

Parables of Jesus

Lesson 34a — The Lost Sheep

Lesson 34b — The Prodigal Son

Lesson 34c — The Selfish Rich Man

Lesson 34d — Be Humble in Spirit

OVERVIEW

The focus of this unit is on the parables of Jesus. Your students need to understand what a parable is and why Jesus chose to use this special method of teaching. While Christ did not invent the parable, it is significant that He is the only One who used them in the New Testament.

A parable is a special type of story, different from a fable, that teaches people something they do not know by comparing it to something they do know. Jesus was a master storyteller. He used parables to help the people of His day comprehend things they did not know

about God and His plan for mankind. Jesus knew that these short stories which explained spiritual truths would be enlightening to those who believed in Him and wanted to follow His teachings. To others, the parables would be only stories.

Four well-known parables of Jesus will be explored in this unit: the story of the lost sheep, the prodigal son, the rich man who did not think of others, and the men who chose the chief rooms. In each case, you will want to be sure your students understand the spiritual meaning behind the parable, as well as being able to relate the events of the story.

GAMES FOR REVIEW

Make about ten smiley faces for a flannel board and prepare the same number of questions about the lessons in this unit. Number them from one to ten (or whatever number you decide on) on the back. Place them at random on your flannel board. Have a box filled with individual stickers as prizes for the children to select when the time comes. First, allow a child to choose a smiley face from the flannel board after he answers a question correctly. Then look on the back of the smiley face for a number and follow the directions given for that number. For example:

1. Give one sticker to the oldest boy in your class and keep one for yourself.
2. Give one sticker to each child your age and keep one for yourself.

Prepare a true/false review of this unit. On the left side of your board make two columns. Title one column TRUE and the other FALSE. Use the right side of the board to write the statements given below. Just before each statement is a letter. If the statement is true write that letter in the TRUE column next to that statement. If it is false write the letter in the FALSE column. When this is done, fill in the empty true/false spaces with random letters. Read the statements to the children and

ask them if it is true or false. Circle the letter given for that answer. When they have completed the game they will find the circled letters spell the word PARABLES. Go on to talk about Jesus and His use of parables.

- P — The angels are sad when anyone is born again.
A — Jesus is the Good Shepherd.
R — The prodigal son liked living with the pigs.
A — The father was happy when his son came home.
B — It is best to share with everyone.
L — The selfish rich man died.
E — You should always take the best seat for yourself.
S — God wants everyone to be humble.

Make a butterfly and bee from heavy construction paper or posterboard (see Patterns). Make up questions or use those provided in the four lessons, and place a large flower for each question along the bottom of the board you intend to use for the game. Divide the class or group into two teams, using the butterfly and bee to identify each team. As each question is answered, the butterfly or bee moves from flower to flower for correct answers. The first one to reach the last flower is the winner.

CONTEST IDEAS

Purchase one of the large-sized barns from a Hickory

Farms store. Keep prizes in it that can be earned by the children during this unit of lessons. Tell them that for every five points (or whatever amount you decide) they may choose two things from the barn. But they must share one with somebody. Each time they choose they should share with a different person. Prize ideas: a baggie of animal cookies or fish crackers, pencils, pins, cute erasers, small books, stickers, balloons, pads of paper, candy, tiny cars, plastic animals or people, barrettes, ribbons, combs, bouncy balls.

Before class time, prepare a soup-can card holder for each child (see Patterns). Remove the top and bottom lids with a can opener and wash the cylinder section. Wrap yarn lengthwise around the cylinder to make at least 16 loops (depending on the number of accomplishments you decide to use). Supply folded 4" x 6" pieces of colored paper for the children to use as cards. Use a different colored paper for each accomplishment: attendance, missionary effort, knowing the memory verse, etc. Write the accomplishment inside the cards and have the children sign their name to each of the cards they earn. Let them insert the cards in the loops around the can.

BULLETIN BOARDS

Cover your board with a bright blue background. Use the title, JESUS' PARABLE TRAIN! (see Patterns). Put green paper across the bottom of the board and make it into a mountain. Cut out an engine, two cars, and a caboose. Place them on the green as though they are traveling up the mountain. On the side of each train section put a picture of something that will represent the parables taught in this unit.

Use labels from detergent boxes and bottles as a basis for your bulletin board (see Patterns). The children will probably recognize some of the labels used in their homes. For each of the capitalized words use the detergent label. (You may wish to use this idea as a departmental board, with all the teachers contributing labels. Or use labels from other products in a similar manner.) Title your board, "Jesus Told Some FABulous Stories Called Parables!" Using four pieces of paper, write the following statements about each of the parables — one parable per sheet. Frame each of the sheets of paper with a piece of construction paper. Next to each framed sheet put a picture or a symbol to represent each of the parables.

1. When the little lamb decided to DASH off by himself, he became lost. The shepherd had much JOY when he found the lost lamb.
2. The prodigal son decided to be BOLD and return to his father's house. The father had something to CHEER about when he saw his son again.
3. The selfish rich man wanted to keep his things ALL to himself. God said that before DAWN the rich man would die.

4. God does not want us to have much PRIDE, but to be humble. We will GAIN God's blessing if we love everyone.

Cut out large bubble letters spelling the title words LESSONS FROM LUKE (see Patterns). Center these letters on your board. Enlarge the main illustrations for each story on a copy machine. Color and mount these around the title. Run brightly colored yarn from each picture to the center words.

CHART IDEAS

On the first Sunday of this unit give each student a Ziploc bag in which to keep his puzzle charts (see Patterns). Each Sunday give the students the puzzle chart that goes with that week's lesson. Copy these puzzles onto construction paper or any other heavy paper, cover them with contact paper, and cut them apart. A different colored paper should be used for each week's puzzle so they can be easily identified.

