

Matthew 1-14

5th and 6th graders

INTRODUCTION

This class material is made up of 13 individual lessons suited to fit the 5th and 6th grade level. These lessons are split into 3 sections, each with a recommended memory verse for the section.

Purpose of this study:

The purpose of this unit of study is to provide a background and core understanding of the first 14 chapters of Matthew. This is intended to benefit all students who are in attendance at Sunday morning bible classes, both those who will be participating in the Bible Bowl competition and those who will not. It is our prayer that all students will understand and appreciate what it means to follow in the footsteps of Jesus.

Format of the Lessons:

- **Key Understanding:** This is the main point that the students should be able to clearly identify by the conclusion of the lesson.
- **Background:** A brief background and synopsis of the designated passage is given along with the key point of the lesson. In addition, the teacher should read the passage and be familiar with the scripture.
- **Introduction:** Each class includes an introduction to the material that will be covered in class. This is meant to prepare the students to study the passage and give them an idea of what information will be covered.
- **Content:** All lesson content begins with reading the passage orally. The teacher can have students volunteer to read portions or read part of it orally him/herself as well. (Try not to put students on the spot if they are not comfortable with reading aloud.)
- **Application:** This portion of the lesson is designed to allow students to extend and apply their knowledge to the message of the lesson. Teachers should provide additional information as needed, and ask the students questions about the passage. This section also includes two activities. If time permits, teachers are encouraged to do both, but may choose to do just one.
- **Conclusion:** For the conclusion of the lesson, the teacher should reinforce the key understanding.
- **Memory Verse:** The memory verse is the same for each 4/5 week period. Students should be given a chance to say the memory verse for that section. Students can receive a small reward (smelly stickers, decorative pencils, etc.) for knowing the memory verse.

Table of Contents

Overcoming the World

Memory verse: I John 4:4

Lesson 1: *Matt 1:18-2:23-* Obeying God

Lesson 2: *Matt 4:1-11, Heb 4:14-16-* Overcoming Temptation

Lesson 3: *Matt 5:13-16, Eph 5:8-16-* Overcoming Darkness with Light

Lesson 4: *Matt 5:38-48, Rom 12:17-21-* Overcoming with Love

What Really Matters?

Memory verse: Matthew 10:39

Lesson 5: *Matt 6:19-24, Luke 12:32-34-* Where Are Your Treasures At?

Lesson 6: *Matt 6:24-34, Phil 4:4-7-* Don't Worry, Be Happy

Lesson 7: *Matt 8:23-27, 10:26-31-* Don't Be Afraid

Lesson 8: *Matt 9:9-13, Rom 2:1-4-* Who Matters To God?

Who Will You Be?

Memory verse: Matt 4:19

Lesson 9: *Matt 9:35-38, I John 3:16-19-* Will You Be A Worker?

Lesson 10: *Matt 12:46-50, Rom 8:14-17-* Part of the Family

Lesson 11: *Matt 13:1-9, 18-23-* What Seed Are You?

Lesson 12: *Matt 13:44-46, Phil 3:3-11-* What Would You Do For the Kingdom?

Lesson 13: *Matt 14:22-33, Heb 12:1-3-* Will You Leave the Boat?

Section 1

Overcoming the World

In this section, students will learn how we can and should overcome the world. Take time to prepare to help the students understand what is happening in Matthew and how it is applicable to their life.

Memory Verse: I John 4:4- You, dear children, are from God and have overcome them, because the one who is in you is greater than the one who is in the world.

Subject	Scripture	Important lesson(s)
Obeying God	Matthew 1:18-2:23	We should obey all of God's commandments even if we don't understand them.
Overcoming Temptation	Matthew 4:1-11, Hebrews 4:14-16	Just as Jesus overcame temptation, we can as well.
Overcoming Darkness With Light	Matthew 5:13-16, Ephesians 5:8-16	We should do good to fill the world with light.
Overcoming With Love	Matthew 5:38-48, Romans 12:17-21	We should show love to everyone, even those who hate us.

Lesson 1: Obeying God
Matthew 1:18-2:23
Teacher's Guide

Preparations/Materials:

- Piece of paper per student
- Construction paper
- Basket

To prepare for this class, write a number of instructions such as “Walk backwards”, “Spin around 5 times”, “Hop back to the line”, etc. Put these instructions into a basket for the relay race.

For the memory verse, write the memory verse on a piece of construction paper (or more if you want to split the students into teams).

Background:

It had been many years since God had sent his prophets to tell of a Messiah that was to come. An angel appears to Mary and tells her that she is to be with child. In this time, an unmarried woman with child would be considered an adulteress and most likely stoned to death. Joseph took a great risk obeying God and taking her as his wife. This week, students will learn how we should obey God even if we don't understand God's reasons.

Key Understanding: We should obey all of God's commandments even if we don't understand them.

Lesson #1: Obeying God Grades 5&6:

- **Introduction:** Have the students play Instructions Relay. In a basket, put a number of different instructions for the students (walk backwards, spin around 5 times, hop back to the line, etc.). Divide the students into as many teams as you feel appropriate. Each team will have one individual go and get an instruction. After they complete the instruction, they will tag the next person on the team, and that person will go and get an instruction. Continue until all students have a chance Ask them:
 - *Were the instructions you received always what you wanted them to be?*
 - *How hard is it to follow instructions when you don't like them?*
 - *How do you handle times when you are told to do something you don't want to?*

- **Content:** Have the students read Matthew 1:18-2:23 together. Ask the students questions about what they have read.
 - What did Joseph intend to do when he learned Mary was pregnant? (*Divorce her quietly*)
 - Why didn't Joseph divorce her? (*An angel told him not to*)
 - What did Herod want the magi to do? (*Report back to him where the baby was*)
 - What did Herod order when the magi did not return to him? (*All boys under 2 years of age to be killed in Bethlehem*)
 - Why wasn't the baby Jesus killed in Bethlehem? (*Joseph obeyed an angel that told him to leave*)
 - What was Joseph to do after Herod died? (*Return to Israel*)
 - How important was it for Joseph to obey God? (*Very important, if he hadn't obeyed God Jesus may have died as a baby*)

- **Application:** Help the students understand how we need to obey God even if we don't like his commandments, don't understand them, or they are not what others want us to do.
 - How do we know what God wants us to do? (*He tells us in the Bible*)
 - Why should we obey God? (*Because we love God, because heaven awaits those who obey him, because hell awaits those who disobey him, etc.*)
 - What is the consequence of not obeying God? (*Hell*)
 - What commands do you find it hard to obey?

Lesson #1: Obeying God Grades 5&6:

Activity:

- Give each student a piece of paper. Have them each begin writing a story. Have each student write a couple of lines of their story, but stop on the first word of a line. Students should fold the paper, so only the final word is visible. Have the students pass their story. Students should then attempt to continue the previous student's story using the word that they can see. Have them write a couple of lines, stopping on the first word of a line, and then fold the paper and pass it. Continue so that all students can add to each other's stories. Have the students read their original story. Remind the students that God has a story in mind for us, but when we disobey him or try to do our own thing, we are working against God and what he has in mind for us.

- Have the students play "Follow the Leader." Let every student have a chance to be the leader. Remind the students that we are following God and we should do everything that he tells us to.

Conclusion: So we should always obey God even when we don't understand his commands, don't like his commands, or others don't want us to obey God.

- Memory Verse: Review the memory verse. **I John 4:4- You, dear children, are from God and have overcome them, because the one who is in you is greater than the one who is in the world.** Remind students that this is the verse they will need to say for the next 3 weeks. They can earn a small prize for saying the memory verse at the end of these 3 weeks.

Optional Activity: Write the memory verse on a piece of construction paper (or more if you want to split the students into teams). Tear the paper into pieces, and have the students put the memory verse back together as they would a puzzle. Remind the students that with one piece of the puzzle, we cannot tell what the memory verse is. In life, we only see a piece, so it is important to obey God who can see the whole picture.

