

LEVEL 3, QUARTER C

Additional Activities

Mighty Miracles

1. The Light

Light Reading (5-10 minutes)

This hands-on activity relates light and sunshine to the Light of the World. **Supplies:** books about light, sunshine, or ways to produce light

Display your books in an exciting way. As children enter the room today, invite them to select a book to skim through. (You may need to have children work in partners depending on quantity of books.) After all have arrived, ask, **What good does the sun do for us? Why do we need light in our homes? How can we produce light?** Entice their curiosity by explaining that today you will learn about the Light of the World, the One who give us light to overcome all darkness.

John 3:16 (5 minutes)

The singing activity primes children for today's message.

Gather in a circle and sing John 3:16. (This can be found in most children's Christian music books if you need sheet music.) After singing the song through once, sing again but stop the children at the end of the phrase "only begotten Son." Looking confused, ask, **What does the phrase "gave His only begotten Son" mean?** (Jesus is the only Son of God. "Begotten" actually means to procreate from the Father – or the Son and Father must be One.) Sing the song again through to the end. **In today's lesson the people didn't understand that Jesus' Father was God. Listen carefully to learn more!**

Rebus Stories (20 minutes)

This storytelling activity reviews the Bible passages. **Supplies:** Bibles, pencils, paper

Divide today's scripture into sections—John 8:1-11; 12-20; 21-32; and 46-59. Assign each passage to a small group or partners. Explain that the children will create a rebus story from today's Bible passage. (They may need you to clarify what rebus means.) Encourage them to write their assigned passage in their own words, using some common symbols instead of words throughout their story to make it a rebus story. Ask each group to be sure to use a light bulb symbol in their story in some way. When finished, have each group share their stories with the others.

Reader's Theater (20-30 minutes)

This reading activity dramatizes the Bible passage.

John 8 is full of dialogue and lends itself well to reader's theater. Assign students to the following passages: verses 1-11 (Jesus, the woman, the scribes); verses 12-20 (Jesus, at least one Pharisee); verses 21-30 (Jesus, at least one Pharisee); verses 31-59, or portions of that passage (Jesus, Jews who had believed). Give them time to rehearse their readings and perform them for the class. This might be something you could perform for a class open house.

Spiritual Fruit (20 minutes)

This hands-on activity introduces the concept of spiritual fruit.

Supplies: variety of fruit seed packets or dried seeds from different fruits

Show the fruit seeds. **These are all fruit seeds. What would happen if we planted these seeds? What would they need to grow into healthy fruit trees?** Have one volunteer read Matthew 7:15-20. Discuss Jesus' metaphor from Matthew. **How can we be like a good fruit tree?** Have another volunteer read Galatians 5:22-23. **What kinds of fruit are we supposed to grow, if we are good trees?** Discuss that Jesus used the word fruit as a metaphor for the characteristics we should grow in our lives if we are to be like Christ. **Just like good fruit grows on a tree that is healthy, watered, and receives sun, we will produce spiritual fruit if we read God's word, accept the Living Water, and receive the Son of God as our Savior.**

List all nine spiritual fruits on the board. Invite the children to share (or write on the board) examples of things they can do this week to demonstrate they are a good tree growing spiritual fruit. For example, a child might say or write, "Read a story to my little sister," as an example of "love." Take turns until everyone shares at least one example.

2. God's Work

Charades (25-30 minutes)

The children will explore today's Bible passage through a game of charades. **Supplies:** Bibles

Explain the general rules for the game of Charades, in case any of your students are not familiar. Ask for a volunteer or two to select a short passage (even one verse can work) from Luke 10:1-42 to act out for the class. The rest of the class may refer to their Bibles for help in determining which verse(s) the child portrayed. The first to guess correctly goes next. You may need to give a few minutes at the onset of this activity for children to pre-select some verses for their turn. Suggested verses: Luke 10:2,3,11,18,19,21,24,33,34,40. Repeating a passage is not a problem because the children may act out the same thing in a different way. This also reinforces memory and concept attainment for the children.

Priority Exercise (15 minutes)

This brainstorming activity helps kids discover their priorities.