Make a chart on tan construction paper (see Patterns). Color some bees or purchase fuzzy little bees from a craft store. (They come in quantities and many colors and are not expensive.) For each specified behavior the student does, glue on a different colored fuzzy bee. Or, you can make up several of the bees from the pattern and glue them onto the beehive. For example, to "bee" a missionary a student can bring someone to Sunday school.

Give each child a copy of the Stories Jesus Told speech balloon chart (see Patterns). Each week let them color the symbol for that week's lesson.

Prepare a Jesus' Stories activity book for each child (see Patterns). Mount the two activity pages back to back, then staple them to the center of the book picture. Each week let them complete the activity for that lesson. At the end of the unit they will have their own book of stories Jesus told.

SUPPORT MATERIAL

Parables of Jesus — Pict-O-Graph, by Standard Publishing

Acting for God — The Helping Hands Series, Shining Star Publishing

Six Stories of Jesus — Stories That Live, Series 1 Book 5, coloring book (also story and cassette tape), International Cassette Corp.

Parables of Jesus — Arch Book, Concordia Egermeier's Picture-Story Life of Jesus — Warner Press

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

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

TEXT Luke 15:1-7

OBJECTIVE The students will be able to tell that the lost sheep represents a sinner. They can explain that Jesus cares about every individual, and is seeking to bring each one to Himself. They can describe the excitement that is felt when a sinner prays and is born again.

MEMORY VERSE There is joy in the presence of the angels of God over one sinner that repenteth. — Luke 15:10

The Lost Sheep

MEMORY VERSE IN ACTION

THERE IS JOY — Turn palms toward body, make circles away from body.

IN THE PRESENCE — Turn palms up, forearms crossed, bow upper body while slowly uncrossing forearms.

OF THE ANGELS — Place hands at shoulder level, pointing out, fluttering like wings.

OF GOD — Point up.

OVER ONE SINNER — Hold up one finger.

THAT REPENTETH — Bend at waist as you fold hands to pray.

MEMORY VERSE VISUALIZED

Our memory verse for this week is illustrated by large bubble letters spelling JOY, an angel, and a kneeling figure. (See pattern at the end of this lesson.) Cut apart the sections as indicated by the heavy black lines, and display the pieces one at a time as your students learn the verse.

BIBLE LESSON OUTLINE

Introduction: Ask your students if any of them have ever been lost. Talk briefly about the feeling you have when you realize you are away from the one who cares for you and you don't know where that person is. Cut out a number of magazine illustrations, as described under In-Class Activities. Tell your children that these people are lost, explaining that even adults can be lost. They may not be lost in the physical sense, but spiritually they are lost if they are away from the Lord.

1. The religious leaders of Jesus' day complained because He associated with sinners. Jesus told a story about a lost sheep in relation to this.

2. Though ninety-nine sheep were safe in the fold, the shepherd went to seek one that was lost.

3. After a diligent search, the lost was found. The shepherd rejoiced as he carried the sheep home.

Climax: The shepherd called his friends and neigh-

bors and there was great joy and feasting because the lost sheep was safe in the fold.

Conclusion: The sheep was found because someone searched for it. The Holy Spirit searches for people lost in sin. When they are saved there is great joy in Heaven.

Response: The students can explain that just as the shepherd was happy to find his lost sheep, Jesus and even the angels in Heaven rejoice over one person who has been born again.

BACKGROUND INFORMATION

The Lord often taught in parables. To those who wanted to know the truth, the hidden meaning in the parables revealed the truth. To the other listeners the parables were little more than stories. When asked by the disciples why He spoke in parables, Jesus quoted the prophet Isaiah. He said that the people would hear, but not understand, and see, but not perceive because of the hardness of their hearts. See Isaiah 6:9,10.

The parable of the lost sheep is one of Jesus' better-known parables. Artists have pictured the Shepherd on a high cliff risking His life to save a little lamb. In the nineteenth century Elizabeth Clephane wrote a song entitled, "The Ninety and Nine" which may be found in many song books today. It very graphically tells the story of the parable, from the leaving of the sheepfold to the rejoicing in Heaven over the lost sheep that was found.

In the land of Israel, raising sheep has been a way of life for many people down through the centuries. Abraham, Moses, and David were shepherds as was the minor prophet, Amos. While cattle turned loose to graze can survive fairly well, sheep are rather helpless creatures that are unable to find food and water in desert country. It is imperative that they have a shepherd seeing to their well-being and protection.

The story of the shepherd's leaving the flock in the wilderness and seeking the one lost sheep would be readily understood by the average Israelite. But to picture himself as the lost sheep and needing to be found by the Shepherd was beyond the spiritual comprehension of most of those that heard the Lord.

IN-CLASS ACTIVITIES

Cut out twelve 2" circles. Inside each circle write a letter with a number underneath it (make the number much smaller than the letter): T-1, H-2, E-3, L-4, O-5, S-6, T-7, S-8, H-9, E-10, E-11, P-12. Place these at random on a flannel board. Start your class time by asking the children to help you put these circles in order according to number. When they are in order the children will find what the good shepherd was searching for.

Find magazine pictures of current-day people involved in various activities. Give each person a fictitious name and make up a brief scenario describing how and why he is lost. For example: Bill loves sports more than he loves Jesus; Mark cares more about his job as a computer analyst than serving the Lord; Suzanne likes new clothes better than giving to others.

