

# CLICK®

## UNIT 1 : 5-7s

### ***What has God done for His people?*** **Focus on Jesus from Luke**

- |    |                                |                           |
|----|--------------------------------|---------------------------|
| 1  | Jesus as a boy in the temple   | Luke 2 v 40–52            |
| 2  | Jesus fulfils God's promises   | Luke 4 v 14–30            |
| 3  | Jesus has power and authority  | Luke 4 v 31–44            |
| 4  | Jesus heals a servant          | Luke 7 v 1–10             |
| 5  | Jairus' daughter               | Luke 8 v 40–42, 49–55     |
| 6  | Jesus teaches to put God first | Luke 12 v 16–21; 21 v 1–4 |
| 7  | Jesus enters Jerusalem         | Luke 19 v 28–40, 47–48    |
| 8  | Jesus trusts His Father        | Luke 22 v 39–54, 63–71    |
| 9  | Jesus dies and is buried       | Luke 23 v 33–56           |
| 10 | Jesus is alive!                | Luke 24 v 1–8             |



# WHAT HAS GOD DONE FOR HIS PEOPLE?

## UNIT INTRODUCTION

This unit is based on Jesus' life, death and resurrection as presented in Luke's gospel.

### Unit aim

To encourage the children to appreciate that Jesus is God's promised Messiah, with power and authority over sin and death, and that all who trust in Him have eternal life.

### Unit outcomes

By the end of this unit the children will:

- ▶ understand that God's promises are found in His Word, the Bible, and that He is faithful to His promises
- ▶ know that it is more important to love God than anyone or anything else
- ▶ understand that even though Jesus is the Son of God He shared our humanity
- ▶ know that Jesus claimed to be God's promised Messiah, sent to save His people
- ▶ understand that Jesus has God's power and authority over evil and sickness
- ▶ appreciate that Jesus has victory over evil through His atoning death on the cross and His resurrection
- ▶ know Jesus' crucifixion, death and burial were all part of God's plan
- ▶ appreciate the fact that everyone who trusts in Jesus' death and resurrection will live as God's friends forever.



### Memory verses

#### Sessions 1–3

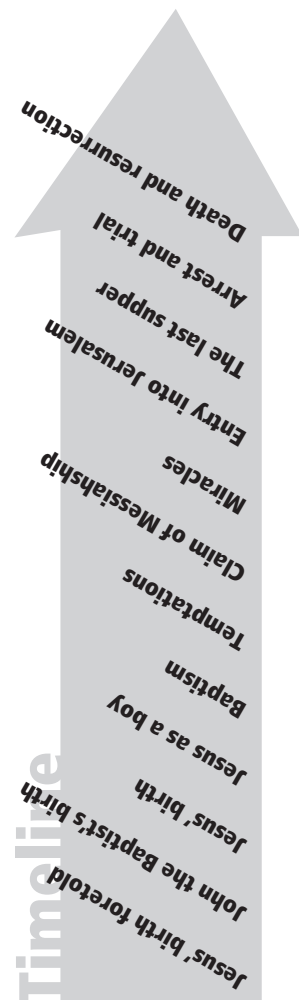
*A voice from heaven said, 'You are my own dear Son, and I am pleased with you.'* Luke 3 v 22b (CEV)

#### Sessions 4–6

*All of you are God's children because of your faith in Christ Jesus.* Galatians 3 v 26 (CEV)

#### Sessions 7–10

*I tell you for certain that everyone who has faith in me has eternal life.* John 6 v 47 (CEV)



Where  
this fits  
in Luke's  
gospel

We encourage the children to understand that Jesus is the 'centre-piece' of God's plan and that we can also be part of the plan by having faith in Jesus ourselves.



## Notes for leaders

### Bible background

These sessions concentrate on the fulfilment of God's plan and purpose in the death and resurrection of Jesus. The children are invited to consider Jesus' claim to be God's promised Messiah and how this claim was validated by miracles showing His power and authority over sin and death.

**1** The first session looks at Jesus' visit as a boy to the temple in Jerusalem. It seeks to establish for the children the fact that, while He is the Son of God, He also shared our humanity. Jesus, however, lived a sinless life and thus was qualified to pay the penalty for the sin of all.

**2–5** Sessions 2–5 look at Jesus' claim to be God's promised Messiah and how this claim was validated through miracles. It was in the synagogue at Nazareth that Jesus proclaimed that He was the Messiah after reading from the Scriptures. The people in Jesus' hometown were unable to accept this by faith. Instead they wanted Him to perform miracles similar to those He had done in Capernaum (**Luke 4 v 23**).

At Capernaum His teaching amazed the people because He taught with power (**Luke 4 v 32**). The miracles Jesus worked showed He was the Messiah. He fulfilled the conditions of the Messianic ministry as foretold by Isaiah (**Isaiah 61 v 1–3**).

