

Miracles of Jesus

Lesson 35a — Jesus' First Miracle

Lesson 35b — The Centurion's Servant Healed

Lesson 35c — The Widow's Son Raised From the Dead

Lesson 35d — Walking on the Water

OVERVIEW

The theme of this unit is the miracles of Jesus. Your students should understand that these miracles were not works of magic or just pretend, like the fantasies or make-believe stories in their reading books. The word *miracle* literally means "a marvelous event, or an event which causes wonder."

Jesus' miracles were real happenings that showed He had power beyond that of an ordinary man. The laws of the natural world, which He had helped His Father create, were not limitations to Him. His miracles prove that He is the Son of God, for who else could raise the dead, heal the sick, and control the natural elements? It

seems strange that the very people who should have recognized that these miracles proved His divinity failed to do so. He was rejected by most of the religious leaders of His time, though many times they acknowledged the supernatural characteristics of what took place.

Most of Jesus' miracles were of a person-to-person nature; for instance, healing the lame, giving sight to the blind, raising the dead to life. Your students should conclude this unit with an understanding that Jesus still works miracles on a personal level in our lives today, if we believe on Him.

GAMES FOR REVIEW

For this game use an overhead projector, blackboard, or a large piece of paper. (As an alternative, the material could be printed on individual sheets of paper and given out to each student on the last Sunday of the quarter.) Title the contest MIRACLES OF JESUS and label three columns as follows: "Problem or Need," "What Did Jesus Say?" and "What Did Jesus Do?" In the first column print or write:

1. Not enough wine for wedding feast.
2. Centurion's servant sick, near death.
3. Widow's son had died.
4. The disciples, in their ship, were being tossed about by big waves.

Fill in the answers for the next two columns as they are given by the students.

Have a true/false quiz for the whole department with questions from each of the lessons. Tell the students to call out the answer "true" or "false" together. Have a small prize for everyone.

Have four groups, each picking one of the lessons to act out in charades and have the department guess which story it is.

On one side of a blackboard have the students list as many of the Biblical miracles as they can think of that Jesus performed. On the other side have them list miracles that they know Christ has done in our day and age.

CONTEST IDEAS

Use a sheet of 9" x 12" paper for each child. On the left side of the paper, draw a stick figure of a boy or girl (see Patterns). Draw lines of different lengths radiating from the figure's hand. You will need one line for each attendance "balloon," missionary effort balloon, knowing the memory verse balloon, etc. Each time a balloon is earned put a colored round sticker at the end of one of the lines. You might like to use a different-colored sticker for each thing: red — attendance, blue — knowing the memory verse, etc.

In this contest the girls and boys will need to work together as a class to earn points. Points are earned by attendance, knowing the memory verse, bringing Bible, missionary efforts, etc. Each time the chart reaches a certain number of points a balloon can be popped. Inside each balloon is a surprise message for the whole class! To prepare for this contest, blow up balloons and

insert your messages before tying. Some suggested messages are: 1. A prize for everyone today. 2. There will be chocolate chip cookies for everyone next week. 3. Choose a time for a special outing for the class. There are so many things you can do with your class. Every age group will be able to do different activities. Amount of points earned should be determined by the average of your particular Sunday school.

Since nobody should be sad when a miracle takes place, have a happy-face contest. You'll need to copy and cut out lots of happy faces. Choose one color for each accomplishment: yellow — attendance, blue — bringing Bible, pink — knowing the memory verse, etc. Punch a hole at the top of the circles and lace a piece of yarn through the hole. When a child earns one have him write his name on the back. These can then be hung from the ceiling as a decoration or made into individual mobiles for the children. It isn't really necessary, but you might wish to award a prize to the child or class who has the most happy faces.

BULLETIN BOARDS

Make the GOD CAN! bulletin board for your class (see Patterns). Along the top of your board write the question, "Who can do a miracle?" Under that, in large letters, write, "God Can!" Enlarge the symbols from the Primary Pals handout and back them with colored paper before putting them on your board. Under each symbol write the memory verse for that lesson.

Use a bright yellow background and title your board MIRACLES OF JESUS (see Patterns). Make five different frames for Before and After pictures. Make a set for each of the miracles in this unit and make one to illustrate the fact that each student is a miracle too. Put a baby in the Before side and a mirror (or piece of aluminum foil) in the After side. Jesus has been with them this far in life and with His help they will never fail.

UNIT SONGS

"Got Any Rivers?"

"Jesus Never Fails"

"God Can" — Bill Gaither Trio for Kids

"It's a Miracle" — Gaither

"God Can Do Anything But Fail"

"Who Can Do Anything?"

"My God Is So Great"

"I Believe in Miracles"

"What's a Miracle?" — Zondervan's Sunbeam Songs for Boys and Girls

"He's Able"

CHART IDEAS

Enlarge the Miracle Poster (see Patterns) and copy one onto construction paper for each child. Each week let them write their memory verse on the proper lines.

Give each child a copy of the Jesus' Miracles chart (see Patterns). After they have learned all the lessons, let them circle the correct words to complete each sentence.

Glue a white paper cloud to a colored background. Attach four ribbon or yarn streamers from the cloud to pictures depicting the four lessons of the month (see Patterns). Title the cloud MIRACLES and place a sticker of Jesus in the center of the cloud. Praying hands or Jesus stickers may be used for attendance.

Make copies of the kite chart for your students (see Patterns). Each week let them color the symbol that goes with that week's lesson. If you wish, hang kites from the ceiling and add bows to a yarn tail on each kite for each memory verse learned.

