

Jesus' Preparation for Ministry

Lesson 5a — Jesus in the Temple

Lesson 5b — The Baptism of Jesus

Lesson 5c — The Temptation of Jesus

Lesson 5d — Jesus Chooses His Disciples

OVERVIEW

The second unit of this series is a chronological approach to the events of Jesus' life from His boyhood days to the start of His public ministry and the calling of His disciples.

The boyhood of Jesus should be approached from the standpoint that His deity did not render the process of learning unnecessary. Christ grew physically and advanced in knowledge and in the wisdom which enabled Him to make proper use of what He knew.

At His baptism, Jesus received divine confirmation of the mission opening out before Him and also the anointing of the Holy Spirit for the fulfillment of it.

Following His example of water baptism, Jesus provided for His followers an example of resisting tempta-

tion. Resisting the effort of Satan to cause Him to rely upon special consideration as the Son of God, He withstood the evil one by using the weapon available to every believer — the Holy Scriptures.

When equipped by baptism and seasoned by the ordeal of temptation, Jesus was ready for His life's work. No word of teaching and no work of power is attributed to Him prior to these events, but immediately afterward He began moving to undertake the work the Father had given Him to do.

The overall theme of these four lessons is that Jesus set an example by preparing Himself for the work that He was called to do. Just so, there is something each one of us must do in preparation for the call God has placed upon our lives.

GAMES FOR REVIEW

Divide a large cardboard into three horizontal rows by attaching strips of paper to form pockets. Write questions on index cards assigning points for each, going from easy to difficult. Place a card in each pocket (see Patterns). Divide class into two teams. Each student should get a chance to pick a card, alternating teams. If one team can't answer, the other team gets a chance. Keep score. The team with the most points wins. Have a small prize with each card — candy, bookmark, balloon, etc. The students who answer the questions get the prizes.

CONTEST IDEAS

Who can memorize the Apostles' names by the last Sunday of the month? Put their names on a special board on a paper fish (see Patterns).

Give the children a chance to prepare for ministry just

as Jesus did. Have them memorize some verses that are simple enough to learn, and that will hopefully have a lasting impact on their lives.

BULLETIN BOARDS

(See Patterns for all of the following ideas.)

Arrange on your board a silhouette of a boy or girl praying, a Bible, dove, and two children talking together (witnessing). Above them put large cut-out words or stencil of FOLLOWING JESUS.

Use picture of an open Bible with large cut-out letters, LORD, TEACH US, above the Bible. These could be cut from construction paper of various colors to appear as stained glass or mosaic. This pattern could also be run off as an in-class activity.

Arrange two fishermen on a board with a net between. Make enough fish for each child to have one for each

Sunday. Make a different color for each Sunday and print a different promise on each one. Start with enough purple fish in the net for everyone in the class. These are for perfect attendance. Each child could place a fish with his name on it in the net each Sunday he is in Sunday school. Those having all four at the end of the month would be given a purple fish with a perfect attendance sticker on it, along with their other fish to take home.

UNIT PROJECTS

Collect four styrofoam sandwich boxes. On the lid of each, write the Scripture reference for one of this month's memory verses. For each verse cut out one shape from construction paper for each word to represent an ingredient for a hamburger or Dagwood sandwich. For example, make a square of white for bread, cut a leafy piece of green for lettuce, circle of red for a tomato, square of yellow for cheese, square or round of brown for meat, ovals of green for pickles, uneven circle of cream for mayonnaise, etc. Write one word on each shape and put them all together in the sandwich box in any order. Students will select a box and put together a "sandwich" in the proper order.

CHART IDEAS

Make a wheel chart with a picture of Jesus on the top wheel and a notch cut out. On the bottom wheel, mark off four sections for each of the lessons of this unit. The four sections should show Jesus in the Temple, His baptism, His temptation, Jesus with His disciples (see Patterns). Have your children color the appropriate section each week.

For each of your students, mount the oval of Jesus with the words "Jesus Prepared — So Must I" in the center of a large piece of paper (see Patterns). On each of the four Sundays of this unit, give the students a piece of paper with one corner cut out to fit around the oval. Let

them draw a picture of something they can do to prepare themselves to be used of God, as suggested by that week's lesson. For example, week one might be going to church. Week two could be receiving water baptism. Week three could be resisting the devil — perhaps using a Bible as illustration. Week four could be choosing friends who will help us spiritually. If the child does not wish to draw, help him letter in appropriate words.

SUPPORT MATERIAL

"The Small Town Boy Who Made Good" — Filmstrip with cassette. Tells of Jesus' boyhood, and preparation for ministry, Concordia

"When Jesus Was Young" — Tell Me a Story cassette. Jesus' life from infancy to baptism, Augsburg Publishing

"Getting to Know Jesus" — Children's church programs by Angela Carl and June Lang. Activities, crafts and games with emphasis on Bible memorization, correlated music, Standard Publishing

"Jesus and His Friends" — Flip-a-Bible-Story book by Ruth Odor, Standard Publishing

"Jesus Begins His Work" — Ella K. Lindvall, People of the Bible Series book, Moody Press

"Jesus' Birth, Childhood, and Early Ministry" — Richard and Frances Hook's "Bible Teaching Pictures," David C. Cook Publishing Company

"Jesus Is No Secret" — Carolyn Nystrom, Children's Bible Basic book, Moody Press

"Who Is Jesus?" — Carolyn Nystrom, Children's Bible Basic book, Moody Press

"Jesus, Our Good Shepherd" — Attendance cards and seals, Standard Publishing

"The Life of Christ" — Bible overhead Teach-parencies for use on overhead projectors. Includes lessons on birth, baptism and early ministry. Scripture Press Publications, Inc.

