

Adventure

5-7s

Leader's manual

AD11

Pictures of Jesus

from Mark's Gospel



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kids@church resources are available from:

Australia

CEP

PO Box A287, Sydney South, NSW 1235

Phone: (02) 8268 3344

Fax: (02) 9283 3987

Email: sales@youthworks.asn.au

Internet: www.youthworks.net.au

New Zealand

154 King Street

PO Box 74, Palmerston North 5301

Phone: (06) 358 8180

Fax: (06) 357 0281

Email: cep@gph.co.nz

Internet: www.youthworks.net.au

Writing and editorial team:

Liz Betbeder-Matibet, Tracey Mayo

Design team:

Graham Wade, Greg Mills, Michael Te, Anthony Wallace

Production team:

Sue Aiken, Grant Maple

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How it works

How the sessions are structured

Bible passage: All sessions are Bible-focused

Aim

This is the 'big idea' to be taught during the session. It is child-oriented.

Outcomes

These statements break down the aim into 'do-able' chunks. There are generally only three, so that the leader can keep them in mind and check up later whether or not they were achieved. They are broken up into:

- knowledge – information, concepts, beliefs
- understanding – more personal ways of grasping the concepts in the session
- life application – ways of making links between knowledge and children's lives, and reflecting on what kind of change might happen in response to God's word.

Memory verse

This verse is usually based on the CEV Bible and will be taught during the session.

Notes

These notes for the leader give Bible context and background. There are hints regarding the theology of the passage, where it fits in salvation history and how it may properly be applied to both leader and child. There might also be comments about the management of the session content and special comments when needed about visual aids and activities.

Leader's prayer

This section links to the aim and outcomes, mentioning the way this session will actually call for a response from the child and make a difference in their lives.

Gear

A summary is given at the beginning of the session of all the equipment needed by the leader and when it will be used. Some items will be given as optional. The gear needed for the **Start up** and concluding **Activities** is given with the particular activity. Leaders should choose these in advance to ensure that they have all that is needed. It is advisable to try out any unfamiliar activity before the session to make sure it works.

Get ready

This section gives hints about important preparation to be done before the session starts.

Start up

During this time activities occur that introduce the theme, aim and ideas of the session. There may be a few activities to choose from. Each activity has a specific purpose.

Your choice of activities will often depend on the children in your group and the space available.

Chat time

This short section is when the activities are over and the leader and children reflect on what the activities were about and how they lead into the **Bible focus** time. This will often involve a few open-ended questions.

Bible focus

Links



Links are made with the previous sessions.



Connections with life are raised and the children are encouraged to discuss 'real life' situations they face. We will raise the issue here and it will be drawn to a conclusion during **Bringing it together**.

Teaching time

This is the body of the session. It involves teaching and learning activities. The story time has as its central focus the explanation of the Bible text in an age-appropriate way so that the aim of the session is reached. The activities ensure that all the session outcomes are achieved.

What the leader actually says to the children is presented in bold text. Directions to the leader are in normal type.

In this part of the session the children are helped to understand the Bible. Concepts and activities are designed to be age-appropriate. The activities are designed to reinforce this by enabling the teacher to revise the main concepts and test the children's recall.

Application is an important part of this section and it is done carefully, while being true to the passage and to the developmental needs of the children. *Adventure 5-7s* builds on what the child has learnt in *Serious play 3-5s* as well as at home and in school Religious Education classes. Foundations continue to be laid for further knowledge and understanding.

Regardless of the stage of their faith, they can be called on to respond and can be encouraged to know how God's word challenges them to love and trust Jesus as their Saviour and Lord.



This icon shows where in the session the Bible will be read to the children so they can listen to and interact with the word of God.



Music spot

Various songs, on readily available CDs, are suggested to link into the session and to provide a high-interest flow to the activities.

NOTE: Sometimes during **Bible focus** time there will be a special comment to the leader about an issue that may come up during the session.