Jesus showed He had God's power and authority:

- ▶ over sin, in commanding the evil spirit to leave the man (**Luke 4 v 35**)
- ▶ over sickness, in healing Simon's mother-in-law (**Luke 4 v 38, 39**) and in healing the Roman centurion's servant (**Luke 7 v 10**)
- ▶ over death, in raising Jairus' daughter from the dead (**Luke 8 v 54, 55**).

The issue of faith is examined in the healing of the Roman centurion's servant and the raising of Jairus' daughter from the dead. It is important to remember that Jairus and the centurion's faith was in the person, work and gracious nature of Jesus, the Son of God.

**6** However, the emphasis of Jesus' ministry was to preach the good news (**Luke 4 v 43, 44**) and **Session 6** deals with examples of Jesus' teaching on the kingdom of heaven. Jesus was teaching a large crowd when He was asked to intervene in a dispute over an inheritance. He seized the opportunity to teach on priorities and told the parable of the rich farmer (**Luke 12 v 16–21**). The session contrasts this with the poor widow who gave everything she had into the temple offering box (**Luke 21 v 1–4**). Her trust was not in material things but in God. The children are challenged

to be thankful to God for all He has done and to place Him above everything and everyone else.

**7** **Session 7** deals with Jesus' entry into Jerusalem and the contrasting reaction of the disciples and the Pharisees. The appropriate reaction to Christ is to place our trust in His atoning work and resurrection.

**8–9** The arrest, trial and crucifixion of Jesus are examined in **Sessions 8–9**. Emphasis is given to the fact that although Jesus was falsely accused and condemned, this was in accordance with God's plan and purpose.

Jesus' humanity is seen in His prayer to His Father in asking for the 'cup' of suffering to be taken from Him. However, Jesus' perfect submission to the will of His Father was also seen in the following words: 'But do what you want, and not what I want' (**Luke 22 v 42**). Prophecies regarding the Messiah's death from **Isaiah** and **Psalms 22** are investigated.

Importantly, the reasons for Jesus dying on the cross are also looked at.

**10** The focus of **Session 10** is on the resurrection of Jesus. Prophecies relating to the Messiah are revised and the children are encouraged to see that these were fulfilled in Jesus. The children are taught the importance of the resurrection, which showed Jesus' victory over sin and death. Without the resurrection we would not have assurance of the forgiveness of our sin (**1 Corinthians 15 v 14, 17**). The children will learn that Jesus calls us to trust in Him for salvation.

### Faith development

Children grow and develop physically, emotionally, cognitively and spiritually at different rates and in different ways. This unit aims to encourage growth in their relationship with Jesus, the Son of God. No matter what the stage of their faith development, they can be challenged to respond to God in Christ and to live in the way He wants us to.



Faith has been described as having four aspects: believing, imagining, trusting and doing. (See *Children Finding Faith* by Francis Bridger, SU.) Believing involves having faith in the truth of the gospel and a reliance on the promises of God in Christ. Imagining involves creatively exploring our beliefs. Trusting involves the relational side of faith. Doing is the way we act as an outworking of our faith. Children, like adults, benefit from learning approaches that involve exploring faith from each of these four aspects. These sessions have been written with this in mind.



## Special features

The **Leader's pack** includes:

- the **Leader's manual** with ten sessions
- a full-colour **Leader's map**
- ten full-colour **Leader's cut-outs**
- a full-colour poster of Capernaum
- a sample of the children's **Adventure box**. Extra **Adventure boxes** may be purchased so that all children have their own copy to use each session.
- a variety of visual aids and activities for each session.

## Adventure

The theme of this unit is going on an adventure. Each session the children take backpacks and journey to the town, city or place where the events in the Bible story took place. Each session the backpacks have objects in them that relate to the particular session.

The **Leader's pack** also includes a **Leader's map** and **Leader's cut-out**.

Each week the leader needs to prepare a cut-out to attach to the map. This is a useful method for reinforcing what the session's story is and where the events took place. It also helps the children recall what they have learned about Jesus throughout the unit.



## Postcards

Each week the leader writes a postcard to a friend to tell them about the adventure. A copy of this is printed on the child's photocopiable. The children will cut this from the photocopiable to give to their parents or another appropriate adult. It is suggested that you write to someone that the children know, rather than a fictitious person, and that each week this friend writes back personally. The suggested wording is given in the **Get ready** section of each session. Perhaps your friend could visit the group at the start of the following term to discuss with the children what they learned in their adventures.



## Children's components

The children's component is an **Adventure box**. Each session the children will make or be given an object to put in the box. This is to remind them of what they have learned in the session. Each week these objects are used to revise the previous session.



## Activities

Children all learn in a variety of ways. *Adventure 5-7s* is for five to seven year olds who are beginner readers and actively learn through a range of activities. These have been selected to provide variety and to cater for the preferred learning styles of all children.

When choosing the activities you will include in each session, consider the number of children in your group, their individual skills and the space you have available. Try to encourage a wide range of activities so that the different learning skills of the children will be catered for.

At this stage children are learning how to relate to God through His Word, the Bible, and also through prayer. It is important that the leaders model this behaviour and encourage the children to follow their personal example.

