



3-5s











Leader's manual

SP10

Walking and talking with Jesus

Jesus, prayer, people and parables
from Luke's Gospel

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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 this 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 will generally be 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 specified purpose.

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

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.

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. For this youngest group the story time is usually presented first and activities done after to reinforce the main ideas raised by the story. 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 age-appropriate. The activities are designed to reinforce the Bible teaching by revising the main concepts and testing 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. At this youngest age group we are laying the foundations for further knowledge and understanding.

Regardless of the stage of their faith, they can be called on to respond and 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.

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.

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 for the issues highlighted by the children to be prayed about. Leaders will model prayer and also teach children how to pray – both for themselves and for others, and for 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 and also allowing the children to interact with the adult leaders and also their fellow group members.

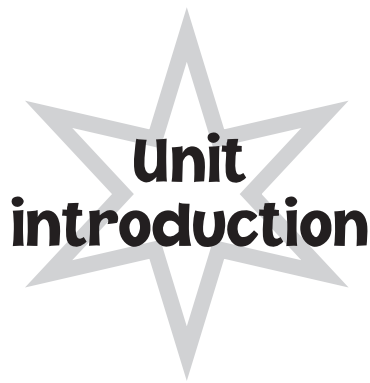
Munchies

Many of the sessions contain ideas for **Munchies** – food and drink that relate to the session for the children to enjoy. It is a good idea to check with parents for any allergies that their children might have before serving food and drink.

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 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.



Walking and talking with Jesus

Jesus, prayer, people and parables from Luke's gospel

Unit aim

To encourage the children to grow in faith as they learn about how Jesus interacted with people while he lived on earth.

Unit outcomes:

By the end of this unit the children will:

- know that God sent Jesus to live on earth to teach and help many people
- understand that Jesus taught us how to love, trust and obey God
- understand that God wants us to show our trust by praying to him as 'Our Father'
- make links with their own lives by being encouraged to trust and love Jesus as their Lord and Saviour, and to live for him.

Memory verses

Sessions 1–3

Jesus said to him, 'Come with me'. **Luke 5:27b (CEV)**

Sessions 4,5

Love the Lord your God with all your heart, soul, strength, and mind. **Luke 10:27 (CEV)**

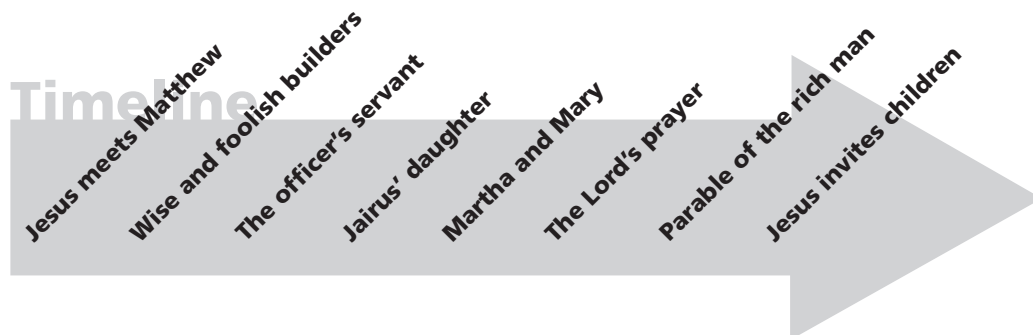
Sessions 6,7

He also said, 'I will trust God'. **Hebrews 2:13a (CEV)**

Sessions 8–10

Father, help us to honour your name. **Luke 11:2b (CEV)**

Where this fits in Jesus' ministry



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 focus on walking and talking with Jesus. They are taken from Luke's gospel.