Give the students paper and have them draw a line down the center of the page. At the top of one column, have them write the word "important" and at the top of the other, the word "immediate." Point out that what feels important might just be immediate, or urgent, and we might never get around to the really important things. For example, on the important list, they might write "time with God," "sharing my faith," or "helping my brother," and on the immediate list, "watching my favorite show," or "doing what my friends want to do right now." Of course, some activities can be both immediate and important, such as "finishing homework on time." Remind students of the Big Idea of this lesson: Loving and serving God are most important.

A Closer Look at Martha (10 minutes)

This discussion activity provides a closeup of one of Jesus' friends.

Luke 10:40 gives us a picture of Martha at her worst. She displays several sinful attitudes in this one verse. Ask your students to identify some bad attitudes and actions they see, and offer God's advice on these attitudes as shown in the verses in parentheses. Some answers: worry (Luke 12:29), minding someone else's business (1 Thessalonians 4:11), feeling sorry for herself (Philippians 4:4), bossing Jesus around (Matthew 20:20-27).

Modern-day Good Samaritan (10-15 minutes)

This writing activity challenges kids to dig into the story of the Good Samaritan.

With your class, write a modern-day version of Luke 10:30-37 by replacing the following words and phrases with relevant equivalents, such as towns your students know, bullies, and the nurse's office. Suggested words to replace: man, Jerusalem to Jericho, robbers, stripped him, priest, Levite, Samaritan, oil and wine, beast, inn, denarii.

3. God's Rewards

If ... Then (10 minutes)

This word game introduces kids to the idea of consequences.

Supplies: a toothbrush, toothpaste, a "dentist bill" for \$30, a "dentist bill" for \$2,000.

Tell students that you are going to play a game called "IF... THEN." You will say an "if" and they are to complete the sentence with a "then." Try to make up a variety of interesting "ifs" that will lead to creative and fun "thens." Here are some ideas to get you started:

- If you forget to close the hamster cage...
- If you practice an extra half hour every day...
- If you don't put your things away...
- If you look hard enough...
- If you get your homework done before supper...
- If you don't tell the truth to your parents...

Explain that everything we do causes some kind of result or consequence. **If we do what God says, the result is that He rewards us. If we do not heed His words, the results are unpleasant consequences.**

Hold up the toothbrush and toothpaste and ask: **What "IF" and "THEN" can you think of that have to do with these things?** Pretend to be debating with yourself whether or not you want to go to the trouble of brushing your teeth regularly. Ask students about the benefits of brushing faithfully. **Those benefits sure sound good to me. I'm going to make sure I take care of my teeth.** As you pretend to brush, pull out the dentist bill for only \$30. **Hey, this is great! I saved a lot of money by taking care of my teeth.** Now, ask students why some people might not want to bother to care for their teeth. **Those sound like good reasons to me. I think I'll just forget about brushing my teeth.** Toss the toothbrush aside and act carefree, saying how nice it is not to have to worry about brushing anymore. Then pull the other dentist bill out of your pocket. **What's this? \$2,000!?!? Drilling? Braces? Surgery!? Boy, I wish I could go back and rethink that decision!**

Can't Take it With You (20 minutes)

This collage activity highlights material things that some people desire in life. **Supplies:** old magazines, scissors, large construction paper, glue or tape

Reread Luke 12:15-21. Invite the children to cut out pictures from the magazines of things that most people wish for in life. Glue the pictures into a collage format on the construction paper. While the glue is dries, use a bright marker to write in large letters across a strip of paper "You Can't Take it With You to Heaven!" Attach the paper across the collage with glue or tape. Encourage the children to take their collage home and share its meaning with their family. Then, post it where they will all be reminded of the true riches we need to seek—riches in Heaven.

Wish Lists (10 minutes)

This discussion activity contrasts material possessions with eternal rewards.

Before class, cut enough 3" x 8" pieces of paper for each child in the room. **Today, each of you may create a "wish list" of everything you wish you could have. Go ahead, write down everything you wish you had—toys, foods, clothes, money, etc. Anything you want!** Give the children two minutes to create their lists. Encourage them to write as much as possible. Then, have each child a Bible look up today's memory verse. Give each child one of the 3" x 8" paper strips. Have them copy the memory verse on the strip of paper and glue it diagonally over the top of their "wish list." Discuss the meaning of the verse as it relates to the "wish lists." **This verse teaches we should not focus our hearts on material things—what we own. So, where should we place our hearts?** (on a rich relationship with God) Draw parallels as several volunteers reread the verse and ask them to make a new list. **When you get to heaven, if you were to choose how you would want God to reward you, what would you choose?** Invite volunteers to share their lists with the class.