A **Memory verse** activity is included in each session and is presented in an interactive way so that the children will begin to build their own personal store of Bible verses.

## Photocopiable masters

The **Leader's manual** contains photocopiable masters including memory verse ideas, templates for craft activities and worksheets for children who finish more quickly than some of the others in the group. Purchase of the

**Leader's pack** entitles you to make one copy for each member of your group.



## Music spot

Often the music helps children to remember the significant learning that has taken place in the session. CDs that will appeal to children include:

- *Promises, promises*, CEP
- *10,9,8 ... God is great*, Colin Buchanan
- *Practise being godly*, Colin Buchanan
- *Remember the Lord*, Colin Buchanan
- *Follow the Saviour*, Colin Buchanan
- *The King, the snake and the promise*, Emu Music

These CDs are available from The Good Book Company ([www.thegoodbook.co.uk](http://www.thegoodbook.co.uk) 0845 225 0880).

# 1 JESUS AS A BOY IN THE TEMPLE

LUKE 2 v 40-52

## Aim

To help the children to recognise that even though He is the Son of God, Jesus shared our humanity.

## Outcomes

By the end of this session the children will:

- know that Mary and Joseph thought Jesus was lost, but He was in the temple listening to and asking questions of the teachers
- understand that although Jesus is God's Son, He still learned about God, His Father, from others
- appreciate that we can learn about Jesus from people who teach us from the Bible.



*A voice from heaven said, 'You are my own dear Son, and I am pleased with you.'* Luke 3 v 22b (CEV)



## Notes for leaders



Read **Luke 2 v 40-52**.

Jesus was born into a Jewish family and as an infant was taken to the temple and presented to the Lord. Mary and Joseph also offered a sacrifice according to the law (**Luke 2 v 23, 24**).

An aspect of Jesus' humanity is seen in the fact that He 'grew'. According to Luke, Jesus grew in four ways. He grew physically in size and strength; He grew in wisdom; He grew spiritually; and He grew socially (**Luke 2 v 40, 52**).

Jesus' education was the primary responsibility of Joseph, His earthly father, and Mary, His mother (**Deuteronomy 11 v 19; 32 v 46**). Jewish mothers played an important role in teaching children up until the age of five, but the father was primarily responsible for the education of children beyond that age. The main concern of education was that the children would come to know God.

Jesus' family attended the Passover celebrations

each year in Jerusalem. The Jerusalem temple was a magnificent building. The annual atonement for the sins of the people was made in the court known as the Holy of Holies. The building itself was not as important as the fact that this was a place where God's ways were taught.

As they travelled home from Passover, Mary and Joseph realised Jesus was missing. They returned to Jerusalem and found Him in the temple three days later. It was not unusual for a boy to attach himself to a discussion group. Jesus' knowledge surprised all who heard Him, including His parents.

Jesus is the Son of God and yet He sat under the teachers in the temple and asked questions of them (**Luke 2 v 46**). All believers can follow Jesus' example and strive to learn more of God, and to love and obey Him.



## Leader's prayer

*Pray for each child in your group by name. Ask God to help them understand how amazing Jesus is and put their trust in Him.*



## Gear

- ▶ **Leader's map**
- ▶ A Bible marked at **Luke 2 v 40,46,47,49,52**
- ▶ Two or three backpacks with snack food for the children inside (see **Get ready**)
- ▶ Prepared signs (see **Get ready**)
- ▶ **Leader's cut-out**—Jesus as a child in the temple
- ▶ A length of wool
- ▶ Blu-Tack or drawing pins
- ▶ CD player and CD of choice
- ▶ A large sheet of paper
- ▶ A felt marker
- ▶ An A4 envelope
- ▶ Gear for **Take home** activity
- ▶ Gear for chosen activities in **Start up** and **Activities** sections

## Get ready

Display the **Leader's map** in your area. If possible, attach the map to a noticeboard. The children will need to sit near the map during Bible focus.

Cut out the **Leader's cut-out** for this session, ready to attach it on the **Leader's map**. During **Bible focus**, you can use a length of wool to create a line between the cut-out and the appropriate town on the map. If you have attached the map to a noticeboard, use drawing pins to attach the length of wool to the map. Alternatively, you will need to use an adhesive, such as Blu-Tack, to secure the wool.

You will need to bring two or three backpacks to each session. Each session you will need specific items in the backpacks. As the backpacks will contain snack food in this session, you will need to check with the parents that none of the children have a food allergy.

Display signs reading: 'Jerusalem', 'Temple', 'Marketplace', 'Inn' and 'Rooftop'. Place the 'Temple' sign near the **Leader's map**.

Prepare an extra copy of the **Adventure box** as an example to show the children during the **Adventure box** activity (see **Activities**).

## For extra impact:

Place props for each holiday destination near the appropriate sign.

- ▶ Temple—use long strips of white paper to represent temple columns
- ▶ Marketplace—set up a table and place 'items for sale' on it
- ▶ Inn—cover a table with a cloth, then place some wrapped soap, a towel and a bowl on it
- ▶ Rooftop—hang washing on a length of string to represent a clothesline



## Start up

Choose from the following warm-up activities (from the **Ideas menu**) to suit your group and the time you have available.