Lesson #1: Obeying God Grades

Matthew 1:18-2:23

Student Handout

Discussion Questions:

- What did Joseph intend to do when he learned Mary was pregnant?
- Why didn't Joseph divorce her?
- What did Herod want the magi to do?
- What did Herod order when the magi did not return to him?
- Why wasn't the baby Jesus killed in Bethlehem?
- What was Joseph to do after Herod died?
- How important was it for Joseph to obey God?
- How do we know what God wants us to do?
- Why should we obey God?
- What is the consequence of not obeying God?
- What commands do you find it hard to obey?

Lesson 2: Overcoming Temptation
Matthew 4:1-11, Hebrews 4:14-16
Teacher's Guide

Preparations/Materials:

- Pitcher of water
- Cotton balls (or something soft enough it won't knock over the pitcher of water)
- Ball that is soft

Before class, create slips of paper with different temptations (being sassy, watching the wrong television show, eating a cookie when told not to, going to the wrong place, hitting someone, etc.)

Background:

After growing up, Jesus began his ministry at the age of 30. His ministry began when he was baptized by John the Baptist. As Jesus came out of the water, the Holy Spirit descended on him and a voice from heaven spoke. Immediately after this, Jesus was carried away into the desert by the Spirit. There he spent 40 days and 40 nights fasting and faced the devil. This week, students will learn that just as Jesus was able to overcome temptation, we can as well.

Key Understanding: Just as Jesus overcame temptation, we can as well.

Lesson #2: Overcoming Temptation Grades 5&6:

- Introduction: Begin class by discussing what a temptation is and having the children talk about things that they have been tempted with.
 - *What is a temptation?*
 - *How do we know we are being tempted?*
 - *What types of bad things are we tempted to do?*
 - *Why do we give into temptations?*

- Content: Have the students read Matthew 4:1-11 together. Ask the students questions about what they have read.
 - *Why did Jesus go into the desert? (To be tempted by the devil)*
 - *What did the devil tempt Jesus with? (Bread, proving that he was the Son of God by jumping from the temple, all the kingdoms of the earth)*
 - *How did Jesus respond to the devil's temptations? (By quoting scriptures)*
 - *Did Jesus sin? (No)*
 - *Was this the only time that Jesus was tempted? (While it is the only time explicitly described in the Bible, it is most likely not the only time he was tempted)*

Have the students read Hebrews 4:14-16

- *How was Jesus tempted? (In every way)*
 - *What are we able to do since Jesus overcame temptation? (Approach God's throne with confidence)*
-
- Application: Help the students to understand that just as Jesus was able to overcome temptation, we can as well.
 - *How does the devil tempt us? (By using things we desire)*
 - *What does Satan tempt us to do? (Lie, steal, cheat, etc.)*
 - *What happens when we give into temptations? (We sin and are separated from God)*
 - *What does it mean when we overcome temptation? (We have victory over Satan)*
 - *How can we overcome temptations?*

Lesson #2: Overcoming Temptation Grades 5&6:

Activity:

- Write temptations on little pieces of paper, such as being sassy, watching the wrong television show, eating a cookie when told not to, going to the wrong place, hitting someone, etc. Students will take a piece of paper and act out their temptation and see if another class member can say what that temptation is. If the "temptation" is guessed, then the student doing the acting will say loudly – “Say no to temptation”. Let all students take a turn acting out a temptation.
- Fill a pitcher with water and give the students cotton balls or something very soft to throw at the pitcher to try and knock it down. Tell the children that the cotton balls represent temptation and the glass of water represents God’s Word. Help the students to understand that when we are relying on God’s Word, no temptation can overcome us.

Conclusion: So we know that we can overcome temptation just like Jesus did.

- Memory Verse: Review the memory verse. **I John 4:4- You, dear children, are from God and have overcome them, because the one who is in you is greater than the one who is in the world.** Remind students that this is the verse they will need to say for the next 2 weeks. They can earn a small prize for saying the memory verse at the end of these 2 weeks.

Optional Activity: Have the students form a circle. Students will pass a ball around. The person who starts with the ball will say the first word of the memory verse. As children catch the ball, they will say the next word of the memory verse until the memory verse is completed. Keep passing the ball around so that all students have a chance to say part of the memory verse.

Lesson #2: Overcoming Temptation

Matthew 4:1-11, Hebrews 4:14-16

Student's Handout

Discussion questions:

- Why did Jesus go into the desert?
- What did the devil tempt Jesus with?
- How did Jesus respond to the devil's temptations?
- Did Jesus sin?
- Was this the only time that Jesus was tempted?
- How was Jesus tempted?
- What are we able to do since Jesus overcame temptation?
- How does the devil tempt us?
- What does Satan tempt us to do?
- What happens when we give into temptations?
- What does it mean when we overcome temptation?
- How can we overcome temptations?

Lesson 3: Overcoming Darkness with Light
Matthew 5:13-16, Ephesians 5:8-16
Teacher's Guide

Preparations/Materials:

- Electric candles
- Construction paper
- Pens, markers, etc. to draw and decorate
- White plastic tape
- Red 18-ounce cup
- Clear 9-ounce cup
- Black construction paper
- Glue
- Tea light

Before class, cover all windows and doors to make the room as dark as possible when the lights are turned off.

Background:

Jesus returned from the desert and began preaching and healing. As his ministry progressed, soon large crowds were following him. Jesus went up on a hill and began to speak to his disciples about a number of important topics. This week, students will learn how we should be like Jesus in showing light to the world by doing good deeds.

Key Understanding: We should do good to fill the world with light.

Lesson #3: Overcoming Darkness with Light Grades 5&6:

- Introduction: Begin class by discussing what the students do when the power goes out.
 - *What is the first thing you do if the power goes out at night?*
 - *Why is it important to have light?*
 - *What happens if we try to go around the house in the dark?*
 - *Can it be scary to be stuck in the dark without a light?*

- Content: Have the students read Matthew 5:13-16 together. Ask the students questions about what they have read.
 - *What good is salt that is not salty? (Not good at all)*
 - *Why is it hard to hide a city? (Because there are so many lights that it can be clearly seen)*
 - *How useful is a lamp hidden under a bowl? (Completely useless)*
 - *What do people do when they want to light up a room? (Put the light where it will do the most good)*

Have the students read Ephesians 5:8-16 together. Ask the students

 - *How should we live? (As children of light)*
 - *What are the fruits of the light? (Goodness, righteousness, and truth)*
 - *What does light do to things that are in darkness? (Exposes them and makes them visible)*
 - *Why should we make the most of every opportunity? (Because the days are evil)*

- Application: Help the students to understand that we are to shine brightly to the world by doing good deeds.
 - *How can we show light to the world? (By doing good deeds, by showing God's love, etc.)*
 - *What can cause our lights to dim or go out? (Not focusing on God, being afraid to show God, doing bad things, etc.)*
 - *How can we overcome darkness? (By shining brightly, by focusing on God and showing his love, etc.)*
 - *What are some good deeds we can do to show light to the world?*

Lesson #3: Overcoming Darkness with Light Grades 5&6:

Activity:

- Before class cover the windows and doors so that the room is as dark as it can possibly be when the lights are turned off. Give each child an electric candle, and then turn off the light. Have the children turn on their candle one at a time. When all the students' candles are on, have the students sing "This Little Light of Mine."

"This little light of Mine, I'm gonna let it shine
This little light of mine, I'm gonna let it shine
This little light of mine, I'm gonna let it shine
Let it shine, let it shine, let it shine."

- Give each student a red cup, a clear cup, a piece of black construction paper and a tea light. Have the students tape three (3) white stripes around the cup. Have students trace the bottom of their clear cup on the black construction paper, and cut out the circle and a few small squares. Have the students trim the top inch or so from the clear cup (so it fits on the red cup and overlaps about half an inch). Have students glue the black circle to the bottom of the clear cup, and the black squares onto the red cup (as a door and windows). Have them set the tea light on top of the red cup and place the plastic cup over the light. See page 23 for picture of final results.

Conclusion: So we know that we should be doing good deeds so that we can fill the world with light and overcome darkness.

