

Lesson 23: What does it mean to be committed to the pursuit of a transformed church and society?

Thirteenth Sunday in Kingdomtide

November 17, 2019

General Concept: To be committed to the pursuit of a transformed church and society means to consecrate our whole being to the work of ushering in the Reign of God.

Biblical References: Isaiah 65:17-25; Luke 19: 1-10

Key Verse: 2 Corinthians 5:17

“Therefore, if anyone is in Christ, he is a new creation. The old has passed away; behold, the new has come.”

Age-Level Concepts

- We can help in the work of transforming Church and society
- We must offer our whole being to the work of bringing about the Reign of God.

Learning Objectives

By the end of the session, the learners are expected to:

- State the importance of changing both Church and society
- Identify what they can offer to the work of transforming Church and society
- Offer themselves to God as helpers in bringing about God’s Reign

Materials: The Holy Bible (preferably the New Revised Standard Version [NRSV]), song chart, offering plate or basket, Manila paper, Marker, pictures for the story (about Zacchaeus), Music for the song (YouTube downloadable),

Biblical Background

Isaiah 65:17-25

The biblical text tells about the God’s promise of the “New Heaven and New earth” in the context of Israel’s hope for restoration. The LORD reassures this devastated people, "the former things shall not be remembered or come to mind" (65:17). All that recent history had held for Judah; the terror of the Babylonian invasion, the destruction of the Jerusalem temple, the forcible dislocation and abjection of Judean leaders, perhaps even Judah's own sinfulness (65:1-7) will no longer be considered, for God is creating "new heavens and a new earth." This promise reconfigures everything that Judah had known about

its life and its identity. Judah had been under threat from the very earliest cultural memories preserved in biblical tradition; enslavement in Egypt, living under the shadow of the Assyrian and Babylonian empires according to its formative narratives, Judah had often struggled on the brink of extinction. Yet hope for healing and restoration through the power and compassion of God.

Luke 19: 1-10

Zacchaeus was a well-known publican, a chief tax collector. He was well known for cheating people by asking for a much higher tax than what is supposed to be. He became so wealthy; accumulating riches out of dishonesty and cheating. The people from Jericho noted him to be a sinner and subjected him to be as one who has lost dignity and credibility. When he heard that Jesus is coming, his earnest desire is to see Jesus and be acquainted with him, for Jesus was a well-known person. Jesus took a close notice when Zacchaeus climbed at the tree just for the sake of seeing him. Jesus approached him, let him come down and invited himself to Zacchaeus' house. This invitation was a meaningful and worth accepting on Zacchaeus part. Coming down from the tree is a strong image of Zacchaeus chance to converse and relate with Jesus. It is his opportune time to tell Jesus of his desire to change and be transformed from what he was been known for. It is a sign of acceptance and repentance from the demeaning life he had and embracing the new day when Jesus invited him to a new life and wholeness. As a way of gratitude, he promised Jesus to return all what he had taken from the people and very much willing to even go beyond what is required to prove how grateful he was to encounter Jesus and be reconciled to God's grace and love. More evidently, Zacchaeus was insistent to give half of his wealth to the poor and to the people whom he cheated from. This moving and heart-warming transformation is possible to a repentant and penitent heart of a person who, intimately, experienced the love and grace of God.

Suggested Lesson Outline

Greeting Time and Arrival

Greet the children as they arrive. Let them interact with their classmates; they can play games, they can chat, they can fix things in the classroom, etc.

Greeting Songs: Kumusta Ka, Parang Bangka, Pag-ibig tulad ng Batis, etc.

Opening Prayer (by a learner)

Song Learning "Zacchaeus Was A Wee Little Man" (You tube Downloadable)

Zacchaeus was a wee little man. A wee little man was he.
He climbed up in the sycamore tree, the Savior for to see.
And when the Savior passed that way, he looked up in the tree,
and he said, "Zacchaeus, you come down from there;
for I'm going to your house today, for I'm going to your house today."

And Zacchaeus came down from that tree, and he said,
"What a better man I'll be. I'll give my money to the poor.
What a better man I'll be. What a better man I'll be."

Learning Time

Discovering the Biblical Truth

A. Make the song an introduction to the story the teacher will be sharing about. In telling the story, the teacher may use colorful and attractive pictures (visual aids) to catch the learners' interests.

Focus the story on the dialogue between Jesus and Zacchaeus, when he was confronted by Jesus about his dishonesty; who cheated so many people of their taxes. But when Zacchaeus encountered Jesus who came to his house, he realized how special he was that Jesus would come to his house to see him. This encounter changed Zacchaeus' life. He promised Jesus "I want to pay back all of the people I have ever cheated. If I have cheated anyone, I will give them back four times the amount I cheated them." This is a life-changing experience of Zacchaeus, as he promised with sincerity to be a transformed or changed person, all because he felt that Jesus was so concerned about him; he felt being loved and important. His changed and transformed life was caused by Jesus' love and compassion to him as a sinner.

After the story, ask the learners the following questions:

1. Who was the little man who wanted to see Jesus and climbed the tree to get closer to Jesus?
2. What was his work? Describe how his work is being done?
3. What changed or transformed him?
4. What changes did he make to show Jesus of his changed/transformed life?

After the discussion, the teacher will give the summary of what had transpired in the discussion. Emphasize that a transformed and changed life is necessary for a changed and transformed society. When people start to change their way of life, the society's life will also change. When each individual is willing to have a changed/transformed life, the society will also experience changes and transformation. God wants the people and nation experience transformation, in all aspects. Let the learners discover God's intention to his beloved people and nation.

B. Read the passage in (Isaiah 65:17-25). Ask the learners to list down the new situations in Jerusalem when the new heaven and new earth will be established. How these changes will affect the lives of the then and now hearers? As hearers of today, what help could you extend to realize the transformation God longs for his people?

Lessons Learned

who
ideal

CREATIVE ACTIVITY. Describe and draw a transformed community that each learner would want to live in. Specify, in the drawing, a picture of their ideal community; are involved and how can each person involved contribute to the realization of an transformed community.

Applying the Lessons Learned

To realize this ideal community, it is important for the people to be changed/transformed, as well.

Tell the learners to undergo this suggested activity to help establish a changed/transformed people, church and society.

Draw a two-column vertical line on the white board or in a large Manila paper. On the first column, put the title "wrong doings" and on the other column "what to do". At the column "wrong doings," ask the learners to list the wrong things or actions they have been doing. On the opposite side, ask them to write things and action they have to do to turn the wrong doings into right, thus, showing how they are sorry of what they have done. They can have a sharing of their work, individually or as a group, if time permits.

Closing Worship

Offertory

Closing Hymn "Zacchaeus Was A Wee Little Man"

Key Verse 2 Corinthians 5:17 "Therefore, if anyone is in Christ, he is a new creation. The old has passed away; behold, the new has come."

Closing Prayer (by the teacher)

Lesson 24: What does it mean to have an abundant life?

Fourteenth Sunday in Kingdomtide

November 24, 2019

General Concept: Abundant life means resources are sufficient and equitably shared among everyone.

Biblical References: Jeremiah 23:3, Acts 2:44-47

Key Verse: Acts 2: 44-45

Age Level Concepts

- Abundant life means there is enough resources for everybody.
- Abundant life means resources are shared according to each one's need.

Learning Objectives

By the end of the session, the learners are able to:

- Explain the concept of “sharing according to one's needs”
- Give their observations on how abundant life is experienced
- Express how they feel about situations where people are hungry and in need
- Point out ways to help those who are hungry and in need

Materials: The Holy Bible (preferably the New Revised Standard Version [NRSV]), song chart, offering plate or basket, video clip of “Kambas ng Lipunan” or different pictures of people who are hungry and in need, Biscuits, chairs, glue, Manila paper, masking tape.

Biblical Background

Jeremiah 23:3

It is part of a prophecy for restoration of Judah from Babylon foretold in language which in its fullness can only apply to the final restoration of both "Judah" and "Israel." Historically, The years of the prophet Jeremiah's activity were the most turbulent time for the rulers of Judah. The seats of power in the ancient Near East had shifted. The Assyrian imperial dominance of the past hundred years was waning, and the Babylonian empire was on the rise. Assyria and Egypt, who had once been rivals, now had a tenuous alliance to vainly attempt to buffer Babylonian expansion. This international upheaval left the kings in the small nation of Judah with some very difficult decisions. Failure and sin of the kings like Jehoiakim towards Zedekiah led them to exile. Kings and rulers role was to gather the people together and protect them. The kings of Judah, however, made policy decisions that placed the people in peril and ultimately led to their exile. Jeremiah then

declares a prophetic pronouncement consisted of critique for past and present ills balanced with constructive hope for the future. Hence, verse 3 emphasized that God will gather the exiled people and return them to their homeland. The return from exile would, in essence, be a new creation where the people will once again be fruitful and multiply (verse 3).

Acts 2:44-47

The account refers to the communal life of the early church. It refers to what the Holy Spirit can do to the life of the community of faith. These verses do not lay down rules or specific structures for Christian living. In their context, they indicate that the essence of the reign of God creates the potential for mutual service that embodies God's justice. The life and work of a Christian community may reflect the reign of God that Jesus proclaimed while on earth and secured through his death, resurrection, and exaltation. The community of faith in Jerusalem lives a multifaceted witness, one not restricted to a single place or mode. This witness manifests itself in houses and in the Jerusalem temple. It benefits its members and earns the admiration of outsiders. The community exists not for its own sake, but to care for its most vulnerable members and to be a means by which God extends care and providence to others (v. 47). Hence, this passage anchors humanity's deepest hopes for community, justice, generosity, and meaning specifically as a result of people coming to embrace the crucified, risen, and glorified Christ as God's designated agent, as the particular means by which God institutes and exercises God's reign within creation.

Suggested Lesson Outline

Greeting Time and Arrival

As the children arrive, the teacher will prepare all the materials needed for the lesson. Allow the children to cut the pictures from newspaper/magazines and tape them on the board, arrange the chairs, etc. Let them experience a community life where everyone is allowed to participate and productive. Recognize and praise their effort and work.

Opening Hymn ‘Makaisa Tayo’ Children Praise God, 55

*Magkaisa tayo, magkaisa, la-la-la-la-la-la-la-la.

