

Thanksgiving

Lesson 27a — It Is Good to Give Thanks

Lesson 27b — Jesus Heals Ten Lepers

Lesson 27c — Woman at the Well

Lesson 27d — Feeding the 4000

Lesson 27e — Paul Gives Thanks to Jesus

OVERVIEW

The theme of our final unit this quarter revolves around the importance of giving thanks to God. God's Holy Word is filled with excellent advice. It teaches us how to live and is our guide to our heavenly home. And among the explicit teachings of the Bible is the necessity of offering praise and worship to God.

The spirit of thanksgiving is one of the fruits of a genuine experience in the Lord. It is not only an inspiration and uplift to those who hear and observe it, but it is pleasing in the ears of the Lord! Even young primary children need to grasp this important truth.

With this thought in mind, our unit opens with a general lesson on why it is good to give thanks to the Lord, bringing out ways that this thanks can be offered to

Him. Subsequent lessons offer various examples of thanksgiving: the one leper who came back to express his gratitude to Jesus for healing, the woman at the well who wanted to tell others what Jesus had done for her, Jesus' own example of giving thanks when He blessed the loaves and fishes and fed the multitude, and the Apostle Paul's thanksgiving for a victorious life.

As this is Thanksgiving month, you will find suggested a number of ways the holiday can be tied in with these five lessons. However, the unit should be developed with the thought that being thankful is not a one-time occurrence, nor is it something we practice only at this time of year. It is an attitude of heart and mind that we should all possess, no matter what our age or circumstance in life.

GAMES FOR REVIEW

Cut 10 corn shocks from yellow paper (see Patterns). Mark them from 1 to 10 on one side and the letters G-I-V-E T-H-A-N-K-S on the other side. Line them up on a flannel board with the numbers showing. Have 10 questions from the previous lessons and number them 1 to 10. Scramble the questions on the lower part of the board and have a child choose a number. When the question is answered the corn shock with the matching number is turned over so the letter shows. The first child to guess what you are spelling before all the letters are turned over receives a prize.

Make up a list of questions pertaining to the month's lessons. Begin by having a volunteer come forward. Give him two signs, one that says RIGHT and one that says WRONG. Ask for another volunteer to answer a question. After he answers, the sign holder must determine whether the answer is right or wrong and hold up the appropriate sign. If both are right, they both get a

prize. If the person who answers the question is right but the sign holder wrong, then the one who answered gets a prize and gets to hold the signs for the next question. If the sign holder is right and the other person wrong, then the sign holder gets a prize and you pick two more volunteers.

CONTEST IDEAS

On your board have a large picture of Jesus with the heading GIFTS OF THANKS TO JESUS. Make up a number of small gifts (cut out of paper) to place on the board (see Present pattern for lesson 4d). Also wrap up a real gift for each child, but wrap it several times so there are several layers to unwrap. The Sunday before the contest begins, be sure to tell your class you will be giving each one of them a gift to begin unwrapping the following Sunday if they bring their Bible. You can choose whatever you would like for each Sunday (bringing a friend, knowing key verse, etc.). Each time a child completes the assignment, another layer is un-

wrapped from the gift, and he can put one of the paper gifts on the board and write his name on it. All the children are winners when they have finished taking all the wrapping paper off their real gift. Try to give each child a different gift so that the first one finished won't spoil what is in the other gifts. A bonus gift can be given to the child with the most paper gifts on the board.

Cut a large cornucopia from brown paper. Cut several pieces of fruit from colored paper for each child in your class. After each lesson is over, those who have participated in the singing, actions, brought their Bible, shown kindness, etc., get a piece of fruit to place on the board inside the cornucopia. Prizes could be given for those with five to six pieces of fruit, three to four, and so on down the line, starting with a larger prize and working down.

Give each of the children a paper sack. Every Sunday give them something to put into their sacks. For example, the first Sunday you could give them a sticker for their attendance. The next Sunday, if they bring their Bibles, you could give them a piece of candy to put into their bag; the third Sunday, some money for knowing their memory verse; the fourth, a stick of gum for bringing someone to Sunday school; the fifth Sunday a little prize for showing kindness. At the end of the month they can take their sacks home.

BULLETIN BOARDS

Display a variety of colored balloons on your board with a letter on each one representing something for which we can be thankful (see Patterns). Attach a string of yarn to each one. Give one to each of the children to take home when they can think of something they are thankful for that starts with that letter. Examples: F for food, M for Mom, D for Dad, H for home.

Center the words GIVE THANKS in the middle of your board. Surround it with symbols of giving thanks (see Patterns).

Cut out hands, feet, smile, and heart from paper (see Patterns). Title your board I'LL PRAISE JESUS WITH ALL I HAVE!

Center a boy and girl Pilgrim on your board with an appropriate verse of thanks underneath. Decorate the borders with fruit and vegetables (see Patterns).

Draw a large cornucopia for your bulletin board (see Patterns). Ask your students to go through old magazines or catalogs at home and cut out pictures of things for which they are thankful (toys, food, clothes, family, etc.). Have them bring the pictures to Sunday school and add them to the cornucopia.

UNIT SONGS

"Thank You Lord"

"Praise Him, Praise Him"

"God Is So Good"

"My God Is So Great"

"If You Can Sing a Song (then praise the Lord)" — The First Sunday Sing-a-long — Maranatha for Kids

UNIT PROJECTS

Help your students make a Praying Hands booklet of memory verses as a project for these five lessons (see Patterns). Cut out the hands shape, filling in the details on the cover hand. Cut five other pages using the hand shape with lines. Each Sunday let the children write their memory verse on one of these pages. At the end of the unit, help each child assemble his booklet by threading yarn through the holes indicated.

CHART IDEAS

Have each child in your class color a small picture representing thankfulness. Place the picture on a piece of cardboard or poster board a little larger than the picture. Laminate or cover the picture with clear contact paper. Glue a magnet on the back and have the children take them home to put on their refrigerators.

Make a Memory Basket from verse pages given to the students each Sunday (see Patterns). Cut each page from the color of construction paper suggested. Write in the memory verse each week. On the last Sunday, staple the pages together on the left side to form a book.

Cut a turkey out of brown construction paper (see Patterns) for each child. Add a red wattle and a yellow beak made out of construction paper. Print the first memory verse on the brown. For each of the other weeks they know their memory verse, add the yellow, green, and red feathers with the verses printed on them.

Give each of the children a Thank You wheel chart which you have prepared for them (see Patterns). Each week let them turn their wheel to something they are especially thankful for that week.