The children are invited to enter into the world of those who actually made contact with Jesus. The first three are people who became his friends – Matthew, Mary and Martha (**Luke 5:27–32; 10:38–42**). Children are the subjects of Sessions 3 and 7 (**Luke 8:40–42, 49–56; 18:15–17**). Sessions 4 and 5 look at two of Jesus' simpler parables that relate to the question of trust – the rich fool (**Luke 12:13–21**) and the wise builder (**Luke 6:46–49**). Two sessions, 6 and 7, explore people's trust in Jesus for healing – the officer's servant (**Luke 7:1–10**) and Jairus' daughter (**Luke 8:40–42, 49–56**). The final three, 8, 9 and 10, teach the Lord's prayer from the perspective of trusting our loving Father for all our needs (**Luke 11:2–4**).

These sessions build on the preceding unit *From cradle to crown* which presented Jesus as God living among us to fulfil his Father's plan of 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 knowledge of Jesus and the Son of God, for each child at his or her own pace. No matter what stage of their faith development, they can be challenged to respond to God in Christ and to live in the way he wants for us.

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 of ten sessions
- a large full colour **Match-it** game and cards for the teacher

- a sample of the children's full colour **Match-it** game and cards. 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.

Match-it game and cards

Each session the children do a different activity with the **Match-it** game. There is a different **Match-it** game card to correspond with the **Bible focus** presented in each session. These cards are used in a variety of ways to help the children interact with the story. The children will take the **Match-it** game home after the final session.

Activities

Children all learn in a variety of ways. *Serious play* is for three to five year olds who enjoy and learn through play, are either non-readers or beginning readers, and are active in the years before formal schooling. Because of this, the story-time component of Bible focus is kept short and to the point, and the main concepts of the Bible passages are then reinforced in the activities.

At this stage the children are beginning to learn 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 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

Photocopiable masters have also been included with most sessions to provide extra craft activities to reinforce key learning concepts or the Memory verse. The opportunity should be taken when helping the children with these activities to talk to them and learn more about each individual.

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

Purchase of the Leader's kit entitles you to make one copy for each member of your group.



Music spot

The *Earth movers* CD has been especially developed by CEP for use with the 3–5 year old age group. On the CD are songs about God and his promises, movement music for dance, music to cue the children to come back to the leader and get ready to listen, music to 'get up and boogie' to, and music for popular games such as pass the parcel and musical chairs.

Often the music helps the children to remember the significant learning that has taken place in the session. You may make one copy only of the CD onto audio cassette for use in the context of your church. This CD is available separately from your *kids@church* supplier.

Each session recommends the song or songs from the *Earth movers* CD that are most appropriate for reinforcing the key concepts of the session or the unit as a whole.

Other children's CD you may find useful are:

- *Promises, promises*, CEP.
- *How cool is that*, Johnny Burns
- *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
- *Lovely jubbly*, Doug Horley

These CDs are available from CEP.



Matthew meets Jesus

Luke 5:27–32

Aim

To appreciate that Jesus invites us to follow him.

Outcomes

By the end of this session the children will:

- know that Jesus asked Matthew, a tax collector, to follow him, and that Matthew said 'yes'
- understand that Matthew thought Jesus was worth following
- appreciate that Jesus wants us to follow him too.

Memory verse

Jesus said to him, 'Come with me'. **Luke 5:27b (CEV)**

Notes

Read **Luke 5:27–32**.

This unit explores the theme of 'Walking and talking with Jesus', and examines ways in which God wants us to respond to him.

Matthew, also called Levi, was a tax collector who was called by Jesus to follow him. He became one of Jesus' twelve disciples and was the author of the Gospel of Matthew.

The Roman tax system was open to abuse and malpractice was common. As a tax collector, Matthew belonged to an especially hated class, thought by most to epitomise selfishness and vulgarity. Furthermore, according to Jewish law, tax collectors were considered to be ritually unclean, and rabbis taught that it was not right to eat with such people.

Jesus' willingness to spend time with tax collectors and sinners caused controversy among the Pharisees. Jesus defended his controversial ministry by pointing out that he came for those who were aware of their need of him, rather than for those who were not. Matthew, aware of his need for Jesus, responded to Jesus by leaving everything behind and following him.