- ▶ **I've lost my child!**
- ▶ **Where are you?**

These activities are designed to introduce content and concepts that form part of the session. Please note that the **Chat time** is an important component of the session and should be completed immediately before moving into the **Bible focus**. For future reference, tick the activities you use.



## Chat time

Lead the following discussion.

**In the first activity, we pretended that a child had been lost.**

**Put up your hand if you have ever been lost.**  
(Acknowledge hands.)

**How did you feel when you were lost?**  
(Accept responses.)


**A lost child is often upset.**

**Who else may be worried and upset when a child is missing?** (Accept responses. Lead the children to understand that parents may become worried and upset if their son or daughter is missing.)

**In the next activity, we were able to choose what we enjoy doing most from six different activities. We found out that different people like doing different things.**



## Bible focus

 **When we know people really well, it is often easy to know where to find them.**

**If someone loves playing tennis, we may find him or her at the tennis court.**

**If they enjoy reading, they may be at the library.**

**Often people can be found with their family or friends.**

**Why do you think people are often found with their family or friends?** (Accept responses.)

**Today we are going to learn about a time that a boy was lost. His parents looked for a long time before they found him.**



## Teaching time

*The children will need to sit near the **Leader's map**. You will need to have ready the **Leader's cut-out**, as well as the wool and materials to attach the cut-out. You will also need the backpacks.*

**When He was a boy, Jesus lived with His mother Mary and her husband Joseph in a village called Nazareth.**

**MAP:** Point to Nazareth on the **Leader's map**.

**Even though Jesus was special because He was the Son of God, He grew in the same way other children grow and had to learn many things.**

**What things do you think Jesus had to learn?**  
(Accept responses. How to walk, talk, read and so on.)

**Jesus also learned about God. At first His mother Mary would have taught Him.**

**As Jesus grew older, Joseph would have taught Jesus many things.**

**Listen to what the Bible tells us about Jesus.**



Read **Luke 2 v 40**.

**The Bible tells us that Jesus became wise. When a person is wise they know how to live God's way.**

**When Jesus was twelve He went on a holiday with His family to the city of Jerusalem. Many other people from Nazareth and other villages joined them too. They were all going to the temple in Jerusalem for the Passover festival.**

**MAP:** Point to Jerusalem on the **Leader's map**.

**It was a long way from Nazareth to Jerusalem and the people would have taken a number of days to get there.**

**WALK:** Explain that in each session they will pretend to go on a journey or adventure to learn about God and Jesus. They will need to take backpacks with them that will contain something for their journey. Let the children know that each session there will be something different inside the backpacks. You also need to tell the children that the backpacks will be empty in one session.

Explain that as they are going on such a long journey by foot this session, they will need to take snacks with them to eat along the way. Ask two or three children to carry the backpacks.

**Let's pretend to go to Jerusalem.**

Lead the children around your area two or three times, then stop. Encourage the children to ask, 'Are we nearly there yet?' The answer is, 'No, not yet! Just a bit further to Jerusalem.' Do this a few times before announcing that they have arrived.

Point out the various 'tourist spots' set up in your area—temple, marketplace, inn (where people stay overnight) and rooftop.

**MUNCHIES:** Tell the children that because it was such a long journey they will have something to eat now. Ask the children to sit on the floor. Open the backpacks and distribute the snack food amongst the children.



**What do you think it would have been like in Jerusalem with lots of people from different places there?** (Accept responses.)

**Many of the people had come to the temple at Jerusalem to celebrate the Passover. This was a special ceremony to remember how God had rescued His people, the Israelites, from slavery in Egypt.**

**Because Jesus was twelve, He was old enough to spend time on His own and with His friends. Jesus and His friends would have spent time at the temple.**

**The temple was a beautiful building that was shiny white with real gold on some of the walls and doors. It was known as the house of God. The priests at the temple knew many things about God. They studied God's Word and taught people how to live God's way.**

**Do you think that Jesus would be interested in learning about God?** (Accept responses. Lead the children towards the understanding that even though Jesus was the Son of God, He still learned about God from others.)

**Jesus loved being at the temple and learning about God. But the happy holiday came to an end. It was time to return to Nazareth.**

**WALK:** Ask two or three children to carry the backpacks. Lead the children around your area again, then stop. Encourage the children to ask, 'Are we nearly home yet?' The answer is, 'No, not yet! Just a bit further to Nazareth.' Do this a few times, then announce that it is the end of the first day's journey and ask them to sit down.

**In those days, people walked or travelled on donkeys in a large group. The women and children travelled together and the men walked separately.**

Joseph thought Jesus was with Mary. Mary thought Jesus was with Joseph. They soon discovered that Jesus wasn't with them. They had lost Him!

Mary and Joseph looked for Jesus amongst their family and friends.

Ask the children individually, 'Have you seen Jesus?' Their answer should be 'No!'