Tell the story of the lost lamb by using the picture series (see Patterns). Copy the pattern onto heavy paper. Lay very narrow strips of paper over the dotted lines and attach at the top and bottom. Lay another thin strip across the middle on the heavier dotted lines to divide the top series of pictures from the bottom. Glue this strip to paper. Slide two wide sheets of paper under the strips so all the pictures are covered. Uncover the pictures one at a time as you tell the story.

QUESTIONS

What would have happened if no one had tried to find the lost sheep?

How did the shepherd feel when he found the lost sheep?

Why do you think a man who had ninety-nine sheep would still look for one lost sheep?

How do you feel when you have found something that was lost?

Have you ever been lost? How did you feel when you finally saw someone you knew?

How is Jesus like a shepherd?

How are we like lambs?

How do you feel when you hear good news? Tell what

you think it is like in Heaven when someone on earth gives his heart to Jesus.

Does Jesus call everyone who is lost? How?

PRESCHOOL SUGGESTIONS

Give each child a copy of the Little Lost Lamb scribble picture (see Patterns). As you tell them the story, let the children draw curly fleece all over the little lamb.

Make a small sheep from construction paper adding cotton balls for fleece (see Patterns). Give each child a shepherd's crook made from a chenille wire. Bend back the sharp ends to avoid injury.

Hide a small stuffed lamb somewhere in your class area. Let your students help look for it. When someone finds it, pass out paper hats and treats to celebrate. Talk about how the shepherd looked for his lost lamb, and how he rejoiced when he found it. Show a sin-spotted heart and explain that people with a heart like this are lost. Show a picture of Jesus, and tell how He looks for the sinner.

REVIEW IDEAS

Enlarge the copies of the lost lamb picture series (from pattern under In-Class Activities) or copy them onto overhead transparencies. Use these to review the story.

Purchase two large sheets of white posterboard. Draw and color the outdoor scene onto one of the sheets (see Patterns). Use a safety razor to cut a door around each of the bushes and rocks so they can be opened and shut as needed. Lay this sheet of posterboard over the blank sheet and draw a lamb under one of the doors (a lamb hiding behind a bush or rock). Attach the two sheets together with tape and close all the doors. Make a copy of the picture of Jesus to use as the Shepherd (see Patterns). Color and cut out. Tell the story of the shepherd who was looking for the lost sheep and have the children take turns opening the doors as you move the shepherd to each location.

Show a large picture of Jesus the Good Shepherd, explaining that Jesus wants to be our Shepherd. When we tell Jesus we love Him He will take care of us. At this point show the children an enlarged picture of an angel choir (see pattern in Unit 16) and turn on a cassette tape of people who are singing a song of joy. Tell the children that when a person is saved it is a happy time for the angels in Heaven.

COORDINATING SONGS

"The Lord Is My Shepherd — I'll Walk With Him Always"

"Jesus Is the Shepherd, Guess Who I Am"

"Said a Precious Little Laddie" — Salvation Songs for Children No. 4

"Tis Simple As Can Be"

"All Through the Week" — Harry W. Von Bruch

"Jesus, Tender Shepherd, Hear Me" — Salvation Songs for Children No. 3

"My Shepherd Is Jesus" — Primaries Sing for Church and Home

"Bring Them In"

"I'm His Little Lamb"

"His Sheep Am I"

"Shepherd of Love"

"Jesus Loves the Little Children"

SUPPORT MATERIAL

The booklet story, Snowflake — an old story that is still good today.

Little Lost Lamb — A Magic Picture Book

Little Lost Lamb — A Happy Day Book

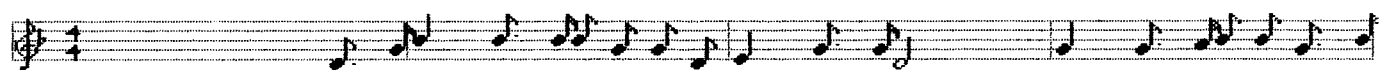
The Story of the Lost Sheep, No. 42 — The Lion Story Bible, A Lion Book

Jon and the Little Lost Lamb — Arch Book

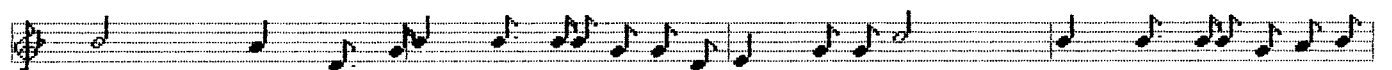
The Lost Sheep — by Nick Butterworth and Mick Inkpen, Multnomah Press

The Tiny Sheep — Illustrated by Bunshu Iguchi, Judson Press

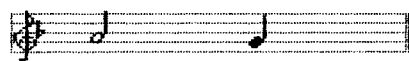
MEMORY VERSE SONG



There is joy in the presence of the an - gels of God o - ver one sinner that re -

