



DiscipleLand

Missions Education

Level 3, Quarter A—Follow the King

Integrate these World-missions concepts into your **DiscipleLand** lesson. Introduce your children to one missions truth each lesson.

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3A—Missions Education

One Mandate

Teacher Intro—What is the most important thing that believers can do? In Jesus’ final conversation on earth, He clearly answered this question when He said, “Make disciples.” Lessons 1-6 introduce your children to this mandate that Jesus commanded of His followers. While many Old and New Testament passages demonstrate God’s loving heart for all people, Matthew 28:16-20 is rightfully “the Great Commission.” As you prayerfully guide your children through this key passage, God will help them understand its fuller meaning for them.

What is the Gospel? Lessons 7-12 explore each element of the Good News that Jesus told His followers to bring to all people everywhere. Your children will practice a simple Gospel message (using sign language) that equips them to obey Jesus’ mandate and motivates them to embrace the “obedience of faith” (Romans 1:5) as they continue to discover more of what God has called them to be and to do.

Lesson 1—The Great Commission

Supplies: Bible; board or chart paper; slip of paper printed with the following words: “Your mission, should you choose to accept it, is to build a zoo next to the White House in Washington D.C. You will need at least 50 animals from jungle, dessert, and mountainous regions of the world.” (Fold paper in quarters and hide somewhere in the room); soundtrack from “Mission Impossible” movie or TV show (optional); second slip of paper with the following words: “You have permission to create this zoo on my property. I’ll give you all the help and money you need. You can use my private airplane, navy ships, animal trainers, or whatever is necessary. I am with you every step of the way. Sincerely, the President.” (Fold and keep paper.)

A slip of paper with a message for our group is hidden somewhere in this room. Let students hunt for the message. Play the “Mission Impossible” soundtrack as they hunt (optional). Let the student who finds the message read it aloud. **What would we need to complete this assignment?** Let students respond. **This seems like a mission impossible, but wait. There’s a second part to this message.** Read the message you kept. **What do you think about our assignment now?** Let students respond.

Before Jesus left His disciples to go back to heaven, He gave them a very important assignment. It was much more challenging than creating a zoo. We can read Jesus’ exact words

in Matthew 28. Listen for the word “all” in this passage. Raise your hand each time you hear “all.” Read Matthew 28:18–20 slowly, emphasizing the word “all” and “always.” Discuss and list the four “all” phrases on a board or chart (all authority, all nations, all commands, always with you). Teach the four “alls” using these hand motions: (All authority—raise both arms and make a muscle; All nations—cup hands together in front of body, then sweep hands to the sides; All Jesus’ commands—touch mouth; Always with you—touch wrist with pointer finger to indicate a watch).

We call this passage “the Great Commission.” A commission is a special assignment given by someone in authority. Jesus knew his disciples could not complete this great big job on their own. Refer back to the “alls” you recorded. **Which two of the “alls” turn this mission into something that is possible.** Let students respond. **For our zoo assignment, we had the resources of the president, but imagine having the resources and authority of the God of the universe!**

The “Great Commission” is not just for the disciples who lived in Jesus’ day. It is for God’s global church—all believers on all continents in all time periods. As we work together on this commission, Jesus is always with us and gives us the power of God to complete it. What part can you play in the “Great Commission?”

Pray: Lead prayer for your group of students, asking God to show each boy and girl their individual role in the “Great Commission.”

Lesson 2—All Authority

Supplies: Bible; toy policeman's badge or hat

Review what "commission" means. Read Matthew 28:18.

What is the first "all" in the Great Commission? Review "all authority" using the hand motions. Raise both arms and make a muscle. **When a person has the right to tell us to do something, he or she has "authority" or power over us. Who has authority in your home? At your school? On your sport's team?** Encourage children to respond.