SUPPORT MATERIAL

100 New Testament Stories — Retold by Norman J. Bull, Abingdon Press

Egermeier's Picture-Story Life of Jesus — Warner Press

Jesus — The Friend of Children — Illustrated by Richard and Frances Hook, David C. Cook

TEXT John 2:1-11

OBJECTIVE The students will be able to describe Jesus' miracle at the wedding in Cana. They can explain that it was the first of many miracles that He performed and that He is still working miracles today.

MEMORY VERSE Many believed in his name, when they saw the miracles which he did. — John 2:23

Jesus' First Miracle

MEMORY VERSE IN ACTION

MANY BELIEVED — At eye level, hold fists on top of each other as though holding onto an imaginary rope.

IN HIS NAME — Tap first two fingers of both hands at right angles.

WHEN THEY SAW — Hold cupped hands around eyes.

THE MIRACLES — Extend left fist with palm side down, place first three fingers of right hand on back of left fist, wiggle right fingers while raising right hand vertically.

WHICH HE DID — Nod head yes as you point up.

MEMORY VERSE VISUALIZED

A little boy reaching up toward bubble letters spelling JESUS is the visual representation of this week's memory verse. (See pattern at the end of this lesson.) Cut apart the three pieces on the heavy black lines. Put the arrangement back together one section at a time as your students learn the verse.

BIBLE LESSON OUTLINE

Introduction: Bring to your class a picture taken at a wedding reception. (A photo taken beside the punch bowl would be especially appropriate.) Ask your students if they have ever been to a wedding reception. What did they do there? How do you think the bride and groom would have felt if they had run out of cake or punch for the guests? That is what happened in our Bible story today.

1. Jesus and His disciples were invited to a marriage in Cana of Galilee.
2. When wine was needed, Jesus' mother told Him of the need.
3. Mary then told the servants to do whatever He said.
4. Jesus told the servants to fill six water pots with water and they obeyed. He then instructed them to give some to the governor of the feast.

Climax: Jesus miraculously changed the water into wine.

Conclusion: Jesus performed this beginning of His miracles 2000 years ago. He still performs miracles today.

Response: The students will be able to describe the miraculous event which took place at the wedding in Cana. They can explain that it was the first of many He performed, and that He is still working miracles today.

BACKGROUND INFORMATION

The word *miracle* comes from a Latin word *miraculum* which means "an event or action that apparently contradicts known scientific laws and is due to supernatural causes." The plagues that God sent on Egypt were miracles. It is not natural for such things to happen in the manner in which they occurred. It is true, plagues of frogs, locusts, flies, and lice have occurred, but not at the word of a man, nor could they be stopped at a certain time by man's word. God had a two-fold reason for the miracles that are recorded in the Book of Exodus. He brought judgment on Egypt and confirmed to the Children of Israel that the God of Abraham was the Living God and superior to any other god.

Christ did not perform miracles just to satisfy curiosity. He said "A wicked and adulterous generation seeketh after a sign; and there shall no sign be given unto it, but the sign of the prophet Jonas" (Matthew 16:4). But when there was a need that was brought to Christ, He was able to perform a miracle to satisfy that need as He did in today's lesson. From then on He did many miracles as the occasions arose, and He still does today! Perhaps the greatest miracle that Christ performs is to change a hell-bound soul into one redeemed by the Blood of the Lamb and start him on the way to Heaven.

IN-CLASS ACTIVITIES

Pretend to be a reporter. Ask the children questions and record them as they help you tell the story. They love to talk into a microphone and will enjoy hearing themselves on tape.

As you talk about how Jesus' first recorded miracle was to supply a need, bring out that God still supplies our needs today. Invite someone to your class and have him give a personal account of how God miraculously supplied a need for him.

Decorate your class area as if for a wedding reception. Use wedding bells, crepe paper streamers, napkins, plates, and cups. Have a small decorated cake in the center. Fill paper cups with grape juice. Have two pitchers, one full of water, one full of more grape juice. As the class is eating the cake, tell them the story about Jesus' changing the water into wine. Explain that no matter how we try, we can't change water into juice, but because Jesus is the Son of God, He can do anything.

Give each child a copy of the Water Into Wine coloring picture (see Patterns). Let them color the picture as you tell that the servants were obeying Jesus when He told them to fill the pots with water.

QUESTIONS

What did Jesus do at the wedding?

What is a miracle?

Why was this miracle so special?

Do you think the servants knew that the water was changed before they served the governor of the feast?

Talk about salvation. What is changed? How long does the change take? When do you know that you have been changed?

Why did Jesus work miracles? Does Jesus still perform miracles?

What would you have thought about Jesus if you could have been at the wedding? Talk about how most people really didn't know Jesus before this time.

PRESCHOOL SUGGESTIONS

Bring a small plastic juice container. Fill it with water. Then pour it into small cups for your children to sample. Explain that you cannot change this water into something else, but Jesus can.

Enlarge the main illustration for this story. Color in the details with felt marker pens. Cover the entire picture with clear contact paper. Make the picture into a puzzle by cutting it into several pieces.

Copy the wine pot lacing-card pattern onto heavy paper for each child (see Patterns). Punch out the holes where indicated. Give each child a length of yarn so he can "sew" around the shape. Be sure to wrap a small

piece of tape around the end of the yarn so it will be easy to thread through the holes.

REVIEW IDEAS

On the right-hand side of large sheets of construction paper, print the complete verses of the references given below (and any others you might choose to use). Leave a 6-inch space on the left side of each sheet of paper so the figure of a paper doll can be added later. Cut paper dolls out of construction paper (see Patterns). Use the same amount of paper dolls as you use verses. On each figure print one of the needs or feelings listed. Mount all the verses on a board so the children can easily read them. Choose one of the figures and read the need or feeling to the children. Ask them to match it to a verse that answers that need. When they are all done let the children know that these are some of the ways that show us God will still supply our needs today.