Bringing it together

This section is really important. The leader is encouraged to allow enough time for this as connections are discussed that impact the children's lives.

There may be open-ended questions that encourage children to respond in their own terms. We are aiming for honest responses from the children.

The Memory verse is often taught during this part of the session.

Prayer

This will normally follow **Bringing it together** and allows time to pray for the issues highlighted by the children. Leaders will model prayer and also teach children how to pray – both for themselves and for others, and for the issues in the wider world.

Activities

After the more formal learning time the leader is encouraged to choose one or more of the activities included in each session as a way of reinforcing the main learning ideas. This also allows the children to interact with the adult leaders and their fellow group members. It provides time for the leader to talk informally with the children to hear their responses to the learning.

NOTE: The **Links** in each session help children to recall what they have already learnt. Leaders may wish to include a reflective session also.

Think about it

Here the leader is encouraged to think through issues that occurred in the session and reflect on possible strategies for the future.

Think ahead

This is a very brief indication of what the leader will need to plan ahead for next session. It may involve equipment, people and so on.

Unit introduction

Pictures of Jesus

from Mark's gospel

Unit aim

To encourage the children to grow in faith as they learn that the authority and power shown in Jesus' teaching and healing revealed he is God's Son.

Unit outcomes

By the end of this unit the children will:

- know that Jesus is the Son of God
- know that Jesus came and lived on earth as a man
- understand that Jesus showed power and authority in his teaching and his ability to heal and forgive people
- understand that Jesus died on the cross for our salvation
- understand that God's plan of salvation is for all who respond to Jesus in faith
- make links with their own lives by being encouraged to trust and love Jesus as their Lord and Saviour
- understand how to respond appropriately to Jesus' lordship over their lives.

Memory verses

Sessions 1–4

Anything is possible for someone who has faith! **Mark 9:23 (CEV)**

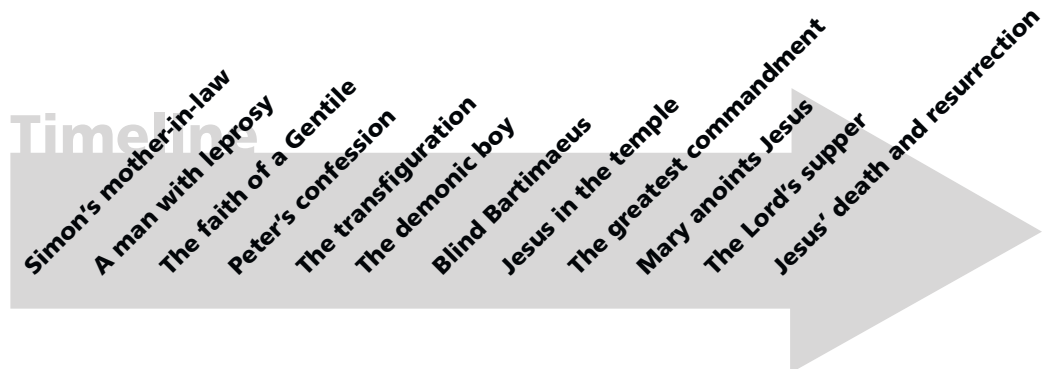
Sessions 5–7

Love [God] with all your heart, soul, mind, and strength. **Mark 12:30 (CEV)**

Sessions 8–10

Don't be ashamed of me and my message. **Mark 8:38a (CEV)**

Where
this fits
in Mark'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

Bible background

These ten sessions concentrate on revealing Jesus as the Son of God through his ministry of teaching and healing, and invite the children to consider how we should respond to the Son of God. The focus of this unit is on Jesus as presented in Mark's Gospel.

