

**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

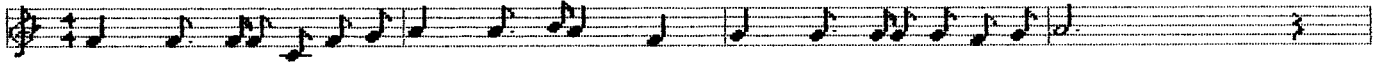
each other between the two strips of cloth.

### 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