- Memory Verse: Review the memory verse. **I John 4:4- You, dear children, are from God and have overcome them, because the one who is in you is greater than the one who is in the world.** Remind students that this is the verse they will need to say next week. They can earn a small prize for saying the memory verse next week.

Optional Activity: Give each student a piece of construction paper. Have the students write the memory verse in big letters on the construction paper. Students should decorate the rest of the construction paper with depictions of light (such as light beams coming from the words).



Lesson 3: Overcoming Darkness with Light

Matthew 5:13-16, Ephesians 5:8-16

Student's Handout

Discussion questions:

- What good is salt that is not salty?
- Why is it hard to hide a city?
- How useful is a lamp hidden under a bowl?
- What do people do when they want to light up a room?
- How should we live?
- What are the fruits of the light?
- Why should we make the most of every opportunity?
- What does light do to darkness?
- How can we show light to the world?
- What can cause our lights to dim or go out?
- How can we overcome darkness?
- What are some good deeds we can do to show light to the world?

Lesson 4: Overcoming With Love
Matthew 5:38-48, Romans 12:17-21
Teacher's Guide

Preparations/Materials:

- Popsicle sticks
- Scenario worksheet
- Basket
- Small prizes for students who say memory verse

This is the last week of this section. Be prepared with a small prize for those children who can successfully say the memory verse.

Background:

While teaching on the mountain, Jesus explained to his disciples how the ways they were taught were not exactly in line with what God wanted. They were taught, “Do not murder,” but Jesus explains that anger can be as bad as murder. This week, students will learn about how Jesus changed the teaching of “Hate your enemy” to something far greater.

Key Understanding: We should show love to everyone, even those who hate us.

Lesson #4: Overcoming With Love Grades 5&6:

- Introduction: Begin class by discussing how students react when people are mean to them.
 - *How do people treat us badly?*
 - *How do we react when people are mean to us?*
 - *Why do we want to get back at someone who does us wrong?*

- Content: Have the students read Matthew 5:38-48 together. Ask the students questions about what they have read.
 - What does it mean “an eye for an eye?” (*Returning evil for evil*)
 - What does Jesus say his disciples should do when someone intends to hurt them? (*Be kind in return*)
 - Who does Jesus say his disciples should love? (*Their enemies*)
 - Who loves those who love themselves? (*The tax collectors*)

- Application: Help the students understand that when people mistreat us, we should still treat them with love and kindness. Have the students read Romans 12:17-21.
 - How do we tend to respond when people treat us badly? (*We get upset, respond in kind, desire to get even, etc.*)
 - How should we treat them? (*We should respond with kindness and show them love.*)
 - What will returning evil with good do to those treating us badly? (*It will make them feel bad for how they are treating us, “Pour hot coals on their heads”*)
 - What should we use to overcome evil? (*We should love and do good to overcome evil.*)
 - Why is it difficult to be nice when someone is treating us badly? (*Perhaps because we feel it isn’t fair that we are treated badly and should treat them nicely.*)
 - What are some of the mean things people might do?
 - What are some real ways that we can respond to mean things people might do?

Lesson #4: Overcoming With Love Grades 5&6:

Activity:

- Cut out the scenarios (see page 31) and put them in a jar. Have students take turns picking a scenario and explaining how they would want to react and how God wants them to react.
- Give each student a small stack of popsicles. Have the students take turns taking popsicles from someone else and returning it to the teacher. At the end, the students will have no popsicles left. Remind the students that when we seek to get revenge because of what someone does to us, we end up worse than when we started. In this game, taking a Popsicle stick from someone did not help anyone, the same with revenge.

Conclusion: So we know that we should always respond with kindness and love no matter how people treat us.

- Memory Verse: Review the memory verse. **I John 4:4- You, dear children, are from God and have overcome them, because the one who is in you is greater than the one who is in the world.** Encourage all the students to say the memory verse and reward them. Be lenient with those who have not been in class as much.

Scenarios: Separate and put into a jar. Have students take turns selecting one and explaining how they would naturally want to respond and how they should instead respond.

A friend calls you a jerk for not lying for him.

Someone at school stole your lunch money, now you have nothing to eat for lunch.

Your sibling won't stop bothering you while you are trying to study.

Your little sister took the last cookie even though you wanted it.

A kid at school shoved you into the wall.

Your brother cheated while playing a board game against you.

Your parents got upset with you for something you didn't do.

A friend doesn't invite you to their birthday party.

A neighbor broke your favorite toy.

Lesson #4: Overcoming With Love

Matthew 5:38-48

Student's Handout

Discussion questions:

- What does it mean "an eye for an eye?"
- What does Jesus say his disciples should do when someone intends to hurt them?
- Who does Jesus say his disciples should love?
- Who loves those who love themselves?
- How do we tend to respond when people treat us badly?
- How should we treat them?
- What will returning evil with good do to those treating us badly?
- What should we use to overcome evil?
- Why is it difficult to be nice when someone is treating us badly?
- What are some of the mean things people might do?
- What are some real ways that we can respond to mean things people might do?

Section 2

What Really Matters

In this section, students will learn about what really matters and how we should put God and his kingdom first in our lives. Take time to prepare to help the students understand what is happening in Matthew and how it is applicable to their life.

Memory Verse: Matthew 10:39- “Whoever finds his life will lose it, and whoever loses his life for my sake will find it.”

Subject	Scripture	Important lesson(s)
Where Are Your Treasures At?	Matthew 6:19-24, Luke 12:32-34	Heavenly things should be more important to us than earthly thing.
Don't Worry, Be Happy	Matthew 6:25-34, Philippians 4:4-7	We should not worry, but we should be filled with joy.
Don't Be Afraid	Matthew 8:23-27, Matthew 10:26-31	There is nothing to fear besides God.
Who Matters To God?	Matthew 9:9-13, Romans 2:1-4	Everyone matters to God so everyone should matter to us.

Lesson 5: Where Are Your Treasures At?

Matthew 6:19-24, Luke 12:32-34

Teacher's Guide

Preparations/Materials:

- Balloons
- A piece of paper for each child
- Index cards
- Treasures of the Bible worksheet (cut into strips)

Before class, prepare a scavenger hunt for the children with items that they can find in the classroom (Bible, crayon, etc.). Also, put the strips from the Treasures of the Bible worksheet into balloons and blow up the balloons.

For the memory verse, write the memory verse on index cards (one word per card). Write other random words on other index cards.

Background:

Jesus continued to teach his disciples while sitting on the mountain. After helping the disciples understand the way they should live more completely, he continues by instructing them on what is really important. This week, students will learn how we should desire heavenly treasures more than earthly treasures.

Key Understanding: Heavenly things should be more important to us than earthly thing.

Lesson #5: Where Are Your Treasures At? Grades 5&6:

- Introduction: Before class, prepare a scavenger hunt for the students. Make a list of items that students can find in the classroom. Give each student a list of items and allow them to search for the different items. Ask the students:
 - *How important are these items we found?*
 - *Will they be useful in 100 years?*
 - *What will happen to them?*

- Content: Have the students read Matthew 6:19-24 together. Ask the students questions about what they have read.

- *What happens to treasures on earth? (They rust and mold and thieves break in and steal them)*
- *Where should we store up treasures? (In heaven, or God's kingdom)*
- *What happens if your eyes are good? (Your body is full of light)*
- *What happens if you try to serve two masters? (You will love one and hate the other. You won't be able to serve both)*

Have the students read Luke 12:32-34

- *What has God given us? (The kingdom)*
- *What type of possession should we desire? (Heavenly ones that will not wear out and moth and rust will not destroy)*
- *What does what we think is important say about our hearts? (What we find is important indicates where our hearts are at, "Where your treasure is there your heart will be also")*

- Application: Help the students understand that we need to make things of God the most important things to us.