Napakagandang pagmasdan kung tayo’y nagkakaisa.

Napakagandang pagmasdan kung tayo’y nagkakaisa.

* Magtulungan, Magmahalan

“Work In Your Kingdom” Children Praise God,126

Work in Your Kingdom, advances and continues,

Even through hard times, all odds and tribulations,

Despite our human infirmities and weakness

Use us, O Savior, 'til the task is done.

Opening Prayer (by a learner)

Learning Time

Activity or Game. "Sharing the World's Resources"

As a way of introduction to the lesson, let the learners experience this activity on how the world's resources are distributed.

1. Using Chair.

Arrange in a straight line formation, at least ten chairs. Instruct the learners that 2 persons will occupy the first 8 chairs and the remaining persons will occupy the remaining two chairs. The two persons should occupy the 8 chairs. They may sit with their feet at the other chairs or lie down on the chairs so that they may fully occupy their designated chairs. On the other hand, the rest of the learners have to occupy the remaining 2 seats. Let them find ways on how they can all sit on their assigned chairs.

2. Using Biscuits.

Bring our 2 plates of biscuits. Give a plate with full of biscuits to the two persons on the eight chairs. Give the plate with only two pieces of biscuits to the two chairs with eight persons. Ask them to distribute the biscuits to every member of the group.

Processing: Ask the following questions for discussion.

1. What did you observe in the activity?
2. How does each group feel about their situation?
3. Ask the "abundant" group (those who has the biggest share) how it feels to have so much when they see the big group with only a little?
4. Ask the "little group" (those who has a little share) how it feels when they don't have enough for each one while the "abundant" group, though, few in numbers, has the biggest share?
5. Ask the whole group what they could do to make things and situation different and better, so that everyone will experience good and abundant life and not just a few?

Video Showing – "Kambas ng Lipunan" (You tube Downloadable)

If not available, the teacher may prepare pictures of various scenes showing the people's situation; where people are hungry and in need.

After the video showing, get the reaction and reflection of the learners.

Ask : ‘How do you feel about the situation of children? How can you help your fellow children who are at the same situation?’

Discovering the Biblical Truth

Read the biblical texts, Jeremiah 23:3, Acts 2:44-47.

Let the teacher discuss to the learners about the experience of the people during the time of Prophet Jeremiah and of the early believers; how they experienced abundant life (refer to the Biblical Background).

Give emphasis on the best practices of the early believers from the book of Acts.

Discuss (let the learners share their ideas) on the concept of “sharing according to one’s needs”.

Say: “The early believers were so concern about their community life that they were able to create a support system for the common good. Aside from their own possession, the community sees to it that they share common goods through a centralized pooling of resources. These were distributed to every one according to each one’s needs. The community did a careful study of each one’s situation and necessities to be able to respond appropriately. The community designated somebody to distribute the goods accordingly, leaving no one in want or unattended.”

Lessons Learned

Collage Making - An Abundant Community

Divide the learners into 2 groups (if, needed) and tell them to create a collage that concretely displays what an abundant community looks like. Let them brainstorm on:

- A. concept of an abundant community
- B. how do people help each other and
- C. the kind of help they extend to one another

They may cut pictures from newspapers or magazines or draw, by themselves. Gather all the pictures or drawing and in one large sheet of paper, put together all the pictures that shows their idea of an abundant community life.

Applying the Lessons Learned

“Group Project”

As a class, discuss ways on how they can, concretely, help hungry people and in need in their community. Encourage suggestions from the learners and choose the best, doable and sustainable project. This may somehow, concretize their vision for an abundant community.

Closing Worship

Offertory - include as their offering the collage and the project they will be doing

Closing Hymn "Work In Your Kingdom" Children Praise God, 126

Work in Your Kingdom, advances and continues,
Even through hard times, all odds and tribulations,
Despite our human infirmities and weakness
Use us, O Savior, 'til the task is done.

Closing Prayer – (by the teacher) pray for their community that it may live abundantly and for the successful implementation of the children's project.

Lesson 25 : What does it mean to have a meaningful life?

First Sunday of Advent

December 1, 2019

General Concept: A meaningful life is a life full of love, lived serving God and others.

Biblical Reference: Isaiah 2:1-5, Ephesians 3:20

Key Verse: Ephesians 3:20

"Now to him who is able to do far more abundantly than all that we ask or think, according to the power at work within us."

Age Level Concepts

- Life is meaningful if lived with love.
- Life has value if lived serving God and others.

Learning Objectives

By the end of the session, the learners are expected to

- Explain what they think is their purpose in life

- Picture out a life where there is love
- Share experiences of serving God and others
- Express how they feel when they are able to serve God and others

Materials: The Holy Bible (preferably the New Revised Standard Version [NRSV]), song chart, offering plate or basket, Construction Paper, cardboard, crayon, marker, and cloth (for banner, if available)

Biblical Background

Isaiah 2:1-5

The biblical account describes a day of God's promises to Judah. Judah so often obscured by defeat, judgment, and historical circumstances will be fully realized in history. It will be a day when glory outshines shadow, when joy extinguishes sorrow, when peace silences violence, when rebellion cedes to obedience, when faith becomes sight. This passage portrays a theological claim associated generally with Zion, the Temple, and the city of Jerusalem. Basically, it portrays that God has chosen Zion as the center of his reign over the world; Zion serves as the center of God's governance over creation; and at Zion, God establishes order by bringing chaos to an end. Basically, it speaks about God's promises to Zion and to David. The word of promise in Isaiah 2:1-5 is embedded within prophetic oracles of judgment (Isaiah 1:21-31; 2:5-22). In the prior chapter, the "holy" city of Jerusalem is accused of murder, rebellion, injustice, and corruption (Isaiah 1:21-23). And the texts immediately following Isaiah 2:1-5, claim that God's people have forsaken God's ways (Isaiah 2:6-9). In the first two chapters of Isaiah, then, Jerusalem is offered words of both judgment and salvation. These words of judgment, however, are not in contradiction to the promise of Isaiah 2:1-5. In this text, promise and judgment are not contradictory realities: judgment serves promise, and contributes to bringing about the fulfillment of promise. The city of God will one day be transformed from alloy to pure metal. She will be a holy and magnificent magnet for the nations, but only after a season of judgment and refinement, when God will turn God's hand against the city. God must first approach Zion in the form of an enemy before showing himself as the fulfiller of promises. The life of the people finds meaning only in obedience and faithfulness to God who fulfills promises.

Ephesians 3:20

Paul asks this heavenly Father that those who are his children might be strengthened inwardly through allowing the Spirit of Christ within them to control them. As they understand more of Christ's love, they will grow to be more like him in their lives (16-19). They should not think that this goal is too high to reach, for God is able to do far more than they think possible (20-21). Believers find its purpose and meaning through understanding Christ's love which leads believers to emulate Christ's life.

Suggested Lesson Outline

Greeting Time

Greet children with a friendly smile as they come. Encourage them to greet each other and give them time to, shortly, chat with each other.

Opening Hymn “I want to Live in a Friendly World” Children Praise God,166

I want to live in a friendly world, a friendly world, a friendly world.

I want to live in a friendly world that’s kind to folk like me.

If I run short of a cup of milk and my next door neighbor’s in,
I want to know that he won’t say “no” to the color of my skin.
Or the place from whence I came, or my great grandfather’s name.

I want to live in a friendly world, a friendly world, a friendly world.

I want to live in a friendly world that’s kind to folk like me.

If I’ve no friends or a place to live or in need of medicine,
I want to know that he won’t say “no” to the color of my skin
Or the church I worship in, or my great grandfather’s name

I want to live in a friendly world, a friendly world, a friendly world.

I want to live in a friendly world wherever I maybe.

Opening Prayer (by a learner)

Learning Time

Let the learners fill out the “God Made Me Special” Page. After filling out, let the learners share their work. Take note of what they shared and make it a starting point to discuss the lesson about meaningful life. Their ideas about life and its purpose is a good start to discuss life, as a whole, and why is there a need to live a meaningful life.

To further the discussion, ask the following questions:

1. Why did God give us life? (to fulfill a purpose)
2. How will you spend your life to fulfill our purpose? (Serve God)
3. What is the important thing that people need to live a life with purpose? (Love)

4. How can they show their love?
5. Why is love important to have a meaningful life? (without love, what we do means nothing)

GOD MADE ME SPECIAL

My Name _____

<p>This is what I look like... (paste picture here)</p>	<p>What is My Purpose in Life?</p>
<p>I can serve God by:</p>	<p>I can show love by:</p>

Discovering the Biblical Truth

Let the learners read the passage in Isaiah 2:1-5 After reading the passage, let them identify the situations that God will create to pursue peace and abundant life. After identifying, ask the learners how it will be realized in our present day. What needs to be done to make this vision of a meaningful and abundant life possible?

Lessons Learned

From the identified new situations and abundant life, instruct the learners to make banners from the words they have identified. They may use papers, cloth or cardboard as materials for banners.

Ask them to add this quote about life in making the banners; *“Life isn't about finding yourself. Life is about creating yourself.” ~George Bernard Shaw*

This quote may serve as a key idea for the banner about a meaningful life. This may also serve as a challenge to the learners; seeing life as the work of art inspired by God's love and care to all creation.

Applying the Lessons Learned

Encourage the learners to monitor the situations in their surroundings. The learners will come out with the monitoring list of the changes or new situations happening in their place; these changes will be positive and potential factors to a more meaningful and abundant life.

Closing Worship

Key Verse: Ephesians 3: 20

Offertory

Closing Prayer (by the teacher)

Lesson 26: What does “all” mean?

Second Sunday of Advent
December 8, 2019

General Concept: “All” means all created beings.

Biblical References: Isaiah 11:6-9, Romans 15:4-13

Key Verse: Romans 15: 5-6

Age Level Concepts

- All” means everything that God created.
- “All” includes those of different color, status, race, class and belief.

Learning Objectives

By the end of the session, the learners are expected to

- Define the word “all” and its significance to our faith and practice as believers in Christ
- Qualify who and what belongs when we talk of “all”
- Express appreciation for being included in God’s world

Materials: The Holy Bible (preferably the New Revised Standard Version [NRSV]), song chart, offering plate or basket, colored marker, cartolina or Manila paper.