NOTES

Jesus in the Temple

TEXT Luke 2:40-52

SUPPLEMENTAL SCRIPTURES Matthew 7:28,29; John 4:34; 9:4; Acts 10:38

OBJECTIVE The students will be able to use the account of Jesus' talking with the Temple elders as an example of how He was working for His heavenly Father as He grew physically and intellectually.

MEMORY VERSE Jesus increased in wisdom and stature, and in favour with God and man. — Luke 2:52

MEMORY VERSE SONG

Je-sus in-creased in wis-dom and sta-ture, Je-sus in-creased
in wis-dom and sta-ture, Je-sus in-creased in wis-dom and
sta-ture and in fa-vor with God and man.

MEMORY VERSE IN ACTION

JESUS — with right middle finger touch left palm, with left middle finger touch right palm

INCREASED — move hands up and away from each other, palms facing

IN WISDOM — point to temple

AND STATURE — hold hand in front of you to measure height

AND IN FAVOUR — clap hands

WITH GOD — point up

AND MAN — point to others

MEMORY VERSE VISUALIZED

Make a scroll, either horizontally or vertically, with words of the verse written on it. (See pattern at end of lesson.) Unroll the scroll a portion at a time to help your students learn their verse.

BIBLE LESSON OUTLINE

Introduction: Show a picture of Jesus as a baby, and

one of Him as an adult. Ask your students what took place between these two pictures. Answer: Jesus grew up!

1. Jesus grew strong in spirit, filled with wisdom, and the grace of God was upon Him. Discuss the meaning of each.

2. When twelve years of age, He went to Jerusalem for the Feast of the Passover.

3. When His parents were returning they missed Jesus.

4. They found Him in the Temple talking with the elders.

Climax: He told them He was doing His Father's business.

Conclusion: Just as Jesus was concerned about working for His heavenly Father, we, too, can work for Him even though we are young.

Response: Your students will be able to describe the event in the Temple. They will be able to relate several ways those of their age group can work for God.

BACKGROUND INFORMATION

After their short stay in Egypt, Jesus' family moved to the obscure town of Nazareth. Jesus lived there until He was thirty years old and started His public ministry. Of the first thirty years of His life the Scriptures tell us very little. The only specific incident recorded is that of Luke 2:40-52.

At the age of twelve Jesus accompanied His parents to Jerusalem for the celebration of the Passover. The fact that Mary and Joseph were amazed that He had stayed behind and was then speaking with the greatest religious leaders of Israel (Luke 2:48) would indicate that this was the first time that Jesus had done anything like this. Jesus obviously recognized that God's claim on Him was greater than even Mary's or Joseph's (Luke 2:40). However, He willingly returned to Nazareth with His parents and was subject unto them (Luke 2:51), even though His exceptional abilities would seemingly develop more fully in the great religious capital under the guidance of these doctors and lawyers. God, however, had a different schooling in mind for His Son.

The Child, Jesus, was unique. The Scriptures teach that "foolishness is bound in the heart of a child" (Proverbs 22:15), but of Christ it states He was "filled with wisdom" (Luke 2:40). The Scriptures teach that men were "shapen in iniquity" (Psalm 51:5), but Christ was conceived of the Holy Spirit and born without sin. The Scriptures also teach that we are "by nature the children of wrath" (Ephesians 2:3) but of Christ they state the "grace of God was upon him" (Luke 2:40).

IN-CLASS ACTIVITIES

Bring to class a small suitcase and some things a small boy would take on a trip. Have the class help you pack. Talk about how excited Jesus was about going, and when He got there He forgot everything, including His parents, to do His Father's work.

Bring popsicle sticks or round sticks, and long strips of paper to make scrolls. Attach each end of paper to a round stick using staples, glue or tape. Roll up. Introduce activity by showing children your Bible. Tell them that when Jesus was in the Temple, He read from the Bible, only it didn't look at all like our Bible here. Show them the scroll. Have the memory verse printed inside. Unroll it. As a variation of this idea, give children paper to make their own scrolls. Let them experiment how to roll each side toward the middle. Help them write their memory verse inside the scroll, or if you have a large class, write it on each scroll before class. Beneath the memory verse have children draw a picture of Jesus as a boy.

Bring to class two colors of construction paper, paper

fasteners, and scissors. Cut out a circle from one color of construction paper. Cut out another circle from a coordinating color, cutting out $\frac{1}{3}$ of circle. Draw lines to divide circle into thirds (or fourths if you want more pictures). Fasten cut circle on top of full circle. Have child draw in each $\frac{1}{3}$ segment of full circle a picture of Jesus as a tot, a boy, and a man. While the child turns the top semicircle, have him tell you what happened when Jesus was at each age.

Or, let the child draw a simple illustration of each lesson; i.e., Jesus and the elders, Jesus and Satan, etc., one in each segment. (This circle would be divided into fourths.) At the end of unit, have child tell what happened in each lesson.

As an alternative to drawing, have stickers of Jesus growing up and have child place them in correct segments.

Relate the question and answer period at the Temple to their own classroom situation. Compare it to an oral quiz. Show some school books — they help us learn. Jesus learned the things of God so He could talk with the Temple elders.

Bring a series of photos of a young person growing into adulthood. Beginning with the youngest picture, tell ways this person grew spiritually to coincide with the pictures. For example: Jon was this size when he started Sunday school; he was this size when he first sang a solo in Sunday school; he started taking piano lessons at this age, etc. Compare our experience in spiritual growth and working for the Lord with Jesus' growth and work for His heavenly Father.

Make a chart showing what Jesus did, and compare it to what we do. For example: Jesus went to the Temple and we go to church. Jesus talked to the elders and we talk to our ministry and Sunday school teachers. Jesus wanted to work for His heavenly Father and we want to work for God.