The first four sessions look at Jesus' ability and willingness to heal people from all walks of life. Jesus spent much of his ministry surrounded by people who were considered to be cut off from God because of their imperfections. Jesus not only heals many of these people of their ailments, but at the same time he shows that he is able to deal with an even greater problem – separation from God. These sessions begin with Jesus healing Simon's mother-in-law of a fever and a man with leprosy who professes his belief in Jesus' power and authority (**Mark 1:29–31,40–45**). The second looks at the healing of the Syro-Phoenician woman's daughter, reflecting God's willingness to offer salvation to everyone in the world (**Mark 16:15**). The third looks at the healing of a demonic boy and his father's lesson in faith (**Mark 9:14–29**). The fourth looks at how Jesus gave blind Bartimaeus sight after his absolute faith in Jesus as the Son of David is professed (**Mark 10:46–52**). The important point in each of these healing accounts is that faith in Jesus is the key to the ultimate healing God offers through forgiveness.

Sessions 5 to 7 reveal Jesus' authority as a teacher. Jesus came to tell people about God's love and to bring them to God. He taught the people about the character of God and how we, as his people, should respond to him. He also taught about his ultimate goal in saving us from our sins by his own death and resurrection. Session 5 looks at the question of which are the greatest of the commandments and how central these are to the way we live as Christians (**Mark 12:28–34**). Session 6 looks at Jesus overturning the market tables in the temple, the importance of honouring God and enabling others to come to him freely (**Mark 11:15–19**). Session 7 looks at Jesus' teaching on the purpose of his own death and resurrection, and the meaning of the Lord's supper in remembering Jesus' sacrifice (**Mark 14:17–25**). The main point made in these sessions is that we must love God with all our heart, soul, mind and strength (**Mark 12:29**), which will lead us to follow the second command of loving others as we love ourselves (**Mark 12:31**). These two commandments highlighted by Jesus will lead to a life of obedience to God and a heart that longs for him. This is true worship.

The final three sessions look at answering two key questions: Who is this man and if he is the Son of God, how should we respond to him? Session 8 looks at Peter's confession of Jesus as the Messiah and Jesus' explanation of just what is required to follow him (**Mark 8:27–38**). Session 9 looks at the transfiguration of Jesus on a mountain and God's revelation to the disciples that Jesus is God's Son so they should listen to what he says (**Mark 9:2–13**). The final session looks at Mary's anointment of Jesus with expensive perfume as a response to her love for him (**Mark 14:3–9**). These sessions look at who the people of Jesus' time thought he was, what Jesus expected of them and how they lived in the light of that knowledge. The children will learn about how Jesus calls us to lives of devotion.

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, England, 2000, available from CEP.) 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
- ten large full colour **Leader's travel photo** posters
- a sample of the full colour children's **My travels in time** photo album covers and ten **Children's travel photos**. Extra sets may be purchased from CEP so that every child has their own copy to work with in each session.
- a set of photocopiable masters
- a variety of visual aids and activities for each session.

Time gate

The theme of this unit is time travel. During each session the children will walk through a Time gate. The Time gate will lead them back to Jesus' time where they will be able to meet with the main characters of each session and experience their reactions to what Jesus did and said. The children will be able to find out what happened in each Bible story directly from the source and find out what it tells us about Jesus' identity. They will then be challenged to think about what Jesus' identity means for us in the present time. Spend some time making a fun and creative Time gate for the children to pass through each session. This could be an arch made to look like the entrance to a time machine, or a pair of posts or witches hats decorated simply with balloons and streamers.

Children's components

The children's component is a photo album entitled **My Travels in time**, composed of a full colour front and back cover, and ten **Children's travel photos** that will be added to the photo album each session. In the first session the children will construct the photo album, which they will then add their travel photos to each session. The children will also be encouraged to copy the verse from the leader's poster for that session into their photo albums.

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 set of photocopiable masters include 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 kit entitles you to make one copy for each member of your group.