Biblical Background

Isaiah 11:6-9 portrays a poetic emphasis on Isaiah’s pictures of a peaceable kingdom where predators will cease their predation and their prey will lose their fear. Some Scholars believed that the prophet poetically using these animals as symbols of natural enemies that represent the hostilities that exist among people and that he is not saying that God will reconfigure all of nature so that no animal feeds on another. Instead, he intends us to picture a world where people live at peace with each other; a world where sin no longer creates hostilities that separate one person or tribe or nation from another; a world where people are able to acknowledge one another as friends, neighbors, brothers, and sisters; a world where there is no longer any such thing as enemies or enmities. On the other hand, it could also give us the idea that humans are not just the only concern for transformation, but the whole creation. Thus, the text refers to a vision characterized by a remarkable dynamism that is at the same time the mark and guarantee of stability and peace. In the visions, the order of nature, political and social life, and the common life of humans and animals are organically linked and woven together. None will do evil. None will destroy (11:9). This is the mountain of God's holiness. This is the promise, the glorious, abundant resting place where the root of Jesse stands. This is the vision of security. The shoot will grow tall and become a visible sign for the nations. Not a battle standard, but a standard of peace. This also gives us an insight that in a world that God intend to reign “all” (everything that God created) will have a place.

Romans 15:4-13 is considered as the climax of Paul's letter to the Romans, begins and ends with hope, and it gives the character of God as the basis for that hope. In v. 4, "steadfastness and the encouragement of the scriptures" is the source of hope. In v. 5, "the God of steadfastness and encouragement," to whom scripture witnesses, gives hope. In v. 12 the Gentiles hope in the Messiah from the line of David, and in v. 13, the final and familiar blessing sums up the passage, and indeed, the letter as a whole: "May the God of hope fill you will all joy and peace in believing, so that by the power of the Holy Spirit you may abound in hope." Paul in this letter, give grounds for hope, in two ways. First, he reminds his hearers of the scripture's witness to the truthfulness and faithfulness of God. Second, he turns their attention to God's presence in their midst, precisely and especially in the experience of mutual love and service between people who previously were enemies. "Welcome one another," he says, "as Christ has welcomed you, for the glory of God" (v. 7).

Suggested Lesson Outline

Greeting Time

Arrival and Greetings

Opening Hymn

“Christian Unity”

Children Praise God, 53b

Jesus Christ our Lord, we pray, that our life shall be.

Living channels of faith and love, Christian unity.

Bless, O Christ, we humbly pray, this our Christian unity;

So our faith and love shall be following your way.

Opening Prayer (by a learner)

Learning Time

Name Art : “Number 1”

Start the lesson by letting the learners do this art activity, Number 1. The teacher will draw a huge NUMBER 1 in a large paper or Cartolina. Ask the learners to write their names, using different colored markers, on the NUMBER 1 (inside the number). See to it that all the names of the learners appear in the number.

Discuss the name art based on the following questions:

1. What, do you think, is the meaning of this name art? What does it symbolize?
2. How do you feel when you saw your name in the artwork?
3. How will you relate the name art with the church, as One Body of Christ?

This name art symbolizes the value of “belongingness or wholeness”. It gives importance to every member of the group or class. No one is excluded or an outsider. “All” belongs to the group and they are accepted no matter what are their colors, gender, characteristics, etc. This should be the character of a church, as One Body of Christ.

Discovering the Biblical Truth **“A Portrait of Belongingness or Wholeness”**

Group the learners into two groups and assign each group a passage to read and meditate upon. As they read the passage, ask them to jot down words or words that illustrate wholeness or belongingness. After a minute of discussion, tell them to illustrate, through drawing, the images or words that demonstrate belongingness or wholeness of God’s creation and intention in the passage.

Lessons Learned

After the drawing, allow the learners to share their works and let them explain their meaning. For reflection, ask them:

1. What is the challenge of this portrait for each person?
2. What are their traits or characteristics that they can share to let this image happen?
3. What does “all” mean to you?

4. What and who should belong to God's world?
4. Express their appreciation, through words or acts, for they are part of God's creation.

Applying the Lessons Learned

“Big Journal.” Encourage the learners to have a weekly journal, as a class. Let them create a big book wherein they will write how they have demonstrated “belongingness or unity” in their daily activities. They can jot down their daily acts, then as they come to the class on Sundays, as they arrive, they will write those acts at the big journal of the class.

With this activity, they will be reminded that they have to show kindness, to see to it that everyone is welcome to the community; that we care for all including the rest of God's creation and to show that they are advocating “belongingness” in their daily lives.

Closing Worship

Offertory

Closing Hymn “Christian Unity”

Closing Prayer (by the teacher)

Lesson 27: What does an abundant and meaningful life for all look like?

Third Sunday of Advent

December 15, 2019

General Concept: An abundant and meaningful life is where everyone enjoys the fruits of their labor, basic social needs are met, and there is mutual respect for the dignity of life.

Biblical References: Psalm 146:5-10, Matthew 11:5-6

Key Verse: Matthew 11: 5

Age Level Concepts

- An abundant and meaningful life is when no one is poor and hungry, and there is healthcare, housing and education for all.

- An abundant and meaningful life is when everyone respects each other.

Learning Objectives

By the end of the session, the learners are expected to

- List down the basic needs of a person in order to live an abundant and meaningful life
- Differentiate between the needs and wants of a person
- Recite the rights of children
- Picture out how the rights of children need to be respected
- Affirm the belief of the Church that God wants everyone to have an abundant and meaningful life

Materials: The Holy Bible (preferably the New Revised Standard Version [NRSV]), song chart, offering plate or basket, copy of the children's rights, cartolina or Manila paper, marker, crayons or colored pencil, construction paper or colored paper, glue or paste.

Biblical Background:

Psalm 146:5-10

The psalmist begins with the acclamation of praise to the Lord with all of one's life. This is a marvelous proclamation of the psalmist who centers our lives in the one in whom is our hope and life: "Happy are those whose help is the God of Jacob, whose hope is in the LORD their God" (verse 5). The wilderness through which they return will blossom forth as the glory of God is present with those who return. This is the God of strength for the infirm, giver of sight to the blind, and the one in whom joy and gladness breaks forth as "sorrow and sighing shall flee away" (verse 10). In other words, the reasons of praise are ample. Praise the Lord for creating sky, earth, and sea, and all that is in them and for keeping faith without ceasing (verse 6). Praise the Lord, too, for giving justice to the oppressed, food to the hungry, freedom to the imprisoned, and sight to the blind, not to mention a few other items, such as protecting strangers and supporting widows and orphans (verses 7-8). There's a lot of praiseworthiness here. The Psalmist shows us why the person who knows the Lord has many reasons to praise His name. That those who place their trust in themselves or others have no reliable reasons for rejoicing; but all those whose faith is in God have more to praise Him for than they can ever comprehend!

Matthew 11:5-6

He was understandably confused by the turn of events: he was imprisoned, and Christ was carrying on a ministry of healing, not judgment, in Galilee, far from Jerusalem, the city of the king – and not finding a completely warm reception there (8:34), John wondered if he had misunderstood Jesus' agenda. It would be wrong to interpret this as a wavering of his faith (v.7). These disciples that John the Baptist sent were John's followers. John was imprisoned at this time. John proclaimed the coming of Christ and actually baptized Jesus. Now, he seemed to be going through a trial himself. Like the disciples, John, probably, really expected Jesus to take physical rule of Israel then, so he questioned, are you the promised one? Even the "voice crying in the wilderness" was discouraged and doubting there in prison. This is so difficult to believe after he had heard

the voice from heaven, when he baptized Jesus. Matthew 11:4 "Jesus answered and said unto them, Go and show John again those things which ye do hear and see:" Then He sent John's disciples back as eyewitnesses of many miracles. Evidently, Jesus performed these miracles in their presence just so that they could report to John that they had personally seen proof that He was indeed the Messiah. In other words, the miracles Jesus mentioned to John's messengers were precisely those, which Isaiah identified with the advent of the Messiah (Isaiah 35:5-6; 61:1) in which he demonstrated it to the very life of the people especially the poor, and those in need which were more convincing than any words that He is indeed the promised Messiah.

Suggested Lesson Outline

Teacher's Preparation

The teacher will have to secure a copy of the Children's Rights and the Pyramid of Needs for presentation and discussion. The teacher should be knowledgeable about these rights and needs of children. Learn to discuss these topics according to the learner's level of understanding. Give examples, as part of the discussion.

Greeting Time

The teacher may play songs about children's rights or children's songs about the abundant and meaningful life.

Review some of the greeting songs learned in the past.

Opening Prayer (by a learner)

Learning Time

Take time to teach the new song below, as an introduction to the new lesson.

Learning New Song: "10 Karapatan ng mga Bata"

Link: <https://www.youtube.com/watch?v=Fuj33CY3oNE>

- 1) Maisilang at magkaroon ng pangalan.
- 2) Magkaroon ng tirahan at pamilyang nag-aaruga.
- 3) Manirahan sa isang payapa at ligtas na pamayanan.
- 4) Mabigyan ng sapat na pagkain at malusog at aktibong pamayanan.
- 5) Mabigyan ng pagkakataong makapaglaro at makapaglibang.
- 6) Makapaghayag ng sariling pananaw.
- 7) Maitanggol at matulungan ng pamahalaan.

- 8) Mabigyan ng proteksiyon laban sa pang-aabuso, panganib at karahasan.
- 9) Mabigyan ng sapat na edukasyonat mapaunlad ang kakayahan.
- 10) Matutong gumalang at lumaking mabuting mamamayan.



Maslow's hierarchy of needs

After learning the song, the teacher introduce or present the children's rights and pyramid of basic needs for discussion, by the teacher. Give emphasis that these rights are the basics, as provided by the United Nations as part of the Convention on Children's Rights. Whereas, the Pyramid of Needs is universal, in such a way that these are basic needs of everybody; regardless of nation, economic status and age group.

Let the discussion begin by asking the children whether they are aware of their rights and needs?

Do they think these rights and needs are given and are being implemented?