Give each child a comic-strip style of drawings representing the lesson. Have them fill in the speech balloons (see Patterns).

QUESTIONS

Why were the men in the Temple astonished?

What did Jesus tell Mary and Joseph He was doing in the Temple?

Describe what you suppose to be Jesus' actions and behavior as He grew up that would indicate He was living to please God.

What characteristics will be found in a child today who is trying to please Jesus?

Why was it that the parents of Jesus could travel an entire day without missing Him?

Do you think it is possible today that people get sepa-

PRE-SCHOOL SUGGESTIONS

Do a finger puppet activity, or use small dolls, to present situations of children's acting in a way that would not make Jesus happy, and then in a way that would make Him happy. Ask the little ones to decide which is which.

NOTES

REVIEW IDEAS

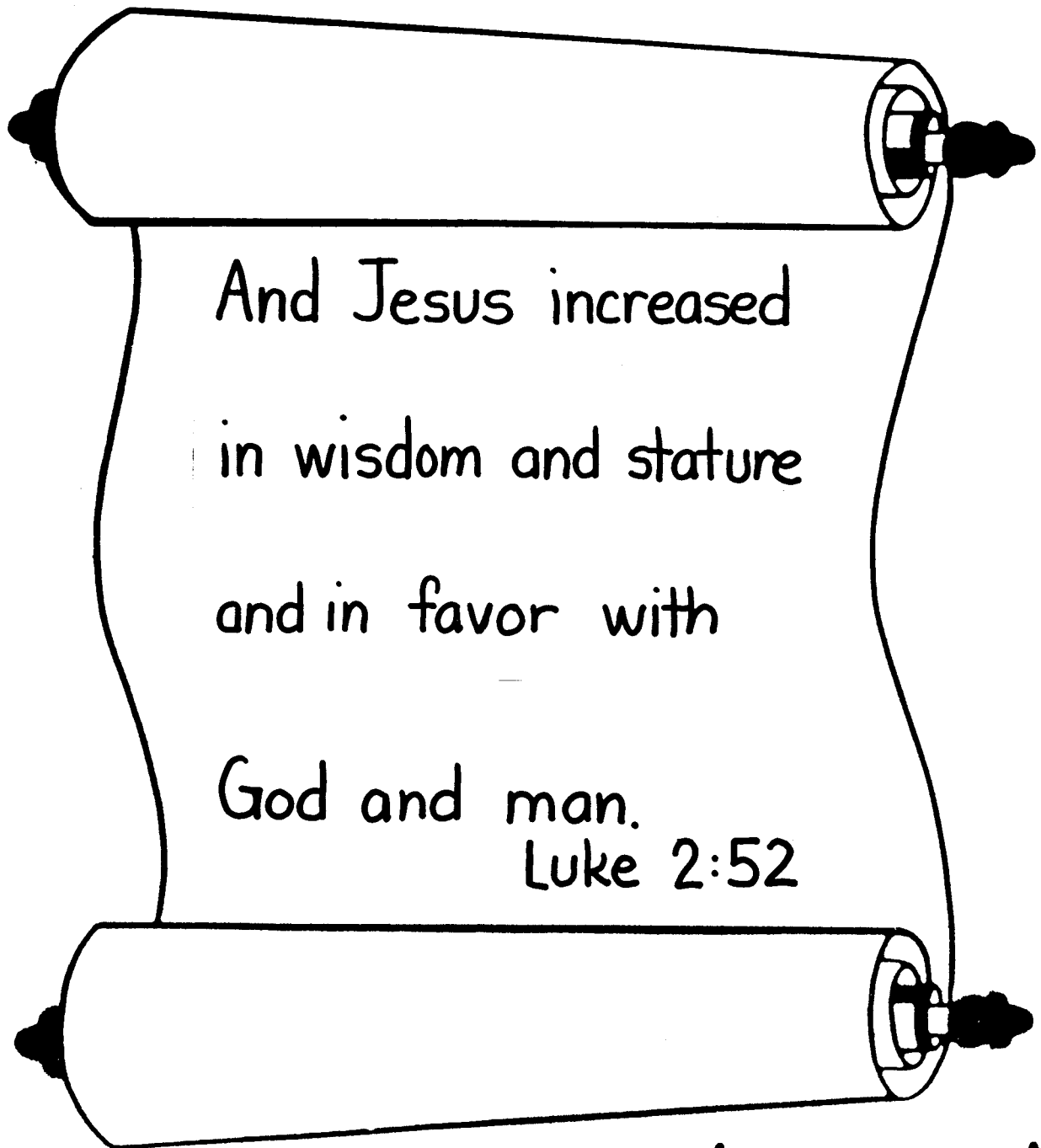
Present a skit in which a small child appears dressed in a graduation cap and gown obviously too big for him. Seat him in a circle with two or three Sunday school teachers. Have him quiz them on facts of the Bible and make some comments. Elders should appear to be astonished at his wisdom. Your comments should tie in the fact that the size of the cap and gown didn't matter — though Jesus was only a boy, He knew the answers.