**Where do you think Jesus was?** (Accept responses. Still in Jerusalem.)

**Mary and Joseph travelled all the way back to Jerusalem to look for Jesus.**

**What do you think they might have been thinking and saying to each other on the way back?** (Accept responses. Lead the children to consider that Mary and Joseph would have been very worried.)

**WALK:** Go back to the 'tourist spots' set up in your area, except for the 'temple'. At each location ask, 'Is Jesus there?' The children's answer should be 'No!' Finally, lead the children to the 'temple'.

**Listen to what the Bible says.**



Read **Luke 2 v 46.**

**Where had Jesus been for three days while Mary and Joseph searched for Him?** (Accept responses. In the temple.)

**What was Jesus doing there?** (Accept responses. Listening to and asking questions of the teachers.)

**MAP:** Stick the **Leader's cut-out** on the **Leader's map**. Use the length of wool to join the cut-out to Jerusalem.

Jesus loved learning about God and living His way. He loved asking questions. Jesus had learned many things about His Father, God.



Read **Luke 2 v 47.**

Even Mary and Joseph were amazed at how much Jesus knew about God.

Mary and Joseph were glad that Jesus was safe. Mary told Jesus that she had been very worried and how they had been searching for Him.

Jesus had not meant for Mary and Joseph to be worried but He had stayed in the temple where He could learn about God. He thought that Mary and Joseph would know where He was.

This is what Jesus said to Mary and Joseph.



Read **Luke 2 v 49.**

Jesus went with Mary and Joseph back to Nazareth where He continued to grow.



Read **Luke 2 v 52.**



**Why do you think God was pleased with Jesus?** (Accept responses. Jesus loved God, He always pleased God and wanted to learn more about Him.)

**Many people learn about God, but Jesus is the only one who always did what God wanted and lived God's way. He always loved and trusted His Father, God.**

**WALK:** Ask two or three children to carry the backpacks. Lead the children around your area two or three times, then stop. Encourage the children to ask, 'Are we nearly home yet?' The answer is, 'No! We're not back in Nazareth yet.' After a few times answer, 'Yes! We're home!' Ask the children to sit on the floor.



## Activities

Do the **Adventure box** activity first, then choose other activities from the **Ideas menu** if time permits.



## Bringing it together

**Who taught Jesus about God when He was very young?** (Accept responses. Mary and Joseph.)

**Where was Jesus when Mary and Joseph thought He was lost?** (Accept responses. In the temple.)

**Why did Jesus stay behind in the temple?** (Accept responses. To learn about His Father, God.)

**Jesus learned about God. If we want to be like Jesus then we will want to learn about God too.**

**How can we find out about God and Jesus today?** (Accept responses. From the Bible, church, Religious Education classes, from our parents or other adults who love Jesus and so on.)

**POSTCARD:** When people go on a journey or an adventure they will sometimes write a postcard to tell their friends or family about what they have seen and heard.

Each week we will write a postcard to tell



## others what we have learned about God and Jesus.

Ask the children to tell you what they learned about Jesus in today's story. Commend their answers.

Take out the large sheet of paper and write the following words on it:

*Dear [insert a friend's name],  
Today we learned that Jesus grew up just like us and  
had to learn many things.  
He learned about His Father, God, when He visited the  
temple. Did you know that Jesus is the only one who  
has obeyed God perfectly and always lived His way?  
Love from, [insert your name]*

Read the postcard to the children. Fold the postcard and put it in the envelope. Tell the children you will deliver the postcard to your friend.



### Prayer

Invite the children to repeat the following prayer.

*Dear God,  
Thank You that Your Son, Jesus, was once a child like us  
and understands us. Thank You that He learned about  
You and always loved and obeyed You. Help us to love  
and obey You too.  
Amen.*



### Think about it

Did the children understand that even though Jesus grew up similarly to other children, He was the Son of God and always lived God's way?



### Think ahead

You will need a friend to prepare a reply and place it in an envelope addressed to yourself. You will need to make a sign and a scroll.

You will also need to set up a 'carpenter's workshop' and place wood off-cuts or ice-cream sticks in the backpacks.

See **Get ready** in **Session 2** (page 18).



## IDEAS MENU



### I've lost my child!

**Purpose:** To understand that Mary and Joseph didn't know where Jesus was and went looking for Him.

Invite the children to sit in a circle. Choose one child to be the 'Chief inspector'. Ask the 'Chief inspector' to leave your area so they cannot see or hear what is happening. Choose two children to be the 'parent' and 'child'. Ask the 'parent' to stand and the 'child' to stay seated.

Ask the 'Chief inspector' to return. Explain that the 'parent' needs to say, 'I've lost my child!' The 'Chief inspector' should reply, 'What does your child look like?' The 'parent' gives one or two clues about the child's appearance. Allow the 'Chief inspector' three chances to find the correct 'child'. Play this game a few times, each time allowing different children to play the roles of 'Chief inspector', 'parent' and 'child'.