Fruit Tree Forest (20-25 minutes)

This craft activity decorates the room with a fruit-tree forest showing spiritual fruit examples. **Supplies:** green and brown bulletin-board paper to create nine large trees, nine 3" x 8" paper strips for labels listing each of the nine spiritual fruits, nine different fruit graphics, wall mounting tape, scissors

If you choose to highlight the spiritual fruits from the DiscipleSkill each lesson, this activity is one suggestion for an ongoing project. This portion of the ongoing activity should be completed before, or during, the first week of this quarter's lessons.

Before class, create cut-outs of nine tree trunks and nine tree canopies with the brown and green paper. Create nine spiritual fruit labels (love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control). Write each spiritual fruit in large print and coordinate with different fruit pictures. Suggested fruit-producing trees include banana, orange, grapefruit, lemon, lime, pineapple, pear, peach, and apple. There is no need to create specific symbolism between edible fruit and spiritual fruits. However, select fruit shapes that are easy for you to stencil and cut out each week.

What are the three most important things for plants to grow? (light, water, nutrients/good soil) Read Galatians 5:22-23 together. Explain that spiritual fruit is Christ's character growing in a Christian's life. **A good tree produces good fruit, but a bad tree produces rotten fruit. How are our lives like a fruit tree?** (We can produce spiritual fruit or rotten fruit, depending on how we live.) **We are to be healthy trees, growing good spiritual fruit in our lives. How can we receive the light, water, and nutrients to help grow good fruit?** Discuss how Jesus is the Light, the Holy Spirit is Living Water, and we get nutrients from God's Word. Draw comparisons as time allows.

As a class, mount all nine trees around the room. Name each tree with your spiritual fruit labels. Remind the students that next time you will discuss examples of spiritual fruit for the first tree—love.

4. Blindness

Visitor (15 minutes)

This special guest will share his or her experiences in overcoming disabilities.

Ahead of time, secure a member of your congregation or anyone you know with a disability. This could be anything from a learning to physical disability. Invite him or her to visit your class and share the struggles and strengths he or she has as a result of the disability. Ask your guest to include information on how God helps him or her and how His glory shines each day. Leave time for the children to ask questions.

Sharing Stories (10-30 minutes)

This craft and puppet story allows children to share their Bible stories with a younger class. **Supplies:** paper-bag puppets, Bibles

Set up a time where you can take your class to visit a group of younger children at church. Your students should perform their puppet shows from today's lesson for the younger children. When finished, spend a few minutes letting the younger children ask your group questions about the Bible passages in the skits. Help your students prepare a few follow-up questions of their own to ask the younger children after each skit is finished.

The Eyes Have It (20 minutes)

This group activity explores vision and the way our eyes work.

Supplies: books on eyes and vision, an eye chart, posters or diagrams on the eye, a 3-D model of the eye, paper and pencils

Our eyesight is an amazing creation that God gave not only to us, but to most living creatures! Take time for the children to explore the books, charts, and models you have on the eyes. Talk about the wonderful gift of sight, especially noting that it is so amazing that only God would be capable of creating the structures to make it work. Encourage the children to create and label their own diagram of the eye and its function. As another option, invite an optometrist from your congregation or community to visit and share more about his job and how the eyes work. Include some discussion on keeping ourselves safe from physical things that can harm our eyes as well as spiritual damage to our eyes such as watching a bad movie or looking at bad pictures.

Love in the Fruit Forest (15 minutes)

This individual activity encourages children to share examples of unconditional love. **Supplies:** pre-cut paper apples to stick onto one Fruit Forest tree, tape

Do this activity if you've made a Fruit Tree Forest (see Lesson 3 in these Additional Activities.) Give each child one or two paper apples. Remind them that the spiritual fruit for this week is love. Discuss what it means to love unconditionally. Encourage the children to write examples of how they either love unconditionally or receive unconditional love from others. Talk about examples of love shown in this lesson's Bible passage. Have each child share his examples then tape the apples to the designated fruit forest tree.