Today the children will hear how Matthew responded to Jesus, and will begin to consider that Jesus wants them to respond to him too.

Leader's prayer

Spend a moment remembering a time when you have clearly said 'yes' to Jesus. As you reflect on this, pray that the children in your group will want to follow Jesus too.



Gear

- ❑ A CEV Bible marked at **Luke 5:27–32**
- ❑ A prepared **Match-it** game for each child (refer to **Get ready**), and Blu-Tack
- ❑ A photocopy of the Matthew photocopyable (page 14) for each child, and coloured pens and pencils
- ❑ CD player and CD of choice (optional)
- ❑ Food for **Munchies** (page 13)
- ❑ Gear for chosen activities in **Start up** and **Activities** sections

Get ready

Cut out enough **Match-it** game cards for yourself and each child in your group. Prepare a few extras in case there are additional children. Place each set of **Match-it** game cards into a separate, sealable bag. If possible, cover the **Match-it** game boards with clear contact, or laminate them. The **Match-it** game cards and boards need to be collected at the end of each session. Supervise the children closely with the sealable bags.

Set up a table in one corner of the room. This will be the 'Tax collector's table' used in **Bible focus**.

If you are using a CD, make sure the CD player is ready.

For extra impact

Scatter some chocolate coins, wrapped in gold or silver, on the 'Tax collector's table'. The children can eat these during **Munchies**.

If time and space permits set up a 'banquet table' covered with a brightly-coloured sheet or tablecloth. Place a pottery jug on the table, as well as some oil burners to represent oil lamps.

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. Make sure that your group completes **Match-it** and **Money bags**. For future reference, tick the activities you use.*

Match-it

Purpose: *To introduce the children to the **Match-it** game and the character of Matthew.*

Gear

- ❑ A **Match-it** game for each child, as well as one for yourself

Hand each child a **Match-it** game. Help the children to turn all of their cards over so that the pictures face up. Encourage the children to take time to look at the various pictures.

Invite the children to play a game of **Match-it**. Pick up one card at a time, show the children, then ask if they can find the same card. Now, direct the children to match the card to the corresponding picture on the board. Finish this activity by holding up Card 1 – Matthew.

What do you think the man on this card is doing? (Accept responses.)

We will be finding out more about this man later in the session.

Pack the **Match-it** games back into the sealable bags for later use.

Money bags

Purpose: *To make a prop that will encourage the children to interact during **Bible focus**.*

Gear

- ❑ Paper bags
- ❑ Scrunched up newspaper or shredded paper
- ❑ Elastic bands or string

Give each child a paper bag. Ask the children to fill their paper bag with scrunched up newspaper or shredded paper. Close the bag with an elastic band or string. Put the 'money bags' aside for use in **Bible focus**.

Follow the leader

Purpose: *To introduce the concept of following someone.*

Play 'Follow the leader' with a twist. Begin by playing a normal version of the game with the children following you and mimicking your actions. After giving a few directions, call out a different action to the one you are actually doing. The children should try to follow what you say, rather than what you do. For example, if you are clapping, call out 'Follow me and jump', but keep clapping. Do this a few times, inviting the children to take turns being the leader.

Nodsey

Purpose: To create a nodding character to help reinforce the idea of saying 'yes' to Jesus.

Gear

- ❑ A circle of coloured paper, a pipe-cleaner and an ice-cream stick for each child
- ❑ Sticky-tape
- ❑ Coloured pens and pencils

Ask the children to draw a smiley face on their circle of coloured paper. Help them to each make a spring by twisting a pipe-cleaner around a pencil. Use sticky-tape to attach one end of the spring to the back of the smiley face, and the other end of the spring to an ice-cream stick. The character, 'Nodsey', will nod up and down when the ice-cream stick is wiggled.



Bible focus

Links



Ask the children to experiment with saying 'yes' in a variety of ways, such as happily, sadly, quickly, slowly, quietly, angrily, in a bored voice, and so on.