- *How do we store up treasures on earth? (We get more and more things like toys, clothes, money, etc. that we do not need)*
- *Are we really supposed to give away all we have? (Maybe not, because God wants us to be taken care of)*
- *If not, what are we supposed to do? (Not value our earthly possessions over God. For example, if we know of someone in need, we should be willing to give up our possessions to help them)*
- *How do we know where our treasure is? (By realizing what is important to us and what we value the most)*
- *How can we change what is important to us?*

Lesson #5: Where Are Your Treasures At? Grades 5&6:

Activity:

- Separate the verses from the Treasures in the Bible worksheet (see page 41). Pop each verse into a balloon and blow up the balloons. Students will take turns popping balloons and looking up the scriptures. Help the students understand that people look for treasures in all sorts of places, but our treasures should be in heaven.
- Have the students make a list of everything they wish they could have. Encourage them to think about what they will want in 20 years. Once the students are done, give the students another sheet of paper and ask them to split their list into two groups, “heavenly” or “earthly”. Talk to the students about which category most of the things they want belonged in. Ask them why we tend to focus on physical things and how we can focus more on heavenly things.

Conclusion: So we know that it is important to focus on building up heavenly treasures and not earthly treasures.

- Memory Verse: Review the memory verse. **Matthew 10:39- “Whoever finds his life will lose it, and whoever loses his life for my sake will find it.”** Remind students that this is the verse they will need to say for the next 3 weeks. They can earn a small prize for saying the memory verse at the end of these 3 weeks.

Optional Activity: Write the memory verse on index cards (one word per card). Write other random words on other index cards. Mix the verse with the other words. Students should pick out the words from the memory verse and put them into order. Have the students read the memory verse together when they put it together.

Treasures of the Bible: Separate and put into balloons. Students will pop balloons and look up the scriptures to learn about the treasures in the Bible.

Job 20:20

Matthew 19:21

Matthew 6:21

Proverbs 2:1-5

Ecclesiastes 2:8-11

Isaiah 33:5-6

2 Corinthians 4:6-7

Lesson #5: Where Are Your Treasures At?

Matthew 6:19-24, Luke 12:32-34

Student's Handout

Discussion questions:

- What happens to treasures on earth?
- Where should we store up treasures?
- What happens if your eyes are good?
- What happens if you try to serve two masters?
- What has God given us?
- What type of possession should we desire?
- What does what we think is important say about our hearts?
- How do we store up treasures on earth?
- Are we really supposed to give away all we have?
- If not, what are we supposed to do?
- How do we know where our treasure is?
- How can we change what is important to us?

Lesson 6: Don't Worry, Be Happy
Matthew 6:25-34, Philippians 4:4-7
Teacher's Guide

Preparations/Materials:

- Books, marbles or something that will be difficult for the students to carry through an obstacle course
- Cups
- Ball that is soft

For the class, create an obstacle course. This obstacle course should be more difficult while the students carry their worries (books, marbles or something else that will make it more difficult).

For the memory verse, write the memory verse on the cups (1 or 2 words per cup).

Background:

Jesus continues teaching his disciples on a mountainside. After telling the disciples the importance of desiring heavenly treasures instead of earthly treasures, Jesus expands on this idea to help the disciples learn not to worry about earthly things but keep their focus on heavenly things. This week students will learn how we should not worry but be filled with joy.

Key Understanding: We should not worry, but we should be filled with joy.

Lesson #6: Don't Worry, Be Happy Grades 5&6:

- **Introduction:** Begin class by having your students make a list of all the things that could go wrong in a given day. Ask:
 - *How do we get through the day when so many bad things could happen?*
 - *How do we ignore all the bad things that could happen?*
 - *What does worrying about the bad things do?*

- **Content:** Have the students read Matthew 6:25-34 together. Ask the students questions about what they have read.
 - What does Jesus say we shouldn't worry about? (*Food, drink, clothing or tomorrow*)
 - What examples does Jesus give of things that do not worry but God makes sure they are taken care of? (*Birds of the air, lilies of the field*)
 - What good does worrying have? (*None*)
 - Who runs after food, drink and clothing? (*Pagans*)
 - What should we seek as of most importance? (*God's kingdom*)
 - What is the result of putting God's kingdom first? (*Everything else will be taken care of*)

- **Application:** Help the students understand that worrying is counterproductive and that we should be filled with joy instead. Have the students read Philippians 4:4-7.
 - What do we tend to worry about? (*Perhaps school, what people think about us, etc.*)
 - Why do we worry? (*Perhaps because we forget that God is going to take care of us*)
 - What benefits are there from worrying? (*None*)
 - What should we do instead of worry? (*Praise God, give thanksgiving, focus on God's kingdom, etc.*)
 - Why is thanksgiving such a powerful tool against worry? (*It reminds us of all the good things God has done for us and how he has taken care of us in the past. It takes our focus off of things out of our control.*)
 - What does it mean to seek God's kingdom first? (*Put him and his ways before our own. Focus first on his will and then what we need/want*)
 - How are some real ways we can avoid worrying about things in life?

Lesson #6: Don't Worry, Be Happy Grades 5&6:

Activity:

- Set up an obstacle course for the students. Have the students take turns doing the obstacle course. Next, have the students make a list of things they worry about. For every worry, give the children an item (a book, a marble, etc.). Have the students do the obstacle course again carrying all their “worries”. Ask the students if it was harder to do the obstacle course carrying their worries. Remind them that Jesus says we have nothing to worry about because he’s going to take care of us.
- Have the students make a list of things that they are thankful for or that God has done for them. Encourage them to continue to add to the list and make it as long as possible. After there is a long list, remind the students that the God who did all these things they are thankful for is the God that takes care of them now. Take a moment to pray and thank God for everything on the list and to help us overcome worries.

Conclusion: So we know that we have no reason to worry since God will take care of us, therefore we should be full of joy.

- Memory Verse: Review the memory verse **Matthew 10:39- “Whoever finds his life will lose it, and whoever loses his life for my sake will find it.”** Remind students that this is the verse they will need to say for the next 2 weeks. They can earn a small prize for saying the memory verse at the end of these 2 weeks.

Optional Activity: Write the memory verse on a series of cup (1 or 2 words per cup). Write the memory verse on the board. Have the students take turns throwing a ball at the cups. When they knock off a cup, erase the words from the cup off of the board. Have the students say the memory verse after the words are removed. Continue until all the words are removed

Lesson #6: Don't Worry, Be Happy

Matthew 6:25-34, Philippians 4:4-7

Student's Handout

Discussion questions:

- What does Jesus say we shouldn't worry about?
- What examples does Jesus give of things that do not worry but God makes sure they are taken care of?
- What good does worrying have?
- Who runs after food, drink and clothing?
- What should we seek as of most importance?
- What is the result of putting God's kingdom first?
- What do we tend to worry about?
- Why do we worry?
- What benefits are there from worrying?
- What should we do instead of worry?
- Why is thanksgiving such a powerful tool against worry?
- What does it mean to seek God's kingdom first?
- How are some real ways we can avoid worrying about things in life?

Lesson 7: Don't Be Afraid
Matthew 8:23-27, 10:26-31
Teacher's Guide

Preparations/Materials:

- Balloons
- Markers or something to write on the balloons with
- Iodine
- Water
- Bleach
- 2 Cups

For class, blow up a balloon for each student. Also, fill 2 cups about half full of water. Add bleach to one cup (make sure it still looks like water). Mark the water – bleach mixture as God, and the water as Us.

Background:

After finishing teaching his disciples on the mountainside, Jesus and his disciples set sail across the lake. Jesus fell asleep on the boat ride, and a storm came upon the lake. The disciples feared for their lives, so they ran to Jesus. This week students will learn that we do not have anything to fear but God.

Key Understanding: There is nothing to fear besides God.