5. Good Shepherd

The Shepherd's Cane (10 minutes)

This craft activity creates a bookmark in the shape of a shepherd's cane. **Supplies:** brown cardstock, scissors, markers or pencils, candy canes (optional)

Ask the children to share the most important thing they learned in today's Scripture study. Write the ideas on the board. Give each child a piece of card-stock. **A shepherd's cane resembles the same shape as a candy cane. In fact, a candy cane actually represents the Good Shepherd's staff of protection for us, His sheep.** Have each child draw and cut out a large shepherd's staff from the paper. (You may wish to have a stencil on-hand for tracing.) On their cane, each child should write a sentence or two that tells the most important thing they learned in today's lesson. On the other side, have the children write one challenge they want God to help them with in the coming months. Encourage them to take the bookmarks home and keep them in their Bibles.

If you choose to, give each child a candy cane as well. Explain the symbolism of the candy cane. The red represents Jesus blood shed for us on the cross. The white is for His purity; Jesus is the only human to be sinless. The shape represents the shepherd's staff reminding us of the Good Shepherd.

My Sheep (15 minutes—simultaneous with “The Sheep Pen”) *This craft creates sheep for a realistic illustration of today’s Explore Scripture.* **Supplies:** white Model Magic®, black and brown markers

Good Morning! Welcome to the Sheep Pen! As the children enter today, give each a ball of Model Magic®. To avoid repeating the direction every time a child enters the room, write on the board, “Use the Model Magic to create your very own sheep. Use the markers to draw a face on your sheep. Write your name on the sheep.” As they finish, have the children leave their sheep on the table and move over to help at the sheep pen construction site.

The Sheep Pen (15 minutes—simultaneous with “My Sheep”) *The building activity creates a sheep pen for a realistic illustration of today’s Explore Scripture.* **Supplies:** building blocks, Lincoln Logs, popsicle sticks, or any other building materials

As the first few students finish with their sheep, ask them to use the building supplies to create a large sheep pen in the middle of your group area. Make sure they create a pen large enough to hold all the students’ sheep. Remind them to create a gate that can be removed and replaced. When the sheep pen is finished, ask the children to get their sheep and place them in the fenced area. As they do, repeat today’s memory verse a few times. Ask leading questions as they work such as, **Why do you think we are doing this?**

Joy in the Fruit Forest (15 minutes)

This individual activity encourages children to share and observe joyful experiences. **Supplies:** paper oranges for each child, tape or glue

Do this activity if you’ve made a Fruit Tree Forest (see Lesson 3 in these Additional Activities.) **I will start statements about joy and you get to finish them for me! My mom or dad smiles when ... Select a few volunteers to finish the sentence. My friend smiles when ... My teacher smiles when ... My brother or sister smiles when ... I smile when ...** Discuss the difference between joy and happiness. **Joy from heaven in knowing God is with you no matter what the outside circumstances—whether you are feeling happy or sad, sick or healthy, rich or poor.** Make sure to help the children distinguish between the two with their examples. If you are creating the Fruit Forest, pass out the paper oranges to each child. Have the children record their own ideas of joy on the oranges and stick them to the “Joy” tree in your forest.

6. Motives

Excuses, Excuses (10-15 minutes)

This imagination activity allows children to create excuses.

Review Luke 14:18-20 together. Invite the class to come up with modern-day excuses for not attending a party. Encourage them to come up with some realistic ideas first. Then, ask them to become more creative and think of the most ridiculous excuses possible. **People often come up with ridiculous excuses for not following God. There is never a good excuse for refusing Christ’s invitation to follow Him!** Discuss things you might say to someone who is making up excuses for not accepting Christ into their life.

Excuse Volley (10 minutes)

This game provides students the opportunity to explain the importance of following Christ. **Supplies:** balloons

Divide the class into two groups, and line them up opposite each other. One person from the first side decides on an excuse for not following Jesus and volleys a balloon to the other side. Someone from the other side catches it and gives a solution or a reason why that is not a good excuse and volleys the balloon back to the first side. Continue until each team member gets a turn. Then trade sides so each group can practice countering excuses for following Jesus.