### Where are you?

**Purpose:** To understand that people may often be found in a place that interests them or they have a connection with.

#### Gear:

- A football
- A tennis racquet
- A sheet of paper and coloured pencils
- Building blocks
- A CD player
- A picture book

Place each item described in a line at one end of your area, leaving a space between the items. Ask the children to sit at the opposite end of your area.

Ask the children not to tell anyone which activity they would most like to do from the following:

- play football
- play tennis
- draw a picture
- build with blocks
- listen to music
- read a book.

Ask a child to stand at the front of the group. Ask



another child to guess which activity the first child chose. Ask the child to move and sit in front of the activity they chose. Continue until all the children are sitting in front of an activity.

## Adventure box



### Gear:

- Prepared **Adventure box**
- An Adventure box sheet for each child
- Coloured pens and pencils
- Scissors
- Glue
- Copies of the Compass photocopyable (page 16)

Display the prepared **Adventure box**. Explain that the children will make their own **Adventure boxes** and each session they will receive an object to keep in the box to help them remember what they learned.

Show an Adventure box sheet. Tell the children that they will need to listen carefully and follow your instructions as you explain how to construct the **Adventure box**. Give each child an Adventure box sheet. Ask each child to write his or her name in the appropriate space on the box. Demonstrate each step, then ask the children to copy the action.

**NOTE:** Some children may find this activity difficult and will need help from yourself or older group members. If you anticipate that some of the children will have difficulty, you may wish to cut out the boxes prior to the session.

Give each child a copy of the compass. Explain that the compass will remind them that Jesus went on a long journey from Nazareth to the temple at Jerusalem where He learned about His Father, God. Invite the children to colour and cut out the compasses, before placing them in their **Adventure boxes**. Collect the **Adventure boxes**.



## The same, but different

**Jesus was like us in many ways but He was also different.** Ask the children to fold their arms.

**Keep your arms folded if I say something about Jesus that is also true about us.**

**Put your hands on your head if I say something that is only true about Jesus.**

- Jesus was born as a baby
- Jesus had to learn to walk
- Jesus had to learn to talk
- Jesus had to learn to read
- Jesus had to learn about God
- Jesus always lived God's way
- Jesus is the Son of God



## Music spot

Choose from the following songs.

**Whoop whoop doodeedoo**, track 6 on CEP's *Promises, promises* CD.

**Jesus (Sing it)**, track 25 on *The King, the snake and the promise* CD.



## Memory verse

Read the Memory verse to the children.

**A voice from heaven said, 'You are my own dear Son, and I am pleased with you.'** Luke 3 v 22b (CEV)

### Discuss the verse with the children:

- Who was speaking?
- Who were they speaking about?
- Why were they pleased?

Say the verse a few more times, speeding up and slowing down as you say parts of the verse. Ask the children to copy you.



## Take home

### Gear:

- A copy of the Take home photocopyable (page 15) for each child
- Coloured pens and pencils
- Scissors

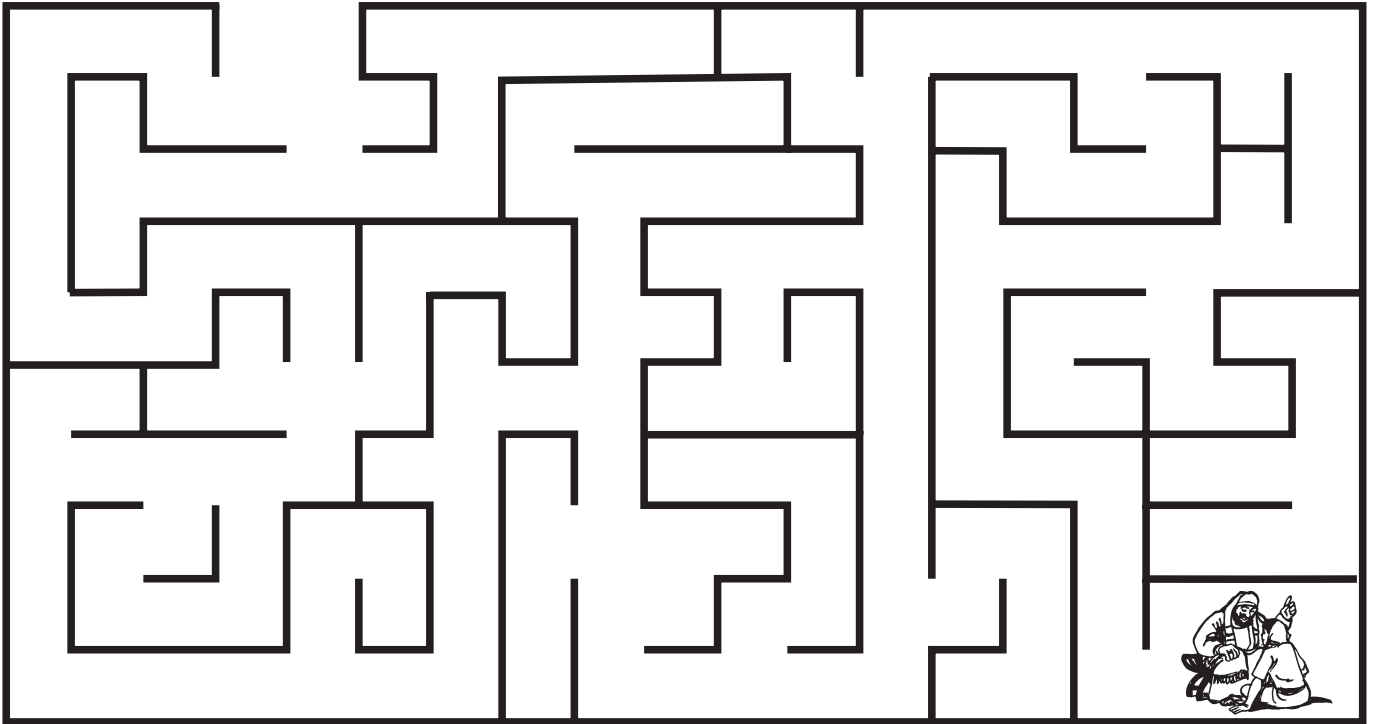
Give each child a copy of the Take home photocopyable. Invite the children to complete the postcard at the bottom of the page by writing the name of the person it will be given to and their own name in the appropriate spaces. They will also need to fill in the gaps (Jesus, God). Ask the children to cut the postcard from the sheet and encourage them to give the postcard to the person it is addressed to.