Who can say 'yes' in the funniest way? (Listen to responses.)

Can you say 'yes' without words?
(Accept responses.)

Today we're going to hear about a man who said 'yes' when Jesus asked him to do something. This story comes from the Bible. (Show your Bible.) **Let's find out why and how he said 'yes' to Jesus.**

Teaching time

Have a **Match-it** game board and Card 1 - Matthew ready. If possible, ask a child or a helper to act out the part of 'Jesus'. The rest of the children can be the 'people'. You will need to help the children by telling them which actions to do and what words to repeat. If you made the 'money bags' (see **Money bags**, page 10), give these to the 'people' to hold. If you made the 'Nodsey' characters (see **Nodsey**, page 11), the children can wiggle these when Matthew says 'yes'.

Hold up Card 1 – Matthew.

What is happening in this picture?

(Accept responses.)

The man in this picture is called Matthew.

There is a story about him in the Bible. (Show your Bible.) **I'm going to pretend to be Matthew while I tell the story.**

I'm Matthew and I'm a tax collector. Do you know what a tax collector is? (Accept responses.)

A tax collector is someone who collects money from people. Every time they come through the gate of the city, they have to give me money. That's my job. Anyway, something interesting happened to me the other day. I made a new friend. Let me tell you all about it.

Sit at the 'Tax collector's table'.

I was sitting at my tax collector's table, collecting money from people as they walked in the gate. The people weren't very happy with me for taking their money. I didn't mind though as I was very, very rich.

Ask the children to walk past the table and hand Matthew a 'money bag'. Tell the children to look grumpy.

There were lots of people there who wanted to see a man called Jesus. I was happy. Lots of people meant lots more money for me. 'More money for me', I said to myself. 'More money for me.'

Ask the children to help you count the 'money bags'. Ask 'Jesus' to take a few steps toward you.

After a while I could see Jesus walking my way. I kept counting my money because I knew that Jesus would not talk to me. 'One, two, three; more money for me,' I said to myself.

Pretend to count the 'money bags' again and repeat the phrase, 'One, two, three, more money for me'. Ask 'Jesus' to take a few steps closer.



I looked up again and saw that Jesus was coming closer, and closer, and *closer*! I held my money tight as Jesus walked all the way up to me. Maybe he was going to take it away!

Pull the 'money bags' towards you and hold them tightly. Ask 'Jesus' to walk all the way to the table.

But Jesus smiled at me very kindly and said something that surprised me.

What do you think Jesus said to me?
(Accept responses.)



Read **Luke 5:27b** from a CEV Bible.

Jesus said, 'Come with me.' Just like that. 'Come with me.'

Invite all the children to repeat, 'Come with me.'

What do you think I did next? (Accept responses.)

I looked at my money. (Look at the 'money bags'.)

I looked at Jesus. (Look at 'Jesus'.) **I thought to myself, 'More money for me** (point to self) **or should I follow you** (point to Jesus)? **Jesus, you asked me to follow ...** (pause) **Yes! That's what I'll do!**

How do you think I said 'yes' to Jesus?
(Accept responses.)

Before I knew it I shouted out happily, 'Yes! Yes, Jesus. I will follow you!'

What do you think I did next? (Accept responses.)

I jumped up and left everything behind. Then I followed Jesus.

Why do you think I did that? (Accept responses.)

I chose to follow Jesus because he wanted to be my friend, even though I was taking other people's money. I was so happy about this that I had a huge banquet at my house. Lots of other people like me came and Jesus was kind to them too.

It was a great day when I said 'yes' and followed Jesus!

Hold up the **Match-it** game board and Card 1 - Matthew. Ask a child to attach Card 1 - Matthew to the **Match-it** game board with a piece of Blu-Tack. Ask the children to crouch down and repeat the following verse and actions:

Matthew said, 'Jesus, you asked me to follow ...' (pause)
(Jump up and shout) **Yes! That's what I'll do!**

Bringing it together

Why do you think Matthew decided to say 'yes' and follow Jesus? (Accept responses.)