1. John 3:16 — If you feel unloved.
2. II Corinthians 1:4 — If you need someone to comfort you.
3. II Corinthians 5:17 — If you want your life to be different.
4. Philippians 4:13 — If you feel weak.
5. Philippians 4:19 — If you have a need.
6. Hebrews 13:5 — If you feel alone.
7. James 1:5 — If you need answers.
8. James 4:8 — If you want to feel close to God.

Have a skit showing a mock wedding, followed with guests at the table, complaining that all the wine is gone. Have the servant go out and soon come back with more to give to the governor. Have the governor praise the bridegroom for how good it tastes. Have the guests leave, with two servants cleaning the table, the one servant explaining to the other the miracle that took place right before his eyes.

Ask the children if they have ever been to a wedding. Show a picture of a bride and groom. Tell them that a long time ago Jesus went to a wedding and afterwards went to a reception. Explain a reception by setting out things on a table: pieces of cake, nuts, mints, napkins, forks. Set out several see-through glasses in which you have put some grape juice concentrate (so it looks like the glasses are ready for a refill). Tell the children that the wine was all gone so the people couldn't have anymore. When Jesus' mother saw this, she told the servants to do whatever Jesus told them to do. Jesus told them to fill the pots with water. Then He told them to give a glass of this to the governor! At this point pour some water into one of the glasses (it will dilute the grape juice concentrate and make good juice) and ask one of the children to taste it. Tell the children that you didn't really make it into grape juice but that Jesus really did work a miracle. Explain that this was the first of many miracles which Jesus did for people.

COORDINATING SONGS

"I Like to Read the Stories in the Bible" — Sing with Marcy, Singspiration

"Why Worry When You Can Pray?"

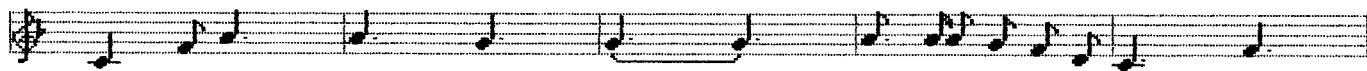
"What's A Miracle?" — Zondervan Sunbeam Song

"Jesus Is a Giver"

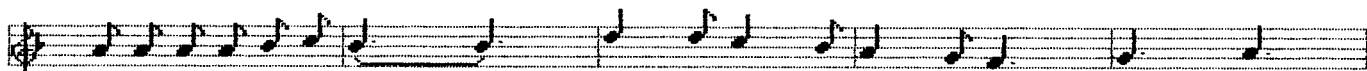
MEMORY VERSE SONG



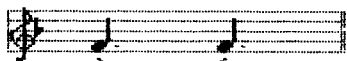
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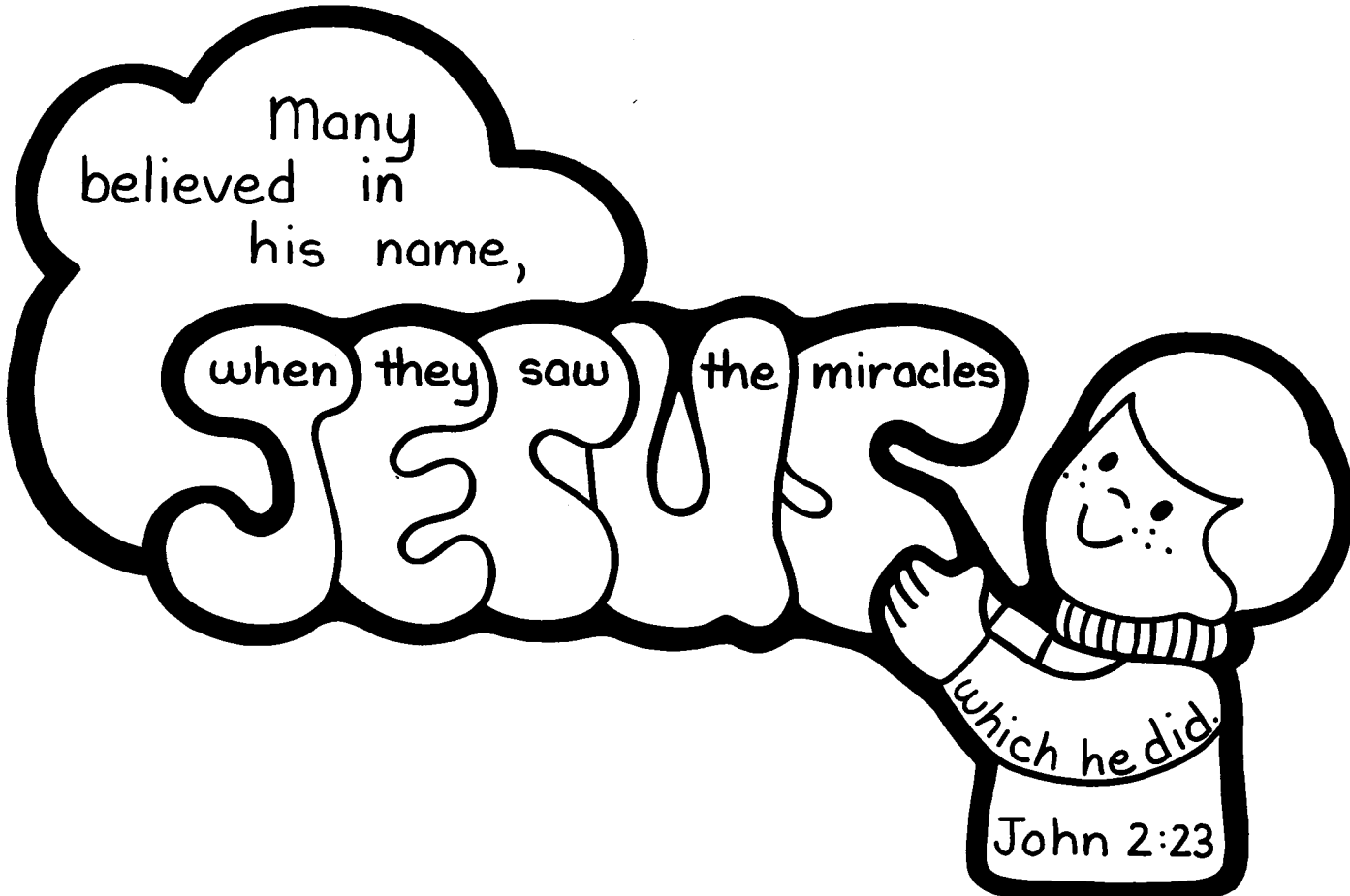