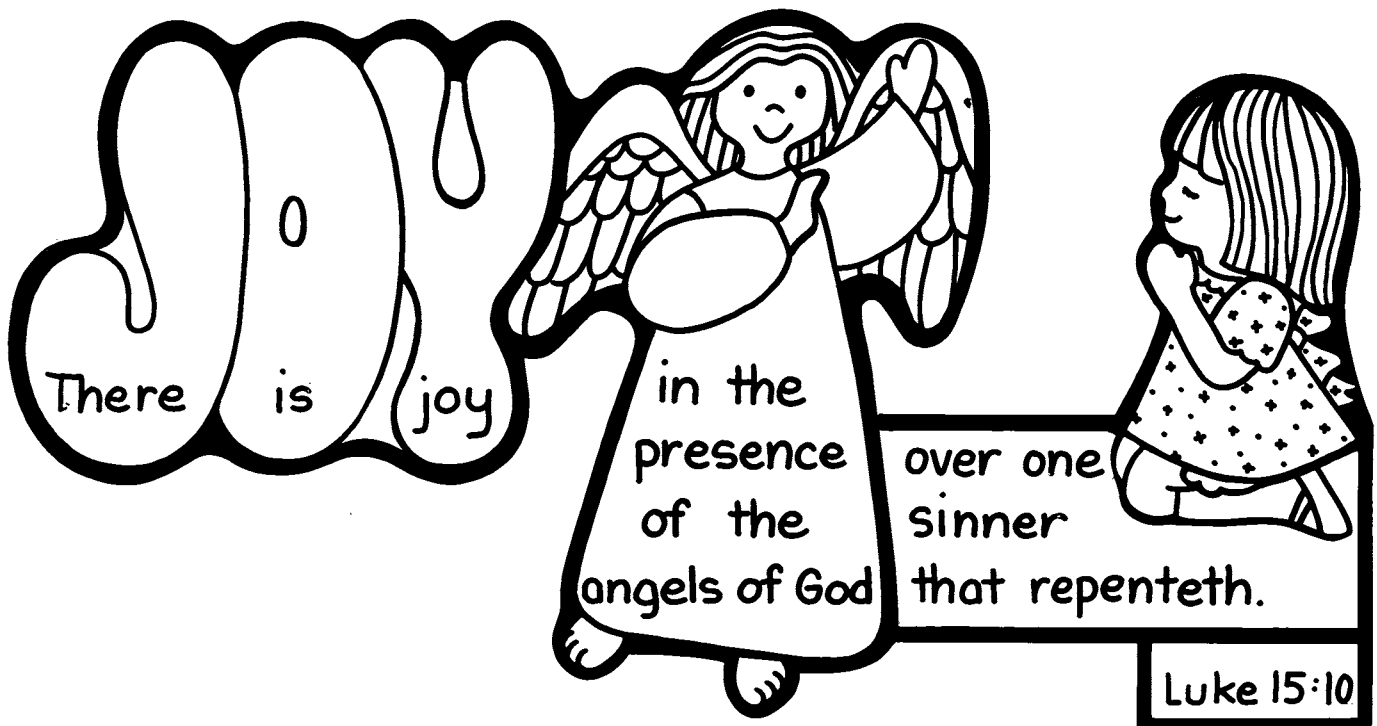


pent - eth, there is joy in the presence of the an - gels of God o - ver one sinner that re -



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MEMORY VERSE VISUALIZED



TEXT Luke 15:11-24

OBJECTIVE The students will be able to tell the different steps taken by the prodigal son — leaving home, riotous living, repentance, new life. They will realize that sin will bring sorrow, but Jesus has great things in store for all who will return to Him.

MEMORY VERSE Draw nigh to God, and he will draw nigh to you.
— James 4:8

The Prodigal Son

MEMORY VERSE IN ACTION

DRAW NIGH — Hold palm before face at arm's length, move palm very near to face.

TO GOD — Point up.

AND HE WILL DRAW NIGH — Hold palm before face at arm's length, move palm very near to face.

TO YOU — Point to others.

MEMORY VERSE VISUALIZED

The visualization of the memory verse for this week is a little girl who is kneeling and a thought balloon above her. (See pattern at the end of this lesson.) Cut out each of the pieces as indicated by the heavy black lines. Arrange them in sequence on your display board as your students learn the verse.

BIBLE LESSON OUTLINE

Introduction: Open your class time by handing out some play money to each of your students. Ask them how they would spend the money if it were real. Explain that today's Bible story is about a young man who had some real money to spend — but he used it the wrong way.

1. The younger son of a father asked for his share of the inheritance.
2. The prodigal left home, lived a sinful and wasteful life, and soon his inheritance was gone.
3. Without money or food, he joined himself to a farmer who sent him out to feed pigs. Then he came to himself, declared himself a sinner, and started home.

Climax: The father ran to meet the returning prodigal, kissed him, and gave him a joyous welcome home.

Conclusion: Sin brings trouble and sorrow, but repentance and returning to the Lord brings love, joy, and forgiveness.

Response: The students will be able to tell why the prodigal left home and what events brought about his return. They will realize that sin brings sorrow, but Jesus is waiting to welcome Home all who return to Him.

BACKGROUND INFORMATION

The parable of the prodigal son is well known. In the Middle East it wasn't unusual for a father to give his son a portion of the estate while the father was still living. The firstborn, by reason of birthright, would receive a double portion and was expected to support the females of the family. A son was subject to his father all the days of his life. In the parable, Jesus has the young man collect the portion of the goods that would come to him and leave for a far country. In that way his father would be unable to have any control over him. The son spent all that he had and was forced to feed swine to survive. As swine were unclean animals according to the Law of Moses (Leviticus 11:7), the job must have been very detestable to the young man.

When the prodigal son found himself in these circumstances, he did some serious thinking about his condition. He repented and returned to his father's house. His father received him joyfully and forgave him, welcoming him back to the family. Some say this teaches that once you belong to the family of God, no matter how much you sin you are still a child of God. That is not what the Lord is teaching. The only way the young man was restored to his family was by repenting and turning back to his father's house and admitting that he had sinned. Had he failed to do this, he would have died in a far country. Those that say, "Once a son, always a son" forget that before conversion one's father is the devil (John 8:44).

IN-CLASS ACTIVITIES

To conclude your class time, set your table with a paper tablecloth or place mats. The place mats could be made from construction paper with edges decorated to look like a border. Glue paper dinner plates onto each mat. Cut out pictures of hamburgers, tacos, glasses of milk, pop, juice, etc., for the students to glue onto their plates. Explain that in the story of the prodigal son the father wanted to have a celebration meal for his

son, because he was so happy that his lost child was home once more.