Lesson #7: Don't Be Afraid Grades 5&6:

- Introduction: Begin class with a discussion about fears.
 - *What do people fear?*
 - *What are some odd things that people fear?*
 - *Why do people have fears?*

- Content: Have the students read Matthew 8:23-27 together. Ask the students questions about what they have read.
 - *What was Jesus during the storm? (Sleeping)*
 - *Why were the disciples afraid? (They thought they were going to die in the storm)*
 - *What did Jesus ask the disciples before he calmed the sea? (“Why are you so afraid?”)*
 - *What did Jesus do to calm the sea? (Rebuked the winds and the waves)*
 - *Was there anything for the disciples to fear? (No, Jesus was there and would not have allowed harm to come to them)*

- Application: Help the students understand that we have nothing to fear because God is with us and will take care of us. Have the students read Matthew 10:26-31 together.
 - *What scares you?*
 - *What should we fear? (Nothing but God)*
 - *What are we worth to God? (More than anything else.)*
 - *Why should our worth to God help us to not be afraid? (Because we know he will guard and protect us)*
 - *Is all fear wrong? Why/why not? (It is good to have a respect for dangers and to avoid them. Fearing God is not wrong, but we should avoid other fears)*
 - *How do we overcome fear? (Thinking about what God has done and can do for us, trusting in God when we begin to be afraid, etc.)*
 - *When do we need to fear God? (When we are not obeying him. We should always have great respect for him)*

Lesson #7: Don't Be Afraid Grades 5&6:

Activity:

- Give each student a balloon. Have the students write things that they fear on the balloon. After the students are done writing, have them stand up and pop their balloon. Remind the students that we have no reason to fear anything and that we can overcome all of our fears with the help of God.

- Fill 2 cups of tap water about half full. Be sure that the cups are see through so the students can see what you are doing. One cup will only have tap water. For the second cup add bleach (you want it to look like water, so don't add too much). Label the second cup (bleach) as "God". Talk to the students about how clear the water is. Add drops off iodine. Point out how the iodine distorts everything and makes it harder to see clearly. This is what fear does to us. Remind the students that God is powerful and can take care of all of our fears. Add the second cup of water to the iodine stained water. This should cause the water to become clear again.

Conclusion: So we know that we have nothing to fear because God will take care of us in all circumstances.

- Memory Verse: Review the memory verse. **Matthew 10:39- "Whoever finds his life will lose it, and whoever loses his life for my sake will find it."** Remind students that this is the verse they will need to say next week. They can earn a small prize for saying the memory verse next week.

Optional Activity: Write the memory verse on the board. Tell the students that they will be playing reverse hangman. Divide the students into 2 teams. The teams will take turns picking a letter. That letter will be erased from the board. The other team then must say the memory verse. If they fail, erase a body part from the hangman. Continue the game until the hangman is gone, or all the letters are gone from the board.

Lesson #7: Don't Be Afraid

Matthew 8:23-27, 10:26-31

Student's Handout

Discussion questions:

- What was Jesus during the storm?
- Why were the disciples afraid?
- What did Jesus ask the disciples before he calmed the sea?
- What did Jesus do to calm the sea?
- Was there anything for the disciples to fear?
- What scares you?
- What should we fear?
- What are we worth to God?
- Why should our worth to God help us to not be afraid?
- Is all fear wrong? Why/why not?
- How do we overcome fear?
- When do we need to fear God?

Lesson 8: Who Matters To God?

Matthew 9:9-13

Teacher's Guide

Preparations/Materials:

- Piece of paper for each student
- Rejected People worksheet
- Small prizes for students who say memory verse

Make enough copies of the Rejected People worksheet so you can split your class into an appropriate number of teams. Separate the worksheet so that each team will have a stack of verses.

This is the last week of this section. Be prepared with a small prize for those children who can successfully say the memory verse.

Background:

Jesus continued to perform many miraculous signs and wonders including healing a paralytic, healing demon possessed men, and calming the storm. He also continued to teach the way his disciples should live. Jesus also demonstrated how to live by the way he lived his life. This week students will learn about how Jesus demonstrated that everyone matters to God.

Key Understanding: Everyone matters to God so everyone should matter to us.

Lesson #8: Who Matters To God? Grades 5&6:

- Introduction: Begin class by discussing people that others generally avoid.
 - *Who do other people generally avoid?*
 - *Why do people avoid others?*
 - *How would Jesus have treated these people?*

- Content: Have the students read Matthew 9:9-13 together. Ask the students questions about what they have read.
 - What was Matthew's profession? (*Tax collector*)
Explain to students that tax collectors were considered traitors to the Jews of that time period. They were often considered the worst of people because they supported Rome and would often steal from those paying taxes.
 - How did Jesus react to Matthew? (*He called him to follow him. He showed him the same love as he did to his other disciples*)
 - How was this different from what would have been expected in that time period? (*People would never have wanted to be associated with a tax collector or eat with him*)
 - Who ate with Jesus at Matthew's? (*Tax collectors and "sinners"*)
 - How did the Pharisees react to Jesus eating with these people? (*They questioned why he would do this*)
 - Who did Jesus care about? (*Everyone*)

- Application: Help the students to understand that Jesus cares about everybody no matter their background or their struggles. We should also care about everybody and not judge them. Have the students read Romans 2:1-4
 - What excuse do we have to pass judgement? (*None*)
 - What happens when we judge? (*You condemn yourself*)
 - Why was it different that Jesus ate with "sinners"? (*People did not associate with sinners, they weren't the "right type" of people*)
 - Was Jesus saying he didn't care about the Pharisees? If not, what was he saying? (*No, he was saying that his focus was on those who really needed him*)
 - Who do people reject today? (*Perhaps very poor people, children that are picked on, etc.*)
 - Why do people look down on others? (*Perhaps because others do*)
 - Should we treat people differently based on who they are or what they did? Why/why not? (*No, we should show them love like Jesus did*)
 - How can we demonstrate God's love to those who others look down upon?

Lesson #8: Who Matters To God? Grades 5&6:

Activity:

- Split the students into an appropriate number of teams. Prepare a copy of the Rejected People worksheet (see page 61) for each team. Separate the worksheet so that each team has a stack. Teams will race to grab a slip of paper, look up the Scripture and identify who Jesus interacted with that most people in Jesus' time would have avoided. Help the students understand why these people would have been rejected in that time
 - Luke 5:12-13 – Lepers. Lepers were considered unclean by Jews and were considered contagious. To interact with them was to risk getting leprosy or becoming unclean.
 - John 4:7-18 – A Samaritan woman. Jews had nothing to do with Samaritans. Even more than this, Jewish men did not interact with women, especially not women who had multiple husbands
 - Luke 7:37-38 – An adulterous woman.
 - Luke 19:1-7 – Zacchaeus. A tax collector that cheated many people
 - Mark 2:14 – Levi. A tax collector
 - Luke 8:49-54 – Jairus' dead daughter – Touching a dead body would make a person unclean.

- Have the students draw a picture of a time when they felt left out. Ask the students:
 - *How did it make you feel to be left out?*
 - *Do we leave out other people?*
 - *How do you think they feel?*
 - *How do you think Jesus would treat the people that we leave out?*

Conclusion: So we know that we should care about everyone just like Jesus did.

- Memory Verse: Review the memory verse. **Matthew 10:39- “Whoever finds his life will lose it, and whoever loses his life for my sake will find it.”** Encourage all the students to say the memory verse and reward them. Be lenient with those who have not been in class as much.

Rejected People: Make copies for an appropriate number of teams. Separate and put into piles (one pile per team). Students will do a relay race to identify who Jesus interacted with that others would have avoided.

Luke 5:12-13

John 4:7-18

Luke 7:37-38

Luke 19:1-7

Mark 2:14

Luke 8:49-54

Lesson #8: Who Matters To God?

Matthew 9:9-13

Student's Handout

Discussion questions:

- How did Jesus react to Matthew?
- How was this different from what would have been expected in that time period?
- Who ate with Jesus at Matthew's?
- How did the Pharisees react to Jesus eating with these people?
- Who did Jesus care about?
- What excuse do we have to pass judgement?
- What happens when we judge?
- Why was it different that Jesus ate with "sinners"?
- Was Jesus say he didn't care about the Pharisees? If not, what was he saying?
- Who do people reject today?
- Why do people look down on others?
- Should we treat people differently based on who they are or what they did? Why/why not?
- How can we demonstrate God's love to those who others look down upon?

Section 3

Who Will You Be?

In this section, students will learn about who we should be. Spend time preparing for the lessons so that you can help the students who they should be and how they should behave.

Memory Verse: Matthew 4:19- “Come follow me,” Jesus said, “and I will make you fishers of men.”