Let's see how authority works. Have one pair of students move their chairs so that one is sitting about three feet behind the other. Point to the student sitting in back. **Suppose you are driving down the road in your car.** Point to the student in front. **This car zips past you going 90 miles per hour. You decide to pull the driver over for speeding. How will the speeding driver act when you approach his car and try to give him a ticket?** Act this out. Lead students to see that the slower driver does not have any authority over the speeding driver. Now have a third student pull his chair next to the student in back. Give this student the police hat or badge. **A car going 90 miles per hour zips past you and your policeman friend. How will the speeding driver act when you and your friend try to give him a ticket?** Act this out. **What is different?** Lead students to see that the authority of the policeman transfers to the driver.

Jesus has more authority than any person on earth. Read Matthew 28:18 again and discuss the following questions. **How much authority does Jesus have?** (All, full, complete.) **Who gave Jesus this authority?** (His Heavenly Father) **Where does Jesus have authority?** (In heaven and on earth.) **Jesus was about to give His followers a big job, much too big for them to do on their own. Why do you think He told them about His authority over all things before giving them their assignment?** Let children respond. **When we follow Jesus, He transfers His authority to us, stands with us, and gives us whatever we need to obey Him.**

Pray: Have students share specific situations where it is difficult for them to tell others about Jesus. Thank Jesus for passing His power on to us and ask Him to give students courage to share in the situations they mentioned.

Lesson 3—Make Disciples

Supplies: Bible; squirt gun filled with water; following phrases listed on board or chart: 1. ____ therefore, 2. ____ them, and 3. ____ them

Read Matthew 28:18. Review "all authority" using the hand motions—raise both arms and make a muscle. **Jesus gave authority to "make disciples." In Jesus' day, the word "disciple" meant any learner who followed a teacher. What word might we use for a disciple today?** (A student, pupil.) **Instead of meeting in a classroom, disciples followed their teachers around wherever they went, observing their actions and asking questions. The closer disciples were to their teacher, the more they soaked up his lessons and became like him.** Have half the students stand near you in a group and have the others stand towards the back of your teaching area. Squirt the water at each group. Then discuss why some students got wet and others didn't. (Some were too far away to be affected.)

Because Jesus was returning to heaven soon, people would not be able to follow Him around anymore. Jesus passed on the job of making new followers to His closest friends, those men and women who had soaked up His teachings. These disciples would become the new teachers, passing on what they had learned from Jesus. Give the squirt gun to one of the "wet students," wave good-bye, and tell them to travel across the room to squirt the dry students.

Let's find out the steps involved in making disciples. As I read, listen for three action words. Call students' attention to the phrases on the board or chart. **The action words will help finish these three phrases.** Read Matthew 28:19-20a. Let students share the missing words (go therefore, baptizing them, teaching them). **Where are followers of Jesus to go? Here's a hint.** Give the hand signal for all nations—cup hands together in front of body, then sweep hands to the sides (to all nations). **We baptize as an outward sign that Jesus has entered a person's life. When a person receives Jesus, He gives them the power to obey. Then, we can teach them His commands.**

Pray: Hold up the squirt gun. Ask students to think of people who are in "squirt gun range" of them, people who might be ready to soak up what your students tell them about Jesus. These could be younger children who look up to them or friends they play with almost every day. Give each student a chance to hold the squirt gun and ask God to give them opportunities to pass on what they know about Jesus to these children.

Lesson 4—All Nations

Supplies: Bible; world map or globe; board or chart paper; ten 3 x 5 flashcards printed with these words: Irish, France, China, Aztec, Apache, Egypt, Brazil, Scottish, Arab, Inuit

Read Matthew 28:18–20. Review the four “alls” using the hand motions: (All authority—raise both arms and make a muscle, All nations—cup hands together in front of body, then sweep hands to the sides; All Jesus’ commands—touch mouth; Always with you—touch wrist with pointer finger to indicate a watch)

When Christians obey Jesus’ commission, who will become disciples? (All the nations.)