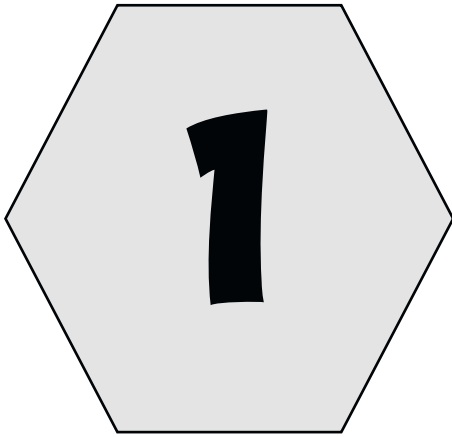


Music spot

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 CEP.



Two people in Galilee

Mark 1:29–31, 40–45

Aim

To help the children understand that the authority and power shown in Jesus' teaching and healing revealed that he is the Son of God.

Outcomes

By the end of this session the children will:

- understand that Jesus is the Son of God and he has the power to heal people
- know that Jesus' teaching and healing helped people to see that he is God's Son
- appreciate that Jesus healed people because he cared about them, and that he cares for us too.

Memory verse

Anything is possible for someone who has faith! **Mark 9:23 (CEV)**

Notes

Read **Mark 1:29–45**.

Jesus had just been baptised and chosen his first disciples. In these Bible verses he specifically stated his purpose on earth: 'We must go to the nearby towns, so that I can tell the good news to those people. This is why I've come' (**Mark 1:38**). Mark commented that people noticed his teaching because it was different from that of the teachers of the Law at the time (**Mark 1:22**).

As we can see several times in these Bible verses, Jesus accompanied his teaching with acts of healing. It is sometimes claimed that Jesus healed solely to make the recipient's lives better. While Jesus was compassionate (**Mark 1:41**), that was not the only reason he healed. Throughout the Gospel of Mark, Jesus' ability to heal showed the recipient, the bystanders and readers today, that he really was the Son of God as he was doing what only God could do.

In this session we look at two different healing accounts. It is important that these accounts are taught in the context of Jesus' teaching. Left isolated, Jesus may have been seen as merely a powerful social worker or doctor, yet in the context of his teaching, his actions showed that God had come to earth and

that everyone needed to be ready because 'God's kingdom will soon be here' (**Mark 1:15**).

When the man with leprosy was healed, Jesus charged him not to speak to anyone and to go straight to the temple to present himself to the priests to be declared clean. Yet the man could not restrain himself from telling everyone he met that he had been healed (**Mark 1:45**). As a result Jesus could hardly move as so many people were drawn to him and his miraculous works.

During this session the children will embark on their trip through the Time gate back to the time of Jesus. They will hear the personal experiences of those who came into contact with the Son of God. The children will have the opportunity to look at the impact Jesus had on those around him and to consider if he really did these miracles, who that means he is.

Leader's prayer

Thank God for the fact that he sent his Son to Earth to live among us. Pray that the children in your group will understand who Jesus really is and choose to follow him.

Gear

- Time gate (see **Unit introduction**, page 8)
- A CEV Bible marked at **Mark 1:40**
- An old camera
- CD player and CD of choice
- Leader's travel photo 1 – Simon's mother-in-law**
- A pair of **My travels in time** photo album covers for each child
- A **Children's travel photo 1 – Simon's mother-in-law** for each child
- Each word of the Memory verse written onto a separate flashcard
- A photocopy of the Take home photocopiable (page 14) for each child
- Coloured pens and pencils
- Gear for the chosen activities in **Start up** and **Activities** sections

Get ready

Set up the Time gate before the session.

Prepare a copy of the **Children's travel photo 1** for each child.

Ask another leader or church member to dress up and play the part of the Simon's mother-in-law, or play the part yourself. If you are playing the part you may want to have an item of costume ready to put on to show that you have changed roles.

For extra impact

Bring in some tourist posters from a travel agent, or some photos or postcards from one of your holidays and create a display.

Start up

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

Who will you follow?