COORDINATING SONGS

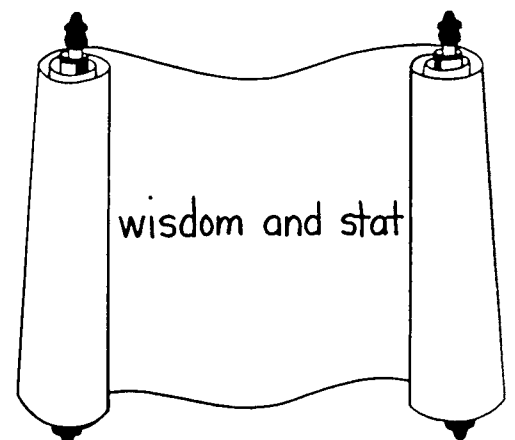
**"The Carpenter Shop" — Fun Songs of Participation,
Singspiration, Zondervan**

SUPPORT MATERIAL

"Jesus Loves Us" — Coloring book, 8 each of 6 pictures. Warner Press



And Jesus increased
in wisdom and stature
and in favor with
God and man.
Luke 2:52



wisdom and stat

The Baptism of Jesus

TEXT Matthew 3:13-17

SUPPLEMENTAL SCRIPTURES Mark 1:9-11; Luke 3:15-17,21,22; John 1:29-34

OBJECTIVE The students will be able to describe the water baptism of Jesus by John the Baptist, and will recognize that this was done as an example for us.

MEMORY VERSE Behold the Lamb of God, which taketh away the sin of the world. — John 1:29

MEMORY VERSE SONG



MEMORY VERSE IN ACTION

BEHOLD — hands cupped around mouth

THE LAMB OF GOD — right middle finger to left palm, left middle finger to right palm

WHICH TAKETH AWAY — left palm up, pass right palm over left palm like brushing off dirt

THE SIN OF THE WORLD — make fists with index fingers pointing to each other and then to self

MEMORY VERSE VISUALIZED

Cut apart into sections the picture of a lamb with the words of the memory verse written on the various pieces. (See pattern at end of lesson.) Display the verse a portion at a time, putting together the puzzle as the students learn the verse.

BIBLE LESSON OUTLINE

Introduction: Open your class time by asking your students to name some things they have learned by exam-

ple; for instance, to tie a shoe, fold a paper airplane, etc. You may even wish to teach them some sample things by showing them how to do it!

1. Jesus taught us about water baptism through example.
2. John the Baptist was baptizing men unto repentance.
3. Jesus came to be baptized by him.
4. John felt unworthy but did baptize Jesus by immersion.

Climax: God the Father and the Holy Spirit gave their approval to Jesus' baptism.

Conclusion: Jesus' water baptism was blessed by God. We, too, should be baptized when we have been saved.

Response: Your students will be able to tell how Jesus was baptized and how we are baptized today.

BACKGROUND INFORMATION

When Jesus was thirty years old (Luke 3:23) it was

time for Him to begin the work God had sent Him to do. According to Jewish law one could not begin his public ministry before the age of thirty (Numbers 4:3). Six months prior to this His cousin, John, began his own ministry. John was a rugged individual who lived a simple life and preached a simple message. The message was, "Repent" (Matthew 3:2). Large crowds went out to hear him, and after accepting his message, were baptized in water. The pious Jews, however, had a difficult time accepting his message. Believing they were God's chosen people, children of Abraham and keepers of the Covenant of Moses, they felt no need of repentance (Matthew 3:9). God, however, was about to move in a fresh new way and unless they were willing to turn from their trust in the old religious practices and accept God's plan they would be in danger of judgment (Matthew 3:1,10,12). John's message was not the culmination of this fresh move of God, but only a preparation for it. He was very aware of this and declared, "I indeed baptize you with water unto repentance: but he that cometh after me is mightier than I, whose shoes I am not worthy to bear: he shall baptize you with the Holy Ghost, and with fire" (Matthew 3:11).

Then Jesus came to John and asked to be baptized. Why would He want to be baptized by John? He certainly did not need to repent. John knew this (Matthew 3:14). There was a spiritual awakening taking place throughout Israel because of John's preaching. He had been telling the people to prepare their hearts for the coming of their Messiah. By being baptized, Jesus demonstrated by action, and not by words only, His full agreement with John's message. He was, in fact, saying, "All that John has said is true. His message is from God."

At this time Jesus received the special anointing of the Holy Spirit without measure (John 3:34) and the blessed word of His Father that His thirty years in Nazareth had pleased Him. Now He could go forth in confidence and accomplish all of His Father's will.

IN-CLASS ACTIVITIES

Bring a pan or bowl of water and a doll that can get wet and show the children exactly how water baptism is performed. Emphasize that it is more than just sprinkling the top of the head.

How do we hear about special events? Bring a newspaper, portable radio or picture of one, a letter, etc. These are some items which bring us news of things happening in our world. Jesus' ministry was announced all over the country through one man, John the Baptist. He told about Jesus who could take away the sins of the world.

Write out on three separate pieces of paper the words,

"In the Name of the Father," "the Son" and "the Holy Ghost." Explain how each of these was present at the baptism of Jesus, and why those words are used when we are baptized.

Have someone give a personal testimony, focusing first on his salvation and then on his experience of water baptism — where and when it took place and how it felt. This idea could also be used as a review.

QUESTIONS

Why do you suppose Jesus came to John to be baptized of him?

If Jesus wanted this, why do you suppose John objected?

Why would Jesus need water baptism?

What is the meaning of the doctrine of the Trinity?

How does our lesson today illustrate this teaching?

What did Jesus begin to do after He was baptized?

What significance is there in the Holy Spirit, in the form of a dove, coming upon Jesus at this time?

How do people receive the Holy Spirit today and why is this needful?

PRE-SCHOOL SUGGESTIONS

Bring small dolls and a tray of water to demonstrate water baptism.

Take your children on a "field trip" to the church baptistry and explain what occurs during a baptismal service.

Prepare a "hands on" paper activity for your children showing the baptism of Jesus by John (see Patterns). By folding the paper, the figure of Jesus can be covered with "water." Draw the dove on the reverse side of the paper so that when the top is folded down the dove will appear over Jesus. This will show the children how Jesus was baptized.