man - y be - lieved in his name, when they saw the mir - a - cles which he



did.

MEMORY VERSE VISUALIZED



TEXT Luke 7:2-10

OBJECTIVE The students will be able to tell why the centurion believed that Jesus needed only to speak and his servant would be healed. They can explain that this kind of belief is real faith, and will be rewarded by God.

MEMORY VERSE I am the LORD that healeth thee. — Exodus 15:26

The Centurion's Servant Healed

MEMORY VERSE IN ACTION

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

THAT HEALETH THEE — Place finger tips of both hands just below respective collarbones, make fists while moving hands away from body.

MEMORY VERSE VISUALIZED

The visual representation of our memory verse for this week is a sick child in bed holding a teddy bear. (See pattern at the end of this lesson.) Cut apart the sections as indicated by the heavy black lines. Arrange the sections on your display board one at a time as your students learn the verse.

BIBLE LESSON OUTLINE

Introduction: Ahead of class time, draw a simple circle face with a sad mouth. Ask the students if they have ever been sick. If so, they probably felt sad like this face looks. Use acetate overlays showing some things they could have been sick with: measles (draw spots), fever (draw a thermometer coming out of the mouth), sores (a couple of bandaids on the face), mumps (lumps at the side), or headache (water bottle on head). What did their mom or dad do for them when they were sick? Our story today is about a man whose servant was very sick. And he did the right thing for his servant.

1. A centurion had a servant who was sick unto death. He sent the elders of the Jews to ask Jesus to come and heal his servant.
2. They told Jesus that the centurion was a worthy man.
3. Jesus received a second message from the centurion saying, "Don't come to my house. Say a word and my servant shall be healed." The centurion had authority over his soldiers, so they did as he commanded and he believed Jesus spoke with authority too.
4. Jesus marvelled at the centurion's great faith.

Climax: The centurion's servant was healed through his master's faith in Jesus. When the ones who had been sent with the message returned to the house, they found him well.

Conclusion: The centurion's servant was healed without Jesus' being physically present, and though we can't see Him, He heals us too.

Response: The students will be able to tell how the centurion evidenced his belief in the power of Jesus. They can explain that belief is really faith and will be rewarded by God.

BACKGROUND INFORMATION

The Roman Empire had begun its expansion in the seventh century B.C. It had pushed its frontiers in every direction and by 63 B.C. overran the eastern Mediterranean area. From that time on there were garrisons of Roman soldiers stationed strategically to maintain law and order.

A centurion was a soldier in command of one hundred men. There is mention made of centurions in various places in the New Testament, chiefly in the Book of Acts. The centurion named Cornelius was a devout man who feared the Lord and was among the first of the Gentiles to receive the Holy Spirit. The centurion in today's text was a good man and evidently well liked by the Jews. This was somewhat unusual because the Jews believed they were God's chosen people and did not want to be ruled by a Gentile nation. Whether this centurion had accepted the Jewish religion we do not know, but he had built a synagogue for the community. In any event, he had faith in Jesus to the extent that Christ said of him, "I have not found so great faith, no, not in Israel."

When we have a special petition to ask of the Lord, we should be humble as was the centurion. We must have faith that the Lord is able to speak the word and answer our prayer even though the Lord doesn't stand by us in

bodily form. Jesus told Thomas, “. . . because thou hast seen me, thou hast believed: blessed are they that have not seen, and yet have believed” (John 20:29).

IN-CLASS ACTIVITIES

Make button tags for the children in your class (see Patterns). They can wear these to announce to everyone they see that, “Jesus Can Do Anything!”

Bring a page out of the telephone book which lists auto mechanics. Ask your class, “If your dad’s car wasn’t running, would just looking at these numbers help? If he called one of them, could the mechanic fix it over the phone? Or would your dad have to take the car to him?” In our story today the sick servant didn’t have to see Jesus to be healed by Jesus. Instead, someone who loved the servant came to Jesus for him. We can do that also. We can pray for ourselves and others for healing and Jesus still heals us. He hasn’t changed at all.

Give each child a complete set of the pieces needed to put together the boy and girl on the Jesus Made Us chart (see Patterns). They will need four paper fasteners to attach the boy and girl to their chart.

Show your class a picture of the praying hands. Tell them that we can’t see Jesus, but He can see us and He hears us when we talk to Him. And He answers our prayers. The centurion’s servant didn’t see Jesus, and Jesus didn’t go to see the servant, but the servant was healed when Jesus just said the words. It is the same with us today. We can go to Jesus and, even though we don’t see Him, He will help us.

QUESTIONS

What is a centurion?

Why did he send for Jesus?

Did Jesus go to the centurion’s house? Why or why not?