Obtain some play money. Make for each child a little moneybag (see Patterns). Copy the bag onto heavy paper. Make slits in back side of the bag where indicated and insert a piece of string (approximately 24 inches) as shown. Attach the string to the inside of the front of the bag to make the handle. Glue the bag together at tabs. Put some play money in each bag. Print the student's name on the bag.

Copy the figure of the boy and the coat or robe from construction paper for each child (see Patterns). Have the students color the coat or robe. Tell the story of the prodigal son and use the coat to put on the boy while telling how the father forgave his son, just as God will forgive anyone who comes back to Father's House — or gives Jesus his heart. The father gave him a new coat to show his love and affection.

Cut pigs from construction paper (see Patterns), and show them while telling the story of the prodigal son. Cut and curl (by stretching taut) one four-inch length of paper or curling ribbon to make the pig's curly tail. (White or pink $\frac{3}{8}$ " wide is best.) Glue the tail onto the pig.

QUESTIONS

What does *prodigal* mean?

Why did the father give the son his share of the riches?

How did the son spend his money?

Do you think the son was very smart? Did he think about what would happen when his money was gone?

What do you think about the son's friends? What kind of friends do you want?

Why did his friends leave when his money was gone?

Why couldn't he get a good job?

Have you ever been so hungry that you felt you could eat the garbage that pigs eat? What do you do when you are hungry?

Why did he decide to go home to his father?

How did the father feel when he saw his son coming home? Did the father punish the son?

How do you think Jesus feels when He sees someone come back to Him?

When we get saved, what does Jesus do with the things we have done against Him?

PRESCHOOL SUGGESTIONS

Make little pigs from used envelopes and use them for props in telling your story (see Patterns). Draw the pig on the envelope so his back is along the fold. If you use white envelopes, color both sides of the animal and then cut him out. Make a feed trough by folding a piece of narrow paper into four equal parts, accordion style.

The little puppets of the boy and pig can be used as pencil puppets or finger puppets (see Patterns). Cut the pieces from felt scraps. Pin together two pieces of felt for body, trace pattern onto felt, and cut both layers at once. Trace patterns for faces and clothing onto felt and cut out. Glue the pieces onto the body fronts according to sample picture.

For Pencil Puppets, sew wrong sides of body front and back together leaving a small opening between A and B. Stuff each part of the body. Put glue on the pencil eraser and insert into the opening of the body. Stitch the opening closed, very close to the pencil.

For Finger Puppets, glue around the edge of the wrong side of both body pieces and put them together leaving a small opening between A and B. Let them dry completely.

Show your group a jar full of pennies and pictures cut from magazines of a number of things the prodigal son might have spent his money on. As you show each picture (food, car, house, clothes, etc.), take some pennies out of the jar. When you have finished showing the pictures you will have no money left. Make a pigpen from a shallow box filled with dirt. Use paper pigs (see Patterns). Put some scraps of food and cornhusks into the box to show what the pigs were eating.

REVIEW IDEAS

Stage an interview with someone who is pretending to be the prodigal son after his return to his father's house.

Give an overhead review of the prodigal son story (see Patterns).

In preparation for this review have about three people record pig noises (snorts and squeals) on a cassette tape. Put two or three cornhusks into a pan. Fill a drawstring bag with pennies (or, if your department is small, purchase enough foil-covered chocolate money for everyone). Pretend you are the father and have people help you as you tell the story. Give moneybag to son; son says good-bye; son spends money with friends; all money is gone (show empty moneybag); job feeding pigs (cornhusks and pig noises); son sorry; returns to father's house; father sees son and welcomes him with joy!

COORDINATING SONGS

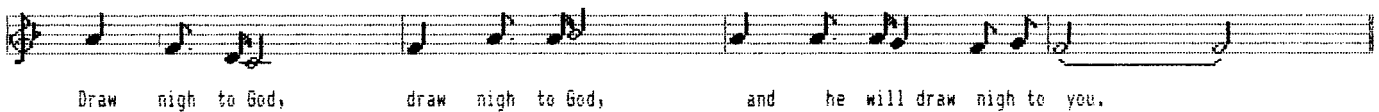
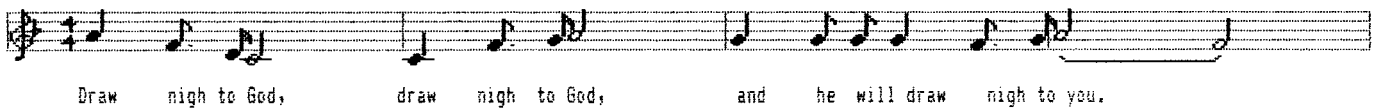
- "I Have Decided to Follow Jesus"
- "Come and Go With Me to My Father's House"
- "Jesus Heals the Broken Hearted" — a very old song
- "Everybody Ought to Love Jesus"
- "Apple-Red Happiness"
- "I Am a Promise"
- "Seek Ye First"
- "Into My Heart"
- "Yes, He Did"

"God Loves Me Just Like I Am"

SUPPORT MATERIAL

- Ring, Robe, and Shoes — A Magic Picture Book
- The Boy Who Ran Away — Arch Books
- The Father Who Forgave — Arch Books
- Prodigal Son — Visual Graph, Scripture Press
- The Lost Son and Other Stories — by Ella K. Lindvall, Moody Press

MEMORY VERSE SONG



MEMORY VERSE VISUALIZED



TEXT Luke 12:15-21; I Timothy 6:6-11,17-19

OBJECTIVE The students will be able to tell the story of the selfish rich man. They will be able to explain why it is more blessed to give to others than to receive more and more for themselves.