Subject	Scripture	Important lesson(s)
Will You Be A Worker?	Matthew 9:35-38, I John 3:16-19	We should show compassion and love as we work for Jesus.
Part of the Family	Matthew 12:46-50, Romans 8:14-17	We should behave like siblings of Jesus and children of God.
What Seed Are You?	Matthew 13:1-9, 18-23	We should desire to be like the good seed and produce a large crop.
What Would You Do For the Kingdom?	Matthew 13:44-46, Philippians 3:3-11	We should be willing to give up everything for God.
Will You Leave the Boat?	Matthew 14:22-33, Hebrews 12:1-3	We need to be willing to leave our comfort zone to serve God.

Lesson 9: Will You Be A Worker?
Matthew 9:35-38, I John 3:16-19
Teacher's Guide

Preparations/Materials:

- Popsicle sticks
- Glue

For the class, formulate a few ideas for activities the students can do to impact the community (donate clothes, have a community party, write letters to children in hospitals, help out a local food bank, etc.).

Background:

Jesus went through the towns and villages of Galilee performing many miraculous signs and wonders. He raised the dead, healed the sick, and gave sight to the blind. Jesus showed compassion on all that he came in contact with. This week, students will learn the importance of working for the Lord and showing the compassion that Jesus did.

Key Understanding: We should show compassion and love as we work for Jesus.

Lesson #9: Will You Be A Worker? Grades 5&6:

- Introduction: Begin class by discussing jobs and work. Ask:
 - *What jobs do you parents/grandparents have?*
 - *What do you want to do when you are older?*
 - *Why do you want to do that?*Remind the students that we are called to do an even more important job right now.

- Content: Have the students read Matthew 9:35-38 together. Ask the students questions about what they have read.
 - *What did Jesus do in all the towns and villages? (Taught in the synagogues the good news of the kingdom and healed every sickness and disease)*
 - *Why did Jesus have compassion on the crowds? (Because they were harassed and helpless, like sheep without a shepherd)*
 - *What problem did Jesus say there was with the harvest? (There were too few workers)*
 - *What did Jesus say we should ask God for? (To send out workers into the field)*

- Application: Help the students to understand the importance of working for the Lord with compassion and love for those around us. Have the students read I John 3:16-19 together.
 - *Who is our example of love? (Jesus)*
 - *What did Jesus do to demonstrate his love for us? (Laid down his life for us)*
 - *In what ways should we show love? (In word and action)*
 - *Who are the workers that Jesus spoke about? (Perhaps us)*
 - *What does it mean to be a worker for the Lord? (Doing good things and showing compassion and love to others)*
 - *Is it enough to do good deeds? Why or why not? (No, we have to have the right attitude and reason for doing good deeds. God wants our hearts, not just our actions)*
 - *How do we love with words? (Perhaps by being encouraging, positive, speaking about God and his love, etc.)*
 - *How do we love with actions? (Perhaps by going out of our way to do kind things, working for others instead of ourselves, etc.)*
 - *In what specific ways can we be better workers for the Lord?*

Lesson #9: Will You Be A Worker? Grades 5&6:

Activity:

- Work with your students to plan an activity to impact your community, church or school. Some ideas for such an activity include: have people donate clothes and give them away to those in need, have a community party, write letters to schoolmates to encourage them, etc.

- Provide the students with Popsicle sticks. If you have enough students, you can divide them into teams. Have them work together to glue Popsicle sticks together to build a house. Remind the students that we are to be the workers helping to build God's house, the church.

Conclusion: So we know that we should be working for the Lord, showing compassion and love to those around us.

- Memory Verse: Review the memory verse. **Matthew 4:19- “Come follow me,” Jesus said, “and I will make you fishers of men.”** Remind students that this is the verse they will need to say for the next 4 weeks. They can earn a small prize for saying the memory verse at the end of these 4 weeks.

Optional Activity: Give the students a number of Popsicle sticks. Have them write the memory verse on the Popsicle sticks. Help the students glue a stick to the back of their Popsicle sticks to make an item that they can take home with the memory verse.

Lesson #9: Will You Be A Worker?

Matthew 9:35-38, I John 3:16-19

Student's Handout

Discussion questions:

- What did Jesus do in all the towns and villages?
- Why did Jesus have compassion on the crowds?
- What problem did Jesus say there was with the harvest?
- What did Jesus say we should ask God for?
- Who is our example of love?
- How did Jesus do to demonstrate his love for us
- In what ways should we show love?
- Who are the workers that Jesus spoke about?
- What does it mean to be a worker for the Lord?
- Is it enough to do good deeds? Why or why not?
- How do we love with words?
- How do we love with actions?
- In what specific ways can we be better workers for the Lord?

Lesson 10: Part of the Family
Matthew 12:46-50, Romans 8:14-17
Teacher's Guide

Preparations/Materials:

- Paper
- Scissors
- Pencils, pens, etc. to draw and decorate with
- String and beads or strips of construction paper
- Index cards

For the class, be sure to either have strings and beads for all students, or strips of paper cut out that can be used to create bracelets.

For the memory verse, write the memory verse on index cards (one or two words per card).

Background:

Jesus continued to attract crowds as he preached. Many came to him to learn and to be healed. Jesus was told that his mother and brothers were waiting to see him, but his focus was on those that chose to follow him. Those that followed him he called his brothers and mothers. This week students will learn what it means to be a child of God and a sibling of Jesus.

Key Understanding: We should behave like siblings of Jesus and children of God.

Lesson #10: Part of the Family Grades 5&6:

- Introduction: Begin class by discussing what a family is.
 - *How would you define a family?*
 - *Are there people in your life that you consider family even though they are not a relative by blood?*
 - *Why do you consider them to be part of your family?*
 - *How important is your family to you?*

- Content: Have the students read Matthew 12:46-50 together. Ask the students questions about what they have read.
 - What was Jesus doing when his mother and brothers wanted to see him? (*Speaking to the crowds*)
 - What did Jesus' mother and brothers want? (*To speak to him*)
 - When Jesus was told about his mother and brother, what did he ask? (*"Who are my mother and brothers?"*)
 - Who did Jesus say his mother and brothers were? (*His disciples and those who do the will of his Father in heaven*)

- Application: Help the students to understand that when we become Christians, God adopts us as his children, and we become the brothers and sisters of Jesus. Have the students read Romans 8:14-17.
 - Who is described as a son of God? (*Those who are led by the Spirit of God, in other words Christians*)
 - What are we able to call God when we are Christians? (*"Abba, Father"*)
 - What does it mean that we can call God "Abba, Father?" (*It means we can have a close personal relationship with God as our father*)
 - Who testifies that we are sons of God? (*The Spirit*)
 - What does it mean to be an heir? (*That we will receive an inheritance, namely heaven, and that God has accepted us fully as his children*)
 - How do we become a sibling of Jesus? (*By becoming a Christian and following all that He commands*)
 - What benefit do we get from being a child of God? (*We have God as our father, Jesus as our brother, we are heirs of God, we have a family of all Christians on earth, etc.*)
 - How should being a child of God impact our lives? (*We should strive to be like Him, do his will, treat others nicely, etc.*)
 - What does it mean that all those who are Christians are our brothers and sisters in Christ?

Lesson #10: Part of the Family Grades 5&6:

Application cont.:

- If we are not Christians, who are we children of? (*Perhaps the devil, see John 8:44, I John 3:8-10*)
- How should we behave if we are part of God's family? (*Like our Father in heaven and our brother, Jesus*)
- Who are our brothers and sisters if we are children of God? (*All other Christians*)
- What does it mean that other Christians are our brothers and sisters? (*We can count on them; they will love us and look after us, etc.*)

Activity:

- Have the students make a paper doll chain. Give each student a piece of paper. Instruct the students to fold their paper into quarters (accordion style). Have students draw a figure of a person on the top layer. Be sure that the arms extend beyond the edge of the folded sheet. Have the students carefully cut out the figure. Allow students to decorate their figures. Remind the students that God has provided us a large Christian family on which we can always rely.
- Help the students to make bracelets using either string and beads or strips on construction paper. Talk to the students about how this bracelet should be a reminder of the family we have through Jesus, and how we should live each day of our life as a child of God, a sibling of Jesus, and as a member of the family of God.