These rights and needs are not just part of the law of our nation, but foremost, commanded by God with the intention that everyone may live abundantly and meaningfully.

Discovering the Biblical Truth

Ask the learners to read the biblical texts in Psalm 146:5-10, Matthew 11:5-6.

From the book of Psalms, let the learners take note of the important verses in the passages; what are God's provisions and how did God provide for their needs, as a person, and as a nation.

Furthermore, in the book of Matthew, Jesus, in his ministry, tried to respond to the people's needs to make the reign of God be completely experienced.

What are the manifestations of God's reign? How will it be realized? Jesus was and is the realization of God's reign as demonstrated in his ministry – the lame walked, the blind saw, etc.

God's ultimate intention for all of creation is to live abundantly and meaningfully. This kind of life is described as the kingdom of God, the real essence of God's reign.

Lessons Learned

Encourage the learners to memorize and recite the rights of children. Give them time to memorize and understand its meaning to their lives. Let them recite their rights, individually or as a group.

After the recitation, ask the learners how would they like their rights to be respected? Let them cite some ways.

Applying the Lessons Learned

As a way of affirming that God wants abundant and meaningful life for all, let the learners make a poster of their rights and need that they can post in their homes and in the church. Through this poster, encourage them to do advocacy work so that people around them will be reminded and learn to respect and uphold their rights.

The teacher will monitor updates, every now and then, to ensure its realization.

Closing Worship

Offertory

Closing Hymn “It Could Be a Wonderful World” Children Praise God, 187

If each little child could have fresh milk each day

If each working man have enough time to play

If each homeless person have some place to stay

It could be a wonderful world.

Refrain: If we could consider each other

a neighbor, friend, sister or brother

It could be a wonderful, wonderful world

It could be a wonderful world.

If there were no poor and the rich are content

If strangers were welcome wherever they went

If everyone knew what community meant.

It could be a wonderful world. (Refrain)

Key Verse: Matthew 11: 5

Closing Prayer (by the teacher)

Lesson 28: Why do we need to be committed to the pursuit of a transformed church and society towards an abundant and meaningful life for all?

Fourth Sunday of Advent
December 22, 2019

General Concept: We need to be committed to the pursuit of a transformed church and society towards an abundant and meaningful life for all because this is the will of God and we need to participate in the work towards its realization.

Biblical Reference: Luke 2: 22 – 40

Key Verse: Luke 2:30-32

“For my eyes have seen your salvation, which you have prepared in the sight of all nations: a light for revelation to the Gentiles, and the glory of your people Israel.”

Age Level Concepts

- We need to dedicate ourselves to the work for change towards an abundant and meaningful life for all because it is what God wills.
- We need to participate in this work to show that we love and obey God

Learning Objectives

By the end of the session, the learners are expected to:

- Discuss the concept of dedicating oneself to God
- State the reasons why we need to dedicate ourselves to the work for change
- Enumerate the ways by which they can participate in the work for change
- Make a statement that they dedicate their lives to God

Materials: The Holy Bible (preferably the New Revised Standard Version [NRSV]), song chart, offering plate or basket, Baby doll, a Baby pictures or photos of famous people as well as their adult pictures.

Biblical Background

Luke 2:22-40

After Jesus was born, his parents have to undergo three various rituals or ceremonies as part of their culture or tradition. First, was circumcision (Luke 2: 21); second, Mary and Joseph took a journey to Jerusalem, to the temple, to present Jesus, as first-born son to God, commemorating the story of the Passover, where the first-born children experienced salvation from the Angel of death through the blood of the lamb. The third was the ritual of purification of the mother after childbirth. In the case of a male child, the purification will take place forty days, whereas, in the case of a female child, eighty days is required. The mother will present a

lamb for burnt offering and a bird for a sin offering. However, if she is poor to offer a lamb, she could offer another like bird, instead. (Lev. 12:1-8)

Jesus' parents carried out these ceremonies to show their dedication and commitment to God and not just took it as mere traditions or ceremonies. Their faithful and dedicated lives are expressions of their faith in God and obedience to what is required of a true and faithful servants.

After Jesus was born, his parents took him to the temple to be dedicated to God. This was part of Israel's customs according to the law of Moses. There was a man named Simeon, a High Priest, the one who dedicated Jesus, as he approached Jesus, he experienced the blessings, glory and promise of God fulfilled at that very moment. He held the child's hand while giving praise and honor to God for he had seen the prophesied Messiah with his own eyes. Another person, Ana the prophetess, was also present at that very moment. She also prophesied over Jesus as the redeemer of Israel. After the ritual, Mary and Joseph took Jesus home. They did everything to enable Jesus grow according to the customs, tradition and faith of Israel. With the guidance and nurturance of his faithful parents, Jesus grew in wisdom and became strong for God was with him.

From the very start of Jesus life, we see that God had a special plan for Jesus. All Jews awaited the arrival of the Messiah, because they knew that he would bring salvation to Israel.

Just as God has plans for Jesus, God has plan for each of us, just what the prophet Jeremiah said; "I know the plans I have for you," declares the Lord, 'plans to prosper you and not harm you, plans to give you hope and a future.'" (Jeremiah 29:11)

Suggested Lesson Outline

Teacher's Preparation:

The teacher have to prepare all the materials needed (refer to the list of materials needed) before the class stats, specially the pictures of famous people both Baby and Adult photos/pictures, as well as other materials needed all throughout the session.

Greeting Time

Greeting Songs. "Hello, Hello, Hello"
Hello, hello, hello, how are you today?
Hello, hello, hello, I am fine
Fa, la, la, la, la, la, la, la, la, la, la, la, la, la, la (2x)

Opening Hymn (teach the song, first).

"Take My Life and Let It Be"

Take my life and let it be; Consecrated, Lord, to thee
Take my moments and my days, Let them flow in ceaseless praise.

Take my love, my Lord, I pour; At Thy feet its treasure store.
Take myself and I will be; Ever, only, all for Thee.

Opening Prayer (by a learner)

Learning Time

PHOTO-MATCHING. Match baby Photos with Adult Photos of famous people.

Bring out the photos/pictures of the child and adult. Arrange them on the board; the child photo at the left column and adult photo at the right. Ask the learners to match the pictures and try out if they could guess and match the pictures, accordingly.

Ask the learners if they think the parents of these famous people had any idea what would happen when they grow up; whether they become famous persons? Did they themselves, had any idea that they will become famous?

Let the learners know that this is a concrete example of how God has a plan to each one of us. Our lives are God's masterpiece -created wonderfully and amazingly. Therefore, we need to commit and dedicate our lives to God's ways and plans for us.

Discussion:

Ask the learners what is the meaning of the word "dedicate"? Let them share their ideas or views.

Suggested meaning: Dedication means to set apart and consecrate, as to a divinity, or for sacred uses; to devote formally or solemnly; as to dedicate vessels, treasures, a temple, or a church, to a religious use.

Discovering the Biblical Truth

Allow the learners to read the biblical text in Luke 2: 22-40. Have them familiarize with the life of Jesus particularly about Jesus' dedication in the temple and connect this event to his life and ministry:

1. What do you think is the importance of dedicating children to God?
2. How do they practice the ritual of dedication?
3. What is the significance of Jesus' dedication to his parents and to other people in the passage?
4. What do you think, is the meaning of this act or ritual to the person being dedicated to God?
5. Have you dedicated yourselves to God? What do you hope to happen when you dedicate yourselves to God?

The teacher will discuss further about the passage (refer to the Biblical Background).

SHARING OF LIFE EXPERIENCE

Ask the learners:

- Were you dedicated and baptized in the church? Let the children share their stories?
- What do you think is expected from you by the community after you were dedicated and/or baptized?

Explain to the learners that our baptism is our way of giving or offering of our lives to God as we participate in the work or ministry of the church to make changes in the life of the community of faith. God has given us opportunity to participate in the work for change. So we have to use and dedicate this life to change the community we live in.

Lessons Learned

“Chain of Actions for Change”. Give the learners strips of colored paper where they can write ways by which they can participate in the work for change in the family, church and community. After writing, ask the whole class to glue/paste the strips of paper to make a chain as a symbol of unity and cooperation. Tell the class that in unity, change is possible. This “chain of actions for change” will be offered during the closing worship followed by a prayer.

Applying the Lessons Learned

“A Dedication Card”. Encourage the learners to express creativity and imagination by making a “Dedication Card”. In their own words, let the children write their pledge to dedicate their lives to God and participate in the work for change.

Closing Worship

Closing Hymn **“Take My Life and Let It Be”**

Take my life and let it be; Consecrated, Lord, to thee
Take my moments and my days, Let them flow in ceaseless praise.

Take my love, my Lord, I pour; At Thy feet its treasure store.
Take myself and I will be; Ever, only, all for Thee.

Offertory (Tell the children to bring or hang in front the “chain of actions” as an act of offering to God)

Closing Prayer (by the teacher)

Lesson 29: As a church, how do we become a responsible, empowered, self-reliant and caring community of Christian believers committed to the pursuit of a transformed church and society towards an abundant and meaningful life for all?

First Sunday after Christmas Day

December 29, 2019

General Concept: The Church must educate, mobilize and act.

Biblical References: Isaiah 63:7-9; I Corinthians 1:2-9

Key Verse: I Corinthians 1: 5

Age Level Concepts

- Our Church can be responsible, empowered, self-reliant and caring by teaching and nurturing the people into becoming one.
- Our Church can become all these by doing concrete activities and enjoining the people to help.

Learning Objectives

By the end of the session, the learners are expected to:

- Identify concrete activities of the Church that manifest being responsible, empowered, self-reliant and caring.
- Write down what they have learned from the Church about being a responsible, empowered, self-reliant and caring community.
- Invite other people to join our Church.
- Make a statement to uphold the vision of the Church to become a responsible, empowered, self-reliant and caring community of Christian believers.

Materials: The Holy Bible (preferably the New Revised Standard Version [NRSV]), song chart, offering plate or basket, Cartolina or Manila paper strips of 4 colors, marker, masking tape, White paper, Pencils, Scissors, Stick glue, Grey or black paper.