MEMORY VERSE It is more blessed to give than to receive. — Acts 20:35

The Selfish Rich Man

MEMORY VERSE IN ACTION

IT IS MORE BLESSED — With thumbs of fists touching lips, move hands down and away from body, opening fingers.

TO GIVE — With thumbs touching finger tips, palms toward self touching chest, move hands away from body opening hands out flat, palms up.

THAN TO RECEIVE — Extend hands, palms up, close palms while pulling hands toward body.

MEMORY VERSE VISUALIZED

One child sharing a box of candy with another is the visual portrayal of the memory verse for this week. (See pattern at the end of this lesson.) Cut the three pieces apart on the heavy black lines. Arrange them in order on your display board as your students learn the verse together.

BIBLE LESSON OUTLINE

Introduction: Use a heart-shaped box as described under In-Class Activities to begin your class session. Tell your students that this heart box is going to help you learn today's story. Inside are pictures of what was in the rich man's heart. Tell them that you want them to decide if God was happy with what He saw when He looked inside.

1. A certain rich man had crops so great that he had no room for the harvest.
 2. He said, "I will build bigger barns where I can store all my goods; I will be secure for many years."
 3. The selfish rich man heard God say, "This night you will die. Then what will happen to all you have?"
- Climax:** God called the selfish rich man a fool because he laid up treasures for himself, but forgot God and his fellow man.

Conclusion: The Bible says, "The love of money is the root of all evil." It teaches us not to trust in riches, and if God blesses with material things we should share with others. By giving as unto the Lord we are laying up treasures in Heaven.

Response: The students will be able to tell the story of

the selfish rich man. They can explain why it is more blessed to give to others than to receive things for themselves.

BACKGROUND INFORMATION

The Lord has always expected man to show compassion to his fellow man. In Leviticus 19:18 we read, "But thou shalt love thy neighbour as thyself." Deuteronomy 24:19-21 states that those who worked in the fields should not thoroughly harvest their crops, but should leave some for the poor and the strangers. The story in today's lesson portrays a man who accumulated a lot of earthly goods, but did not thank God that his ground brought forth plentifully. Instead of considering the poor, he planned to tear down his barns and build larger so he could keep everything for himself. In this parable God judged the rich man, pointing out the folly of being greedy. We read that those who stand before the judgment seat of Christ will be judged according to the way they have treated their fellow man (Matthew 25:31-46). So it is indeed imperative that we love our neighbors as ourselves. Another significant lesson to be learned is that it is vitally important to take God into consideration when we make our plans. James 4:15 states "that ye ought to say, If the Lord will, we shall live, and do this, or that."

IN-CLASS ACTIVITIES

Copy enough of the "Giving for Jesus" work sheets so each of your students have one (see Patterns). Tell them to start at the HAVE column, find a NEED to match, and then find how it made a DIFFERENCE. There are three sets given for them to complete. Let them think of something they have that they can share. Then, on the lines at the bottom of the page, help them complete a set for themselves. This will help them to learn that sharing what they have when they see a need can make a difference, big or small.

Give each of your students a copy of the Modern Day Parable barn (see Patterns). Ask them to illustrate their idea of sharing and not sharing.

Find a heart-shaped candy box and cover the top with spotted paper to represent sin spots. Cut five hearts the same size from construction paper. On each heart mount one of the pictures of what was in the rich man's heart (see Patterns). These will include a bag of money, barn, crops, himself, other people crossed out.

Use the two sizes of barns sold at the Hickory Farms store. They are a good prop for telling the story of the Selfish Rich Man. Playmobil or Fisher-Price figures can be used with the barn.

Make copies of the cookie-barn boxes for each child (see Patterns). When it comes time for the rich man to think of building more barns, let the children help build them. Then fill them with animal cookies (or whatever). Tell them this is what the rich man wanted to do but suddenly he died. Now what? He wouldn't share when he was alive. But when he died and left everything, other people got to enjoy the riches God had given him. Let the children keep their barns and remind them to be sure to thank God for all they have and to share with others.

QUESTIONS

Why did Jesus call this man a "rich" man?

Why is it better to give than to receive?

What do we need to have more than money and toys and clothes?

The rich man worked hard. What was missing from his life?

What is the most important part of making plans for our life?

What can we do with riches in order to have God's blessing?

Why did the rich man want to do everything his own way?

If we trust in Jesus, will He take care of us? Why or why not?

PRESCHOOL SUGGESTIONS

Cut out one of the fold-up barns for each of your children (see Patterns). Give them several stickers of food, animals, etc., to stick to the inside of their barns. Help them fold their barns and use them to help tell the story of the rich man who wouldn't share.

Make a copy of the rich man's barn for each child (see Patterns). Have the children color the barn. Add farm-

animal stickers to the barnyard. Also add various kinds of fruit and vegetable stickers, as well as hay or grain stickers. Tell the story of the rich man and how he kept all the wealth of his harvest to himself while others may have been needy. He thought only of his own temporal needs and forgot his soul's needs.

Make "Kindness Coupons" (see Patterns) from colored paper or make up your own designs and have students color and print their name on them. Allow the students to take one or several home each week. They should then be given to grandparents, neighbors, or others the child might have opportunity to help. Talk to the class about things they can do to help others of their family, school friends, or neighbors, emphasizing that it is fun and helpful to do something for others.