Conclusion: So we know we should live like children of God and siblings of Jesus.

- Memory Verse: Review the memory verse. **Matthew 4:19- "Come follow me," Jesus said, "and I will make you fishers of men."** Remind students that this is the verse they will need to say for the next 3 weeks. They can earn a small prize for saying the memory verse at the end of these 3 weeks.

Optional Activity: Write the memory verse on a series of index cards, 1 or 2 words per card, and mix them up thoroughly. Have the students work as a team (or teams if you have enough students) to put the memory verse in order.

Lesson #10: Part of the Family

Matthew 12:46-50, Romans 8:14-17

Student's Handout

Discussion questions:

- What was Jesus doing when his mother and brothers wanted to see him?
- What did Jesus' mother and brothers want?
- When Jesus was told about his mother and brother, what did he ask?
- Who did Jesus say his mother and brothers were?
- Who is described as a son of God?
- What are we able to call God when we are Christians?
- What does it mean that we can call God "Abba, Father?"
- Who testifies that we are sons of God?
- What does it mean to be an heir?
- How do we become a sibling of Jesus?
- What benefit do we get from being a child of God?
- If we are not Christians, who are we children of?
- How should we behave if we are part of God's family?
- Who are our brothers and sisters if we are children of God?
- What does it mean that other Christians are our brothers and sisters?

Lesson 11: What Seed Are You?

Matthew 13:1-9, 18-23

Teacher's Guide

Preparations/Materials:

No special material is needed.

No special preparations are needed.

Background:

Jesus spoke to the crowds that followed him in stories that were called parables. The meaning of these parables was often hidden from the crowds, but Jesus would reveal them to his disciples later. Today, students will be studying one of the parables Jesus taught the crowd. Students will learn that we should be like the good seed and produce a large crop.

Key Understanding: We should desire to be like the good seed and produce a large crop.

Lesson #11: What Seed Are You? Grades 5&6:

- **Introduction:** Begin class by talking about an exciting time in your student's life. Ask them:
 - *What is something really exciting that has happened to you?*
 - *How often did you talk about this exciting event?*
 - *Was it hard not to want tell people about how exciting it was?*

- **Content:** Have the students read Matthew 13:1-9, 18-23 together. Ask the students questions about what they have read.
 - *What happened to the seed that fell on the path? (It was eaten by the birds.)*
 - *What does the seed that fell on the path represent? (Those that hear the message about the kingdom of God and do not understand, so Satan steals it from their heart.)*
 - *What happened to the seed that fell on rocky places? (It grew up quickly, but when the sun came out it was scorched and withered because it had no roots)*
 - *What does the seed that fell on rocky places represent? (The one who hears the word and receives it with joy, but when trouble comes he quickly falls away.)*
 - *What happened to the seed that fell among thorns? (The thorns grew up and choked the plant.)*
 - *What does the seed that fell among thorns represent? (The one who hears the word, but worries of this life and deceitfulness of wealth choke it, making it unfruitful.)*
 - *What happened to the seed that fell on good soil? (It produced a large crop, more than all the seeds that were scattered.)*
 - *What does the seed that fell on good soil represent? (Those that hear the word and understands it and produces a large crop.)*

- **Application:** Help the students to understand the importance of being like the good seed. Spend time helping the students understand what each seed represents in a practical way.
 - *How can we make sure we are not like the seed that fell on the path? (Really listen and try to understand what people are saying about the Bible. Ask people when we don't understand)*
 - *How can we make sure we are not like the seed that fell on rocky places? (Spend time studying the Bible and building our knowledge and faith)*

Lesson #11: What Seed Are You? Grades 5&6:

Application cont.:

- How can we make sure we are not like the seed that fell among thorns? (*Don't let things of this world effect our faith*)
- How do we “produce a crop?” (*By living our lives as God desires and spreading his love*)
- When we spread God’s word, will people always end up planted in good soil? (*No, sometimes they will end up in other soil*)
- How should we react when a person we know turns out not to be in “good soil”? (*We should try to help them reach the good soil.*)

Activity:

- Make sure all students have a Bible. Explain to the students that they will race to find the scripture that you say. The first one to find the scripture can read it (or choose someone else to read it).
 - *Ephesians 4:14-15*
 - *Colossians 2:6-7*
 - *Hebrews 12:1-2*
 - *I Corinthians 2:2-7*
 - *Romans 12:2*
 - *I Corinthians 14:20*
 - *Galatians 5:22-23*
 - *I Corinthians 3:1-3*
 - *II Peter 3:17-18*
 - *Hebrews 5:12-14*
- Have the students identify someone that they can talk to about God. Work with your students to plan an activity that they can invite their friends to. Talk with the students about good ways to speak to their friends and invite them to the event.

Conclusion: So we know that we should be firmly rooted in God’s word, and spread God’s word to others.

- Memory Verse: Review the memory verse. **Matthew 4:19- “Come follow me,” Jesus said, “and I will make you fishers of men.”** Remind students that this is the verse they will need to say for the next 2 weeks. They can earn a small prize for saying the memory verse at the end of these 2 weeks.

Optional Activity: Put a blank line on the board for every word of the memory verse. Split the students into two teams, and have the teams take turns filling in the memory verse one word at a time. Encourage the students to try to say the whole memory verse after they add a word.

Lesson #11: What Seed Are You?

Matthew 13:1-9, 18-23

Student's Handout

Discussion questions:

- What happened to the seed that fell on the path?
- What does the seed that fell on the path represent?
- What happened to the seed that fell on rocky places?
- What does the seed that fell on rocky places represent?
- What happened to the seed that fell among thorns?
- What does the seed that fell among thorns represent?
- What happened to the seed that fell on good soil?
- What does the seed that fell on good soil represent?
- How can we make sure we are not like the seed that fell on the path?
- How can we make sure we are not like the seed that fell on rocky places?
- How can we make sure we are not like the seed that fell among thorns?
- How do we "produce a crop?"
- When we spread God's word, will people always end up planted in good soil?
- How should we react when a person we know turns out not to be in "good soil"?

Lesson 12: What Would You Do For the Kingdom?

Matthew 13:44-46, Philippians 3:3-11

Teacher's Guide

Preparations/Materials:

- Construction paper
- Popsicle sticks

For the class, place a number of Popsicle stick around the room (some hidden, some in plain view).

For the memory verse, write “God” on half the construction paper and “Men” on the other half.

Background:

Jesus spoke to the crowds in many parables. He told parables about a sower, an enemy that planted weeds, and parables describing how the kingdom of God grows. Finally, Jesus begins telling parables about the worth of the kingdom. This week students will learn about how we should value the kingdom of God more than anything.

Key Understanding: We should be willing to give up everything for God.

Lesson #12: What Would You Do For the Kingdom? Grades 5&6:

- Introduction: Begin class by discussing the things that the students want the most. Ask them:
 - *If you could have one thing in the world, what would it be?*
 - *Why would you want that?*
 - *What is your most prized possession?*
 - *What would you be willing to give it up for?*

- Content: Have the students read Matthew 13:44-46 together. Ask the students questions about what they have read.
 - *What did Jesus compare the kingdom of heaven to? (A treasure hidden in a field, a pearl of great value)*
 - *How did the man who found a treasure hidden in a field react? (He hid it again then went and sold all he had to buy the field)*
 - *How much was the treasure worth to the man who found it? (More than everything he owned)*
 - *What did the merchant do when he found a pearl of great value? (Sold everything he had to buy it)*
 - *How much was the pearl worth to the merchant who found it? (More than everything he owned)*

- Application: Help the students understand that we should value the kingdom of heaven more than anything else. Have the students read Philippians 3:3-11 for an example of someone who gave up everything for the kingdom of heaven.
 - *What did Paul say he could have put his confidence in? (The flesh)*
 - *What did Paul give up to follow Jesus? (Everything that others considered profit)*
 - *What did Paul say that he considered everything that he once considered a profit? (A loss, rubbish)*
 - *What did Paul want to gain? (Christ)*
 - *What could we put our confidence in? (Things of the flesh, Christ, etc.)*
 - *What are some of the things we sometimes consider worth more than Christ?*
 - *What can we give up for Jesus?*
 - *Why is it hard to consider all worldly things worthless in comparison to Christ? (Perhaps because we like having physical possessions)*
 - *How can we change to want Christ more?*

Lesson #12: What Would You Do For the Kingdom? Grades 5&6:

Activity:

- Draw a vertical line down the center of a chalk/white board. Title one column with “God’s Treasures” and title the other “Man’s Treasures”. Have the students take turns writing something on the board under one of the columns. Ask the students which treasure list is worth more and why.