SUPPORT MATERIAL

We Give Thanks — coloring book, Concordia

My Church — coloring book, 8 each of 6 pictures, Christian Board of Publication

Showing Our Love — Record and songs, 6 songs with resource sheet for each song. Full color flannelgraph sheets to add interest, Gospel Publishing House

But I'm Thankful — I Really Am! — Jane Belk Moncure (book), Standard Publishing

TEXT Psalm 92:1-5

OBJECTIVE The students will be able to explain why it is good to give thanks to God. They will be able to tell different ways in which they can thank and praise God.

MEMORY VERSE It is a good thing to give thanks unto the LORD. — Psalm 92:1

It Is Good to Give Thanks

MEMORY VERSE IN ACTION

IT IS A GOOD THING — Hold left hand out, palm up, and right fingers over mouth. Move right hand forward, palm up, and lay into palm of left hand.

TO GIVE THANKS — Place hands in praying position as you look up.

UNTO THE LORD — Make an L with thumb and first finger of the right hand. Touch thumb to left shoulder, bring across in front of body touching right waist.

MEMORY VERSE VISUALIZED

A little boy with his hands raised in praise is the visual display of our memory verse this week. (See pattern at the end of this lesson.) Cut the arrangement into three pieces as indicated by the heavy black lines, and place the pieces in sequence on the board as your students recite the verse.

BIBLE LESSON OUTLINE

Introduction: Contact your students during the week and ask them to bring an article for a “Thanksgiving Show and Tell.” As you begin your class session, let your students show their articles and tell why they are thankful for it. (Bring an extra item or two for visitors or any student who might have forgotten to bring something.)

1. It is a good thing to give thanks to the Lord.
2. We can show our thankfulness by singing praises to the Lord, and by playing on our musical instruments for Him.
3. The Psalmist rejoiced in the works of the Lord and was awe-struck by the magnitude of His works and thoughts.

Climax: The Psalmist spoke of the greatness of the Lord and the depths of His thoughts.

Conclusion: God is worthy of our highest praise.

Response: The students should be able to explain that we should be thankful and filled with praise to God for His wonderful works.

BACKGROUND INFORMATION

Under the Old Testament economy, God provided a special means for giving thanks by way of the “peace

offering” (Leviticus 7:11-15). The priest, as God’s representative, was to receive the best portion while the rest of the sacrifice belonged to the offerer and was eaten in a sacrificial feast. This usually was a voluntary offering, given to the Lord spontaneously because of some particular blessing received, but was also required at the Feast of Pentecost as a reminder to Israel of God’s care for them. In addition to this the Lord instituted several festivals, where attendance was required, for the express purpose of offering thanks to God. At the Passover time they were to give thanks for God’s deliverance from Egypt. On the Feast of the Firstfruits they were to recognize God’s bounty in the Promised Land. The Feast of Weeks or Pentecost was to be a time of joy and thanksgiving for the Lord’s blessing of the harvest; and the Feast of Tabernacles was to memorialize God’s care for the Children of Israel in the desert and to give thanks for the productivity of the land of Canaan.

Not only were the Children of Israel required to give thanks, but God was very angry with them when they began to murmur and complain (see Exodus 16:2; 17:3; Numbers 14:2; 16:11,41). They were also warned not to become unthankful by forgetting God when they began enjoying the prosperity of the Promised Land (Deuteronomy 8:1-20).

The Christian is also required to give thanks, not by an animal sacrifice or attendance at some feast, but by offering himself a living sacrifice (Romans 12:1) and by keeping an attitude of thanksgiving in all situations. As Paul said, “I have learned, in whatsoever state I am, therewith to be content” (Philippians 4:11).

SPECIAL UNIT INSTRUCTIONS

Give each child a page from their Praying Hands book and have them write their memory verse for this week, as described in the unit material under the heading Unit Projects.

IN-CLASS ACTIVITIES

Have each child tell about one thing for which they thank God, explaining why. Talk about how parents teach us to say thank you because it is polite and lets

the other person know how we feel. We should do the same for God.

Bring pictures of people praying, singing, talking to others, etc. Also have some pictures cut out of magazines of items that most everyone has. Bring a large piece of cardboard to class. As you talk about being thankful, let the children take turns gluing (with a glue stick) the pictures onto the cardboard. Hang the finished collage where it can be seen by everyone — a testimony of things your class is thankful for.

The week before this lesson tell all the children you are going to have a Thanksgiving Show-and-Tell. Have them bring something they are thankful for (or a picture representing what they are thankful for) and share it with the other students.

Give each child a copy of the church (see Patterns). Help them cut on the heavy black lines of the windows and door, so they can be opened. Give them the cut-outs of children who are praying, singing, and going into the church, to paste in the openings. As they assemble the pieces, talk about how we can thank God by praying, singing, and attending church. Supply crayons so the children can also color their pictures.

QUESTIONS

King David wrote many songs of thanks. Where in the Bible do we find them?

Why should we thank God?

How do you think God feels if we never thank Him for all the good things that He has done for us?

How do you feel when people thank you for something?

Talk about some ways we can show God how much we appreciate Him.

List five things that you are especially thankful for today.

What is the meaning of praise? How can we praise God?

Are you glad that you know about God? Talk about how it would be if you didn't know that God cared for you (at night, at school, when you are afraid, etc.).

PRESCHOOL SUGGESTIONS

Bring a bottle of soap bubbles to class. Blow the bubbles for the children to pop. Tell them that for each bubble they pop they must tell of something for which they are thankful.

Make a box harp for each child in your class (see Patterns). Use a small box (shoe box, card box, etc.) and cut a hole in the lid. Stretch several different-sized rubber bands around the box for the strings. Put a wooden pencil or stick under the rubber bands for a bridge. You might want the children to decorate these with crayons or some other things. When they are finished let them strum the harp to make music and sing a song of thanksgiving for Jesus.

Trace onto construction paper the outlines of parents and children who are saying grace at the table (see Patterns). Cut out shapes and make slits as indicated on pattern. Slide the two parts together at slits. Use this as a visual illustration in class of how a family should thank God before eating their meals.

REVIEW IDEAS

Use several pictures of different things for which we are thankful. Place them on a board and cover each one with a white piece of paper. Number the pieces of paper from 1 to ? (depending on how many pictures you use). Some ideas for the pictures: Jesus on Calvary (for salvation), balloon (air we breathe), friends, family, sun, moon, home, food, church, Bible, clothes. Hand out numbered envelopes with a label inside describing the picture. One at a time, ask each child holding an envelope to find the corresponding numbered picture, remove the paper, and tape the label to the bottom. Ask the children why we are thankful for each one and then expound on it.

Fill a cornucopia with vegetables, fruit, etc. Label each item with something for which we should be thankful. Let the children take turns coming up and taking something out of the cornucopia and reading the label. Talk about how we can show God that we are thankful for each thing written on the labels.