What happened to the servant?

What did Jesus especially like about the centurion?

How can we show Jesus that we have faith like the centurion?

How do you suppose the centurion knew that Jesus could heal his servant?

How do we know that Jesus can heal us when we are sick?

How did the centurion know that Jesus could just speak the word and his servant would be healed? Talk about how Jesus can just speak the word and we can be healed.

Talk about how other people pray for us or put in prayer requests and we are healed.

PRESCHOOL SUGGESTIONS

Make flip-sided puppets of the sick/well servant for your children (see Patterns). Glue the pieces back to back and cover with clear contact paper. Lay the sick servant on a facial tissue and show how he had to stay there until Jesus said that he was well. Then turn the man over and hold him up. Does he look happy now? Do you think that he wanted to meet Jesus so he could say, “Thank You”?

Let each child complete a dot-to-dot happy face (see Patterns) to show how the centurion felt when his servant was healed.

REVIEW IDEAS

Cut out several large question marks from different colors of felt. Make them so the dot under the mark is connected, making it all one piece. Give one or two of them to each child in your class. Ask the children questions about the lesson and let them volunteer an answer. If the child’s answer is correct he may put one of his question marks on the flannel board. When all the question marks are on the board tell the children that whenever they see question marks they can be reminded that Jesus knows all the answers.

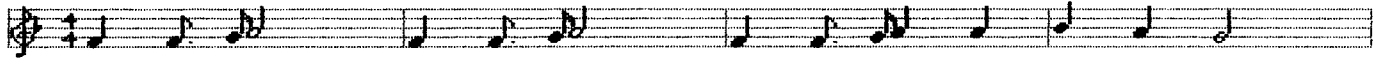
Have someone come to the department and tell of a miraculous healing God gave them. Also have some testify of how God has healed them of a cold or the flu. Nothing is too small or too big for Jesus to heal. It is all the same to Him.

Do a demonstration about faith. Have some objects that take faith to operate, such as a flashlight. You move the lever to switch on the light because you believe the light will come on. Have a picture of a bus. Say that you get on a certain bus because you believe it will take you to where you want to go. Show a model car. Discuss the fact that if your mother or father says, “Let’s go to McDonald’s,” you all pile into the car and believe that is where you are going. This belief is called faith. The centurion believed that Jesus needed only to speak the word and his servant would be healed. And he was! Ask the children if they believe Jesus can do the impossible.

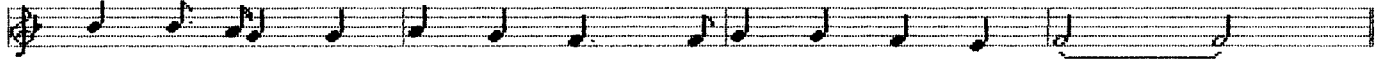
COORDINATING SONGS

“He Touched Me” (chorus)

MEMORY VERSE SONG



I am the LORD, I am the LORD, I am the LORD that heal - eth thee,



I am the LORD that heal - eth thee, the LORD that heal - eth thee.

MEMORY VERSE VISUALIZED



TEXT Luke 7:11-16

OBJECTIVE The students will be able to tell that Jesus had compassion for the widow whose son had died. They can explain that since Jesus created life, He can restore life — He is life!

MEMORY VERSE In him was life; and the life was the light of men.
— John 1:4

The Widow's Son Raised From the Dead

MEMORY VERSE IN ACTION

IN HIM — Point up.

WAS LIFE — Make an L with thumb and first finger of the right hand; do same with left hand. With index finger of both hands pointing toward each other, move hands up from waist toward neck.

AND THE LIFE — Make an L with thumb and first finger of the right hand; do same with left hand. With index finger of both hands pointing toward each other, move hands up from waist toward neck.

WAS THE LIGHT — Cup hands together as though hiding something inside, move hands up and to the sides ending with both palms facing out expressing the number five on each hand.

OF MEN — Point to others.

MEMORY VERSE VISUALIZED

Our memory verse for this week is illustrated by a boy looking up at a cloud with light coming down from it. (See pattern at the end of this lesson.) Cut apart the three sections on the heavy black lines. Reassemble the picture with your group as each portion of the verse is learned.

BIBLE LESSON OUTLINE

Introduction: Draw a simple circle face on your chalkboard, making the eyes wide and the mouth a round O of surprise. Ask your students why they think the man looks this way. It is because he is surprised! He just saw something happen that was so amazing! And that is what the Bible story for today is all about.

1. The only son of a widow of Nain was being carried out for burial when Jesus came to the city gate.
2. When Jesus saw the widow He had compassion and said, "Weep not."
3. Jesus touched the bier and said to the dead man, "Arise." The young man sat up, talked, and was delivered to his mother.

Climax: The people glorified God when they saw the dead man restored to life.

Conclusion: Jesus had compassion on the grief-stricken widow and restored her dead son to life. Today Christ is still performing mighty miracles.

Response: The students can tell of the love and compassion of Jesus for the dead boy's mother. They will be able to explain that, if He chooses to, Jesus is able to restore life because He is the Creator of life.

BACKGROUND INFORMATION

When God created man and placed him in the Garden of Eden, man had the opportunity to live forever. God had told Adam not to eat of the tree of the knowledge of good and evil "for in the day that thou eatest thereof thou shalt surely die." However, man disobeyed God and was driven out of the Garden and away from the tree of life. Since that time, with the exception of Enoch and Elijah, all mankind have left this world by the way of death.