Purpose: *To understand that groups of people gather around someone they think is exciting or can help them.*

Gear

- A bag of sweets
- A bag of dirty washing
- A bag of rocks
- An empty bag
- A bag of pasta or other bland food

Give five older children or leaders a bag each and send them to different parts of the room. Tell the other children that they are going to share what is in the bags. Each child needs to look in all of the different bags and then decide which bag they want to stay with. Encourage the children to find out what is in all of the bags before they make a decision about which is the best. Discuss which bag has the most followers.

Only God can do that!

Purpose: *To think about what things are possible and impossible for us to do.*

Gear

- A box labelled 'Possible' for each group
- A box labelled 'Impossible' for each group
- A set of cards for each group with the following phrases written on them: plant a seed; build a house; make it rain; get to heaven; sew a dress; eat a pizza; bring someone back to life; heal a very sick person; drive a car; and walk on water

Divide the children into small groups. Make sure someone in each group can read or that there is a leader to help them. Hand out a set of cards to each group. Ask the children to look at the cards one at a time and to consider what is possible or impossible for them to do. Then invite them to place each card in one of the labelled boxes. When all of the cards have been placed in the boxes, take them out and discuss the choices made. If different groups had varying answers, ask each group reasons for the choices they made.

Chat time

Lead the following discussion.

In the first activity we did, we had to make a choice about who to follow. Most of us wanted to follow the person who had the bag of sweets. Why? (Accept responses.)

In the next activity we had to decide what we could and couldn't do. What would we think

about someone who could do all of those things? (Accept responses.)

Do you know of anyone who could do all of those things? (Accept responses. Jesus.)

The people who met and heard about Jesus were amazed. Many people followed Jesus to see what he did and to listen to what he said. Jesus' teaching and healing showed his power and authority. Jesus did things that the people thought were impossible. The amazing things he did made them want to find out more about who he was.

We are going to find out about some of the things Jesus did while he lived on earth, what this tells us about who he is, and how knowing who Jesus is can help us make a choice about whether to follow him or not.

Bible focus

Links



Invite children to respond to the following.

Who is a famous person that you would want to go and see if they visited your suburb?

(Accept responses. You might need to give an example to encourage the children to respond.)

Why would you want to go and see them?

(Accept responses.)

How would you feel if you got to talk to him or her? (Accept responses.)

Teaching time

Imagine that a man walked into a hospital and started healing people who had been sick for a long time, some of whom were going to die. That would be amazing, wouldn't it? The news reporters would be talking about this man on television, in fact, everyone would be talking about him. Everyone would want to see him. It would be incredible.

Well, they didn't have hospitals in the time of Jesus, but today's story is a bit like that. Jesus healed many people while he lived on earth and everyone thought what Jesus did was amazing!

This term we are going to be time travelling tourists. Each session we are going to visit a specific place and time where an amazing incident happened.

We are going to visit Galilee, an area in Israel, and we are going to speak to someone who saw a man who could heal anyone – no matter what was wrong with him or her. They actually saw Jesus in action!

Let's go through the Time gate!

Lead the children through the Time gate.

I came through just before Sunday school (or the name of your group) and met a lady who is Simon's mother-in-law. She actually met Jesus, so it would be great to hear her story.

Walk over to 'Simon's mother-in-law'.

Leader: Ah, here she is. Good morning. We have come from the future to find out about Jesus and we would love to hear what happened the other day when Jesus came over to your place.

Simon's mother-in-law: Oh, sit down everyone. I'd love to tell you. Come closer. That's right. It was such an amazing day. I was so sick and was in bed with a terrible fever.

It was the Sabbath, that's the day we Jewish people go to the synagogue to worship God. It is like your church. I was too sick to go to the synagogue. But after the meeting, Simon and Andrew brought Jesus to my house. I had heard from a friend that Jesus had stirred up a commotion at the synagogue that day, but I hadn't really thought much of it. I was too sick.

Then Simon brought Jesus into my room. I was horrified. I did not want visitors in my state. But an incredible thing happened – Jesus helped me up and the fever left as soon as he touched me. It was amazing – I was completely better!