Make a large "Thank You" puzzle from posterboard (see Patterns). Draw the different things on the puzzle pieces or cut them from colored paper and glue them to the puzzle pieces. As you arrange each piece on a large board tell the children why we should be thankful to Jesus for all of the items (weather, toys, food, clothing, animals). Have all repeat at the same time, "Thank You, Jesus!" Last of all, ask them if they know the best way to show Jesus they are thankful. At this time put up the last piece of the puzzle, the heart. Tell them Jesus will really know they are thankful if they give Him their heart.

Have a Thanksgiving popcorn review for the children. Pop enough popcorn before Sunday school so all of the children can have a small bagful to take home. Prepare a corn popper in front of the department and give each of the children a couple of popcorn seeds. Ask them to

come forward, one at a time, and tell of something they are thankful for as they drop their seeds into the popper. When all the seeds have been dropped into the popper, tell the children that Jesus always blesses us when we do what He wants us to do. While this corn pops and gives forth a nice aroma, pass out the popped corn that you prepared earlier.

COORDINATING SONGS

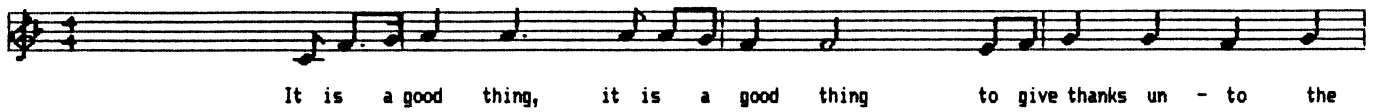
- “Oh Lord I Thank You”
- “If I Were a Butterfly”
- “Jesus Is the Giver”
- “This Is the Day” — Sparrow Records

“Thanksgiving Jam” — Here We Come Rejoicing — Manna Records (Alexandria House)

SUPPORT MATERIAL

- We Give Thanks — Coloring book, Concordia
- My Church — Coloring book, 8 each of 6 pictures, Christian Board of Publication
- Showing Our Love — Record and songs, 6 songs with resource sheet for each song. Full color flannelgraph sheets to add interest, Gospel Publishing House
- But I’m Thankful — I Really Am! — Jane Belk Moncure (book), Standard Publishing
- My Thanksgiving Praise Book — Little Tuffies

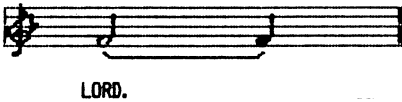
MEMORY VERSE SONG



It is a good thing, it is a good thing to give thanks un - to the



LORD. It is a good thing, it is a good thing to give thanks un - to the



LORD.

MEMORY VERSE VISUALIZED



TEXT Luke 17:11-19

OBJECTIVE The students will be able to use the story of the ten lepers to explain that Jesus wants us to give thanks for what He does for us. They can explain that the one leper who came back received an added blessing for being truly thankful — he was spiritually healed as well as physically.

MEMORY VERSE Let us come before his presence with thanksgiving, and make a joyful noise unto him with psalms. — Psalm 95:2

Jesus Heals Ten Lepers

MEMORY VERSE IN ACTION

LET US COME — Beckoning motion using both arms.
BEFORE HIS PRESENCE — Palms up, forearms crossed, bow upper body while uncrossing forearms.
WITH THANKSGIVING — Praying hands position as you look up.

AND MAKE A JOYFUL NOISE — Place thumbs of both hands in ears, palms open and smile while moving wiggling fingers away from head.

UNTO HIM — Point up.

WITH PSALMS — Touch fingers to mouth with both hands; move away from face with fingers wiggling.

MEMORY VERSE VISUALIZED

Three children singing praises to God is the visualization for this week's memory verse. (See pattern at the end of this lesson.) Cut the pattern apart as indicated by the dark lines, and display on your board one section at a time as your students review the verse.

BIBLE LESSON OUTLINE

Introduction: Draw facial features on the fingertips of a pair of white cotton gloves, as described under In-Class Activities. Make them all with smiling faces, but an extra big smile on one fingertip. Let the class look at all ten fingers, and then tell them that today's story will bring out why these ten men are smiling, and why one has a bigger smile than the others.

1. Ten lepers called on Jesus for healing and He told them to go and show themselves to the priest.
2. As they obeyed and went on their way, they found that they were cleansed of the disease.
3. One man returned to thank Jesus.

Climax: The man who returned to give thanks to Jesus received an added blessing — he was made spiritually whole.

Conclusion: God is pleased when we remember to be thankful for the things He has done for us, and expression of our appreciation brings greater blessing.

Response: The students should be able to relate the story of the ten lepers and tell why the one man received an added blessing.

BACKGROUND INFORMATION

Leviticus 13 and 14 describe leprosy and the procedures for dealing with it. It is clear from these two chapters that it was a severe disease spreading on the surface of the skin in such a way that infection required the person's separation from others. The priests alone were given authority to declare a person either clean or unclean, depending on the condition of the disease, thus making it typical of sin and used by God as an object lesson to encourage purity. A person, having been found to be leprous, was required to separate himself from the general population, and when anyone approached, he was to cry "Unclean, unclean." A person with the disease was looked upon with disdain, and as one who had incurred the wrath of God.

Jesus is never said to have healed a leper, but always to have "cleansed" him. Luke 17:11-19 is a case in point. These ten had obviously heard of Jesus' power to cleanse them. All had enough faith to obey His command to "Go shew yourselves unto the priests" in order to be declared clean so that they might reenter society. Gratitude seems to have been rarer than faith in that all were made clean but only one returned to give thanks. This man was a despised Samaritan who was considered not only physically unclean because of leprosy but also spiritually unclean because of his origin. But Jesus, who had power to cleanse the leper also had power to cleanse the sinner. After commending the man for his humble and grateful spirit Jesus said, "Go thy way: thy faith hath made thee whole" (Luke 17:19).

SPECIAL UNIT INSTRUCTIONS

Give each child a page from their Praying Hands book and have them write their memory verse for this week.

IN-CLASS ACTIVITIES

Make puppets out of tongue depressors (flat wooden sticks that may be purchased at any drug store), one for each leper. Make one side sad and the other side happy (see Patterns).

Wear a pair of gloves on which you have drawn faces on each fingertip to represent the ten lepers. Act out the story.

Make ten faces that are happy when you hold them upright and sad when you turn them upside down (see Patterns). As each of the sick men are healed turn their faces so they are happy. Have a little heart on the back of each of the faces. Nine of the hearts will be plain and one of them should have a picture of Jesus on it. Explain that because this happy person told Jesus, "Thank You," he had the extra blessing of having Jesus in his heart.