Emphasize to the small children that baptism is not "washing." We must have a clean heart before baptism takes place. Show a sin-spotted heart and tell them that this kind of heart needs to be cleaned before it is ready for baptism. Then show a clean heart.

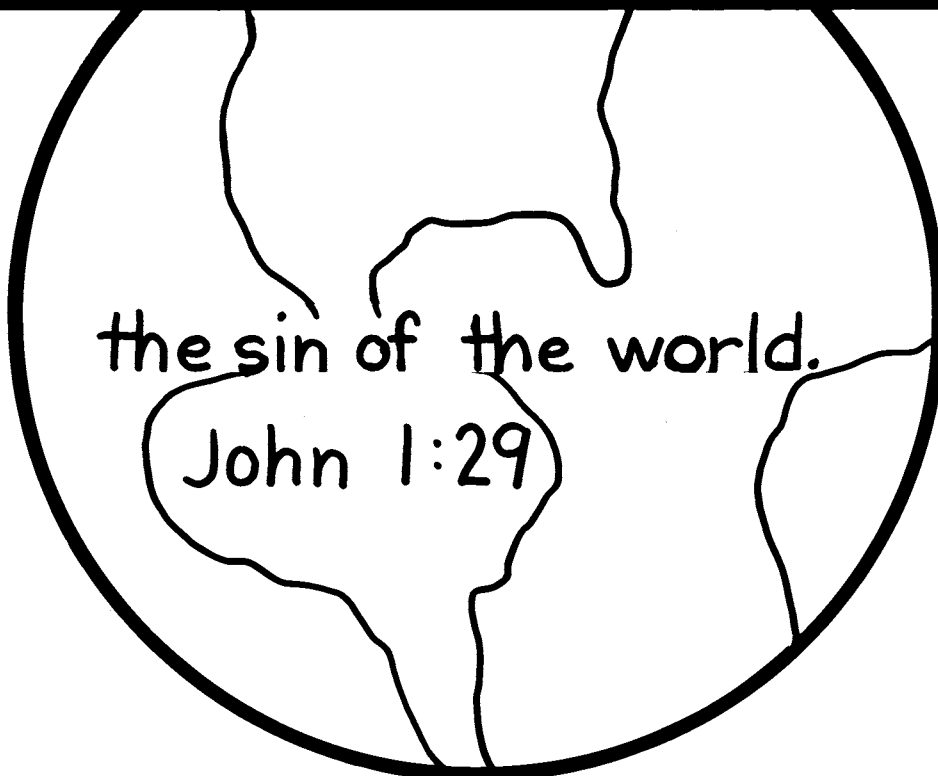
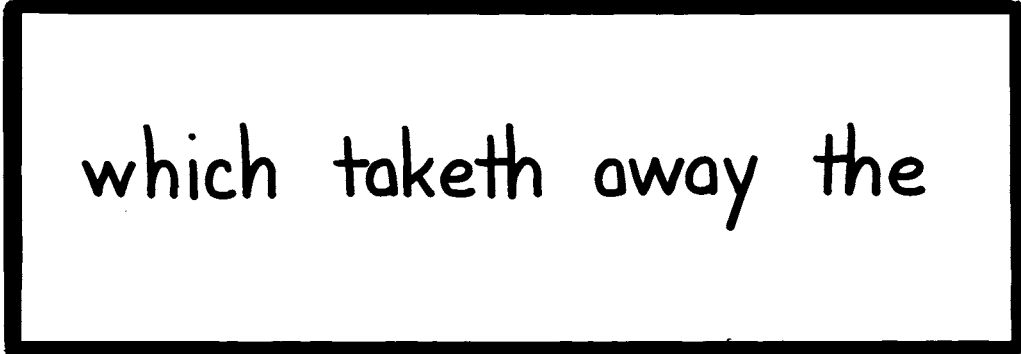
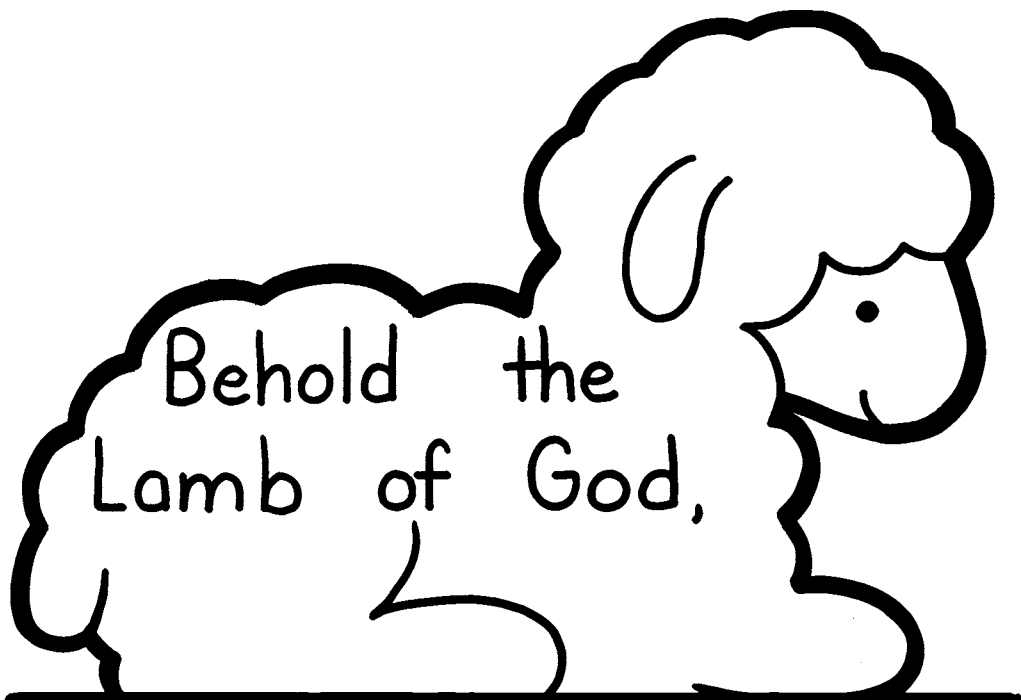
REVIEW IDEAS