Biblical Background

Isaiah 63:7-9

This writing functions as a recital of the past faithfulness of God, a literary element that oftentimes begins many lament Psalms (e.g., Psalm 89:1-37). The thanksgiving in verse 7 is rather generic, a recitation offered numerous times throughout the Psalter. The word *ḥasadim*, translated as "gracious deeds" and "steadfast love", is a word that describes the loyalty of Yahweh to his covenantal relationship to Israel. In a time when nothing good could be said of their situation, they can at minimum, acknowledge the basic and undeniable fact that God has been good to them in the past and that they continue to be his people today. Yahweh reminds Israel in verse 8 that as God's covenant people they are characterized as "children who do not deal falsely." Moreover, verse 9 then recalls the events of the exodus, particularly the episode in Exodus 33:1-34:9. This text describes how Yahweh assures Moses that his presence will remain with him despite Israel's disobedience in the golden calf incident. Israel's first redemption, the exodus from Egypt, was followed shortly with the disappointment of a false and deceitful people. Nevertheless, Yahweh did not depart from his people and continued to be their savior through their distress, particularly their wilderness wanderings.

I Corinthians 1:2-9

This account emphasizes on Paul's theme of being "called." Paul describes himself as one whom God has "called" to be an apostle of Jesus Christ. In 1:2, Paul informs the Corinthians that they are saints by "calling." In 1:9, Paul closes our section by referring to those whom God "called" into fellowship. In 1:24, Paul speaks of Jews and Gentiles who "are called." In 1:26, he speaks of the Corinthians' call to salvation. The idea of God's calling is everywhere in this chapter! For Paul, God's call to salvation and apostleship was essential to the life and ministry. He reminded that true allegiance was to God, not man. Paul goes on to state that he was called "by the will of God." This gave him an even greater sense of confidence and perseverance. Particularly, Paul speaks of these Corinthian Christians as "the Church of God which is at Corinth" (v. 2a). The church belongs to God, not to them. They aren't the church of Corinth, but the church of God.

Suggested Lesson Outline

Greeting Time

Opening Hymn "I Care" (VCS Song)

Even if they don't speak, it doesn't mean they don't want to say,
Even if they can't hear, It doesn't mean they don't know anything,
Cause they are just like you and me,
I care whoever they are; I care whatever they are
I care because they are you and me
All deserves to be happy (Repeat)

Opening Prayer (by a learner)

Learning Time

Give each learner strips of paper with 4 different colors. The teacher will designate colors for the words - responsible, empowered, self-reliant, caring.

Yellow strips - responsible
Green strips. - Empowered
Pink strips - Self-reliant
Blue strips - Caring

Ask the children to write their own view or understanding of the words - responsible, empowered, self-reliant, and caring. After writing, tell them to tack or paste their strips on the board according colors. After tacking, divide the class into 4 groups. Assign to each group a word/color. Tell each group to develop a working definition about the word from all the collated individual views and understanding.

Tell the groups to share their definition of the word based on the collated answers from the strips of paper. Allow the rest of the class to discuss on the various group presentations.

The teacher has to lead the discussion with some notes to be included:

1. Can you see these virtues being practiced in our local church?
2. What are the ways done by our local church that helped us develop these virtues?

3. Were you able to do the same with people around you? In what ways?

Discovering the Biblical Truth

Allow the learners to read the biblical passages from Isaiah 63:7-9 (God's kindness and mercy remembered) and I Corinthians 1:2-9 (Thanksgiving for God's goodness to all whom God called and set apart for the ministry)

Ask them to go through the text and find the following:

- Some words in the text, which they think relates with the idea of being responsible, empowered, self-reliant and caring.
- What do the texts say about being responsible, empowered, self-reliant and caring community?

Lessons Learned

Divide the class into two groups. Assign each group to do the following:

Group 1 – Identify concrete activities of the Church that manifest or show being responsible, empowered, self-reliant and caring community. Write the activities in a cartolina and Manila paper with corresponding design or artwork.

Group 2 – Write down what they have learned or how the church challenged them to be responsible, empowered, self-reliant and caring to the community. They may write or draw the learning according to their creativity and inspiration.

Applying the Lessons Learned

To concretely apply the lesson learned, ask the learners to make a "Hand and Foot Print Dove".

Tell the learners to follow the instructions:

- a. Trace your one hand and one foot in the white paper. Cut them out.
- b. Glue the hand to the foot with the fingers sticking out to serve as feathers.
- c. Draw a dot on the heel to make eyes.
- d. Draw a beak on the white paper, a bit higher from the foot and hand. Color it and cut out.
- e. Glue the beak to the heel.
- f. Glue the entire cut-out dove to a piece of gray or black paper.

Below the cut-out dove, write a statement that you are one among the learners who uphold or give much importance to the vision of the Church to become a responsible, empowered, self-reliant and caring community of God.

This cut-out activity will also serve as an invitation to friends or relatives whom you want to invite to join the church. You can create as many as you can to be given to your friends or relatives whom you want to invite to come or join you in church.

Closing Worship

Offertory

Key Verse

Closing Song " I Care"

Even if they don't speak, it doesn't mean they don't want to say,
Even if they can't hear , It doesn't mean they don't know anything,
Cause they are just like you and me,
I care whoever they are; I care whatever they are
I care because they are you and me
All deserves to be happy (Repeat)

Closing Prayer (by the teacher)

Lesson 30: What is the church's mission?

Epiphany Sunday

Second Sunday after Christmas Day

January 5, 2020

General Concept: The Church has no mission other than the mission of Christ; the Church simply continues the mission of Christ.

Biblical References: Jeremiah 31:8-9, Ephesians 1:3-14

Age Level Concepts

- Our Church does the same mission that Jesus did.
- Our Church continues the mission of Jesus.

Learning Objectives

By the end of the session, the learners are expected to:

- Identify the work Jesus did as part of His mission
- Discuss to whom Jesus Christ's mission was accorded
- Enumerate Jesus' work that the church is still doing today
- Affirm that the church's mission is to continue Christ's work

Materials: The Holy Bible (preferably the New Revised Standard Version [NRSV]), song chart, offering plate or basket, baby doll, background music

Biblical Background

Jeremiah 31:8-9

The words of the prophet emphasized the affirmation that God will bring the people "from the land of the north" and "from the farthest part of the east" (31:8). It recalls the enemy God raised from those regions to ride into battle against daughter Zion (6:22). The woman in labor, who embodied the community's experience of chaos and anguish (see 6:24), still labors, but now she stands as a tentative assurance of new life. Even the language of gathering ([I am going to] "gather them", verse 8) recalls Jeremiah's call for the people to "gather" together in the fortified cities, fleeing for safety, from the foe from the north (Jeremiah 4:5-6). This is a gathering of those who survived, happy merely not to stumble... and eventually to enjoy good food and wine and company, to laugh and dance (31:12-13). Newly restored, the people relish ordinary life. But at the same time, they remember the sons and daughters, and fathers and mothers, who did not survive. They will never forget the trauma of their past, but they will enjoy a certain peace. Moreover, In Jeremiah's restored community, however, there will be no need for Torah's exhortation to care for the widow and the orphan. The lame and the broken will no longer be relegated to the edges of society, left to glean the leftovers. Instead in this new society, they - the blind and the lame, and the pregnant and laboring women - will no longer live on the periphery. They will be valued as and at the heart of the community. Images like this one encourage Israel to view its marginality as the core of its communal identity. Instead of decrying and lamenting their marginal status (as an exiled people in Babylon or as a people stifled under Persian rule), their vulnerability should, according to Jeremiah, now define them. God's act of gathering the people back to the land restores them to blessing but not necessarily to power. Accordingly, nationalism, military might and full treasuries -- even temple glories -- are not objects of hope for Jeremiah. Instead Jeremiah sees hope in the faces of the broken and the forgotten. There he finds the essence of Israelite identity... and the basis for his particular image of renewal.

Ephesians 1:3-14

Ephesians is a letter about living together in the midst of human differences. The author writes as a Jew to a largely Gentile audience with the message that in Christ God has "made both groups into one and has broken down the dividing wall, that is, the hostility between us" (Ephesians 2:14). The letter acknowledges that living with differences requires effort: it takes humility, gentleness, and patience (Ephesians 4:2-3). In this text, God is praised for having chosen and adopted the church as God's own people. Verse 4 states that "God chose us" to be holy and blameless, and verse 5 adds, "he destined us for adoption as his children." The verb in verse 11 "we have obtained an inheritance" is difficult to translate but also carries the sense of having been appointed or chosen for this inheritance. The author pours out praise to God for having chosen us. This people God has chosen includes both Jews and Gentiles. At the end of the passage the author describes himself as part of one group that was "the first to set our hope on Christ" (Ephesians 1:2), alongside another group including the recipients of the letter "who also heard the word of truth...and believed in him" (v. 13). Moreover, the writer portrays as Christ appears throughout the passage as an important part of God's plan for choosing the people. God chose us "through Jesus Christ" (Ephesians 1:5). God gave grace "that he freely bestowed on us in the Beloved" (v. 6). The letter will go on to describe Christ's central role in the reconciliation of Jews and Gentiles: "So he came and proclaimed peace to you who were far off and peace to those who were near ... So then you are no longer strangers and aliens, but you are citizens with the saints and also members of the household of God" (Ephesians 2:17-19). God's will is revealed through the death of Jesus (Ephesians 2:13, 16) as a choice of one community composed of two races (Jews and Gentiles) that previously were hostile to each other.

Suggested Lesson Outline

Teacher's Preparation

Before the day of teaching, the teacher should prepare the materials needed for the whole class and duration. Refer to the manual to know the materials needed to be prepared.

The teacher should also prepare pictures of Jesus' mission work and display those around the classroom for the learners to see as they arrive.

Arrival and Greeting Time

As the children arrive, let them look at the pictures of Jesus displayed around the classroom. Let them identify what kind of mission work Jesus did, as shown in the picture?

Opening Hymn "Sumasaakin ang Espiritu ng Panginoon"

KORO:

Sumasaakin ang Espiritu ng Panginoon

Ako'y hinirang Niya upang tumugon

Sa daing ng mga aba at ihatid sa mga dukha

Ang Magandang Balita ng kaligtasan.