What are nations? Look at the map. **Continents are divided into smaller areas called countries. But when Jesus said, “nations,” he was not speaking of countries. He meant “ethnic groups.” One example is the Navajo nation. You won’t find a country called “Navajo” on a map. This Native American group lives inside the United States, but their language and customs set them apart from other Americans. Many ethnic groups may live within the same country. Find India on the map. India is only one country, but about 1,800 ethnic groups or nations live there!** Have students read the flashcards and sort them into two groups: country name/nation(ethnic group) **Do you know people of other ethnicities?** Allow students to share. List these people and their ethnicity on a board or chart.

Here’s a verse describing heaven. Read Revelation 7:9. **Who will be there with God?** (A great multitude from every nation, tribe, people and language.) **Jesus loved people from all ethnic groups enough to die for their sins. Jesus gives us His authority and is with us wherever we go. What is our part in making Revelation 7:9 a reality?** (Trust Jesus; pray for people who have not heard about Jesus; make friends with someone of another ethnicity, be willing to tell people about Jesus.)

Pray: Re-read the list of people of other ethnicities. Remind students that these people are a part of “all the nations.” Have volunteers pray for these people to learn about and trust in Jesus as their Savior.

*Encourage students to explore this quarter’s Hidden People under the WorldWatch section of DiscipleZone.com

Lesson 5—All Jesus’ Commands

Supplies: Bible; following messages printed on two 3 x 5 cards: #1 “Dinner is almost ready. Would you go tell your brother to wash his hands?” and #2 “Go tell your sister to move her bike out of the driveway right away.”

Read Matthew 28:18–20. Review the four “alls” using hand motions: (All authority—raise both arms and make a muscle, All nations—cup hands together in front of body, then sweep hands to the sides; All Jesus’ commands—touch mouth; Always with you—touch wrist with pointer finger to indicate a watch)

Jesus’ followers were to teach new disciples to obey all that Jesus has commanded them. This meant passing on Jesus’ message or words. Let’s see what passing on a message might look like. Choose a boy and a girl. Turn to the girl and give her message #1. **You will be the mom.** Have the boy stand off to one side. **You are the brother playing basketball outside. I am the big sister and will pass on a message from Mom.** Have the girl read message # 1: “Dinner is almost ready. Would you go tell your brother to wash his hands?” Go to the “brother” and give this message. **Dinner isn’t quite ready yet so you can keep playing for a while. What did you think about my message?** Let students share. **Followers of Jesus do not change His message. They pass on exactly what Jesus taught them.**

Let’s try a new message. Choose a boy and a girl. Turn to the boy and give him message #2. **You will be the dad.** Have the girl stand off to one side. **You are jumping rope outside. I am the big sister and will pass on a message from Dad.** Have the boy read message # 2: “Go tell your sister to move her bike out of the driveway right away.” Go to the “sister” and give this message. **You need to get your bike out of the driveway right now because I said so.** Let students react to your message. **We need to let people know that our message comes from Jesus. It is not just our opinion or something we made up.**

The first disciples heard Jesus’ commands right from his mouth. How can we know Jesus’ commands today? (Read and study the Bible, memorize verses.) **How can we help people obey Jesus’ commands?** (Pray for them, be a good example to follow.)

Pray: Let several students recite a Bible verse they know from memory. Remind them that before we can teach others to obey Jesus’ commands, we must know the commands ourselves. Pray that God’s Word will become a treasure to your students and that they will make time to read the Bible every day.

Lesson 6—Always (Never Alone)

Supplies: Bible, 3 x 5 cards printed with the following words: second, minute, hour, day, week, month, year, decade, century

Let's play a game called "How Long?" Shuffle the cards and pass them out to students. Have them stand up and arrange themselves in order from shortest to longest time period. Let students explain how they knew where to stand. Collect the cards and have students sit down. Read Matthew 28:18–20 together. **Which of the four "alls" speaks about time?** Review the hand motion for always with you: (Always with you—touch wrist with pointer finger to indicate a watch).

Jesus ends His Great Commission with a wonderful "how long" promise to His followers. Read Matthew 28:20b. **What do you think this promise means?** Encourage children to respond. **Who did Jesus help to obey the Great Commission in New Testament times?** Let students share. **Jesus continues to stand with present-day believers who obey Him today. Do you know someone who is sharing about Jesus in another culture?** If students have difficulty, remind them of some of your local church missionaries.