I gave them all something to eat – which was a good thing, as you should have seen the crowds that gathered soon after. The whole town must have been at the door! And Jesus healed everyone who was sick. It was incredible!

Then the next morning he was off early, travelling around Galilee. He told people all about God and healed other sick people. There was one man with a special story. You should go and find him. He doesn't live far from here. Just ask around – someone will know where he is.

Leader: Thank you very much. Jesus is really amazing, isn't he?

Using the old camera, pretend to take a photo of Simon's mother-in-law.


We might try and find out about this other man you were talking about. Goodbye!



Lead the children back through the Time gate.

Jesus was amazing, wasn't he? He healed people completely, no matter what was wrong with them. Everyone wanted to see Jesus heal people or be healed themselves. There were crowds everywhere.

Now, what about this other man? We don't know where he is exactly, so we can't use the Time gate, but we can read about him in the Bible. His story is in the book of Mark.

 Read **Mark 1:40–45** from a CEV bible. A capable and willing child could read this.

Ask the children the following questions.

What was wrong with the man in this story? (Accept responses. He had leprosy – a skin disease that meant he wasn't allowed to mix with other people – he was called 'unclean'.)

How did Jesus feel about the man? (Accept responses. He felt sorry for him.)

What did Jesus have to do to make him better? (Accept responses. He just spoke and the man was better.)

What did Jesus ask the man to do now? (Accept responses. Go to the temple to show the priest that he was better. The priest could declare him clean so he could mix with other people again.)

Why didn't Jesus want the man to tell everyone that Jesus had healed him? (Accept responses. Because of what happened in **Mark 1:45** – he couldn't move about openly because of the crowds who had heard about him.)

Everyone was amazed by Jesus' miracles and because of them many people wanted to know more about who Jesus was and what he was teaching about God. Many people realised that Jesus was the Son of God.

The man with leprosy believed and trusted that Jesus could make him well again. Jesus cared about this man's life and saw that he had faith, so Jesus healed him – and changed his life forever.

Music spot

Choose from the following songs:

Jesus, he's the one, track 4 of CEP's *Promises, promises* CD.

Who is this man? track 23 of *The King, the snake and the promise* CD.

Activities

Do the **Photo album** activity first, and choose from the others if you have time.

Photo album

Gear

- A pair of **My travels in time** photo album covers for each child
- Ballpoint pens
- Leader's travel photo 1**
- A **Children's travel photo 1** for each child
- A hole punch
- String

Give each child a pair of photo album covers. Invite the children to write their name in the appropriate space. Explain that each session you will take a photo during **Bible focus** and that you will give each one of them a copy of that photo to add to their photo albums.

Tell the children that you had the photo that was taken during their travels today developed. Show **Leader's travel photo 1**. Ask the children to tell you about the photo – who is in the picture and what happened to her.

Give each child a copy of **Children's travel photo 1**. Invite the children to copy the verse from the leader's poster onto the bottom of their photo.

Help the children to punch holes in the left side of the covers and the photo. Invite the children to put the photo between the photo album covers, then help them to thread a length of string through the holes and tie the covers together.

Collect the photo albums at the end of this activity.

True or false?

Gear

- Two chairs with a 'True' label, and two chairs with a 'False' label
- A list of statements about today's session that can be classified as true or false

Divide the children into two even teams. Make sure that there is a mixture of ages and abilities in each group. Ask each team to stand in a straight line facing the other team, leaving approximately two metres between the teams. Give each member of team one a number, such as one to ten. Starting at the other end of team two, give each member of the team a number that corresponds to the numbers of team one, such as one to ten. Place a 'True' and 'False' chair at each end of the area, as goal posts

would be positioned. Assign one set of chairs to each team.

Tell the children that you will read aloud a statement, then call out a number between one and ten. The two children who have that number have to race to their chairs and sit on the chair that indicates whether they believe the statement is true or false. The child who sits in the correct chair first wins a point for his or her team.