Take two apples. Inject one of them with food coloring. (Syringes are available at drug stores.) Before class get both of them muddy on the outside. Bring to class a washcloth and water. Tell a little story about the apples — how they both look the same, etc. After washing them, cut them both open. Bring out the fact that it takes more than just washing our bodies or even being baptized to make the inside clean. This is a good way to tie in the memory verse.

NOTES

“Early Life of Jesus” — Pict-o-graph, Standard Publishing

[illegible]



The Temptation of Jesus

TEXT Matthew 4:1-11

SUPPLEMENTAL SCRIPTURES Psalm 119:11; Mark 1:12,13; Luke 4:1-15; II Corinthians 10:4; Hebrews 4:12

OBJECTIVE The students will be able to describe the temptation of Jesus by Satan, and explain how He was victorious through the Word.

MEMORY VERSE For it is written, Thou shalt worship the Lord thy God, and him only shalt thou serve. — Matthew 4:10

MEMORY VERSE SONG

For it is writ-ten, thou shalt worship the Lord thy God,
the Lord thy God, and Him on-ly shalt thou serve, and Him on-ly
shalt thou serve. Mat-thew four, ten; Mat-thew four, ten.

MEMORY VERSE IN ACTION

FOR IT IS WRITTEN — left palm up, right hand motions of writing with pencil on left palm
THOU SHALT WORSHIP — praying hands
THE LORD THY GOD — right middle finger to left palm, left middle finger to right palm
AND HIM ONLY — point up
SHALT THOU SERVE — palms up, move hands alternately to and from body.
MATTHEW 4 — hold up four fingers
10 — hold up ten fingers

MEMORY VERSE VISUALIZED

Cut apart into sections the plaque and adjoining sections displaying the memory verse. (See pattern at end of lesson.) Put the puzzle together a piece at a time as the students learn the verse.

BIBLE LESSON OUTLINE

Introduction: Give each student in your class a paper

shield as described under In-Class Activities.

1. Jesus set an example for us in how to resist the devil.
2. Jesus fasted and prayed for forty days.
3. The devil tempted Him three times, and each time Jesus resisted by using the Word of God.
4. The devil departed from Him.

Climax: Jesus was tempted just as we are, but He withstood temptation.

Conclusion: We can follow His example and resist temptation by using the Word of God.

Response: The students will be able to use the example of Jesus to tell how to overcome temptation. They will be able to list some temptations common to our day and suggest Scriptures to combat these.

BACKGROUND INFORMATION

Even though Jesus had felt the anointing of the Spirit and heard His Father's confirmation that He was indeed the beloved and pleasing Son of God (Matthew

3:16,17), His preparation for ministry was not yet complete. Immediately after His baptism, Jesus was led by the Spirit into the lonely desert to be tempted by Satan.

Was Jesus really the Son of God? Did He have the power to do the work of God? Was He able to be the perfect Sacrifice as God had ordained? These are the points at which Satan directed his attack. Jesus did not face these temptations without much suffering, yet He overcame. As Hebrews 2:18 and 4:15 state, "For in that he himself hath suffered being tempted, he is able to succour them that are tempted," and "For we have not an high priest which cannot be touched with the feeling of our infirmities; but was in all points tempted like as we are, yet without sin." Satan, in fact, was tempting Jesus to assume His place as King of kings and bypass all the suffering that lay ahead of Him if He was also to be mankind's Redeemer. Adam yielded to Satan, causing the sentence of death to be passed on all, but Jesus Christ overcame Satan and gives the hope of eternal life to those who believe (I Corinthians 15:22).

Jesus had been born in Bethlehem, lived in Nazareth for thirty years and suffered temptation out in the desert. He had experienced all that men experience and was indeed a man. From a child He had proven Himself to be different (Luke 2:49). He had been anointed with the Spirit and heard His Father speak from Heaven. He had now proved Himself to be the sinless Son of God.

IN-CLASS ACTIVITIES

For each child, cut out a circle from yellow construction paper. Paint a smiling face on it. Mount it in the center of a white piece of paper. Across the top of the display print "Overcome Satan Through God's Words" in large letters (see Patterns). Let your students glue on speech balloons of a contrasting color with a word on each — Faith, Truth, Forgiveness, Love, Praise.

Make a Bible out of black and white construction paper for each student. On each page, let students write a Scripture. Select Scriptures that would apply to resisting temptation, and talk about the verse and how it can be used as they copy it into their "Bibles." Be sure to include the memory verse.

Use a tape recording to simulate the voice of temptation. Have it make suggestions that are wrong. In between each suggestion turn off the tape and discuss with your class the best way to resist that temptation.

Show the class a caricature sketch of the devil (see Patterns). Talk about how people often picture him as red, with horns, a pitchfork, a tail and cloven hoofs. Explain that in reality, the devil comes in many disguises.

Have a candy bar or a sticker on the table where stu-

dents can see it. Arrange ahead of time for one student to pretend to steal it while you are busy with roll taking or other class activities. Use this action as a springboard for talking about temptation.

Have your students participate in thinking up a good definition for the words *temptation* and *sin*. Write the words and the definitions on a chalkboard or poster board.