Narnia (30-60 minutes)

This video and discussion activity asks children to find of pure and ulterior motives. **Supplies:** video of *The Lion, Witch, and the Wardrobe*

Pre-select portions of the movie that clearly show examples of pure and ulterior motives of the children and the Narnians. It is best to write down the video reference number and scenario to make it easier to locate the segments during the lesson. Read today’s Bible passage in sections, pausing briefly to discuss the motives of the people and Jesus. Briefly summarize the Narnia story for those who may not have seen or read it before. **Just like the people in today’s Bible story had motives for their actions, so do all of us. This movie shows us some examples of good and bad motives.** As you show each clip, discuss the action taking place and the possible motives behind the actions. Try to include at least one example of an action caused by both good and bad motives. If time permits, keep charts of Good and Bad Motives.

Fruitful Motives (20 minutes)

This discussion activity serves as a review of the spiritual fruits studied thus far.

Remind the children that Jesus was motivated to act out of compassion, humility, and devotion. Explain that, like love, joy, peace, and patience, these are other examples of Christ-like characteristics. Ask the children to think about a time when someone treated them in a way that showed one of these pure motives. Take turns sharing these experiences and the way the children felt about being a recipient of these actions.

Peace in the Fruit Forest (15 minutes)

This individual activity encourages children to share their experiences with peace. **Supplies:** paper grapefruits and pencils, tape

Do this activity if you've made a Fruit Tree Forest (see Lesson 3 in these Additional Activities.) Spend a few minutes discussing the qualities of a peaceful life. Remind them that true peace comes from calmly trusting God, without worries or fears consuming our minds and hearts. **How can we trust God through all of life's events?** Give the children the paper grapefruits to record their examples for the week. Have them tape the fruit on your "Peace" tree in the Fruit Forest.

7. Living Proof

Lazarus in Pictures (15-30 minutes)

This illustration activity highlights portions of today's Scripture. **Supplies:** construction paper, coloring utensils, scissors, glue

Ask the children to open their Bibles to John 11:38-44. Explain that they may each select one way to illustrate this passage—a collage of images, a storyboard sequence, one picture showing their favorite part, a picture book, or any other ideas they suggest. Lay out the supplies and provide ample time for the children to engage in their most creative artistic skills. When all are finished, display the artwork on the table. Have everyone rotate around the table admiring the presentations each child created.

Tom Sawyer's Funeral (10 minutes)

This story activity compares and contrasts the story of Lazarus and the fictional story of Tom Sawyer. **Supplies:** *The Adventures of Tom Sawyer* by Mark Twain

In Mark Twain's *The Adventures of Tom Sawyer*, Tom Sawyer attends his own funeral. Read the funeral passage from the book to your students or summarize it for them. Compare the story with today's text. What are the differences? Most importantly, point out that one is fiction

Patience in the Fruit Forest (15 minutes)

This individual activity encourages children to share examples of patience. **Supplies:** paper lemons, pencils, tape

Do this activity if you've made a Fruit Tree Forest (see Lesson 3 in these Additional Activities.) **Patience is one of our spiritual gifts. To have patience means waiting for God to work with difficult people and situations.** Discuss times when it is very hard to do this. Encourage the children to share personal examples. Then talk about some of their specific examples and offer advice to each other on ways to be patient during those times or with those people. Pass out the paper lemons. Have the children write examples of how to have patience in a specific situation in their lives. Tape the lemons to your "Patience" fruit forest tree.

8. Lost and Found

Role-Playing Kindness (20 minutes)

This roleplaying activity allows kids to demonstrate acts of kindness. **Supplies:** notecards

Write the following scenarios on notecards. Divide the class into groups and give each group one scenario. Then, give them time to prepare a role-play showing how they would respond with the spiritual fruit of kindness in these situations.

- You see a child at the mall who is crying and seems lost.
- You come into the cafeteria with your lunch, and the new student is sitting alone.
- Your mom has a bad headache and asks you to get her a glass of water. You notice the dishes haven't been done yet.
- Your next-door neighbor is a widow who lives alone. You wake up to see a foot of snow outside one morning.
- You get to choose teams for kickball in gym class. You know one of your classmates is not very good and is usually picked last.

How did Jesus show kindness in today's lesson? What other spiritual fruits did the people demonstrate in the lesson today?

Video Time (30-45 minutes)

*This video and discussion activity delves more deeply into the story of the prodigal son. **Supplies:** a children's video of the prodigal son parable*

Read Luke 15:11-32. **Jesus' words were so vivid that we could really see this story in our minds. Let's watch it on this video now as another way to learn about Jesus.** Watch the video. Then discuss the symbolism of the characters in the parable. Emphasize that Jesus' main point was that God not only seeks sinners, but He also celebrates every lost soul that is found.