What about you? It takes courage to stand up for what is right in a group of kids or tell someone about Jesus. Jesus faced many challenges and hardships when He taught about God and He understands what you are going through. How can remembering Jesus' "always with you" promise help? (We are not alone. Jesus understands and cares.) **Jesus gave us a "Great Commission" and He walks beside us every step of the way.**

Pray: Spend some time thanking Jesus for the Great Commission and for His wonderful "always with you" promise.

Lesson 7—God Made You and Loves You

Supplies: Bible, board or chart with this sentence: 1. God made you and loves you.

Has anyone ever said this to you? "Wait until you're older." Allow a few students to share personal examples. **The exciting thing about the Great Commission is that God wants people of every age to participate. You don't need to wait until you are an adult. Boys and girls can share the Gospel message, too. The word "Gospel" means "good news." What "good news" is contained in the Bible?** Let students share ideas. **During our lessons, we will practice the Gospel message so you will be ready to share it with people you know. Each week, we will learn one important part.**

The first part of the message describes what God is like. Point to the phrase on the board and have the students read, "God made you and loves you." **Everyone on earth needs to know that God is both powerful and personal.** Read and discuss Genesis 1:1, Psalm 139:13, and Jeremiah 31:3. **God created everything in heaven and on earth. He gives life and breath to all people, including you. This huge, powerful God is also personal. In fact, before you had any knowledge of Him, God made the first move to begin a relationship with you. He loves you and wants to be your best friend.**

Let's practice the first part of the Gospel message. Have the students read the sentence on the board again. **Now let's use American Sign Language to add hand movements to our message. God made you ...** (Place one fist on top of other, like you are pounding with a hammer.) **... and loves you.** (Cross both hands over your heart like you are hugging yourself.) Have the students recite the phrase on the board, using the hand motions. Divide students into small groups and let each group practice the first part of the message with hand signals.

Pray: Name things God created that show He is powerful. Name things God does that show He loves us. Thank God that even though He is huge and powerful, He wants to know each person on earth.

Lesson 8—God Knows Everything About You

Supplies: Bible, board or chart with these sentences: 1. God made you and loves you; 2. God knows everything about you.

Last time we learned the first part of the Gospel message that describes the kind of God we serve. Review with the students. **God made you ...** (Place one fist on top of other, like you are pounding with a hammer.) **and loves you.** (Cross both hands over your heart like you are hugging yourself.) Let the girls demonstrate using words and motions. Let the boys demonstrate.

Here is the next part of the Gospel. Point to sentence #2 and have the students read, “God knows everything about you.” Read and discuss Psalm 139:1-4. **People don’t see your feelings and thoughts so they don’t always understand why you do things. God understands everything you do, think, and feel. In what situations is this fact good news?** Let students share personal examples.

Here is the bad news. Read and discuss Romans 3:23 and Ecclesiastes 12:14. **We all sin against God. God will judge you for everything you do, even the things you think are secret. Every person will pay for sin, including you.**

What is the second part of the Gospel message? Have the students read sentence #2 again. **Now let’s add hand movements to our message. God knows ...** (Use a saluting motion to touch your right hand to your forehead.) **... everything about you.** (Trace the two halves of a circle with your hands, starting at the top.) Erase sentence #1. Have the boys recite it, using hand motions. Erase sentence #2. Have the girls recite it, using hand motions. Have the group recite both sentences, using hand motions.

Pray: Thank God that He always understands us, even when people don’t. Thank God for loving us, even though He knows all the sinful things we do, say, think, and feel.

Lesson 9—Jesus Died to Forgive Your Sins

Supplies: Bible, board or chart with these sentences: 1. God made you and loves you; 2. God knows everything about you; 3. Jesus died to forgive your sins.