The statements could include:

- Jesus healed John's mother-in-law (False. It was Simon's mother-in-law.)
- Simon's mother-in-law was sick with a fever (True)
- After Jesus healed her she immediately got up and prepared a meal for Jesus (True)

Bringing it together

What did Jesus do for Simon's mother-in-law and the man with leprosy? (Accept responses. He healed Simon's mother-in-law's fever and the man's leprosy.)

What do these two events tell us about Jesus? (Accept responses. They show us that Jesus has power and authority, and that he cares for people.)

Today we heard about two people whose lives were changed by Jesus. Jesus touched both Simon's mother-in-law and the man with leprosy, and they were healed!

God still cares for people today – he loves all people, including you and me. If we trust God – that is have faith in him – God can change our lives too by becoming our friend.

Think about it

Did the children understand that Jesus didn't just heal people because he was a humanitarian, but that he also wanted to teach them about God's power and authority?

Memory verse

Hand out the Memory verse flashcards to a number of the children and invite them to stand out the front of the group, ensuring the cards are in the correct order. Read the Memory verse with the children three or four times.

Anything is possible for someone who has faith!

Mark 9:23

Invite the children holding the flashcards to mingle with each other until the verse is mixed up, and stand in a line again. Select children to come and arrange the words of the verse in the correct order. When the flashcards are in the correct order again, invite the children to say the Memory verse with you.

Prayer

Invite the children to repeat the following prayer.

**Dear God,
Thank you that Jesus came to earth.
Thank you that he cared about people.
Thank you that he told them about you
and that he also healed the sick people,
showing he was your own dear Son.
Thank you that you care about us today.
Amen.**

Take home

Give each child a copy of the Take home photocopiable (page 14). Invite the children to follow the spiral and write every second letter on the bottom of the page. The message to be revealed is: Jesus has the power to heal. Encourage the children to colour the picture of the man with leprosy and add a caption to the picture. Encourage the children to take home their activity sheets and to talk to their families about Jesus and his power to heal.