The raising of the widow's son was not the first time that is recorded of one's being raised from the dead. In I Kings 17:17-24 we read how Elijah prayed that life would be restored to a small boy and God answered his prayer. Elisha prayed for the son of the Shunammite woman and the Lord restored him to life (II Kings 4:18-37). One interesting restoration to life occurred when a body was hastily put in Elisha's sepulchre and as it touched Elisha's bones it revived (II Kings 13:21). God certainly honored His prophet Elisha!

Jesus had also raised a young girl who had died, Jairus' daughter. Later He raised Lazarus from the grave. Jesus said, "I am the resurrection, and the life." We can be assured that if we remain faithful to the Lord, we will be resurrected or translated when Jesus comes for His own!

IN-CLASS ACTIVITIES

Give each child the fold-out picture which shows the widow's son lying in his casket, with Jesus and a crowd of people all around (see Patterns). Help the children fold the picture on the proper lines so that the widow's son can stand up when Jesus says, "Arise!"

Copy one Jesus Is Life tree for each child (see Patterns). Have the construction paper leaves cut out before class time begins. Help the children glue or tape on the leaves and then try to say their memory verse. They may lift up the clumps of leaves to check their verse.

Bring a posterboard covered with the following sets of pictures: A funeral — a picture depicting creation; a sick person — a healthy person; a picture of Calvary — a person praying. As you tell the story, explain that God created life (creation), that it is appointed unto man once to die (funeral). He created our bodies (healthy), He is also able to heal (sick). But the greatest gift He gave us was His life (Calvary). If we will simply pray an honest prayer (person praying) He will give us eternal life.

Enlarge and color the set of four pictures which show this story in its proper sequence (see Patterns). Use them as you tell the story. After you are through telling the story to your class, lay these pictures at random on your table. Have the children put them in the proper order and tell you what happened in each one.

QUESTIONS

What had happened to the widow's son?

Where were they taking him?

What did Jesus do when He came to the widow's son?

Why could Jesus give life to the dead man?

Tell about a time that Jesus answered your prayers.

Should we be afraid of death? Talk about how life and death are in God's hands.

How can Jesus take our sadness and turn it into joy?

How do you think Jesus felt when He saw the sad mother and the friends who were with her?

Why did Jesus bring the man back to life when no one even asked Him to?

How does Jesus know what we are feeling?

Does He care only about big hurts? What about small problems?

Is anything too big for Jesus? Is anything too small for Him to take care of? Would He ever feel like we are bothering Him?

PRESCHOOL SUGGESTIONS

For each child, make a set of finger puppets of Jesus, the widow, her son, and two other people who were in the crowd (see Patterns). Instruct the children to put the son on their thumb, Jesus on their pointer finger and the widow and other two people on the other fingers. They should hold their thumb down on their palm while the boy is dead and raise it up with the other fingers after Jesus says, "Arise!"

Cut out pictures from magazines of mothers and their children — well and sick. Talk about how mothers love their children and want to make sure they are healthy. If they become sick, the mother will do everything she can to help them get well again (show bandaids and facial tissues). They don't like their children to feel bad. Ask them if they can imagine how sad the mother felt when her son died. What about when she saw him alive again? Do you think she loved Jesus and thanked Him for giving her son life again?

Make a flip-sided stick puppet of the widow for each child (see Patterns). Have them hold up the sad side when the widow is sad and the happy side when the widow is happy.

REVIEW IDEAS

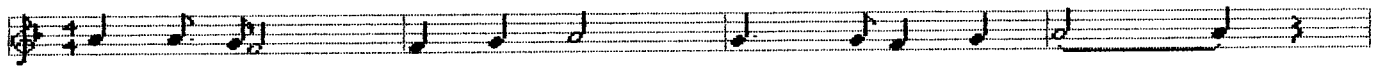
Have eleven large-sized hearts (approximately 8" x 10") made out of posterboard. On one side of each heart have a question relating to today's lesson. On the other side have it labeled with one of the letters from J-E-S-U-S I-S L-I-F-E. Mix up the hearts and let a volunteer come up and pick one. If he can answer the question, he can stay up, holding the letter side facing the audience. When you are all finished, make sure the letters are in the order to read, "Jesus Is Life."

Have another teacher make something out of clay in front of the children and then give it to you. After the teacher leaves, accidentally (on purpose) damage a part of it. Act distressed. Ask several teachers if they can fix it for you. Have them try but only mess it up even more. Ask the children if they think maybe the teacher that made it would be the best one to take it to. Have that teacher come up and ask him to please fix what you have damaged. After he fixes it, tell the children that this reminds you of when Jesus gave life to the widow's son who had died. It was easy for Jesus to do that because Jesus created everything in the first place!