Sinugo ako, upang ipahayag ang kalayaan sa mga bihag

Bigyang paningin ang mga bulag, dalhin ang nasa dilim sa may liwanag. (Koro)

Ang inaapi at mga sinisiil ay hahanguin sa mga hilahil

Ipapahayag ang pagsapit ngayon, ang tanging pagliligtas ng Panginoon. (Koro)

Opening Prayer (by a learner)

Learning Time

"Baby Doll Game".

Instruct the children to sit in a circle. Show them the baby doll and explain that the baby doll represents Jesus. A music background will be played and the doll should be passed around. As the music stops, the learner holding the baby doll will have to say something about Jesus. The teacher will establish a category before the game for the learners to identify. For example, Jesus' ministry, Jesus sayings or teachings, or people whom Jesus relate or serve with; what are Jesus' mission work that the churches are still doing, etc. When somebody repeats or duplicates the answer, a warning will be given, until 3 counts, before they will be out of the game. The learner with the most points wins the game.

After the game, recall the answers that the learners had given and discuss each answer. Try to figure out to which category each answer falls.

Discovering the Biblical Truth

Read the biblical texts from Jeremiah 31:8-9 and Ephesians 1:3-14. Group the learners into two. The first group will deal on the biblical text from Jeremiah 31: 8-9. Consider the following guide questions:

- a. Identify the mission works that God expect from the people whom he called and set apart?
- b. What is the ultimate intention of God to His people?

The second group will study the text on Ephesians 1: 3-14. Answer the following guide questions:

- a. What is the role of the Messiah in the people's salvation?
- b. Enumerate the many blessings of Salvation mentioned in the biblical texts?

Lessons Learned

From the discussions above, let the learners enumerate Jesus' work or mission the church is still doing today. Ask them why is it important for the church to continue the mission that Christ had started?

Applying the Lessons Learned

POSTER MAKING. Tell the learners to choose from among the statements below and make a poster that bears the statement.

- The Church's mission is Christ's mission.
- The Church has no mission other than the mission of Christ.
- The Church is tasked to continue the mission of Christ.

Closing Worship

Offertory

Closing Hymn "Sumasaakin ang Espiritu ng Panginoon"

Closing Prayer (by the teacher)

Lesson 31 : *What does it mean to establish the community of faith?*

Baptism of the Lord

First Sunday after the Epiphany

January 12, 2020

General Concept: To establish the community of faith means to firmly root, propagate and strengthen it in order for it to last.

Biblical References: Isaiah 42: 5-9; Acts 10:36-38

Key Verse: Acts 10: 38

Age Level Concepts

- To establish the community of faith means to make the people understand and accept its beliefs, principles and its beginnings.
- To establish the community of faith means they have to grow, spread out and be strong.

Learning Objectives

By the end of the session, the learners are expected to:

- Tell what part of the Church's story they like so much
- Write down the Statement of Faith as far as they can remember
- Name signs that show the Church has grown and spread
- Express appreciation for belonging to our Church

Materials: The Holy Bible (preferably the New Revised Standard Version [NRSV]), song chart, offering plate or basket, video clip about UCCP History,

Biblical Background

Acts 10:36-38

After Cornelius welcomed him (30-33), Peter began his address. He emphasized at the outset that, although Israel was God's means of sending the Saviour Jesus, in the matter of personal salvation God did not favor one nation above another (34-36). Peter then summarized the events of Jesus' life, death and resurrection (37-42), and concluded by repeating that forgiveness was available to people of any nationality (43).

Cornelius and his household, being already prepared for the gospel, readily believed when they heard it. Immediately, they received the gift of the Holy Spirit direct from God, without an apostle doing anything at all. It was like a repeat of the Pentecost events, but this time with Gentiles, not Jews (44-46; cf. 11:15-17). Peter saw clearly that God had accepted these Gentiles and he had no hesitation in baptizing them (47-48).

Isaiah 42:5-9

The result of the servant's work will be the salvation of people from many nations. Through his servant, the Creator will send the message of his salvation to the people of his creation, to turn them from darkness to light, from bondage to freedom (5-7). Yahweh, the eternal God and all-powerful redeemer, needs no help from idols in this. He will bring his purposes to fulfillment through his servant. The Jews' salvation out of bondage in Babylon will be a sign and a guarantee of a much wider salvation that is yet to come (8-9). (Bridgeway Bible Commentary) God intends to establish a community of faith deeply rooted in their faith through a servant.

Suggested Lesson Outline

Greeting Time

Arrival and Greetings

Review some Greeting songs

Opening Hymn

“Why We are UCCP” Children Praise God, 1

We believe in one God, Creator, Redeemer, Sustainer of every one’s life
In Jesus Christ God became human and rules as LOrd of lords
In Spirit God guides us all along.

Refrain: That’s why we are UCCP

For we are taught what the Lord had said
To live a life in community with God and all
assured of life even after death
No more sorrow and no more defeat
There’s only love justice and peace,
all creation new.

Opening Prayer (by a learner)

Learning Time

Have a Video Show about the UCCP History.

After the video showing, ask the learners about their reflection.

Guide Questions:

- a. What part of the story struck you most?
- b. What part made you happy and sad?
- c. What part of the story you appreciated most?
- d. What part challenged you as a member of UCCP?
- e. Think of ways how you can help our church

During the discussion, the teacher will add more information about the UCCP and encourage the children to well appreciate the beliefs, teachings and principles of the UCCP. Motivate them to show concern and actively participate in the life and ministry of the UCCP. Let them be reminded that as UCCP members we have to uphold the unity and integrity of our Church. In this way, we can, together, build a community of faith that is founded in God’s word and love, rooted and grounded in the scripture and strengthened by the care and concern of each member.

Discovering the Biblical Truth

Let the whole class study the biblical references. The teacher, as the facilitator, will give background information about the text (refer to the biblical background).

The teacher will point out some highlights in the passages specifically on how God builds up the community of faith.

Focus on the following passages:

Isaiah 42: 6 – 9 - As covenant people of God, what are the instructions God has given to establish the covenanted community

Acts 10: 38 – Jesus, the anointed Son with the Holy Spirit and with power, went around doing good and healing everyone.

Lessons Learned

Ask the learners about their local church.

- What have they observed about their church?
- What are the signs or indications that your church has grown and developed as a community of faith.
- What do they think were the factors which contribute to the growth and development of your local church?
- What can they say about the situation of their local church today?

Write and recite the UCCP Statement of Faith (individually and collectively)

Applying the Lessons Learned

“Symbol of Appreciation” Let them express their appreciation for belonging to our Church (UCCP) through a symbol. Ask them to find a thing that best symbolizes their appreciation.

Closing Worship

Offertory (Tell the children to offer their symbols of appreciation for being part of UCCP)

Closing Hymn “Why We are UCCP”

Closing Prayer (by the teacher)

Lesson 32: Why do we need to establish the community of faith?

Second Sunday after the Epiphany

January 19, 2020

General Concept: We need to establish the community of faith so that it becomes a stronghold of faithful witnesses.

Biblical References: Ecclesiastes 4: 9-12; Hebrews 10:24-25

Key Verse: Ecclesiastes 4: 12

Age Level Concepts

- We need to build up the community of believers so that it becomes a home where the faithful followers of Christ gather.
- We need to build up the community of believers so that it becomes a rich source of people needed to help in doing mission.

Learning Objectives

By the end of the session, the learners are expected to

- Differentiate between an established community of faith from that of a scattered one
- Describe the kind of people found in an established community of faith
- Ask God to enable the established community of faith to help in doing Christ's mission

Materials: The Holy Bible (preferably the New Revised Standard Version [NRSV]), song chart, offering plate or basket, several books

Biblical Background

Ecclesiastes 4: 9-12

Here Solomon advises that it is not good for human to be alone, just as what God discourses in Genesis 2:18. Solomon lays down a truth; that two are better than one and more happy jointly than either of them could be separately, more pleased in one another than they could be in themselves only, mutually serviceable to each other's welfare and by a united strength more likely to do good to others. Furthermore, he proves benefits of friendship and good relationship, *"it is good for two to travel together, for if one happen to fall, he may be lost for want a little help. If a man falls into sin, his friend will help to restore him with the spirit of weakness, if he fall into trouble, his friend will help to comfort him and appease his grief."*

Mutual warmth is a sign of good and healthy relationship. *"If two lie together, they have heat"*. Virtuous and gracious affections are essential to a society. Christians warm one another by provoking one another to love and do good works.

There is strength in unity. If an enemy find a man alone, he is likely to prevail against him; with his own strength he cannot make his part withstand. "You shall help me against my enemy and I will help you against yours {Joab and Abishai (2 Samuel 10: 11)}.

A three-fold cord is not easily broken, any more than a bundle of arrows, tough its single thread, and each single arrow is. Two together he compares to a threefold cord; for where two are closely joined in holy love and fellowship, Christ will by His Spirit, come to them, and make the third. (*Matthew Henry Bible Commentary*)

Hebrews 10:24-25

This letter of Paul to the Hebrew community reminds of one's relationship with God and with one another. Our relationship with God and with one another mirrors the way we take care of ourselves. While we take

care of ourselves, we should also think of others. We should do all we can to help them grow strong in their faith. Encourage them to love and do good works. Furthermore, Paul reminded the Hebrew Christians that it is hard to be strong on our own without the help and support of others, especially from fellow believers. When we come to Jesus, it is advisable to join the church and meet with other Christians, as one body of Christ. We need to help each other, encourage one another even more as the day approaches when Jesus comes back again. (Easy English Commentary)

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Suggested Lesson Outline

Greeting Time

Arrival and Greetings

Opening Hymn “When Hands Reach Out and Fingers Trace” (VCS Song)

When hands reach out and fingers trace the beauty of a loved one’s face

We thank you God that love relies On gifts and grace Not seen with eyes!

When fingers spell and signs express Our prayer and praise and thankfulness

We thank you God that hands can sing

You bless the silent Songs we bring! When broken bodies Will not mend

We thank you God For Christ our friend

In him our healing can begin He welcomes all the wounded in

And when the ways we learn and grow

Are not the ways That others know

We thank you God that we have learned Your loves a gift and never mind

Your Spirit gives us differing ways, to serve you well and offer praise

When all are joined as one we’ll be your able strong commu-nity!