Use small dolls (Playmobile or Fisher-Price people work well) to represent the ten lepers. Put small band-aids on the ten dolls. Put a piece of white material around one doll, like a shawl, to represent Jesus. Use these figures to act out the story. When the lepers are healed, let the children remove the band-aids. Tape a small white heart to the one who comes back to thank Jesus.

QUESTIONS

Was it harder for Jesus to heal all the ten lepers at once rather than one at a time? Why or why not?

What did Jesus tell them to do after He healed them?

Do you think that Jesus loved the one leper who turned back to thank Him better than He loved the others? Do you think the one leper loved Jesus better?

What happened to the man who thanked Jesus for his healing?

Why didn't the other nine lepers return and tell Jesus, "Thank You"?

Do you sometimes forget to say thank you to Jesus for things He has done for you? What should you do?

Think about waking up in the morning and looking out your window. How many things do you see for which you can thank God?

Do you think unthankful people will go to Heaven? Why or why not?

Besides thanking Jesus, is it important that we thank others for doing nice things for us?

Tell about a time Jesus healed you. Did you thank Him?

PRESCHOOL SUGGESTIONS

Give each of the children a copy of the Thank-You note for Jesus (see Patterns). Let them sign their names and color the card.

Let each child use the fold-up sheet of the ten lepers (see Patterns) to help them visualize the one man returning to give thanks to Jesus.

For each of your children make the Ten Lepers stick puppets (see Patterns). As you tell the story of how sad they were to be sick, let the children hold up the sad side of the puppet. After the lepers are healed, the children can turn the puppet over and guess which one of the men came back to give thanks to Jesus.

REVIEW IDEAS

Have someone act out the part of the leper's coming back to thank Jesus. Have him tell others about the miracle of healing he received. Then when he gave thanks for it his sins were also forgiven! Or you might want to tell this story in third person (a person who saw it happen tells someone else who didn't see it).

On butcher paper draw a large picture of a child so everyone can see it (see Patterns). Omit ears, eyes, nose, mouth, feet, and hands. Hand out six envelopes with one of these items in each one. Have the children holding these envelopes come up, one at a time, and show which of the items they have. Tape them where they belong on the child picture. Discuss with the department what it would be like not to have these parts of our body and how different our life would be. Each one of us should be thankful for our healthy bodies.

Have someone come to your class and give his personal testimony of how God healed him.

COORDINATING SONGS

"He Touched Me" (Chorus)
"He's Able"
"Lord We Thank You"
"Happy All The Time"

SUPPORT MATERIAL

One Leper Says Thank You — Palm Tree book, Concordia
He Remembered to Say Thank You — book, Concordia
Walking with Jesus — by V. Gilbert Beers and Ron Beers
Man of Miracles — book and tape Stories that Live, Series 2, Book 4

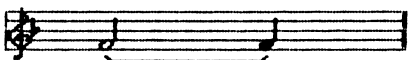
MEMORY VERSE SONG



Let us come before his pre-sence withthanksgiv - ing, and make a joyful noise un-to



him with psalms. Let us come before his presence withthanksgiv - ing, and make a joy - ful



noise.

MEMORY VERSE VISUALIZED



TEXT John 4:1-30, 39-42

OBJECTIVE The students will be able to use the woman at the well as an example to explain that when they tell others how thankful they are for God's blessings they are being a witness for Christ.

MEMORY VERSE I may publish with the voice of thanksgiving, and tell of all thy wondrous works. — Psalm 26:7

Woman at the Well

MEMORY VERSE IN ACTION

I MAY PUBLISH — Place both index fingers on lips. Move right hand in semicircle to right, and left hand in a semicircle to left.

WITH THE VOICE — Form letter V with right fingers, now stroke "Adam's apple" from collarbone toward chin.

OF THANKSGIVING — Praying hands position as you look up.

AND TELL — The right index finger, pointing to the left, is held before the mouth and rolls forward in a circular movement.

OF ALL — With right hand flat, palm down, make large circle horizontal and clockwise.

THY WONDROUS WORKS — Strike fists together, one on top of the other.

MEMORY VERSE VISUALIZED

This week our memory verse is displayed on the figure of a young boy sitting on a box with his hand raised. (See pattern at the end of this lesson.) Cut apart the sections as indicated by the heavy black lines, and reassemble them to reinforce the verse in your students' minds.

BIBLE LESSON OUTLINE

Introduction: Prior to class time, make a large pile of dots with a paper punch, as described in In-Class Activities. Put one dot out on the table as you begin your class session, explaining to your students that this dot represents the woman at the well. Explore the principle of personal outreach using the dots to represent the people contacted.

1. On His way to Galilee, Jesus stopped in a city of Samaria, and sat down by a well.
2. A woman of the city came to draw water and Jesus asked her for a drink.
3. After listening to Jesus, she realized that He was indeed the Christ that was promised.

Climax: The woman left her waterpot and went into the city to tell her neighbors, and many of them became believers.

Conclusion: God is pleased when we tell others of God's blessings, and this may cause those we tell to turn to the Lord also.

Response: The students should be able to relate the story of the woman at the well, and should realize that when we show appreciation for what God has done for us it may cause others to want to know the Lord also.

BACKGROUND INFORMATION

John 4:4 says, "And he must needs go through Samaria." This was not a necessity of geography, for many Jews often avoided contact with these people by crossing the Jordan and passing to the east of Samaria. This was a necessity because of Jesus' mission — to reach those who were thirsty in Spirit.

It was the sixth hour, or about noon, when Jesus stopped at the well and was met by this woman. Normally, water was drawn at the end of the day rather than in the noontime heat, but perhaps this woman was ashamed to associate with the other women of the village who would be coming later. The Jews had no dealings with the Samaritans and this caused the great surprise of this woman at Jesus' request for a drink of water.

Having been the wife of five husbands, and now living with a man to whom she was not married, the woman had no doubt been hurt and disappointed many times and possibly had become hard and calloused. However, as Jesus began conversing with her, she began to experience a love that was pure, holy, and unselfish. As she received God's love through Jesus Christ, her joy overflowed in such a way that many in the town also came to Jesus.

SPECIAL UNIT INSTRUCTIONS

Give each child a page from their Praying Hands book and have them write their memory verse for this week.

IN-CLASS ACTIVITIES

Make a well out of a small butter container, cover with

small pieces of construction paper (like rocks), or color a strip of paper, same width as butter container, and color it like rocks. Glue around container. Make finger puppets (see Patterns) and tell the story.

Have each child make the woman in the lesson. Cut a face for each one out of a magazine and glue to light-weight cardboard. Glue neck into inside of the garment (see Patterns). The garment can be made out of felt or a piece of wallpaper.

Bring a small, bare branch from a tree and prop it up so that paper leaves can be added to it. (Turn a clay flower pot upside down and prop the branch in the hole in the bottom of the pot.) Cut out paper leaves (see Patterns) and give several to each child. Have them write or draw a picture of something for which they are thankful to God — something they want others to know about. Let them tape their finished leaves to the branch.

