Questions:

1. What was the name of the man who came to Jesus asking for help for his daughter? (Jairus)
2. What did Jairus want Jesus to do for his daughter? (Jairus' daughter was very sick. He had heard of Jesus' miracles, and he knew that Jesus could heal his daughter.)
3. What was Jairus' role among the Jews? (A leader of the local synagogue)
4. What is a synagogue? (A place where Jews worshipped when they could not go to the Temple in Jerusalem. The leader was in charge of the worship service and care of the building.)
5. Did Jesus have to go to Jairus' house to heal his daughter? (No, but He wanted to prove to the crowd following Him that He was the Son of God and to encourage them to praise God.)
6. Who else wanted to be healed in the crowd that day? (A woman who had heard of Jesus' miracles)
7. How long had the woman been sick? (12 years)
8. Did she want Jesus to touch her? (No. She knew that she only had to touch His clothes to be healed.)
9. Did she know she had been healed just by touching His clothes? (Yes)
10. Did Jesus know He had healed someone that had touched His clothes? (Yes. He asked who had touched His clothes.)
11. What did He tell the woman to do? He told her to go in peace and be healed of her sickness.
12. Did Jesus want her to tell people who had healed her? (Yes)
13. What happened to Jairus' daughter? (She died before Jesus could get to the house.)
14. What did Jesus tell Jairus? (He told him not to be afraid and to just believe.)
15. Did Jesus keep everyone around to witness His miracle? (No, he had everyone except Peter, James, and John leave the room.)
16. What did Jesus tell the girl to do? (He took her hand and told her to get up, and she got up and walked around.)

LESSON 6—JESUS FEEDS THE MULTITUDES

Scripture References:

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

Memory Work:

- YOUNGER CHILDREN: “[God] gives food to the hungry” (Psalm 146:7b).
- OLDER CHILDREN: “Pure and undefiled religion before God and the Father is this: to visit orphans and widows in their trouble...” (James 1:27a).

Personal Application:

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

Review Questions:

1. Why did Jesus want some time alone? (He had just found out about John the Baptizer’s death and wanted time alone to pray and to rest.)
2. When Jesus saw the multitudes that had followed Him, did He send them away? (No. He had compassion for them and taught the people and healed the sick among them.)
3. What is compassion? (Sharing someone’s sorrow; wanting to help others who are in trouble or need help)
4. At the end of the day, instead of sending people away to find food and shelter, what did Jesus tell the disciples? (“They do not need to go away; you give them something to eat.”)
5. What did Philip answer? (He said it would take eight months worth of wages to feed all of the people who were there.)
6. Which disciple brought the young boy to Jesus? (Andrew)
7. What did the boy have in his lunch? (Two fish and five small loaves of barley bread)
8. What did Jesus tell the disciples to do with the multitude of people? (Have them sit in groups of 50 and 100)
9. What did Jesus do with the boy’s lunch? (He looked to heaven, prayed, and broke the fish and bread into pieces, and the disciples distributed it to the people.)
10. How many basketfuls were left over? (12)

LESSON 7—CLEANSING OF THE TEMPLE

Scripture References:

- Matthew 21:12-17; Mark 11:15-18; Luke 19:45-48

Memory Work:

- YOUNGER CHILDREN: “For My house shall be called a house of prayer for all nations” (Isaiah 56:7b).
- OLDER CHILDREN: “And He said to them, ‘It is written, “My house shall be called a house of prayer,” but you have made it a “den of thieves”’” (Matthew 21:13).

Personal Application:

- We worship God to show our love for Him. Our actions and attitudes when we worship are very important.