Matthew knew that Jesus was worth following. He could tell that there was something special about Jesus and he wanted to know more.

What did Matthew do next? (He got up and followed Jesus. He had a banquet and invited lots of people to it.)

Jesus wants us to follow him too. He wants everyone to say 'yes' and follow him – even people like Matthew who do wrong things sometimes. But we can't see Jesus, like Matthew could, so we have to follow Jesus in a different way.

How can we follow Jesus? (Accept responses. Tell the children that when we follow Jesus it means that we want to be his friend and that we want to do the things he wants us to do. This includes praying to God, praising God, and so on.)

Prayer

Encourage the children to join you in the following prayer:

Dear God, I know that Jesus wants me to follow him. Help me to say 'yes' to Jesus, just like Matthew did. Amen.



Music spot

Choose from the following songs:

My King, track 12 of the *Earth movers* CD.

I'm gonna jump up and down (be happy!), track 5 of Doug Horley's *Lovely jubbly* CD.

Take home

Hand each child a photocopy of Matthew (page 14) and invite the children to colour it in. As they colour ask them what Jesus and Matthew said to each other. Encourage the children to take their picture home in their *Serious play* backpacks and retell the story to their families.

Activities

Do the **Match-it play** activity, then choose from the other activities to conclude the session.

Match-it play

Hand each child a **Match-it** game. Ask the children to find Card 1 – Matthew and match it to the game board. Help them to retell the story briefly, ending by repeating the following verse from **Bible focus**:

Matthew said, 'Jesus, you asked me to follow ... (pause)

(Jump up and shout) Yes! That's what I'll do!'

If you did the **Nodsey** activity (page 11), use these characters to say Matthew's verse again.

Collect the **Match-it** games and put them aside for the next session.

Memory verse tambourine

Gear

- ☐ A paper plate for each child, gold or silver if possible
- ☐ Hole punch
- ☐ 50 cm lengths of coloured ribbons or crepe paper streamers
- ☐ Two bells and two bag-ties for each child (optional)
- ☐ Coloured pens and pencils
- ☐ A photocopy of **Luke 5:27b** (page 26) for each child and glue (optional)

Invite each child to fold their paper plate in half. Use a hole punch to make holes around the curved rim of the folded plate. Thread streamers or ribbons through the holes and tie in place. If you are using

bells, thread the bag ties through two holes and use these to attach the bells.

Hand each child a copy of **Luke 5:27b**. The children can stick the Memory verse to their tambourines using glue.

Invite the children to say the Memory verse, stressing the text in bold.

Jesus said, 'Come with me.'

Luke five, verse twenty-seven b.

If possible, ask the children to follow you around the room as they repeat the verse. Encourage them to shake their tambourines in time with the verse.

Munchies

Gear

- ☐ A table and tablecloth
- ☐ A variety of foods such as bread, chopped raw vegetables, and dried and fresh fruit
- ☐ Water or juice, and cups

Ask the children to help you set up a 'Banquet table' (see **For extra impact**, page 10). Give each child a job to do, like putting cups on the table, spreading the tablecloth, and so on. As you work, talk about the banquet Matthew had at his house after he said 'yes' to following Jesus. Explain that the foods Matthew would have served might have included bread, vegetables, dates, melons, grains, fish, honey and wine. Sit and enjoy the banquet. If you scattered chocolate coins on the 'Tax collectors table' earlier, you can also give these to the children to munch on.