Opening Prayer (by a learner)

Learning Time - “Strong Together”

Ask a volunteer to do the task. Let the volunteer hold a book above the head with his/her palm. Give a few seconds to feel the weight. After 30 seconds, if the volunteer is able to hold it, add another book on each hand and hold for another 30 seconds. If they still are able, add for more. Repeat the process until the books slide off.

Ask for more volunteers for them to experience the same. Praise and give thanks to all volunteers for the participation but recognize the effort of holding the books above the head for a given time and kept doing it even when the weight has been added to it.

Make a second round of the game. This time, invite 2 – 4 volunteers who will try the test together, with a partner. Let their hands hold the books up above, now, share the loads with their two hands. Repeat the previous procedure/s, again, for several seconds. Invite another set of volunteers and let them experience the same.

After the game, explain that this is the same with our experiences in following Jesus in his life and ministry. Though it is heavy at first but, it is going to be easy and light over time. The load becomes heavy when the it keeps on filing up. But God gave us amazing ways on how our heavy loads can be lessened. The presence of friends, sisters and brothers, who share in the work lightens the load. It is called the church - the community of believers that is helping one another in doing Christ's mission. As we share each other's load, everybody feels unburdened for they have somebody to share it with.

Discovering the Biblical Truth

Let the learners explore both passages from Ecclesiastes 4: 9-12 and Hebrews 10:24-25.

From these passages, ask them to

- List down some ways or traits that can be found in an established community and differentiate it from a community that is not established.
- What is the importance of having an established community?
- What will happen to an un-established community?

Lessons Learned

Game : “Paint me a Picture or Sculpturing”

Through the game, “Paint me a picture or sculpturing”, the learners will describe the kind of people found in an established community of faith. The teacher will prepare scenarios or situations; in the family, in the school, in the church and in the community that best describe the people and their characteristics.

Situations:

1. Family devotion
2. Church doing Bible Study
3. Family going to church
4. Church preparing for relief mission
5. Members visiting a sick person
6. Church joining with other community of faith in a prayer rally for the protection of environment
7. Church doing Sunday School

Applying the Lessons Learned **“My Prayer”**

Give the learners time to write their prayer, asking God's help for the following:

- a. Establish more communities of faithful witnesses to help build up God's reign.
- b. Change the hearts of the people for them to help build up a faith community
- c. May the communities of faith become participants in the task of doing Christ's mission

Closing Worship

Offertory

Key Verse

Closing Hymn "When Hands Reach Out and Fingers Trace"

Closing Prayer (ask 2 or 3 learners to read their prayer)

Lesson 33: What does it mean to unite the community of faith?

Third Sunday after the
Epiphany

June 16, 2020

General Concept: To unite the community of faith means to become one in beliefs, aspirations and principles towards a common prophetic witness.

Biblical References: 1 Corinthians 1:10, Matthew 4:12-23, Isaiah 9:2

Key Verse: Isaiah 9:2

Age Level Concepts

- To unite the community of faith means that they should have the same beliefs and aspirations.
- To unite the community of faith means that they should have the same stand as to how they can live out these beliefs.

Learning Objectives

By the end of the session, the learners are expected to:

- Discuss the importance of having shared beliefs and aspirations as a community of faith
- Enumerate the ways that these can be lived out
- Affirm that their community of faith is one in their beliefs and aspirations

Materials: The Holy Bible (preferably the New Revised Standard Version [NRSV]), song chart, offering plate or basket, goodies/items for the We Believe Wall, colored paper, masking tape, thumb tacks, scissors, markers.

Biblical Background

1 Corinthians 1:10

The Apostle Paul witnessed the way of life of the Christians in Corinth. They are quarreling and establishing faction among them threatening the unity of the household of God. Therefore, Paul urges them to stop quarreling and be united. Paul heard from Chloe's household that the Christians have divided themselves into factions. Some were from Chloe's, others from Apollo's and even from Paul's party. Paul rebuke all parties and even thankful that he baptized only a few people from Corinth. No one can accuse him of baptizing people for personal gain. Nor did he attempt to attract followers by displaying much wisdom or ability in his preaching. His sole objective was to preach the gospel of Christ; his love and care, so that people might be saved. *(Bridgeway Commentary)*

Matthew 4:12-23

This time Herod put John in prison because John said that Herod should not have married Herodias, his brother's wife, Philip. John had finished his work and began to prepare the way of the Lord Jesus as the Messiah. Jesus started his ministry in Galilee. Galilee was a very rich area for crops. It is here where Jesus started his ministry because it is here where most of the people are in need of Christ; his healing, caring and merciful ministry.

In this passage comes the story about Jesus calling and choosing of the first disciples, namely: Simon Peter, Andrew, James and John. After they heard the invitation, without hesitation and apprehensions, they went to follow Jesus, wholeheartedly. As fishers of men, they are expected to bring people to God. Given the nature of their work, they highly needed patience; they need to continue teaching despite difficulties and challenges. They need to tell people to change and this may make people angry.

Suggested Lesson Outline

Teacher's Preparation

Before the class starts, the teacher will prepare items or goodies to be tacked on the wall to introduce the lesson.

The teacher may have candy bars, jellies, chocolates, and other small items that children are interested to get. Tuck the items on the wall, far higher than their height. See to it that the items are enough or more than enough for the learners.

Greeting Time

Opening Hymn

"Yesterday's Dream"

Opening Prayer

Learning Time

"We Believe Wall"

We believe that in unity there is success, especially when encouragement and support is given to the community of faith.

To start the lesson, ask the children to do this activity “We Believe Wall”. The objective of the activity is to build up trust and confidence and to believe that they can do the task together. Ask them to reach for the items without using any tool except for the body parts of their group mates. Use of chairs and other tools are not allowed.

Group the children with 3 members in it. Ask each group member to get 2 items from the wall, one at a time. The teacher will set the timer. The group who finish the task within a shorter time wins the game.

After the game, have a short reflection:

1. Were you able to finish the task, within a short time?
2. What strategies did you use to accomplish the task?
3. What lessons did you learn from the game?

Discovering the Biblical Truth

Let the learners read the passages, one verse each learner. Let them connect their reflections in the game to the passages they have read, using the following questions:

1. What particular verse in the passage that directly connects with the lessons you have learned from the game?
2. What message about faith that the passage is telling you?
3. What message about unity that the passage is telling you?

Lessons Learned

“Unity in Faith Poster”

Based on the activities above, the group will write the lessons they have learned by making a Poster. First, they will individually write on a card the lessons they have learned on faith and unity. After making their individual cards, they will paste and post it in a large sheet of paper with the title “Unity in Faith”. This will serve as the group’s reflections and lessons learned from the activities made in the class.

Applying the Lessons Learned

To affirm the lessons they have learned from today’s Sunday School, tell the learners to finish this statement during, “I expressed my faith when....” Let their statements become a challenge as they go along living out their faith.

Closing Worship

Offertory (part of the offertory is the sharing of their statement; “I express my faith when...)

Key Verse

Doxology

Closing Prayer (by the teacher)

Lesson 34: Why do we need to unite the community of faith?

Fourth Sunday after the Epiphany

February 2, 2020

General Concept: We need to unite the community of faith to manifest our commitment to effectively carry out Christ's mission and to be in accord with Jesus' prayer "that they may be one."

Biblical Reference: John 17: 9-11

Key Verse: John 17: 11

Age Level Concepts

- We must unite the community of believers to help each other in doing the work of Christ.
- We must unite the community of believers to realize Jesus' prayer.

Learning Objectives

By the end of the session, the learners are expected to:

- Discuss why the community of believers should unite
- Share their understanding of Jesus' prayer and its intended message
- Find the relevance of Jesus' prayer to the Church's relationship with other faith communities

Materials: The Holy Bible (preferably the New Revised Standard Version [NRSV]), song chart, offering plate or basket, balloon, copy of Word Puzzle, Strips of colored paper, marker

Biblical Background:

John 17: 9-11

These verses are part of the longest prayer Jesus uttered in the book of John. Jesus offered this prayer as He announced his victory over the world. It reflects the triumph of his completed work. It has several parts which imply his intention to let the world know the nature of his being God; that God is in him and him in God.

Jesus' prayer for his disciples, who believed and accepted him, points to the evidence that Jesus was God and that he had come from the Father to make God known. Moreover, he prayed that they would live in a way as to show his glory to the world. Their unity will show the unity that exists between God and Jesus; to remain faithful to him and not be defeated by the evil in this world. He wants them to share with him the joyful victory by successfully completing the work God has committed to him.

Suggested Lesson Outline

Greeting Time and Arrival

Opening Hymn (Teach the song) “Bind Us Together, Lord”

Bind us together, Lord; bind us together
With cords that cannot be broken ;Bind us together, Lord
Bind us together Lord; Bind us together in Love.

There is only one God, There is only one King
There is only one Body, That is why we sing. || **Bind us** ||

Fit for the glory of God, Purchased by His precious Son
Born with the right to be free; For Jesus the victory has won. || **Bind us** ||

We are the family of God ;We are the promise divine
We are God’s chosen desire; We are the glorious new wine. || **Bind us** ||

Opening Prayer (by a learner)

Learning Time

Game: Keep the Balloon Up

Have the players split into groups of four or five players. Tell them to stand in a circle and give each team an inflated balloon. The teams may hit the balloon in the air with each other without letting it touch the ground. After one minute, add another balloon to each group. Keep adding a balloon every minute to each group. The teams must work together to keep all their balloons in the air. If a team allows one of its balloons to touch the ground, they are out of the game. The last team remaining wins the game. (<https://ourpastimes.com/working-together-games-for-kids-13583128.html>)

Sharing – Discussion:

1. Were you able to meet the objective of the game?
2. Were you able to keep the balloon up? If Yes, how? If not, why?
3. What are the factors to consider in order to keep the balloon up in the air?

Anticipate possible answers but the main factor is the unity and cooperation of the group; their oneness to meet the main objective of the game. Discuss the lesson of the game in the context of the church as a community of faith. How will it be done or realized?