Review Questions:

1. Why was Jesus in Jerusalem? (For the Passover)
2. What were the moneychangers? (They were like “bankers” who sat in the temple and exchanged monies for profit.)
3. How did Jesus feel when He saw the moneychangers and merchants set up at the Temple? (He was brokenhearted.)
4. What did Jesus do to the tables? (He overturned them and drove the animals and men out of the Temple.)
5. What did Jesus call the men? (A “den of thieves”)
6. How did the Chief Priest and Jewish leaders feel about Jesus? (Some of them wanted to destroy Him.)
7. What did Jesus continue to do day after day during that last week of His life? (He came to the Temple every day and taught anyone who would listen.)
8. How are we to worship God? (With love and respect for Him)

LESSON 8—THE SAMARITAN WOMAN AT JACOB’S WELL**Scripture References:**

- John 4:1-42; Galatians 3:28

Memory Work:

- “God is spirit, and those who worship Him must worship in spirit and truth” (John 4:24).

Personal Application:

- Jesus wants us to teach and be kind to other people, no matter who they are.

Review Questions:

1. Why would the Jews not travel through Samaria? (They despised the Samaritan people.)
2. Did Jesus go around Samaria to travel to Galilee? (No. He went through Samaria.)
3. Where did Jesus and the disciples stop on their journey? (At a well named after Jacob)
4. Why was the woman surprised that Jesus had asked her for a drink of water? (She was a Samaritan, and Jesus was a Jew. Jews and Samaritans did not talk to one another. She was also a woman whom He did not know.)
5. What did Jesus offer the woman? (“Living water”)
6. What did that mean? (He could give her eternal life.)
7. Who did Jesus ask the woman to go and get? (Her husband)
8. Did she have a husband? (No. She was living with a man who was not her husband, and she had been married five times.)
9. What did she ask Him about worship? (Where was the correct place to worship—in Jerusalem or Mt. Gerazim? Jesus told her there was only one way to worship God: in spirit and truth.)
10. What did Jesus say when she told Him she had heard about the Messiah coming? (“I who speak to you am He.”)
11. Who did she go tell? (Everyone she could find. She brought back many people to hear Jesus teach God’s Word.)

LESSON 9—ZACCHAEUS

Scripture References:

- Luke 19:1-10

Memory Work:

- YOUNGER CHILDREN: “You shall not steal” (Exodus 20:15)
- OLDER CHILDREN: “Let him who stole, steal no longer, but rather let him labor, working with his hands what is good...” (Ephesians 4:28a).

Personal Application:

- God wants me always to be honest. When I make a bad choice, God will forgive me if I tell Him I’m sorry and try hard to make better choices.

Review Questions:

1. To where was Jesus traveling? (Jericho)
2. Who was trying to see Jesus? (Zacchaeus)
3. What did Zacchaeus do for a living? (He was a tax collector.)
4. Why were tax collectors despised by the Jews? (They would sometimes take more than they were supposed to and kept it for themselves.)
5. What did Zacchaeus have to do to see Jesus? (He had to climb up a tree, because he was short, and there was a large crowd blocking his view.)
6. What kind of tree did he climb? (A Sycamore tree)
7. Who wanted to see Zacchaeus? (Jesus)
8. What did Jesus tell Zacchaeus to do? (To come down from the tree. Jesus also said He would go with him to his house.)
9. Was everyone happy with Jesus? (No, because they thought Zacchaeus was a sinner and that Jesus should not spend time with him.)
10. What did Zacchaeus tell Jesus he was going to do? (He was going to give away half of everything he had to the poor and four times as much as he had taken.)
11. What did Jesus tell Zacchaeus? (That he would be saved because of his faith and willingness to follow Jesus and leave his sin behind him.)

LESSON 10—THE PARABLE OF THE PRODIGAL SON

Scripture References:

- Luke 15:11-24; 2 Peter 3:9; Luke 17:3-4; 1 John 1:9

Memory Work:

- “And be kind to one another, tenderhearted, forgiving one another...” (Ephesians 4:32).

Personal Application:

- Since God is willing to forgive me when I do bad things (if I say I’m sorry and try to do better—i.e., repent), I should be willing to do the same for others.