Make a large pile of dots with a paper punch. Put one dot out on your table and explain to your students that this dot represents the woman at the well in our lesson today. After she met Jesus, she hurried to tell others in her town about Him. Put out about six or eight more dots. Explain that these represent the people she told. Then let your class experiment with the possibilities of others' hearing the Gospel when each of these people tell several others about Jesus. By using the dots to indicate each person that is told, they will be able to see how quickly many will hear if everyone does his part.

QUESTIONS

What did Jesus ask of the woman of Samaria?

What did He offer to give the woman?

What did she do when she found out who Jesus was?

What happened when the townspeople (Samaritans) talked to Jesus?

How do you feel when someone forgives you for doing them wrong? How do you suppose the woman at the well felt when Jesus forgave her sins?

Talk about some good things that happened to you that you couldn't wait to tell others about.

What is a Christian testimony? Is it a sad or happy story?

What changes has God made in your life? Do you like yourself better? Do others notice the difference?

How can we help others to learn about Jesus?

PRESCHOOL SUGGESTIONS

Let the children take turns spinning the arrow on the Thankful Helper game (see Patterns). Whenever it stops on a hat circle have the child tell why that person is a helper and why they are thankful for what he or she does. When the arrow stops on the happy face let them tell their neighbor that Jesus can do all things and also tell them about something special they thank Jesus for.

Light a small votive candle (be sure it is in a votive dish or on a saucer) and show the children that if you put a cover over it, the light will go out. Compare this to their letting their "light" shine for Jesus.

Give each of your students a copy of the well scene (see Patterns). Have a dish of red beans, lima beans, or some other type to represent stones. Let the children glue these to the well.

REVIEW IDEAS

Bring several objects for which we can be thankful — food, doll, truck, clothing, etc. Explain how we can be thankful for each one because it was a special gift to us from someone we love, and because of that, we like to share it with our friends. Then hold up a Bible and tell how much the Bible means to us and how thankful we are for Jesus. Tell how we like to share this with others so they can know Jesus too. If we do that, then we are being a witness for Jesus.

Tell the children that the very fact that they are in Sunday school is an indication that **someone** told them about Jesus. Tell the children, briefly, who was responsible for telling **you** about Jesus. Ask for volunteers to tell who told them about Jesus.

COORDINATING SONGS

"Oh, How I Love Jesus"

"It's Bubbling"

"When Your Cup Runneth Over With Joy"

"Deep and Wide"

SUPPORT MATERIAL

Bible Box Talks — By David W. Thompson

The Stranger at Jacob's Well — Arch Books

Jesus, His Story for Children — by Alice Brown and Pat Kirk

MEMORY VERSE SONG

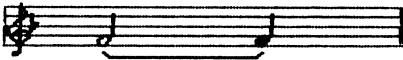
tune of lesson 27b



I may publish with the voice of thanksgiv - ing, and tell of all thy works all thy

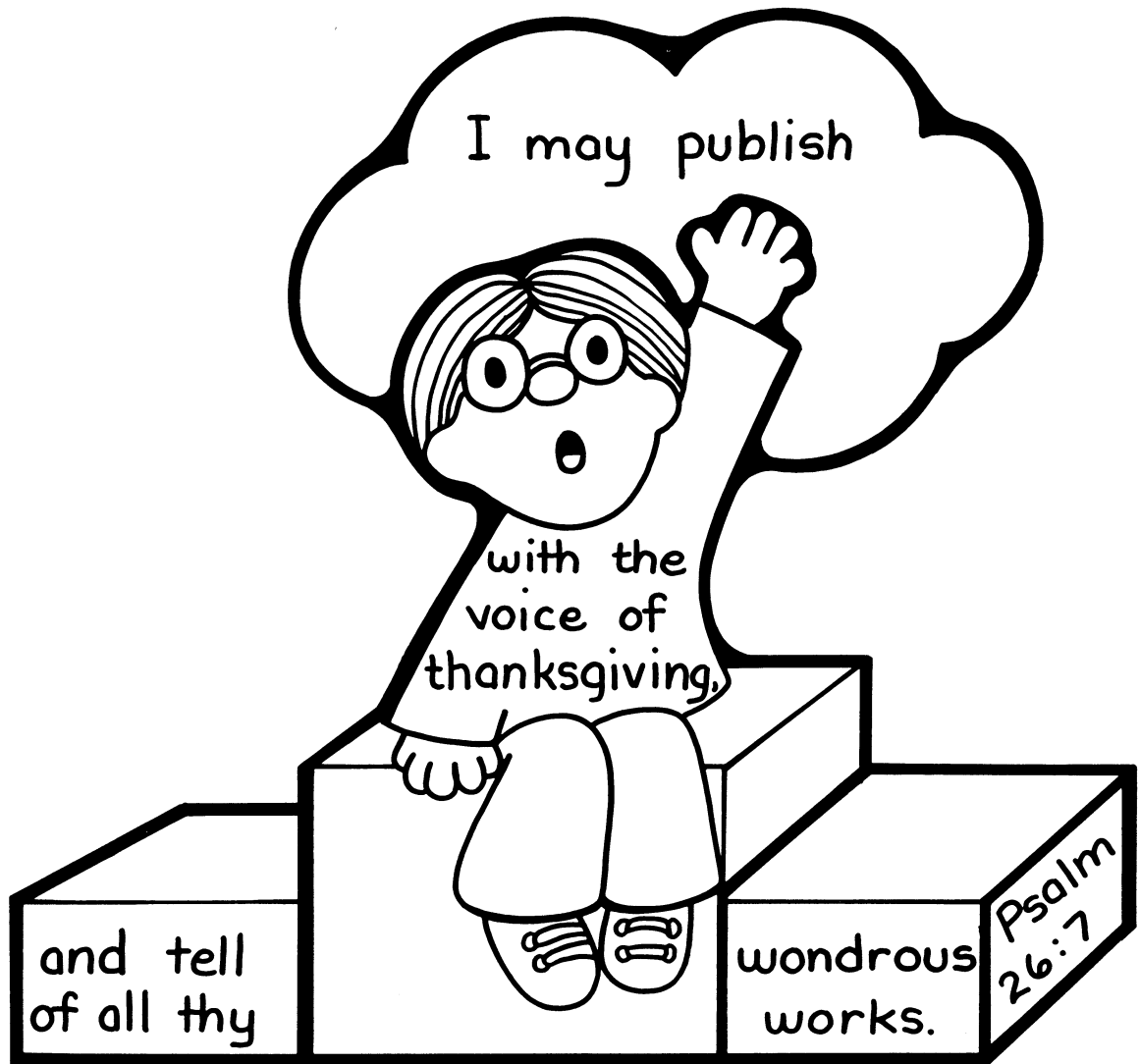


won - drous works. I may publish with the voice of thanksgiv - ing, and tell of all thy won - drous



works.