Discovering the Biblical Truth

Ask the learners to read the text. The teacher will lead the discussion about the text (refer to the biblical background for additional information). Group the learners into three (3) groups

and assign one (1) passage each. Allow them to explore and discuss the text among them with the following questions:

Guide Questions:

1. What is the main idea of the text?
2. Who did Jesus talk to and what is his message?
3. What is the prayer of Jesus and whom is he praying for?
4. Do you think Jesus' prayer is directed only to one group or does it include other people, even the non-Christians?
5. Do you think Jesus' prayer can be possible?

Lessons Learned "Word Puzzle"

Let the teacher have a print out of this word puzzle to be distributed to each learner. Ask them to answer the puzzle and say something/ let them explain the word/s found in the puzzle, according to the passage.

Jesus Prays for His Disciples

I pray for them. I am not praying for the world, but for those you have given me, for they are yours.
John 17:9 (NIV)

The puzzle is based on John 17:6-11 (NIV).



B	L	X	K	A	Z	F	F	A	T	H	E	R	X	P
G	L	S	S	M	Y	O	U	R	S	E	N	J	R	E
M	O	K	E	E	C	P	T	N	D	A	B	A	P	R
I	N	C	T	D	G	W	I	E	G	A	V	E	M	X
N	G	V	M	P	O	A	Y	T	G	X	X	W	R	E
E	E	Y	J	N	M	E	A	N	V	D	B	V	K	P
E	R	K	K	E	B	W	I	C	C	H	O	L	Y	L
I	C	U	R	O	H	H	O	A	C	C	L	R	J	X
S	S	E	N	T	T	P	H	R	M	E	D	T	C	W
G	L	O	R	Y	O	T	R	Y	D	P	P	N	O	H
P	W	A	R	N	C	I	D	O	D	U	R	T	M	L
W	O	E	A	Y	Y	L	Q	A	T	I	W	A	E	Z
V	V	W	O	Q	R	R	B	E	V	E	B	L	Y	D
E	T	F	E	O	S	Y	W	I	K	I	C	S	W	V
A	T	T	W	R	J	Y	R	G	I	X	P	T	I	X

POWER	GLORY	ACCEPTED	WORD	YOURS
EVERYTHING	KNOW	PRAY	MINE	GAVE
PROTECT	OBEYED	HOLY	NAME	SENT
LONGER	FATHER	COME	WORLD	REMAIN

Applying the Lessons Learned "Chain of Prayers"

Instruct the learners to secure strips of paper and write their prayers, be it for personal, family, community, or church concerns, highlighting the main concern about unity, togetherness, and oneness.

Let them make a chain of prayers and offer their work during the closing prayer. Encourage them to, always, remember their prayer to keep track or monitor response or update.

Closing Worship

Offertory - aside from the monetary offering, offer, as well, the chain of prayers they created to be included in the closing prayer.

Key Verse

Closing Hymn "Bind Us Together, Lord"

Closing Prayer (by the Teacher)

Lesson 35: **What is life-proclamation of the Gospel of our Lord Jesus Christ?**

Fifth Sunday after the Epiphany
February 9, 2020

General Concept: Life-proclamation of the Good News is to make known God's saving grace through Jesus Christ through our life and ministry.

Biblical References: Matthew 4: 12-24; 2 Corinthians 5: 18-21

Age Level Concepts

- We can make known through our life the Good News of God's love and grace through Jesus.
- The Good News of God saving the people is shared by doing the work of Jesus.

Learning Objectives

By the end of the session, the learners are expected to

- Explain how God's love was demonstrated through the life, works and death of Jesus Christ
- Affirm the Good news that God saved us through Jesus Christ
- Show how to tell others about God's saving acts through Jesus Christ
- Pledge to tell others about God's love and God's saving acts

Materials: The Holy Bible (preferably the New Revised Standard Version [NRSV]), song chart, offering plate or basket, illustration board, chalk, eraser, pledge card, materials for roleplaying.

Biblical Background

Matthew 4: 12-24

This citation by Matthew signals the reader that the ministry of Jesus stands in line with God's purpose as revealed through the Old Testament prophets. Jesus' return to Galilee is meaningful, especially to those people "who sat in darkness". Jesus' departure from the wilderness going back to his home in Capernaum shows the dawning of a new day as he proclaims the coming of God's reign.

Jesus calls the four fishermen to be with him on his journey and ministry. From their everyday living, they left their jobs and family, followed Jesus to be fishers of men. They were provided with knowledge, skills and right attitude to enable and empower them for the mission at hand.

Jesus ministers to many people. He began his ministry; went throughout Galilee, teaching in the synagogues and proclaiming the gospel of the Kingdom and healing every disease and illness among people. Jesus became known because of his ministries and large crowds from various places followed him.

2 Corinthians 5: 18-21

The premise of verse 18 is in verse 17, "If anyone is in the Messiah, he is a new creation. Old things have disappeared and look, all things have become new".

God through Jesus Christ made the change to happen "from the old to the new". This is part of the whole work of reconciling people to God and making sinners as God's friends- a relationship that happen when the old become new. Being reconciled, God sends them out to preach the message of reconciliation to others, so that other sinners might be brought to God. The basis of this message is the death of Jesus Christ. Through the judgment of sin in Christ, God is able to forgive repentant sinners and give them the right to become children of God.

Suggested Lesson Outline

Greeting Time

Opening Hymn " Jesus' Hands were Kind Hands" Children Praise God, 36

Jesus' hands were kind hands, doing good to all,
Healing pain and sickness, blessing children small.
Washing tired feet and saving those who fall,

Jesus' hands were kind hands, doing good to all.

Take my hands, Lord Jesus, let them work for you,

Make them strong and gentle, kind in all I do.

Let me watch you, Jesus till I'm gentle too,

ill my hands are kind hands, quick to work for you.

Opening Prayer (by a learner)

Learning Time - "Trivia about Jesus"

Group the learners into two or three (2-3) groups. Give each group a small piece of illustration board, chalk, and an eraser. The game is all about Jesus. Questions about Jesus will be asked and members from the group will take turns answering the questions. The group to first earn 5 points will be the winner.

Questions:

1. Where did Joseph, Mary, and Jesus live?
2. How old was Jesus when He first taught in the temple?
3. How long was it before Joseph and Mary discovered Jesus was missing?
4. Where was Jesus baptized and by whom?
5. What were the three temptations that Satan gave to Jesus?
6. What was the first recorded miracle of Jesus?
7. What was Jesus doing when the disciples were scared during a storm on the sea?
8. How long had Lazarus been dead when Jesus brought him back to life?
9. Jesus said, "Get thee behind me Satan" to which disciple?
10. Who anointed Jesus' feet with expensive perfume and then dried His feet with her hair?
11. How many loaves of bread and fish did Jesus use to feed the 5000 in John 6?
12. Which disciple first refused to allow Jesus to wash his feet?
13. In whose new tomb was Jesus buried?
14. What was Jesus' final command to the disciples before ascending to Heaven?

Answers:

1. Nazareth. Luke 2:3
2. Twelve years old. Luke 2:42-47
3. After one day they knew He was missing, but it took a total of three days to find Him. Luke 2:42-47
4. In the Jordan River by John the Baptist. Matthew 3:13-17

5. Satan asked Him to turn the stones into bread: Matthew 4:3; To prove that He was invincible: Matthew 4:5- To worship Satan for the purpose of having the kingdoms of the world given to him: Matthew 4:8-9
 6. Turned the water into wine at the wedding in Cana of Galilee. John 2:1-11
 7. Sleeping. Mark 4: 35-41
 8. Four days. John 11:39
 9. Peter. Matthew 16:23, Mark 8:33
 10. Mary, the sister of Martha. John 12:3
 11. Five loaves of bread and two fishes. John 6:1-13
 12. Peter. John 13:4-9
 13. Joseph of Arimathea. Matthew 27:57-60
 14. Go into the world, preach the Gospel, baptize believers and teach them. Matthew 28:19-20 Mark 16:15, Acts 1:8
- Read more: <https://www.whatchristianswanttoknow.com/20-bible-quiz-questions-about-the-life-of-jesus/#ixzz64JXaHuib>

Sharing-Discussion:

1. What score did most of the learners get?
2. Are they happy with their scores?
3. What does the score tell about the learner's knowledge about Jesus?

The correct answers garnered reflect on how much do the learners knew about Jesus. Encourage the learners to know more about Jesus.

Discovering the Biblical Truth

To give additional knowledge about Jesus, the teacher has to discuss Jesus' life-ministry. Explain how God's love and the divine plan was demonstrated through the life, works, and death of Jesus Christ. Through the Messiah, God became human, lived with the people, follow and obey God's purpose of salvation to those who believe in Him. It is through the life and ministry of Jesus that God's love and salvation came to the people. As they believe in God, through Jesus Christ, they experienced God's love and accepted the challenge to be God's instrument of transformation. As God transforms us, we are also called to help others be transformed. God will work changes in our lives that we may work change in the lives of our fellows.

Lessons Learned

"Who is Jesus to me?"

Invite the learners to say words of affirmation and be grateful to God's blessings of salvation. They may share their own short stories on how God, through Jesus Christ, works out goodness or kindness in their lives. This affirmation will serve as their faith expression of God. If learners could not express it, orally, encourage them to draw it or make a symbol out of it.

Applying the Lessons Learned

Roleplaying

Group the learners into 2-3 groups. Encourage them to plan and discuss to make role-playing about how they will tell others about God's saving acts through Jesus Christ. They have to think of a situation or a place and how they will approach people to introduce Jesus and his life-ministry. Remind them that each member of the group should have a part/role in the play.

Pledge Card

After the role – playing the teacher will further encourage the learners to pledge or make a promise to tell others about God's love and God's saving acts.

Make use of this pledge or promise phrase for this activity.

<p>I Promise/Pledge to tell</p> <p>(name of person/s)</p> <hr/> <p>that God is....</p> <p>(Jesus' traits)</p> <hr/>

Closing Worship

Offertory

Key Verse "So if anyone is in Christ, there is a new creation: everything old has passed away; see, everything has become new!" 2 Corinthians 5:17 (NRSV)

Closing Hymn “ Jesus’ Hands were Kind Hands” Children Praise God, 36

Closing Prayer (by the teacher)