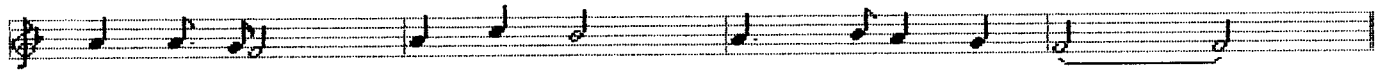
COORDINATING SONGS

"Do You Know That You've Been Born Again?" — Salvation Songs, No. 4

MEMORY VERSE SONG

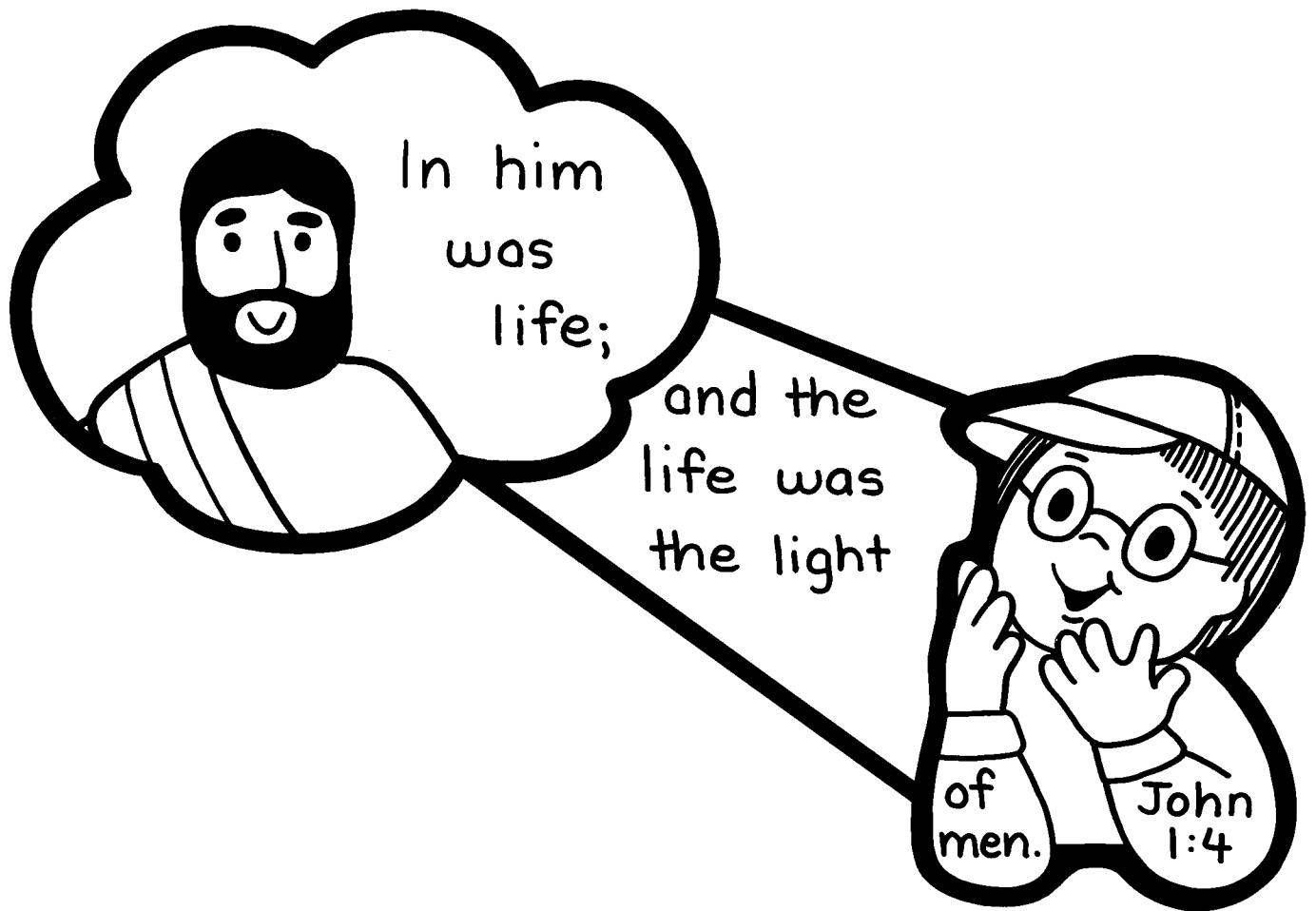


In him was life; and the life was the light of men.



In him was life; and the life was the light of men.

MEMORY VERSE VISUALIZED



TEXT Matthew 14:22-33

OBJECTIVE The students will be able to describe the events surrounding Jesus' walk on the water. They will be able to explain that when Jesus calls us to do something, even though it may seem impossible, He makes a way.

MEMORY VERSE All things are possible to him that believeth. — Mark 9:23

Walking on the Water

MEMORY VERSE IN ACTION

ALL THINGS ARE POSSIBLE — Nod head yes as right hand, open palm down, makes large circle horizontally and clockwise.

TO HIM — Point to someone.

THAT BELIEVETH — At eye level, hold fists on top of each other as though holding onto an imaginary rope.

MEMORY VERSE VISUALIZED

A little boy balancing on his skateboard while a girl watches is the visual display of this week's memory verse. (See pattern at the end of this lesson.) Cut the picture apart on the heavy black lines. Display the pieces one at a time as your students study the verse together.

BIBLE LESSON OUTLINE

Introduction: To open your class time, set a bowl or jar of water in front of your group. Have a couple of objects ready to drop into the water. Ask your class what will happen. If they say the items will sink, ask them if they are sure. Explain that normally, heavy things won't stay on top of water. But Jesus can make it happen!

1. Jesus' disciples were to sail across the sea while He stayed to send the multitude away and to pray.
2. As the wind blew and the ship tossed, Jesus came walking on the water. Thinking He was a spirit, the disciples cried out in fear. But He said, "Be not afraid."
3. Peter asked the Lord to bid him to come to Him. When Jesus did, Peter walked on the water to go to Jesus.
4. Peter began sinking as he saw the boisterous wind. And he cried out.

Climax: Jesus saved Peter as he began to sink and rebuked him for his lack of faith. The wind ceased when Jesus and Peter were on board. They all worshiped Jesus as the Son of God.

Conclusion: Jesus is able to help us do what may seem impossible. But we must believe in Him and His power.

Response: The students will be able to relate the story of how Peter and Jesus walked on the water. They will know that when Jesus calls us to do something, He will be there to help us — even when it may seem an impossible thing.

BACKGROUND INFORMATION

Jesus had just miraculously fed five thousand men, in addition to women and children. He told His disciples to go back across the Sea of Galilee to Gennesaret, about six miles away. Then Jesus sent the multitude away and went up to a mountain to pray. Evidently the wind was contrary as the disciples had only traveled about twenty-five or thirty furlongs by the fourth watch of the night. A furlong is approximately one eighth of a mile and the fourth watch is between 3 and 6 a.m. Apparently they had been rowing for most of the night and hadn't gone even four miles!