- Hide Popsicle sticks around the room. Students will have a certain amount of time to find as many Popsicle sticks as possible. Remind the students that the person who is the winner is the one who has the most Popsicle sticks. After the students have found all the Popsicle sticks, declare the person with the least the winner. Explain to the students that in God’s eye, the least is the greatest and the greatest is least. We should not store up things of this world to be important here, but give up all to follow God.

Conclusion: So we know that we should value nothing more than God and the kingdom of heaven.

- Memory Verse: Review the memory verse. **Matthew 4:19- “Come follow me,” Jesus said, “and I will make you fishers of men.”** Remind students that this is the verse they will need to say for next week. They can earn a small prize for saying the memory verse next week.

Optional Activity: Take pieces of construction paper and write “God” on half and “Men” on the other half. Lay the papers in a circle on the floor. Have the students walk in a circle until you say “Stop.” The students standing on “Man” should say the memory verse. Continue until all students get a chance to say the memory verse.

Lesson #12: What Would You Do For the Kingdom?

Matthew 13:44-46

Student's Handout

Discussion questions:

- What did Jesus compare the kingdom of heaven to?
- How did the man who found a treasure hidden in a field react?
- How much was the treasure worth to the man who found it?
- What did the merchant do when he found a pearl of great value?
- How much was the pearl worth to the merchant who found it?
- What did Paul say he could have put his confidence in?
- What did Paul give up to follow Jesus?
- What did Paul say that he considered everything that he once considered a profit?
- What did Paul want to gain?
- What could we put our confidence in?
- What are some of the things we sometimes consider worth more than Christ?
- What can we give up for Jesus?
- Why is it hard to consider all worldly things worthless in comparison to Christ?
- How can we change to want Christ more?

Lesson 13: Will You Leave the Boat?
Matthew 14:22-33, Hebrews 12:1-3
Teacher's Guide

Preparations/Materials:

- Rope
- Basket
- Ball
- Student handout
- Small prizes for students who say memory verse

This is the last week of this section. Be prepared with a small prize for those children who can successfully say the memory verse.

Background:

Herod had John the Baptist put to death. When Jesus heard about this, he went to a solitary place. The crowds followed him, and Jesus had compassion on the crowds. He healed the crowds, and as evening approached, he fed over 5,000 men, not counting the women and children. After sending his disciples ahead, Jesus went up on a mountainside to pray. Afterwards, he walked on water to reach the disciples. This week students will learn about how we should be willing to leave our comfort zone to serve God.

Key Understanding: We need to be willing to leave our comfort zone to serve God.

Lesson #13: Will You Leave the Boat? Grades 5&6:

- **Introduction:** Begin class by having the students talk about a time that they were in an uncomfortable situation.
 - *Have you ever been in an uncomfortable situation?*
 - *Why was it uncomfortable?*
 - *How did it make you feel?*
 - *How would you feel if put back into that situation?*

- **Content:** Have the students read Matthew 14:22-33 together. Ask the students questions about what they have read.
 - *What did Jesus do after sending his disciples ahead? (Dismissed the crowd and then went up on a mountainside to pray)*
 - *Was the journey across the lake easy for the disciples? (No)*
 - *Why/why not? (It was buffeted by the waves because the wind was against it)*
 - *How did Jesus come to the disciples? (Walking on the water)*
 - *What did the disciples think when they saw Jesus? (That it was a ghost)*
 - *What proof did Peter want from Jesus to prove it was really him? (For Jesus to tell him to get out of the boat and come to him)*
 - *How many disciples walked on water? (Only Peter)*
 - *Why was Peter the only one to walk on water? (Perhaps because the other disciples were too scared to get out of the boat, or they didn't trust Jesus enough)*
 - *When did Peter begin to sink? (When he took his eyes off Jesus)*
 - *How did the disciples react when Jesus got into the boat? (They worshipped him saying that he was the Son of God)*

- **Application:** Help the students understand that we need to leave our comfort zone and serve God wherever there is need. Have the students read Hebrews 12:1-3.
 - *Where should our focus be? (Jesus, the author and perfecter of our faith)*
 - *What should we get rid of? (Everything that hinders us or gets in our way of following Jesus)*
 - *Why is it hard to leave our comfort zone? (Perhaps because it is hard to do something that we are not used to, or we just don't want to)*
 - *What are some things outside our comfort zone that we can do for God? (Speak to people who aren't Christians, show Christ's love to people that other's view as undesirable, etc.)*
 - *How can we keep from sinking like Peter did? (Keep our focus on Jesus and not let things of the world get in our way)*
 - *What can we do to encourage each other to get out of our comfort zones?*

Lesson #13: Will You Leave the Boat? Grades 5&6:

Activity:

- Take some rope and make a circle. Put a basket a good distance away from the circle. The students will take turns trying to get a ball into the basket from inside the circle. The circle represents the students comfort zone. It is hard to achieve a goal from within our comfort zone. Assign a student to be “Risk”. Students will once again try to get the ball into the basket, but now they are able to leave the circle. Whenever they leave the circle, the “Risk” can tag them and prevent them from trying to get the ball into the basket. Whenever the student leaves the circle, expand the circle. Remind the students that every time we leave our comfort zone, our comfort zone expands. Give all students a chance.

- Have the students look up the scriptures on their worksheet. Encourage the students to write down the person who took a risk and what risk they took. See page 95 for answer key.

Conclusion: So we know that we need to leave our comfort zone so we can grow and serve God wherever there is need.

- Memory Verse: Review the memory verse. **Matthew 4:19- “Come follow me,” Jesus said, “and I will make you fishers of men.”** Encourage all the students to say the memory verse and reward them. Be lenient with those who have not been in class as much.

Answer Sheet for Student Worksheet

Scripture	Person	Risk
Acts 9:1-20	Ananias	Go to Saul who was persecuting Christians
Exodus 5:1	Moses	Telling Pharaoh to let Israel go
Joshua 2:1-7	Rahab	Hiding the spies
I Samuel 17:40-50	David	Fought a giant
Acts 14:19- 20	Paul	Continued to preach about God
Matthew 14:3-5	John the Baptist	Condemned Herod for his sins
Judges 7:7- 12	Gideon	Led 300 men against the armies of Midian

Lesson #13: Will You Leave the Boat?

Matthew 14:22-33, Hebrews 12:1-3

Student's Handout

Discussion questions:

- What did Jesus do after sending his disciples ahead?
- Was the journey across the lake easy for the disciples?
- Why/why not?
- How did Jesus come to the disciples?
- What did the disciples think when they saw Jesus?
- What proof did Peter want from Jesus to prove it was really him?
- How many disciples walked on water?
- Why was Peter the only one to walk on water?
- When did Peter begin to sink?
- How did the disciples react when Jesus got into the boat?
- Where should our focus be?
- What should we get rid of?
- Why is it hard to leave our comfort zone?
- What are some things outside our comfort zone that we can do for God?
- How can we keep from sinking like Peter did?
- What can we do to encourage each other to get out of our comfort zones?

Lesson #13: Will You Leave the Boat?

Matthew 14:22-33, Hebrews 12:1-3

Student's Handout

○

Scripture	Person	Risk
Acts 9:1-20		
Exodus 5:1		
Joshua 2:1-7		
I Samuel 17:40-50		
Acts 14:19-20		
Matthew 14:3-5		
Judges 7:7-12		