Review Questions:

1. What two groups were always criticizing Jesus? (The Jewish scribes and the Pharisees)
2. What is a parable? (A short story with a special meaning)
3. Why did Jesus tell them this parable? (To teach them (a) that all men need forgiveness; (b) that God is willing and ready to forgive anyone who repents; and (c) that we should not have the attitude of the elder brother)
4. How many sons did the man have? (Two)
5. Which son wanted his inheritance? (The younger son)
6. Why did the son want his money? (He wanted to be free from rules and responsibilities.)
7. Did he make good choices in friends and spending his money? (No. When his money was all gone, so were his “friends.”)
8. What job did he find? (Feeding pigs)
9. What did his “riotous living” cost him? (His self-respect, his finances, and his good standing with his father)
10. What did he want to return home as? (A servant in his father’s house)
11. What did his father do when he saw him coming home? (He hugged him, forgave him, and gave him a huge party to celebrate his return.)
12. Are we treated like that by God when we ask for forgiveness of our sins? (Yes. God loves us when we are good; but also, when we are not at our best. He watches over us and waits until we make the right choices and ask for forgiveness when we have done wrong.)

LESSON 11—THE PARABLE OF THE GOOD SAMARITAN

Scripture References:

- Luke 10:25-37; Luke 6:36; Matthew 5:7; 22:34-40; Mark 12:28-31; Leviticus 19:18

Memory Work:

- “You shall love your neighbor as yourself” (Mark 12:31).

Personal Application:

- A neighbor can be anyone, even if they don’t live nearby. We should be aware of those in need and do what we can to help them.

Review Questions:

1. Who tested Jesus? (A lawyer)
2. What did he ask? (What he needed to do to inherit eternal life)
3. What was the answer? (That he should love God with all of his heart and love his neighbor as himself)
4. What did the lawyer ask in response? (Who is my neighbor?)
5. What did Jesus answer? (He told the parable of the good Samaritan)
6. Lawyers were members of what? (The special Jewish council, called the Sanhedrin)
7. Jesus told a parable about a special man traveling from Jerusalem to where? (Jericho)
8. Who attacked the traveling man? (Robbers)
9. In what book of the New Testament is the story found? (Luke)
10. What did the priest do when he saw the Samaritan on the side of the road? (Kept on walking and didn’t stop to help)

LESSON 12—THE PARABLE OF THE TALENTS

Scripture References:

- Matthew 25:14-30

Memory Work:

- “His lord said to him, ‘Well done, good and faithful servant; you were faithful over a few things, I will make you ruler over many things. Enter into the joy of your lord’” (Matthew 25:21).

Personal Application:

- We cannot be lazy while waiting for the Second Coming of Christ. God wants us to use what He has given us (time, energy, talents, money, etc.) to serve Him faithfully, like the five- and two-talent servants.

Review Questions:

1. In Jesus’ day, what was a talent? (Literally, a large amount of money)
2. In this parable of the talents, who was the master representing? (Jesus Christ)
3. What did the servant with one talent do with his talent? (He dug a hole and buried it)
4. What did the servant with five talents do with his talents? (He traded and gained five more talents)
5. With whom was the master upset when he came back? (The servant that dug a hole and buried his talent)
6. What did the master do with the one talent that he originally gave to the first servant? (Took it from him and gave it to the one that had ten talents)
7. Who was the master proud of when he came back to get his talents? (The servants that gained more talents).
8. Why did Jesus teach this parable? (He wanted to teach people that we cannot be lazy while waiting on the Second Coming of Christ.)

Review

New Testament 2



New Testament 2
Part 2: Jesus the Master Teacher

WEDNESDAY EVENING

POINTS TO EMPHASIZE:

1. Review [Miracles & Teachings of Jesus](#) Bible fact cards (provided under “N.T. 2 Bible Facts” on curriculum Web site)
2. Use the activities and visuals from the lessons to help review.
3. See Sunday morning’s lesson for more information.