We’ve been learning how to share the Gospel. The first part of the Good News is about God. The second part is about people. Review sentence #1 with the students. **God made you ...** (Place one fist on top of other, like you are pounding with a hammer.) **and loves you.** (Cross both hands over your heart like you are hugging yourself.) Review sentence #2 with the students. **God knows ...** (Use a saluting motion to touch your right hand to your forehead.) **... everything about you.** (Trace the two halves of a circle with your hands, starting at the top.)

Do you know any sports where people receive penalties? Let students share. **What is the “death penalty?”** Summarize responses. Then read and discuss Romans 3:23 and 6:23. **Every person sins and we each deserve the death penalty. God knew we needed some good news. The third part of the Gospel message is about God’s Son, Jesus.** Point to sentence #3 and have the students read, “Jesus died to forgive your sins.” Read and discuss 1 Peter 2:22, 24 and Romans 5:8. **Jesus lived a sinless life. He did not die for His own sins, but He took the punishment you deserve when He died on the cross. Through Jesus, God will forgive your sins.**

This is the best news yet! Let’s repeat the third part of the Gospel message. Have the students read sentence #3 again. **Now let’s add hand movements to our message. Jesus died ...** (Put two arms straight out at sides to form horizontal beams of the cross.) **... to forgive your sins.** (Make two fists. Rub your knuckles together like you are hand washing laundry.) Have the boys recite all three sentences, using hand motions. Repeat with the girls. Erase all the sentences.

Who can demonstrate the first three parts of the Gospel? Allow a few volunteers to demonstrate.

Pray: Let students name actions and thoughts that God calls sin. Thank Jesus for taking the punishment for each of these sins.

Lesson 10—Jesus Rose to Give You New Life

Supplies: Bible, board or chart with these sentences: 1. God made you and loves you; 2. God knows everything about you; 3. Jesus died to forgive your sins; 4. Jesus rose to give you new life.

We've been learning how to share the Gospel, the Good News about God's relationship with people through His Son, Jesus. Review sentence #1. **Who can show me hand motions for the first part?** Let a volunteer demonstrate. (Place one fist on top of other, like you are pounding with a hammer. Cross both hands over your heart like you are hugging yourself.) Review sentence #2. **Who can show me hand motions for the second part?** Let a volunteer demonstrate. (Use a saluting motion to touch your right hand to your forehead. Trace the two halves of a circle with your hands, starting at the top.) Review sentence #3. **Who can show me hand motions for the third part?** (Put two arms straight out at sides to form horizontal beams of the cross. Make two fists. Rub your knuckles together like you are hand washing laundry.) Have the students stand up. **I will read all three parts. You do the matching hand motions.** Review the sentences #1-3.

We learned why Jesus had to die, but why did He need to come back to life? Read 1 Corinthians 15:17 and 2 Corinthians 5:21. **When God raised Jesus, it was God's way of saying, "Well done, My Son! I accept Your sacrifice to pay for sin. I will accept people who trust in You based on Your holiness."** Point to sentence #4 and have the students read, "Jesus rose to give you new life." **What old things do believers leave behind?** Read and discuss Romans 6:9-11. (Controlling power of sin, penalty of sin, death without God.)

Let's repeat the fourth part of the Gospel message. Have the students read sentence #4 again. **Now let's add hand movements to our message. Jesus rose ...** (Put both arms straight up in air.) **... to give you new life.** (Pretend to hold and rock a baby in your arms.)

Pray: Praise God for the new things a believer experiences: hope instead of fear; the power of God to resist sin and obey; a relationship with God instead of separation; eternal life with God instead of judgment, and heaven instead of hell.

Lesson 11—Trust Jesus to Become Your Savior

Supplies: Bible, board or chart with these sentences: 1. God made you and loves you; 2. God knows everything about you; 3. Jesus died to forgive your sins; 4. Jesus rose to give you new life; 5. Trust Jesus to become your Savior.