Focus on the words, "Get thee behind me, Satan." Teach the children how this phrase can be used as a weapon to defeat Satan. Have the children write the words on a shield labeled "God's Word" (see Patterns).

QUESTIONS

Did Jesus ever even consider worshipping Satan?
What did Jesus use to rebuke Satan?
What will help us live victoriously?
How does the devil tempt us?
What can we do about it?
What does the word *resist* mean?
What are some of the temptations we might face?
How can we resist these temptations?
Why is it important to resist temptations?
How is Jesus' example of resisting the devil a method we can use too?
What are some Scripture verses you know that might help you in resisting the devil?

PRE-SCHOOL SUGGESTIONS

For small children, your emphasis will likely be the thought of obedience, which is easier for the small child to understand than temptation.

Give each child heart faces glued to a popsicle stick. One side should be a happy face, one side a sad face. Act out several mini-skits with dolls or finger puppets, depicting good or bad behavior. Let the children hold up the happy side when the behavior is good and would make Jesus happy, and the sad side when it is not.

Use dolls or puppets to present several situations which would be examples of temptation on a beginner's level. Examples: taking a cookie, not minding, not sharing, etc. Be sure to also present some positive situations where the character does right.

REVIEW IDEAS

Show the children by the use of puppets or a doll what a conscience is. Have God talking to the doll about something he should do but then have the devil talking on the other side trying to persuade him not to listen to God. Liken the lesson to Jesus' temptation. Use ideas

wrong and will help us do right when we are tempted to do wrong.

COORDINATING SONGS

SUPPORT MATERIAL

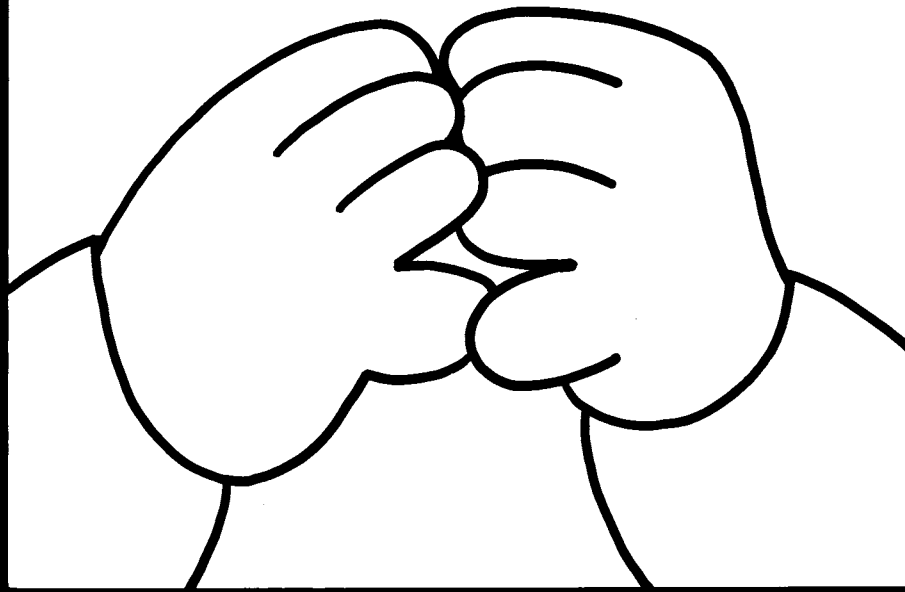
“Early Life of Jesus” — Pict-o-graph, Standard Publishing

NOTES

This image shows a full page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

For it is written,

Thou shalt worship
the Lord thy God,



and Him only shalt thou serve.

Matthew 4:10

Jesus Chooses His Disciples

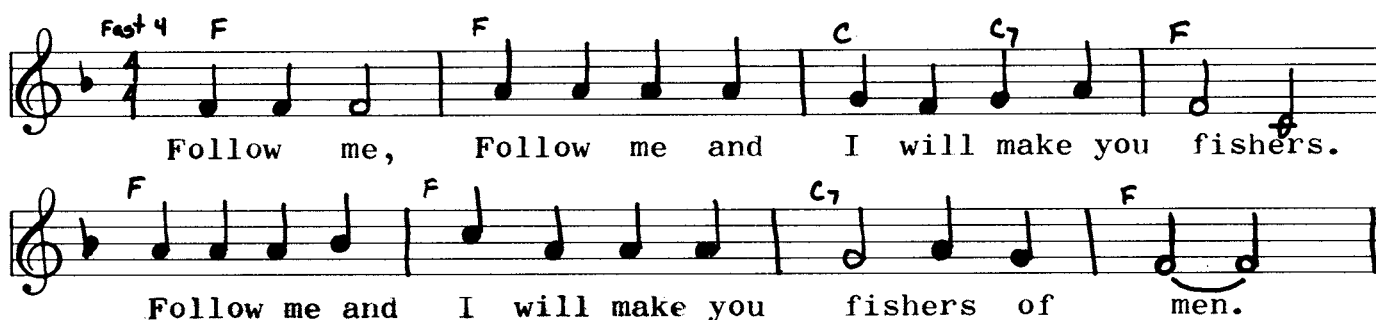
TEXT Matthew 4:18-22; John 1:35-51

SUPPLEMENTAL SCRIPTURES Matthew 10:1-8;16:24; Mark 10:28; Luke 14:33; 18:29,30; John 8:31

OBJECTIVE The students will be able to describe Jesus' choosing of followers and disciples at the beginning of His ministry.