Let's Celebrate! (5 minutes)

*This discussion activity piques the kids' curiosity about special celebration. **Supplies:** invitations*

Before today's lesson, create a special invitation to a celebration. Make it as exciting and colorful as possible. Have copies for each child. You may choose to create this on the computer and print multiple color copies. Include this information.

- WHAT? A HUGE celebration
- WHEN? Today
- WHERE? Heaven
- WHY? A lost soul has been found!

Pass out the invitations to each child. **Aren't you excited about the celebration?** Discuss whether you can actually attend a celebration in heaven or not. **How might you be a part of this celebration? In today's lesson we will learn all about this great party in heaven! Some of us might even be a reason for the party today!**

Sheep Search (20 minutes)

*This Bible activity highlights the importance of sheep in Bible-times culture. **Supplies:** Bibles*

The Bible is packed with references to sheep (include some about lambs if you wish). Before class, use a concordance to choose verses about sheep and write the references on slips of paper. Write the following questions on the board:

- In this verse, who are the sheep?
- What does this verse say about sheep?

Hand out these slips and let each student (or have them work in pairs) find the verse and read it aloud to the class. At the end summarize what the Bible says about sheep.

Personal Testimony (10-15 minutes)

This guest speaker invites kids to meet a living prodigal.

Invite a guest speaker who has a "prodigal son" testimony to speak to your class. Ask this person to emphasize what brought him or her back to God. If you have time, ask the person to compare his or her own life to the prodigal son's story.

Kindness in the Fruit Forest (10 minutes)

*This individual activity encourages children to share experiences of receiving or giving kindness. **Supplies:** paper pineapples, pencils, tape*

Do this activity if you've made a Fruit Tree Forest (see Lesson 3 in these Additional Activities.) As a class, take a few moments to discuss how others have treated you kindly. Then share some of the ways you have shown kindness to others. Pass out the paper pineapples and encourage the children to write down one or two examples of kindness. Stick the pineapples on the "Kindness" Fruit Forest tree in your room.

9. Money Matters

Heavenly Rewards (20 minutes)

*This drawing activity challenges children to imaging heavenly rewards. **Supplies:** 9" x 12" construction paper, coloring utensils, pencils*

Give each child a piece of construction paper. Have them fold in the sides so the edges meet in the middle, forming a doorway. On the outside of the folded panels, have the children write statements that remind them about today's Scripture. With the panels opened flat, have the children draw their perspective of the heavenly rewards that await them if they use their money, time, and talents wisely. Encourage the children to share their pictures with each other. Then remind them to take these home and share with someone in their family before posting it where it will be a reminder of the way God wants us to use our resources.

Which Door? (10 minutes)

This object lesson shows that the desire for more money leads to bad decisions. **Supplies:** \$5 bills in play money, one \$500 dollar bill in play money, notecards

Before this activity, decorate the notecards to look like doors. Number each door from one through 10. On the back of one card, tape the \$500 bill. Post the cards on your board so they are in numerical order with the number showing. Make sure none of the children see which door has the \$500 on the back. Give each child a \$5 bill and say, Pretend this is real money. You may each have a chance to turn it in for \$500! Explain that they will each select a door from the 10 on the board. If anyone guesses correctly, they may switch the \$5 for the \$500. However, if they are wrong they will lose the \$5 and get nothing. They may also choose to keep their \$5 instead of risking it with an incorrect guess. Have children who wish to guess for the \$500 secretly write down their door choice. Ask those who made a guess to show their choices. Turn over one door at a time until you expose the \$500. Collect the \$5 from all who guessed incorrectly. If more than one person guessed the correct door for the \$500, explain that they would need to split the money evenly between them. **If this were a real five-dollar bill, would you really risk it for such a slim chance of making more money? What can happen when we make bad choices with our money, such as making careless decisions in hopes to make more?**

Expert Advice (10-20 minutes)

This guest will advise children about budgeting and good stewardship. **Supplies:** a guest speaker

Invite a church administrator, accountant, banker, or other financial expert to speak to your class. The speaker might include topics such as budgeting, stewardship, investing money, tithing, and credit. Remind your speaker to keep things simple and on a level to which your students can relate.