MEMORY VERSE VISUALIZED



TEXT Mark 8:1-9

OBJECTIVE The students will be able to explain that even Jesus gave thanks to His Father, God. As Christians we should follow His example.

MEMORY VERSE He took the seven loaves and the fishes, and gave thanks. — Matthew 15:36

Feeding the 4000

MEMORY VERSE IN ACTION

HE TOOK — Draw open right hand from right to left (palm facing left) ending in a fist.

THE SEVEN — Hold up seven fingers.

LOAVES — Inside edges of cupped hands touching (palms facing down), move hands apart as though feeling the top of a loaf of bread.

AND THE FISHES — Bending at the wrist, move hand like a fish.

AND GAVE THANKS — Praying-hands position as you look up.

MEMORY VERSE VISUALIZED

The loaves and fishes which Jesus used to feed the multitude are the basis for this week's visualization of the memory verse. (See pattern at the end of this lesson.) Cut apart the grouping on the heavy black lines, and reassemble with your group as the memory verse is learned.

BIBLE LESSON OUTLINE

Introduction: Before class time trace onto construction paper the outlines of parents and children who are saying grace at the table (Pattern and instructions provided in Preschool Instructions for Lesson 27a.) Ask your students what these people are doing, and why. Explain that today's lesson is an example of Jesus' doing this very same thing — thanking God for food.

1. Jesus had compassion on the multitude who had been with Him for three days and now had nothing to eat. He did not wish to send them away hungry.

2. The disciples questioned where they would find food, as they had only seven loaves of bread and a few fishes.

3. Jesus had the disciples seat all the people, and He took the food and blessed it.

Climax: The small amount of food fed the entire assembly.

Conclusion: The Lord is of great compassion, and if a miracle is needed to provide for a need, He is well able to perform it.

Response: The students should be able to tell how Jesus fed the multitude, and explain why we, too, should give thanks for the things God provides for us.

BACKGROUND INFORMATION

This incident took place on the far side of the Sea of Galilee (Mark 7:31) in the area of Decapolis, a group of ten Gentile cities. When Jesus had healed the Gadarene demoniac (Mark 5:1-20), He sent him home to this very area and told him to "go home to thy friends, and tell them how great things the Lord hath done for thee." Perhaps this crowd of 4000 was, at least in part, gathered around Jesus because this man had been faithful to his call. Just as Jesus had taught His disciples at the feeding of the Jewish crowd of 5000, so also with this crowd of 4000 Gentiles He explained that they were not to excuse themselves from serving others because of their lack of resources. They were to use what they had and allow God to multiply it. When Jesus took the loaves and fishes to bless and break them He could give thanks that the "bread of God" had come to both Jew and Gentile (see John 6:48-51).

SPECIAL UNIT INSTRUCTION

Give each child a page from their Praying Hands book and have them write their memory verse for this week.

IN-CLASS ACTIVITIES

Tell a story about a family that was giving thanks to God before their meal. Explain why we do this. Some children in the class may have never heard of giving thanks before we eat. Explain about praying before going to bed and praying at the end of each church service.

Bring a blanket and have all your class sit on it. Bring seven small rolls and some fish crackers or sweet gummy fish. On a piece of construction paper draw some faces, or cut out faces from a magazine and paste on. Show the class all the people that came to hear Jesus, but be sure and tell them there were lots more than this picture shows. Tell story and then bring out enough rolls and "fish" for each child.

Copy some graces each child could learn. Examples: "Come dear Jesus be our guest. Bless our needs as Thou knows best. Let everything that hath breath

praise the Lord!" "For food and all these gifts of love, we give Thee thanks and praise. Look down, dear Father, from Above, and bless us all our days." This could be written on a handmade bookmark so that the children would be encouraged to keep it (see Patterns).

Trace a basket onto a piece of construction paper for each of your students (see Patterns). Let your students cut out the basket and glue in fish stickers to go along with the loaves. They may also wish to write the memory verse on the lid of the basket. The basket can be closed by folding the top down on the dotted line.

QUESTIONS

When Jesus saw people with a need, He did something about it. How can we follow His example?

Why did Jesus give thanks for the food?

What happened when Jesus gave thanks for the bread and fish?

How could there have been anything left over when there were only seven loaves and a few fish to begin with?

Do you think Jesus can work the same way today? Explain.

Do you thank Jesus for your food every day? Every meal?

Why should we say grace or pray over our food?

When you bow your head at school, what do the other students think? Are you showing them something about your love for God? Do you ever get a chance to tell the other students about Jesus?

Jesus was our example. Talk about ways we can be an example to others.

PRESCHOOL SUGGESTIONS

Prepare a copy of the dot-to-dot fish for each of your children (see Patterns). Give them some crayons and let them connect the dots as you tell how Jesus took just a few fish and made many.

Make each of your children a special place mat by writing a table grace in the middle of a rectangle of colored construction paper. You may wish to add a border of rickrack, trim, stickers, or other decorations. Cover the entire mat on both sides with clear plastic contact paper. During class time, help your students learn the table grace you have written on their mats, and explain why it is important that we remember to thank God for our food.

Use the people collage suggested as a visual aid for Lesson 25c to illustrate the large crowd that Jesus fed. Other props might include goldfish crackers (or fish shapes cut from pieces of salami), small loaves cut from bread slices or bits of frozen bread shaped into little loaves. Tiny baskets can be made from brown construction paper (see Patterns).

REVIEW IDEAS

Bring seven small loaves of homemade bread that have been baked in the mini bread pans. Bring seven baskets and ask the department to help you try to divide the bread so that all the baskets are completely full. They will be able to see it is impossible. Explain what a miracle it was and that all things are possible with God. Have a piece of butcher paper covered with faces either cut out of magazines or drawn. Explain how this amount of bread fed more people than this.

Have someone come and give his testimony of how God provided food for his family when they were in need.

Do a puppet skit with two puppets. The setting is at school. Use little dishes and play food for props. Have a big cowbell ring for lunch time. Have two puppets come up talking back and forth like children at school would do. In the midst of the conversation, have the one excuse himself to pray over his food. Have the other puppet asking him why he's doing that. Have the puppet representing a Christian witness to him of how someone invited him to Sunday school and there he learned of some of the miracles of Jesus, such as the feeding of 4000 with seven loaves. Also he learned he should give thanks for his food, and how Jesus died for his sins that he might be saved. Have the other puppet make the appropriate remarks throughout the conversation. Have the skit ending with the puppet's inviting his friend to Sunday school. Then have the bell ring and the puppets leave for class.