Cut out two treasure chests (see Patterns). Make a back for each one. Glue three sides of each set together, leaving the top open to form a pocket. (As an alternative, make treasure chests from shoe boxes or other boxes.) Title one, the SELFISH TREASURE CHEST. Inside the pocket or box put jewelry, money, and pictures of cars, trucks, boats, houses, skiing equipment, clothes, bikes, etc., — things one might treasure more than Jesus. Title the other one, the BLESSED TREASURE CHEST. Inside the pocket or box put a small Bible or Testament, picture of Jesus, white heart, picture of church, tract, invitation to Sunday school, and pictures of family and friends. As you explain the story to the class, show them your treasure chests and talk about the items as you take them out. Explain that Jesus gives us many blessings. We shouldn't just keep them as treasures but we should help the less fortunate, invite children to Sunday school, and tell others about Jesus and Heaven. In other words, we should share our blessings.

For each child prepare a small barn with a door that opens (see Patterns). Have them put a Jesus sticker inside the door to remind them to keep Jesus first in their hearts.

REVIEW IDEAS

Enlarge pictures given to fit in heart-shaped box described under In-Class Activities. Make these into stick puppets to illustrate the lesson. These include: farmer, moneybag, barn, crops, other people crossed out. You might also wish to include a question mark, torn-down barn, larger barn, cloud representing God's voice from Heaven.

Use three or four boxes of different sizes. Turn the boxes upside down and attach a barn picture to the front of each. Under each of the boxes, except the largest, place a bowl and have a small amount of food

in each one. Under the largest box (the rich man's barn), place a bowl which is filled with food. As you tell the story, keep adding things to the rich man's barn until it is too full. He had all those good things and yet he wouldn't share, even though he had much more than his neighbors (show smaller barn's contents). Then ask, "What happened to the rich man after God spoke to him? Did he get to take his riches with him? Does it pay to be greedy?"

COORDINATING SONGS

"I Have a Wonderful Treasure"

"The Bank of Heaven" — Salvation Songs for Children No. 3

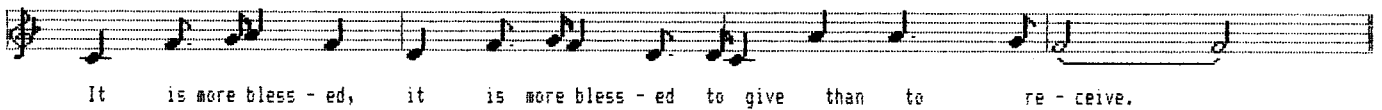
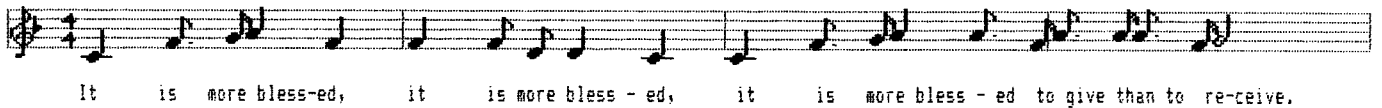
"He Owns the Cattle on a Thousand Hills"

"Seek Ye First"

"Head and Shoulders, Knees and Toes"

"Oh, Be Careful"

MEMORY VERSE SONG



MEMORY VERSE VISUALIZED



TEXT Luke 14:7-14; Matthew 6:1-4

OBJECTIVE The students will be able to explain that honoring others before ourselves is what God expects of His followers. They will be able to relate what pride is and some ways that it might be evidenced. They will realize that God's Word warns us against being proud.

MEMORY VERSE Pride goeth before destruction, and an haughty spirit before a fall. — Proverbs 16:18

Be Humble in Spirit

MEMORY VERSE IN ACTION

PRIDE GOETH — Push up on nose with index finger.

BEFORE DESTRUCTION — With right fist hit left palm.

AND AN HAUGHTY SPIRIT — Place thumbs under arm pits, tilt head back.

BEFORE A FALL — Place right index and middle fingers standing in left palm, have right hand fall off edge of left palm.

MEMORY VERSE VISUALIZED

Two little boys with proud looks on their faces are the visual display for our memory verse this week. (See pattern at the end of this lesson.) Cut apart the pieces as indicated by the heavy black lines. Arrange them in order a piece at a time as your students recite each section of the verse.

BIBLE LESSON OUTLINE

Introduction: Reproduce and mount a set of the proud and humble faces as described under *Preschool Suggestions*. (The patterns for these faces are provided.) Ask your students to describe what kind of person each of these faces represents. Which kind of person do they like to be around? Tell them that in our Bible story today Jesus told which kind of person He wants us to be.

1. Jesus rebuked pride and self-exaltation, and warned His listeners of place-seeking.
2. Jesus said that people should choose a low position for themselves rather than a high one, using rooms at a wedding as an example.
3. Jesus told the host at the dinner that the poor should be invited to feasts rather than rich friends and kinsmen.
4. God will not reward acts of benevolence that are done to be seen of men. He sees all and will bless what is done in secret.

Climax: God wants us to be humble, to put others first and not to exalt ourselves.

Conclusion: Pride is something to be guarded against.

Place-seeking and doing alms to be seen of men was denounced by the Lord.

Response: The students can explain that God expects us to honor others before ourselves. They will be able to tell what pride is and ways it is evidenced. They will realize that God's Word warns us about being proud.

BACKGROUND INFORMATION

In James 4:6 we read, "God resisteth the proud, but giveth grace unto the humble." God hates pride. According to many theologians, that is what caused Satan to be cast out of Heaven. Satan appealed to Eve's ego when he told her that the forbidden fruit on the tree in the midst of the Garden would make her wise (Genesis 3:6). The idea so tempted Eve that she disobeyed God and ate of the fruit. From that time on, pride has been found in the hearts of mankind and unless repented of, will bring certain judgment.