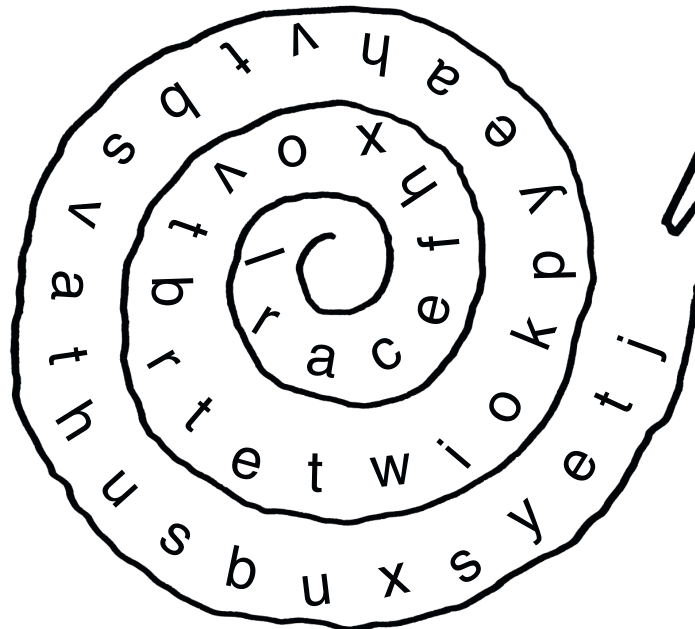
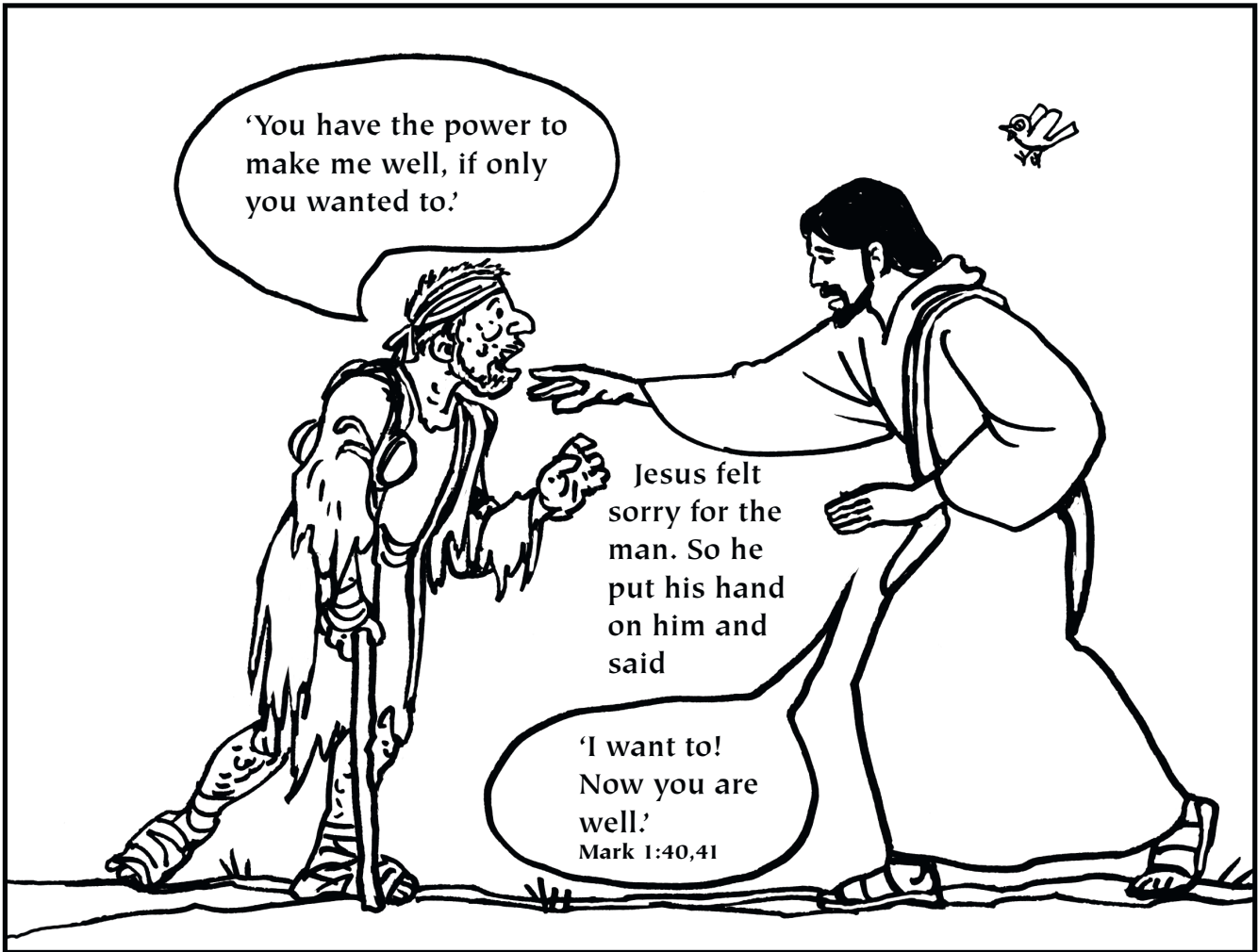
Think ahead

In the next session the children will piece together the Bible story using a series of clues. Make sure you make time to prepare the clues and set them up around your area before the session starts.

For more details see **Get ready in Session 2** (page 16).

Jesus healed this man who had leprosy.

Colour his picture and think about how Jesus changed his life.



Starting at the outside of the spiral, write down the first letter then every second letter to find out more about Jesus' power. Write the letters in the spaces below.