COORDINATING SONGS

"Multiplication Song"

"God Can" — The Bill Gaither Trio for Kids — song book

"God Is Great And God Is Good"

"It's a Miracle" — The Bill Gaither Trio for Kids — song book

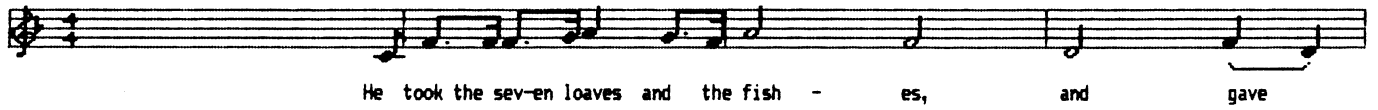
SUPPORT MATERIAL

The Boy Who Gave His Lunch Away — Arch Book, Concordia

Think 'N Check Quizzes — Life of Jesus — 15 quiz games to build and test the player's knowledge of God's Word, Standard Publishing

Miracles of Jesus — Pict-o-graph, Standard Publishing
New Testament Pictures to Color — 8 each of 6 pictures, Standard Publishing

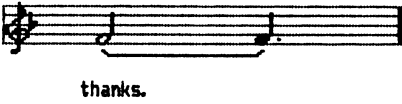
MEMORY VERSE SONG



He took the sev-en loaves and the fish - es, and gave

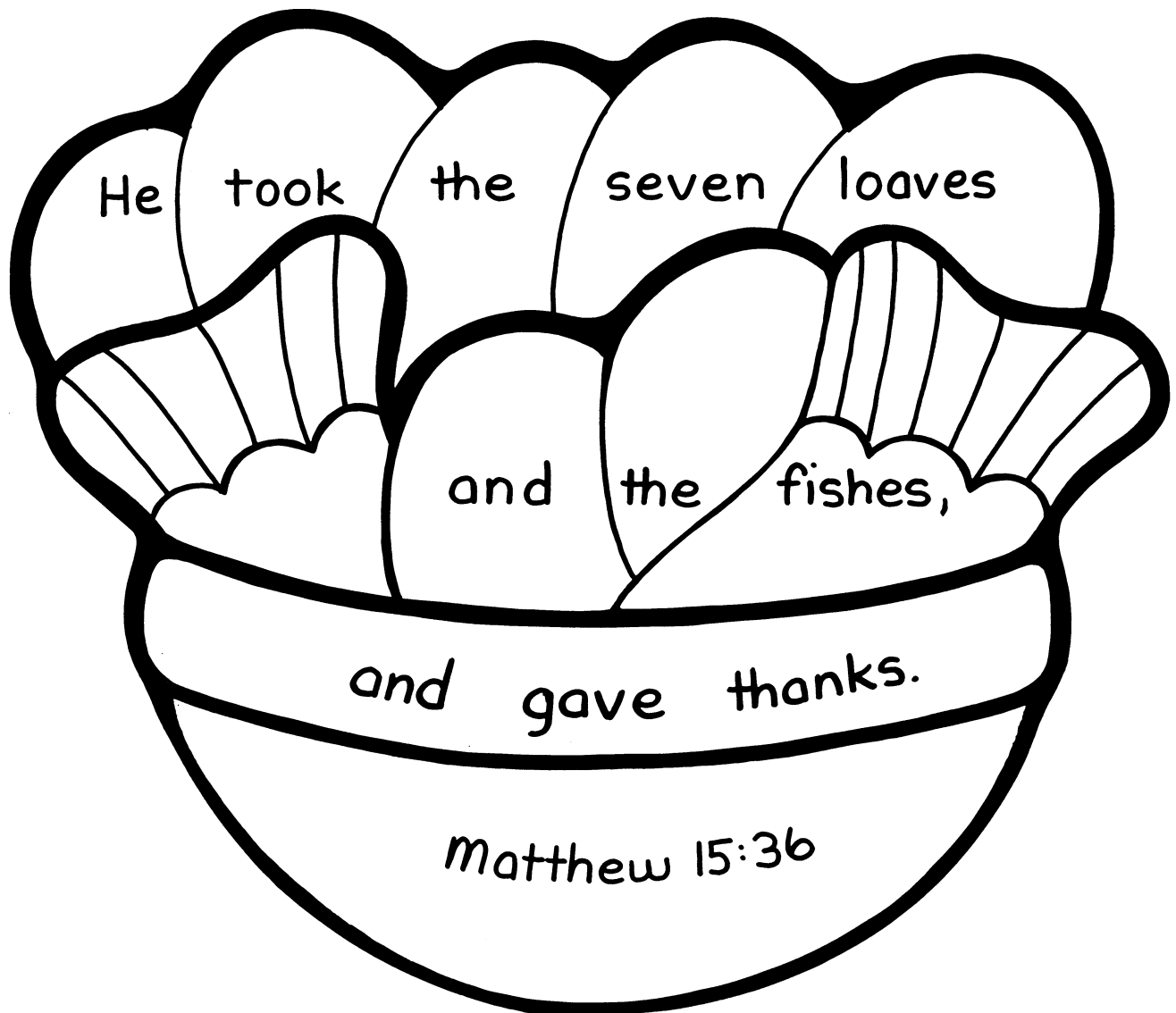


thanks. He took the sev-en loaves and the fish - es, and gave



thanks.

MEMORY VERSE VISUALIZED



TEXT I Timothy 1:12-18

OBJECTIVE The students will be able to explain that Paul's testimony to Timothy was thanksgiving to Jesus for loving him even though he was unworthy. Also, Paul was letting Timothy know there is victory in Jesus.

MEMORY VERSE Thanks be to God, which giveth us the victory through our Lord Jesus Christ. — I Corinthians 15:57

Paul Gives Thanks to Jesus

MEMORY VERSE IN ACTION

THANKS — Praying hands position as you look up.

BE TO GOD — Point up.

WHICH GIVETH — Thumbs touching finger tips, palms toward self touching chest, move hands away from body opening hands out flat.

US THE VICTORY — Hold letter V on both hands above head.

THROUGH OUR LORD — Make an L with thumb and first finger of the right hand. Touch thumb to left shoulder, bring across in front of body, touching right waist.

JESUS CHRIST — Right middle finger to left palm, left middle finger to right palm.

MEMORY VERSE VISUALIZED

The word "Victory" in large block letters will be the visualization of this week's memory verse. Be sure your students know what the word spells. (See pattern at the end of this lesson.) Cut the word apart into one and two letter sections as indicated by the heavy black lines. The divisions are as follows: VI-CT-OR-Y. Arrange the sections on your board in sequence as your students review the verse.