There are examples in the Old Testament of those whose pride brought them to destruction. Pharaoh said, "Who is the LORD, that I should obey his voice. . .?" (Exodus 5:2). Pharaoh's pride brought about the ruin of the country of Egypt as well as judgment on Pharaoh himself. Absalom, the son of David, became proud and sought to take the kingdom from his father. When his army was engaged in battle with the army of David, Absalom's army was defeated. Absalom rode upon a mule which carried him under a tree. The hair of his head caught on a branch and he was left hanging. David's captain of the host found out about it and came there and slew him. Haman, who was next to King Ahasuerus, was another very proud man. Because Mordecai would not bow to him, Haman planned to destroy all the Jews and hang Mordecai on a gallows. The Jews were spared and Haman was hung on his own gallows. Nebuchadnezzar also learned that God is able to abase those who walk proudly. He said, "Is not this great Babylon that I have builded?" But the same hour God took his reason from him and he became like an animal and ate grass like an ox. Fortu-

nately, he was able to learn from this lesson, and after seven years his sanity returned and he praised the God of Heaven.

IN-CLASS ACTIVITIES

Have a Humble/Proud scavenger hunt for the students. Prepare enough proud and humble faces, each drawn on 3" circles, so that there will be one of each kind for every student (see Patterns). On the back of each humble face write Bible verses concerning humility or write some good sayings, such as: Be humble; Love everyone; Care for each other; Share what you have; Do good to all people. On the back of the proud faces write Bible verses concerning pride or write descriptions of behaviors that are not so good, such as: Don't share; Only like rich people; Don't obey your parents; Only think of yourself. Hide these around your class area and at the beginning of your class time have the children search for them. When all the faces have been found, have the students read what is written on them then put them in two separate piles. Divide the pile of humble faces between your students. Throw the proud pile away!

Make a Humble Wheel from construction paper (see Patterns). Use a paper fastener to secure the two parts of the wheel together. Children could color the pictures on the wheel. Explain each picture in the wheel to the class.

Make a set of flashcards of opposite things (see Patterns). Show the children the up/down, day/night, etc., cards and tell how some opposites are okay and sometimes even needed. We can use all of them for good. But with some opposites we need to choose between good and bad; for instance, in our attitudes. Pride and humility are opposite attitudes. Which should we choose?

QUESTIONS

What does it mean to have pride?

How can pride affect the way people feel about you?

How can someone feel happy and pleased and yet not feel proud?

God wants us to be humble. Tell some ways a person can be humble.

When we choose our friends, should they all be rich, popular, and nice looking? How would God have us choose our friends?

How does God feel about our bragging about things we do for Him?

Tell of a time when someone did something for you and you never knew who it was.

Talk about how when we work for God, we are not interested in having everyone know we are doing this. We just want people to know that God cares for them.

PRESCHOOL SUGGESTIONS

For each child prepare a set of the proud and humble faces (see Patterns). Photocopy the faces onto heavy paper and cut them out. There are three ways to use these: Make paint-stick puppets by gluing a paint stick to the back of each face. Make paper bag puppets by cutting the faces in half across the mouth and attaching them to a paper bag so they can "talk." Or, make masks by cutting out the holes for the eyes and attaching string to the sides of the faces (be sure to reinforce the string holes so the string won't tear the paper).

Make a pair of spoon puppets for each child. On the convex side of wooden or plastic spoons draw proud and humble faces. You can add yarn hair and tie cloth or a bow around the "neck" to dress up the spoon puppets. As you tell some present-day situations illustrating proud and humble behavior, have the students hold up the appropriate proud or humble puppet.

REVIEW IDEAS

Have a skit showing children in line for lunch. One child keeps elbowing to the front of the line, using different excuses. He claims to be taller, bigger, smarter, better dressed, have better grades, is a better catcher, etc. Finally he gets to the front of the line, but the teacher has him hold the door for the rest so he is last after all!

Discuss opposites with the children, using enlargements of the patterns given for opposites flash cards under In-Class Activities. Show them one picture and have them guess what the opposite will be. After showing the proud/humble pictures, discuss situations which might show if a person is proud or humble.

Make two hearts which open up like pockets. Write HUMBLE on one heart and PROUD on the other. Write words on pieces of paper which apply to each type and put into appropriate hearts. Cut out some sin-spot pieces of paper and put into the proud heart. Put a picture of Jesus into the humble heart. Show the hearts to the children and, one at a time, take out the slips of paper and read something about that type of person. Last of all show the sin-spots and Jesus, to show children why each heart is different.

COORDINATING SONGS

"What Can I Do?" — Songs for You and Me for Primaries by Lillenas

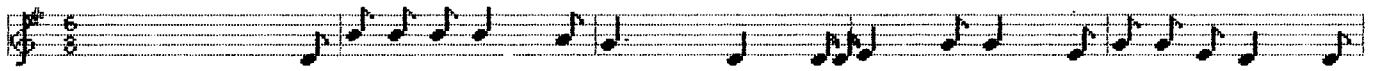
"Can a Little Child Like Me?"

"Oh, Be Careful"

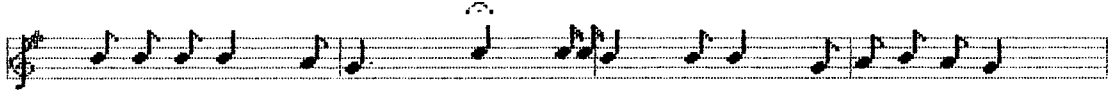
"I'm Gonna Work and Watch and Pray"

"J-O-Y"

MEMORY VERSE SONG



Pride goeth be-fore de - struc - tion, and an haugh-ty spir - it be-fore a fall. Pride



go - eth be-fore de - struc - tion, and an haugh - ty spir - it be-fore a fall.

MEMORY VERSE VISUALIZED