MEMORY VERSE Follow me, and I will make you fishers of men.
— Matthew 4:19

MEMORY VERSE SONG



MEMORY VERSE IN ACTION

FOLLOW — right hand out, palm up, bring toward body
ME — right middle finger to left palm, left middle finger to right palm
AND I WILL MAKE YOU — point up
FISHERS — both hands together casting a fishing pole
OF MEN — point to others

MEMORY VERSE VISUALIZED

Cut apart into sections the tropical fish with the memory verse on it. (See pattern at end of lesson.) Put the fish together a portion at a time to help your students learn the verse.

BIBLE LESSON OUTLINE

Introduction: Open your class by showing some articles indicative of different professions; for example, hammer, stethoscope, typewriter.

1. When Jesus was on earth He called His helpers from many different walks of life.

2. He called Simon (Peter) and Andrew from their nets.

3. When Philip was called, he brought his friend Nathanael.

4. Jesus' helpers were the ones who listened to His teachings and obeyed them.

Climax: Jesus needed helpers while He was on earth, and He still calls helpers today.

Conclusion: We want to answer God's call to us and be usable in His service.

Response: Your students will be able to list some qualities that Jesus looks for in His followers.

BACKGROUND INFORMATION

For three years Jesus carried on His earthly ministry. He preached to multitudes, healed many and did mighty works, but Jesus blessed these twelve men with something even greater. With these twelve men Jesus shared His life. They talked with Him, walked with Him and ate with Him. Because of that they were able to

carry on the work of God with power and zeal. I John 1:1-3

Who were these men? Several were fishermen (Matthew 4:18,21). One was a despised tax collector (Matthew 9:9). Another was a member of an intensely nationalistic political party called the Zealots (Luke 6:15). And another, Judas, probably a businessman (John 13:29). They were a cross section of ordinary men. They were not from the schools of higher learning, not from the aristocracy, not wealthy, just ordinary men on whose hearts Christ could write His message. Acts 4:13

In the Gospels these men are usually called disciples, because as long as Jesus was with them they were still learners; after that, they are invariably referred to as the Apostles. The reading in Matthew would give the impression that Christ's call to these men was His first contact with them. However, in reading John 1:35-51, it is apparent that some of them had been disciples of John the Baptist and had had contact with Jesus previous to their call. These men were willing to forsake all to follow Jesus (Matthew 19:27), and because of that the Gospel has been preserved for us.

IN-CLASS ACTIVITIES

Give each student a small doll, finger puppet, etc., or a card with the name of a disciple on it. As the lesson is told each "disciple" will be called. Have each disciple talk about how he feels about leaving his nets, family, etc., to follow Jesus.

Illustrate the occupations of the disciples.

Let each child draw a picture of a way he could be a helper (or follower) of Jesus.

Make a class collage — "Who Does Jesus Call?" Let them cut out pictures from magazines representing different occupations, nationalities, ages, etc. Paste them on a large sheet of poster board or construction paper. Then let each child write his name on one of various colored pieces of construction paper and include these names in the collage also.

Talk about how teams are chosen for games at school. Jesus doesn't do it that way — He chooses anyone who is willing to follow Him and do His work.

QUESTIONS

What are some things a friend should be?
Do you think Jesus would like to find those things in His friends or disciples?
What were two of Jesus' disciples doing at the seashore?

What things did Jesus teach the men?
How many helpers did Jesus ask?
Why did Jesus need helpers?
What does Jesus want His helpers to do today?
Why do we need to learn about Jesus?
From what does Jesus save us?

PRE-SCHOOL SUGGESTIONS

Ask each child what he wants to be when he grows up. Use this as a theme to show the students how Jesus calls them to be followers of Him. Bring pictures showing a mommy, daddy, nurse, fireman, etc., to illustrate that one can be God's helper no matter what his job.

As a variation of this thought, find or make hats appropriate to a number of different professions. Let the child select which hat he wants to wear during the class session as you talk about being a helper for Jesus.

Use a telephone. When it rings, we don't know who is calling unless we answer it, and we don't know what the person wants until we talk to him. God calls us too. We must answer His call if we want to know what He has to say to us.

REVIEW IDEAS

Gather a number of objects to carry across the room. Say, "Oh, there are **too** many for only one person to carry. I need help." Let several of the children volunteer to help. Emphasize how Jesus needs lots of helpers to carry this Good News to everyone.

Bring a telephone. Pretend to call different friends, asking for help. Repeat their excuses for not coming to help. For example, "Oh, you mean you're too busy? Okay, thanks anyway!" Emphasize how Jesus calls us to be helpers and we should do what He says, not make excuses.

What was Jesus' prerequisite for His disciples? Ask your students to come up with ideas of what Jesus was looking for in the men He chose to work with Him. List their suggestions, and then make a like list of what Jesus is looking for in those He chooses to be His helpers today.

Have some students dressed as a fisherman, rich man, doctor, etc. What did they have in common? Their backgrounds, appearances and manners were certainly different. Have each one produce a heart saying, "I am willing." Then have another group come out dressed as a painter, janitor, secretary, etc. Have them show the same kind of heart.

Tell the story using an overhead. Introduce the men Jesus called — one at a time. Let the concluding scene

be the figure of Jesus with all the faces of the men He called around Him. Write in names of children in your group.

COORDINATING SONGS

“Fishers of Men”

SUPPORT MATERIAL

"Jesus Chooses His Disciples" — Filmstrip and cassette, Nazarene Publishing House

"Early Life of Jesus" — Pict-o-graph, Standard Publishing

"Jesus and His Apostles" — Happy Day card game, teaches the twelve names of the Apostles, Standard Publishing

"Jesus' Helpers" — Classroom dot-to-dot book, Standard Publishing

"The Twelve Fishermen" — Filmstrip and cassette,
Concordia

“Jesus’ Twelve Disciples” — Arch Book, Concordia

NOTES

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