Treasure Box (20-30 minutes)

This object lesson encourages kids to consider life's real treasures. **Supplies:** a small boxes

Purchase small boxes for each child at a craft or packaging store, or make them by cutting down cracker, cereal, or other food boxes and spray painting them. Or, any business office may have a supply of small boxes from printer cartridges.

With your class, consider what are real treasures in life—what are eternal treasures? Have your students draw pictures representing items of true value and put them in their treasure boxes.

Examples: a drawing of their family, a Bible, a world (to represent that God loves the world and wants all people to hear the Gospel), a heart (to represent love), a cluster of grapes with the fruit of the Spirit written on the grapes.

Goodness in the Fruit Forest (10 minutes)

This individual activity encourages children to share examples of goodness. **Supplies:** paper pears, pencils, tape

Do this activity if you've made a Fruit Tree Forest (see Lesson 3 in these Additional Activities.) **What does it mean to have the spiritual fruit of goodness? How have others shown goodness to you? How have you shown it to them?** Give the children time to write down their examples on the paper pears. Then stick this new fruit onto your "Goodness" tree.

10. Faith Full

Letters to God (10 minutes)

This letter-writing activity allows children to express their faithfulness to God. **Supplies:** notebook paper, pencils, envelopes

Give each child a piece of paper, pencil, and envelope. Encourage them to write a short letter to God, expressing ways they want to improve in faithfulness to Him. Have each child sign their letter, seal the envelope, and write their names across the seam of the flap after it is sealed. Collect the letters and keep them for a few weeks (or a time frame that makes sense with your calendar). Explain, I'll keep these letters safely tucked away for awhile so you can continue to pray and trust God to help you in your faithfulness. Then, after a few weeks, we'll take them out and open them to see how well you are doing with the requests you sent to God in these beautiful notes today.

Hebrews Heroes (15-20 minutes)

This Bible activity identifies the acts of faithful heroes. **Supplies:** Bibles, notepaper, pencils

Divide the class into small groups. Explain that you will study Hebrews 11. **In this passage, we read about several amazing heroes in the Bible and their faith in God.** Ask the group members to take turns reading Hebrews 11. As they explore this chapter, have the groups record the names of the heroes and their acts of faith as mentioned in the Scripture. When all are finished, ask each group to share one example of a hero from Hebrews 11. Talk about the acts of faith that each hero displayed. Discuss how the heroes also demonstrated humility in their actions. Draw parallels to your lives in today's world.

Leprosy Skit (30 minutes)

This drama activity recreates a portion of the Scripture passage.

Supplies: flour, water, and a basin to make “leprosy” paste, a towel and tie, access to a washroom

Choose one student to act the part of Jesus and one to be the leper who returns to thank Jesus. Nine other students (or the rest of the class) may all be lepers. Have the students learn their parts from Luke 17:11-19. When they know what to do, mix up some paste for the lepers to coat their hands. During the skit, when Jesus tells the lepers to show themselves to the priests, send the lepers to the washroom to wash up. Have them all return, but only the grateful leper returns to “Jesus.” A class of younger students might enjoy watching your students perform.

Faithfulness in the Fruit Forest (10 minutes)

This individual activity encourages children to share examples of faithfulness. **Supplies:** paper bananas, pencils, tape

Do this activity if you’ve made a Fruit Tree Forest (see Lesson 3 in these Additional Activities.) Ask the children to share their definitions of faithfulness. **Jesus wants us to be loyal and trustworthy, or faithful to Him and others. In what ways have you been faithful this week?** Discuss Luke 16:9-12 again. **How do these verses remind us to grow the spiritual fruit of faithfulness?** After discussing these examples, give each child a paper banana. Have them write their ideas for faithfulness on the bananas and tape them to your Faithfulness fruit forest tree.

11. Questions

What If? (5 minutes)

This discussion challenges kids to make the impossible possible.

What if you got to school tomorrow morning and find you have an essay test with 10 questions. You don’t know any of them! As you glance around the room, you realize no one else knows what to do either. What would you do? Discuss several options. **What if you decide there is nothing you can do and you don’t even get one problem finished? You turn in your blank test and try to explain but your teacher says, “It’s okay. I love you all so much that I already took the test for every one of you. In fact, nothing you could have written on your questions would have helped you anyway. I did the test for all of you because it was the only way you would pass the class.”** Pause as the children contemplate this scenario. **What would you say? Who does this story remind you of?**

HABITs (10 minutes)

This word activity shows what happens when people give in to poor self-control.