Let's review the Good News about God, His Son, Jesus, and the hope of new life. Have the girls read and demonstrate sentence #1. (Place one fist on top of other, like you are pounding with a hammer. Cross both hands over your heart like you are hugging yourself.) Have the boys read and demonstrate sentence #2. (Use a saluting motion to touch your right hand to your forehead. Trace the two halves of a circle with your hands, starting at the top.) Have the girls read and demonstrate sentence #3. (Put two arms straight out at sides to form horizontal beams of the cross. Make two fists. Rub your knuckles together like you are hand washing laundry.) Have the boys read and demonstrate sentence #4. (Put both arms straight up in air. Pretend to hold and rock a baby in your arms.)

The next part of the Gospel is about faith. Faith is putting what you believe in action. Exactly what are we to believe? Read and discuss John 3:16-17. Point to sentence #5 and have the students read, "Trust Jesus to become your Savior." **You can act on what you believe by praying, talking to God. If you know you are a sinner, admit it to God. What might you say?** Let students share. **If you believe Jesus died to forgive your sins, thank Him and ask for forgiveness. What might you say?** Let students share. **If you believe that Jesus can give you new life, invite Him to come into your heart and make you the kind of person He wants you to be. What might you say?** Let students share. **If you believe that God makes you part of His family and gives you eternal life, thank Him. What might you say?** Let students share.

Let's repeat the fifth part of the Gospel message. Have the students read sentence #5 again. **Now let's add hand movements to our message. Trust Jesus ...** (Put your hands in front of you with your fingers spread out like you are holding an invisible basketball.) **...to become your Savior.** (Bring your fingers together and move your hands towards you to touch your heart.)

These motions show that you need to take what Jesus has done for you and bring it into your everyday life. Divide students into pairs. Let them practice saying the five parts of the Gospel, using the hand motions.

Pray: Lead students in a time of quiet thinking and prayer. Ask, "What have you done with the things you know about God, His Son, Jesus, and the hope of new life?" If any students are ready to trust in Jesus, lead them in a salvation prayer (check out "Good News for Kids" on the back inside cover of the DiscipleLand Teacher Guide)

Lesson 12—Trust Jesus to Empower You

Supplies: board or chart with these sentences: 1. God made you and loves you; 2. God knows everything about you; 3. Jesus died to forgive your sins; 4. Jesus rose to give you new life; 5. Trust Jesus to become your Savior.

What does the word “Gospel” mean? (Good news.) **God invites children to tell their friends about Him—just like Ryan did. Ryan moved from California to Eastern Europe with his family. After a few years, he could speak the Slovakian language. Ryan made good friends with two boys in his fourth-grade class. One day, Ryan asked his friends if they had ever thought about believing in Jesus. Ryan was happy when they replied that they wished they could know Jesus like Ryan did. Ryan shared the Gospel with them. Let’s practice what Ryan told them.**

Have the boys read and demonstrate sentence #1. (Place one fist on top of other, like you are pounding with a hammer. Cross both hands over your heart like you are hugging yourself.) Have the girls read and demonstrate sentence #2. (Use a saluting motion to touch your right hand to your forehead. Trace the two halves of a circle with your hands, starting at the top.) Have the boys read and demonstrate sentence #3. (Put two arms straight out at sides to form horizontal beams of the cross. Make two fists. Rub your knuckles together like you are hand washing laundry.) Have the girls read and demonstrate sentence #4. (Put both arms straight up in air. Pretend to hold and rock a baby in your arms.) Have everyone read and demonstrate #5. (Put your hands in front of you with your fingers spread out like you are holding an invisible basketball.)

Ryan’s friends asked Jesus to be their Savior. Now all three boys are sharing God’s love with their classmates. Ryan is a real boy about your age. He shares about Jesus with people he knows well. Can you think of a friend that needs to hear the Gospel? Let each student share a name. For those who have difficulty, suggest different settings (at school, on your team, in your club, in your family).

Divide the group into pairs for role-play. One partner asks to hear about Jesus. Use the real people the students named. The other partner shares the Gospel using both words and hand motions. Switch roles.

Pray: As a group, thank God for allowing children to share the Gospel. Then let each student pray independently for the person they named earlier. Guide their prayer using these requests: opportunity to share, boldness, remembering the words and motions.