Invite the children to help Mary and Joseph find Jesus by completing the maze. They can then fill in the gaps of the memory verse.



## Jesus as a boy

Help Mary and Joseph find Jesus



Complete the memory verse.

A voice from \_ eaven said, 'You are my own dear \_ on, and I am \_ leased  
\_ ith you.' *Luke 3:22b (CEV)*

Complete the postcard and cut it from the sheet.

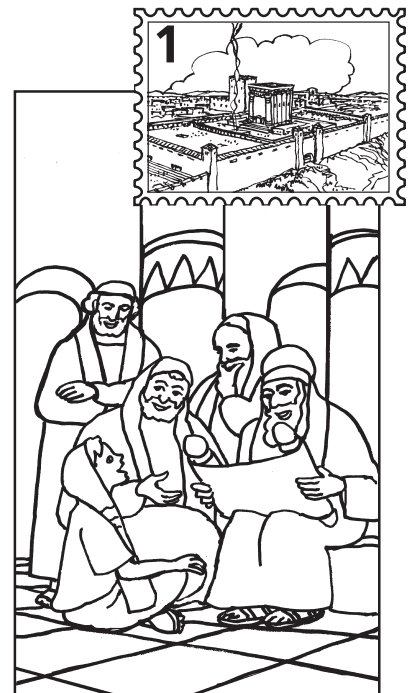
Dear \_\_\_\_\_

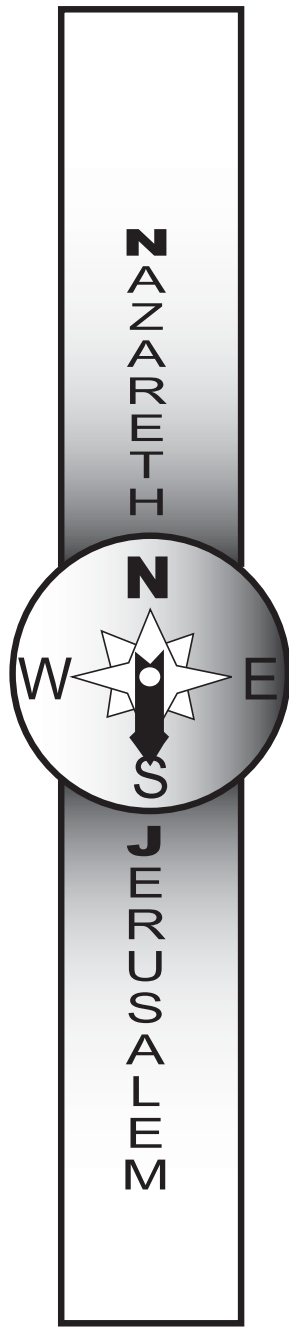
Today we learned that \_\_\_\_\_  
grew up just like us and had to learn many things.

He learned about his Father, \_\_\_\_\_,  
when he visited the temple.

Did you know that Jesus is the only one who has  
obeyed God perfectly and always lived his way?