It would have been unusual for one raised as a Jew not to have heard of the Children of Israel's crossing the Red Sea and the Jordan River when they entered the land of Canaan. No doubt most had also heard the story of Elijah and Elisha's crossing the Jordan together after the water parted when Elijah smote it with his mantle. It also parted for Elisha on his return trip. But it is not hard to imagine the consternation of the disciples when they saw Jesus walking on the water. They thought it was a spirit, but Jesus reassured them and put their fears to rest. John says that when Jesus entered the boat it immediately arrived at the land.

IN-CLASS ACTIVITIES

Make a set of puzzle squares for each child in your class (see Patterns). Copy each puzzle onto heavy paper, cover it with contact paper, cut it into squares, and store it in a Ziploc bag. The puzzle contains pairs of key words from this lesson. As the children match each word have them tell you what part of the lesson that word reminds them of.

For a class review of your lesson prepare at least two each of the Who? What? When? Where? and Why? type questions (see examples below). Cut ten or more squares out of different colored paper. On the front of the squares write one of the words: Who? What? etc. On the back of the squares complete the question. Hang the squares on a board so just the Who? What? etc., shows. Let the children take turns choosing a square and answering the questions on the back.

WHO . . . walked to Jesus? . . . was in the boat?
 WHAT . . . did Jesus say to Peter in the boat? . . . happened when Peter quit looking at Jesus?
 WHEN . . . did the wind stop blowing? . . . did the disciples see Jesus?
 WHERE . . . were the disciples when they first saw Jesus? . . . did Jesus go when the disciples were in the ship?
 WHY . . . was Peter afraid? . . . did the disciples worship Jesus?

Begin the lesson with a Dramatized Bible Scripture tape that uses the same verses as the text, doing a flannelgraph along with it. Afterwards have the students list on the blackboard some things that God may ask them to do that seem scary. Talk to the class about something God asked you to do and gave you the strength.

Use the Walking on Water figures to tell the story (see Patterns). Color the figures and cover them with clear contact paper. Cut them out and attach them to popsicle sticks. Set them up in a sandbox or styrofoam base as you tell the story.

QUESTIONS

What was Jesus doing while His disciples were in the boat?

How did Jesus get to the boat?

How did the disciples feel when they saw Jesus walking toward them?

What happened when Peter looked around? What did Jesus do then?

Can you walk on water? How do you know?

What do you think would have happened if Peter hadn't taken His eyes off Jesus?

As Christians, what happens if we forget to read and pray and don't pay any attention to Jesus?

Which is harder for Jesus to do, heal someone when he is sick or walk on top of water?

Are you ever afraid in a storm when the wind blows and the lights go out? What can we do about our fear?

What other types of storms may come into our life? How can we feel good inside during days at school when we are having a hard time?

PRESCHOOL SUGGESTIONS

Let the children ask the questions! Most preschoolers will think this is great fun. They may need to be guided in what to ask about. To help the children, give them an idea of what to listen for during the lesson time. For example, "Lisa, while you are listening to our story today, I'd like you to try to think of a special question you would like to ask me or the other children." Or, "Danny, listen carefully because I want you to ask a question about this special Bible story." Another thing to help them remember their question assignment is to hand them a question mark drawn on a 3" x 5" card. They may not be earthshaking questions or answers, but the children will listen well during the story because they know you are depending on them.

Make a copy of the Walking on the Water coloring picture for each child (see Patterns). Let the children color the picture as you tell the story of Jesus' helping Peter.

For each child put together a picture of the boat on the waves (see Patterns). Let them pull the top waves back and forth to see how rough the water was when Jesus and Peter first walked on it.

Give each child a copy of the dot-to-dot waves and ship picture (see Patterns). Let them connect the dots as you tell the story.

REVIEW IDEAS

Have a skit, with the stage setting (a Monday before school) starting out with a child's telling his parents what he learned in Sunday school, that there are things Jesus wants us to do and He will help us. Have the family worship together, asking for help for the day. Next scene: Child comes home from school in tears because someone is mean to him all the time. Mom responds with, "Let's pray about it! Maybe we should invite this person to church." Wrap the skit up with the child's praying for courage to ask him, and the person eventually coming to church and learning how to get saved.

Make or borrow a pair of horse blinders. Describe what they are used for. Point out that we have to live in this world and there will be temptations and things may get difficult at times. But if we pretend we have blinders on like a horse and keep our eyes on Jesus, He will lead us safely to Heaven.

A great effect of tempestuous waves can be created with two long pieces of blue cloth. Lay the strips side by side and pull them almost taut. Have four students (two per strip) each take hold of one end. By moving the cloth up and down a rippling effect is created. Have students acting the parts of Peter and Jesus walk toward

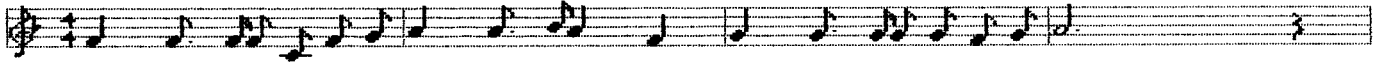
each other between the two strips of cloth.

COORDINATING SONGS

"Here Comes Jesus"

"I Just Keep Trusting My Lord"

MEMORY VERSE SONG



All things are pos-si-ble to him that be-liev - eth, all things are pos-si-ble to him.



All things are pos-si-ble to him that be-liev-eth, all things are pos-si-ble to him.

MEMORY VERSE VISUALIZED