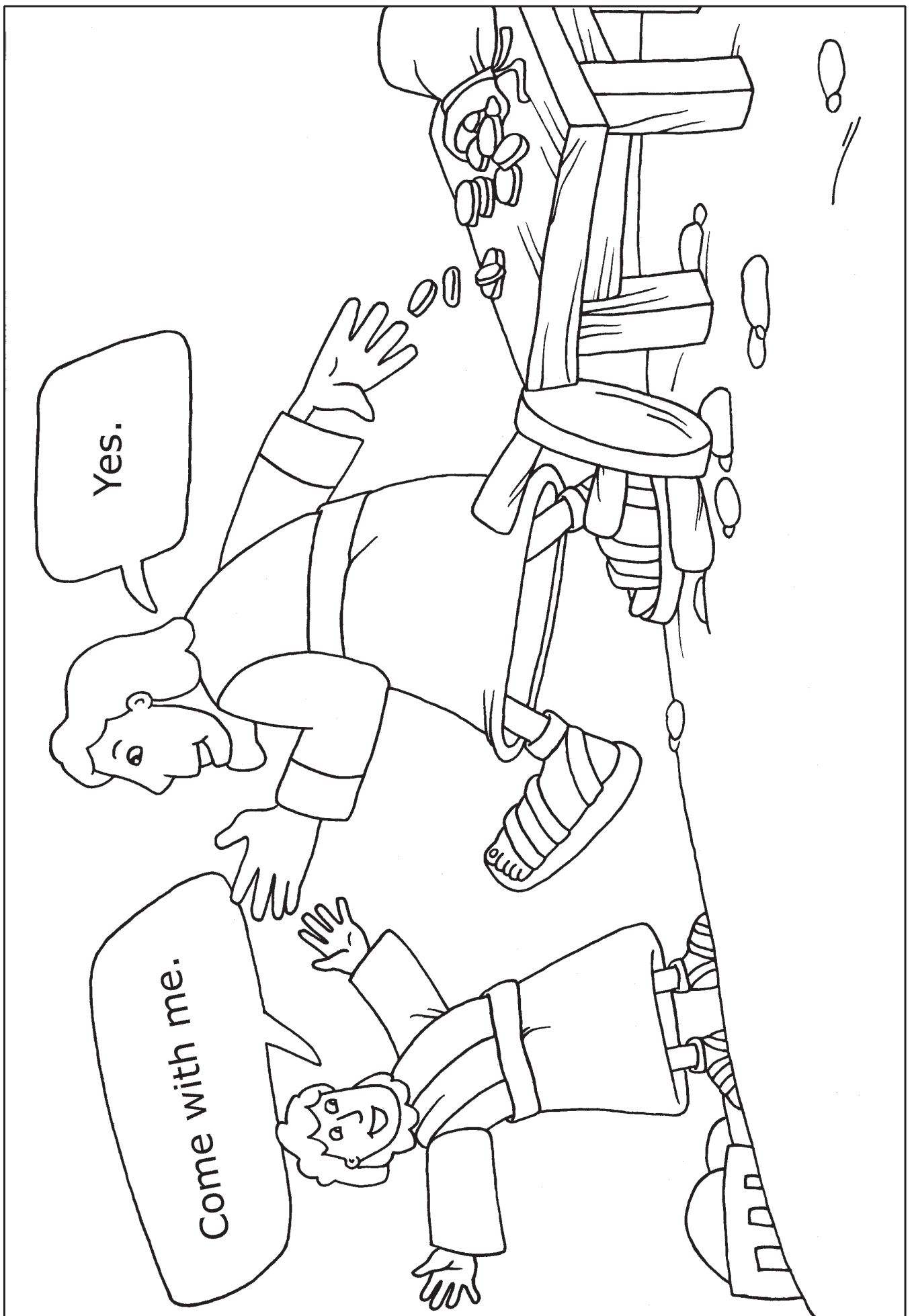
Think about it

Did the children understand why Matthew said 'yes' to Jesus?

Did they talk about ways in which they could follow Jesus?

Think ahead

Think about how you can recreate the scene of Jesus visiting Mary and Martha's home for next week's **Bible focus**. You could make a house from a cardboard box, or set up a corner of your area to look like a home. Have a look **Get ready** and **For extra impact** (page 16) in **Session 2** for some ideas.



The purchaser of the *Serious play* SP10 manual is entitled to photocopy this page for use with his or her group.