Love from \_\_\_\_\_

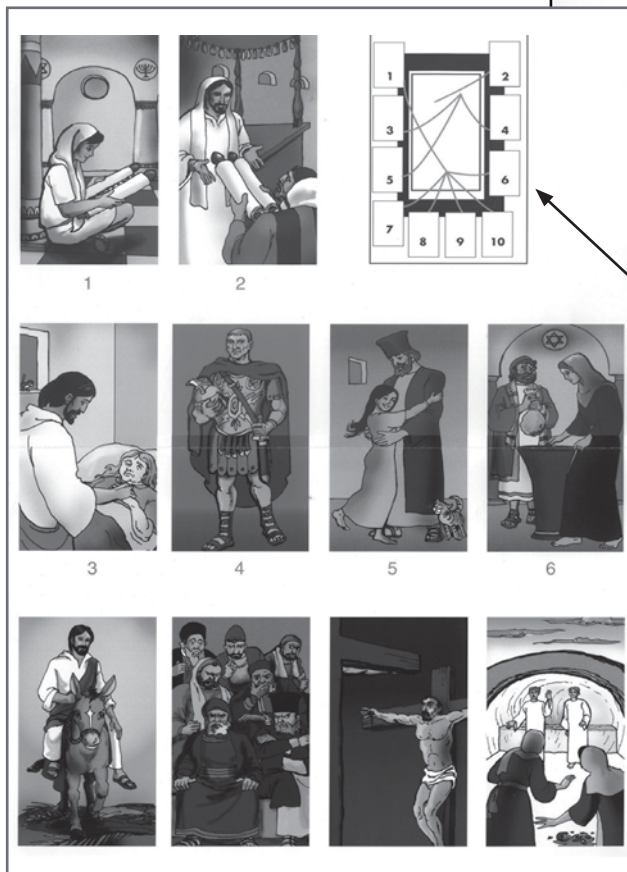
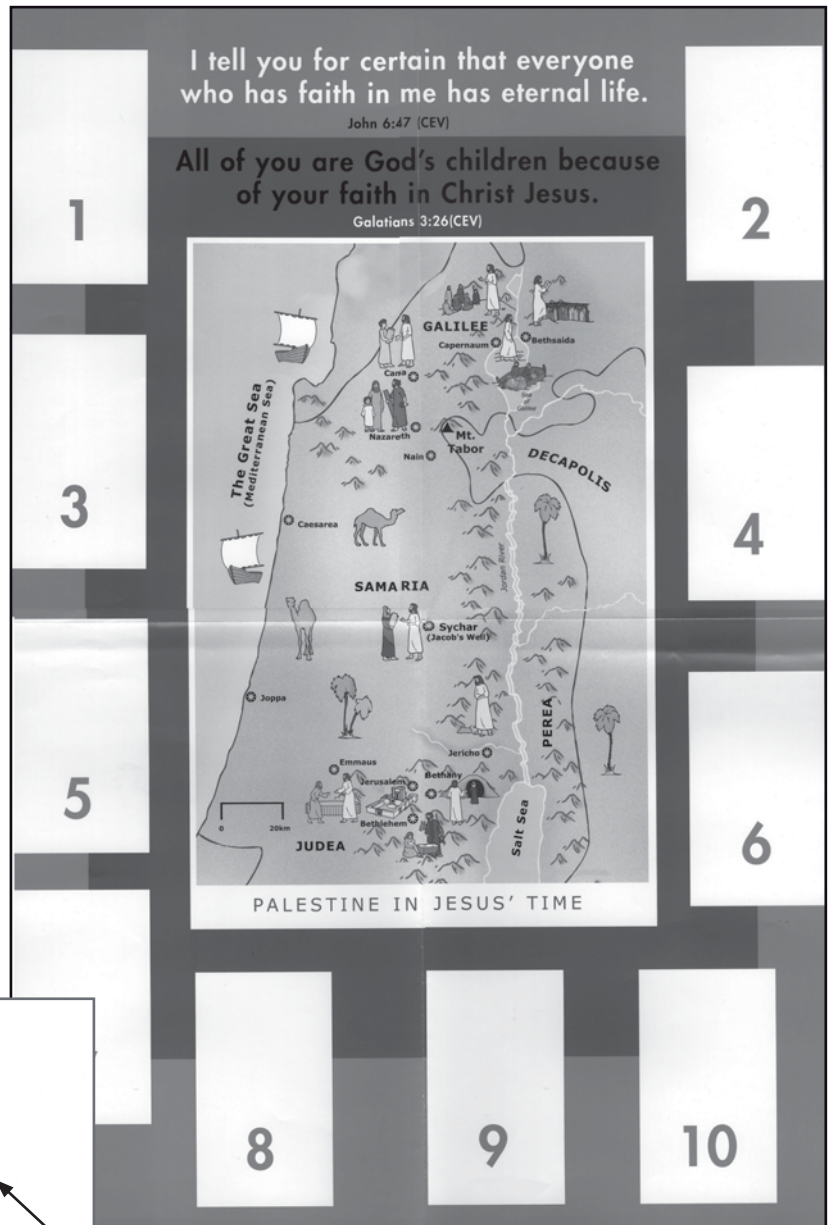




## LEADER'S MAP AND CUT-OUTS

This sample lesson refers to a **Leader's map**, which you use to show the children where the events of today's story took place. The accompanying **Leader's cut-out** has ten pictures, ready to be cut out and added to the map during each session.

The pictures on this page show you what the map and cut-outs look like. They are large (the map is A3 size) and printed in full colour. The actual posters would be provided as part of the **Leader's Pack**.



*This diagram shows how string or wool is used each week to show where each event happened on the map.*

**Leader's Map**  
A3, full colour

**Leader's cut-outs**  
A2, full colour