Write the word “HABIT” in block letters on the board. **When you try to break a habit without God’s help, what happens?** Erase the H. You still have “A BIT” left. Point out the remaining letters. Erase the A. **If you continue to try without God’s help, you still have the “BIT” leftover of your bad habit.** Erase the B. **Without God, you can try all you want but you still have “IT” leftover. That is, the IT of your habit.** Erase the T. **Now what’s left of your habit after you try and try to solve it without God? Just the “I”—which is YOU! I can’t break a habit by myself. I need God’s help to form good habits.** Spend some time talking about bad habits in the world today. Share ideas that represent good habits.

Why Stay Married? (15 minutes)

This small-group discussion explores the characteristics of a good marriage or relationship. **Supplies:** paper and pencils

In today’s Scripture, Jesus talked about marriage. He said that couples should stay together once they are married. Divide your class into small groups or pairs. Have them divide their paper in two columns: “Why People Should Stay Married” and “Characteristics of a Good Relationship.” Ask them to complete both lists with as many ideas as they can in five minutes. When time is up, share the lists together. Listen for the most popular answers on both lists and write these on the board. Discuss why these things are excellent ideas for marriage and good relationships. Be sensitive to any children from divorced or dysfunctional families.

Rich Young Ruler (10 minutes)

This paper-and-pencil activity sparks kids to consider the value they place on people and things.

Ahead of time, prepare copies of the following ranking exercise. From the least (1) to most valuable (6), rank the following items: a new bike, membership in heaven, awesome godly parents, all the coolest clothes, a kind big sister, and a rock collection. Compare rankings with your classmates and explain why each ranked them the way they did.

Gentleness in the Fruit Forest (10 minutes)

This individual activity encourages children to share examples of gentleness. **Supplies:** paper peaches, pencils, tape

Do this activity if you've made a Fruit Tree Forest (see Lesson 3 in these Additional Activities.) Remind the children that gentleness means displaying courtesy and respect to others. **It is a way to avoid arguments or fights, to prevent anger in yourself or others, to show others you care about their feelings and reactions.** Discuss examples of gentleness in the lives of the students and their families. Then, give each child paper peaches and encourage them to write down some examples of gentleness. Tape these to the Gentleness tree in your fruit forest.

12. True Greatness**About Face** (15 minutes)

This snack highlights Matthew 19:30. **Supplies:** snacks that aren't all exactly the same, such as different types of cookies or small bowls of snack mix that have different amounts in them, slips of paper with numbers on them

Let everyone choose a number and line up in that order to choose their snacks. Now read Matthew 19:30 aloud. **Oh, according to this scripture, the first shall be last.** Let the children choose snacks in reverse order.

Three Bosses (10 minutes)

This story and discussion challenges kids to think the way God thinks, not as the world thinks.

Which is the best boss? Boss A hires workers and after they work he says, "Here are your wages. You worked three hours; you get three dollars. You worked five hours, five dollars, here you go. You worked eight hours, you get eight dollars." Boss B says, "One hour, ten dollars; five hours, ten dollars; ten hours, ten dollars. Here's your money. Ten dollars for everyone." Boss C hires workers and after they work all day, he says "I'm sorry, I can't pay you, but you will have treasure in heaven." **Which boss would you rather work for? Do the math. Which boss paid the most money?**

Self-Control in the Fruit Forest (15 minutes)

This individual activity encourages children to identify experiences in self-control. **Supplies:** paper limes, pencils, tape

Do this activity if you've made a Fruit Tree Forest (see Lesson 3 in these Additional Activities.) Discuss the meaning of self-control. **When you have good habits, good desires, and good actions then you are growing good spiritual fruits of self-control.** Share an example in your life when you demonstrated good self-control. Then, share a time when you gave in to temptation and showed no self-control. Encourage the children to share their own examples, but guard them against telling personal things about other people. Give the children the paper limes and have them write at least one example of good self-control on the lime. Stick the limes on your "Self-control" fruit forest tree. **Now our fruit forest is complete! Let's commit to keep growing these spiritual fruit every day!**