BIBLE LESSON OUTLINE

Introduction: Bring a large trophy to class. Talk about how this is a symbol of being a winner, of winning a victory. Tell your students that today you are going to learn how a man who had suffered imprisonment, beatings, shipwrecks and many other persecutions could still thank and praise God for VICTORY.

1. Paul gave thanks to God that he was able to be a minister of the Gospel.

2. He praised the grace of God which had saved him, though he was the chiefest of sinners.

Climax: Paul found victory in the power of Jesus Christ to transform a blasphemer, persecutor, and enemy of the Gospel into one who dedicated the remainder of his life to the spreading of the truth.

Conclusion: The story of Paul's conversion is proof that God can take anyone who will believe on Jesus and make him a worker for the Gospel.

Response: The students will be able to explain the transformation in Paul's life, and will be able to see that victory is assured for those who will follow his example of faithfulness.

BACKGROUND INFORMATION

The Apostle Paul was born in Tarsus of Cilicia into a strict Pharisee family, and he was given the Jewish name of Saul. He was well educated and studied under a famous teacher named Gamaliel. Although Saul never met Jesus during His earthly ministry, he met the disciples and realized that their teachings were a threat to Judaism. He started a campaign against the followers of the Lord and was a witness to the stoning of Stephen. He was on his way to Damascus to persecute the Christians there when the Lord met him, and his life was completely changed. He immediately began to preach Christ in the Damascus synagogues, but was forced to flee for his life. He came to the church in Jerusalem, but they feared him until Barnabas affirmed that Saul had been converted. He made three missionary journeys, spreading the Gospel in Asia Minor and southern Europe. He returned to Jerusalem and was imprisoned by the Jews. Because he was a free-born Roman, he appealed unto Ceasar and was sent to Rome. On the way he was shipwrecked, but eventually reached his destination. Apparently he was freed for a time, but was later imprisoned and finally executed.

In the section of Scripture from I Timothy 1:12-18, Paul holds himself up as an example of God's abundant grace and mercy. Because Paul had so viciously persecuted God's church, he considered himself to be the chiefest of sinners (verse 13 and 15). However, in order to manifest His grace and give hope to all men, Christ Jesus was merciful to Paul and called him to be an Apostle to build the Church that he had sought to destroy. For this, Paul's heart overflowed with thanksgiving.

SPECIAL UNIT INSTRUCTIONS

Give each child the last page from their Praying Hands

book and have them write their memory verse for this week. Also give them the cover for their book and a length of yarn. Help them to assemble their book.

IN-CLASS ACTIVITIES

Have children write a letter to God telling Him thank you.

Bring an older person into class and have him tell one specific thing God did for him that he is thankful for.

Have children in class tell about something God has done for them. Explain how they are testifying, just like Paul, and how God is happy when they do this.

Make a copy of the victory tree to show your class. Prepare several apples to put on the tree (see Patterns). On the wormy side of the apple write something that we might need victory over. Turn the apple over and, on the good side, write what we are like when we have the victory. Some examples are: fighter/friendly, liar/truthful, angry/happy, unkind/kind, thief/honest, sad/joyful, and many more. Put the apples on the tree so the wormy side is showing. As you talk about each of these problems turn the apple over and show the children what victory in Jesus can mean in their life.

QUESTIONS

What were some of the things Paul did before he became a Christian?

How was Paul's life changed?

Paul could never have changed himself from the awful man he was into the Christian that he became. Who changed Paul's life?

What was the best way Paul could thank God for forgiving him? How can you show your thanks to God?

Who was Timothy? Was he Paul's son? Why do you suppose Paul called him "Son"?

Paul wrote letters to Timothy. To whom else did Paul write letters? Do you know why it was necessary many times for Paul to write letters instead of talking in person. (Part of the time he was in prison.)

What reasons are there for giving testimonies, either in church or to another person? (It is a way of praising God as well as letting others know how Jesus changes lives.)

Where could you look for a chance this week to tell someone about something Jesus has done for you?

PRESCHOOL SUGGESTIONS

Use dolls to act out good and bad behavior. Tell the children that with Jesus in our hearts we won't want to act badly. We can ask Jesus and He will help us to do good.

Bring a large, beautifully wrapped gift box with a picture of Heaven inside. Tell the children that the people who love Jesus and do good for Him will someday receive a gift like the one you have, only it will be real. Let them try to guess what is in the box. If they mention anything that will be in Heaven tell them their guess is close. After everyone has had a chance to guess, open the box and talk about how thankful we should be that Jesus is preparing such a wonderful place in which we may live.

Prepare a large red heart and several large "sin spots" made from white paper that have been outlined in black. Inside the "spots" have the illustrations of the naughty deeds (see Patterns). Attach the spots to the heart. Remove the spots, one at a time, as you tell the children that Jesus can help us have "victory" so we won't do naughty things. Note: Attach the spots in such a way that when you remove them the heart is not messed up. Covering the heart with contact paper first will keep the tape from sticking to it and tearing it when it is removed.

REVIEW IDEAS

Divide your group into two or more teams. Explain that Paul was thankful to God for many things, and that one of his theme words was VICTORY. Tell your class that you are going to give them time to think of different things they are thankful for that begin with each of the letters in that word. Give each team a pad of paper and a pencil, and have them write the letters down the left side of their paper, leaving room between each letter to write their word list. Allow about one minute for each letter. (If you wish, have an adult in each group write down the words suggested.) When time has been allowed for each letter, total the scores of each group and award a small prize to the winning team. Then share all the words suggested, and discuss how and why we should be thankful for each of the items mentioned.

COORDINATING SONGS

"Victory in Jesus"

"V Is for Victory"

"Thank You Lord"

"Praise Him, Praise Him, All Ye Little Children"

"God Is So Good"

"Father, I Adore You"

"Heavenly Father We Appreciate You"

SUPPORT MATERIAL

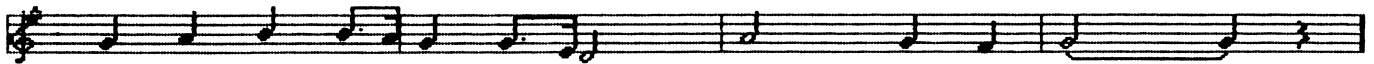
Later Life of Paul — Pict-o-graph, Standard Publishing
Puzzles from Acts — Classroom Activity Book, 8 each
of 6 puzzles, Standard Publishing

New Testament Pictures — Coloring Book, classroom
pictures, Standard Publishing
Books of the New Testament — Arch Books

MEMORY VERSE SONG



Thanks be to God, thanks be to God, which giveth us the vic - to - ry, the



vic - to - ry through our Lord Je - sus Christ. Thanks be to God.

MEMORY VERSE VISUALIZED

