

Pacific Island Bible Textbook Two

A teacher's guide for years 5-8 of religious education in Seventh-day Adventist schools in the Pacific Islands.

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Pacific Island Writing Committee
South Pacific Division of Seventh-day Adventists

ACKNOWLEDGEMENTS

In producing a textbook/resource like this many people are involved behind the scenes. The members of the writing committee are mentioned in the next section and I wish to thank them for their enthusiastic approach to this huge amount of work. To their schools who arranged for them to travel away for up to 2 weeks each year for the last 3 years a big thankyou also.

The South Pacific Division has contributed many dollars to this project and I thank them for their support and commitment to this project.

A number of schools and teachers have trialled some of our early attempts of story plans and their comments and evaluations have been most helpful. The final year Sonoma Teacher Trainees contributed significantly to the Volume 10 story plans. Thank you all for your input.

To the 100 plus teachers who took the time to respond to the initial survey that was sent out late in 2003, thank you for taking the time to respond. Your responses helped us form the basis for this project and helped us to remain focused on what the real needs were in the field, especially in isolated schools, many operating with untrained teachers.

I want to especially thank my Secretary, Cathy Kingston, who has typed all of this material many times over. It has been a huge job and required work at home at times. It has all been done most professionally, and without complaints.

Finally I wish to acknowledge God's continued leading and inspiration in this work. From the initial inspiration of Uncle Arthur's Bible Stories to the creativity that has been documented on the following pages, I give praise and honour to our Master Teacher. May these pages be used to draw many children to salvation and to working with others for their salvation as well.

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INTRODUCTION

The SPD goal for education is to “...have the image of God restored in each child attending an Adventist school.” This goal is achieved through all subjects taught and the example of teachers at the school. It is most directly taught through Bible. The Bible program is the heart of Adventist education.

A recent survey taken through the SDA schools in the Pacific indicated that very few schools were happy with their Bible program. Many texts were broken, missing, old, failed to have cultural relevance, and were difficult and complicated to use.

In 2004 a Pacific Bible Writing Committee was formed. The members were:

Joan Cornelius,	Mirriwinni Gardens,	NSW,	AUC
Abbi Nason,	Tau Primary School,	Solomon Islands,	TPUM
Kalo Tamale,	Hilliard SDA Primary School,	Tonga,	TPUM
Maxine Tau,	South Auckland SDA Primary School,	New Zealand,	NZPUC
Lucy Vuniwa,	Suva SDA Primary School,	Fiji,	TPUM
Jeffrey Wadah,	Sonoma College,	PNG,	PNGUM
Ken Weslake,	Chairman,	SPD.	

The goal for the work of the committee was:

To produce a high quality, easy to use Bible textbook/resource that will enable the SDA Primary teachers throughout PNGUM, TPUM and some of NZPUC to lead their students to Christ and develop a lifelong relationship with him.

Pilot schools were chosen to assist in the trialling and writing of story plans. These schools were

Kempsey Adventist Primary School,
Mirriwinni Gardens Aboriginal Academy,
Sonoma Demonstration School,
Napapara Adventist School,

Beulah SDA Primary,
Hilliard SDA Primary School,
Aruligo Adventist School,
Aitutaki Adventist School.

Suva Adventist Primary,
Kukum Adventist School,

The committee made a number of significant decisions as well.

1. That the Uncle Arthur Bible Stories set be used as the main supporting resource.
2. That each term will have a theme with a variety of stories for the teachers to choose from.
3. That activities be grouped around the multiple intelligences approach.
4. That the programme be run over an 8 year timeframe.

LOWER CYCLE	Yr 1	Volumes 1 through to Book 2 part 2
	Yr 2	Volumes 2 part 3 through to Book 3 part 4
	Yr 3	Volume 4
	Yr 4	Volumes 5 and 6

UPPER CYCLE	Yr 5	Volume 7
	Yr 6	Volume 8
	Yr 7	Volume 9
	Yr 8	Volume 10

5. That Goals, Aims and learning outcomes relate to the head, heart and hands approach.
6. That emphasis is placed on God's relationship to me, my relationship to God and my relationship to others.
7. That the final document be written and formatted in such a way that untrained teachers would find it easy to use.
8. That the final document be written and formatted in such a way that teachers in isolated areas with very limited resources would find it easy to use.

The work of the committee represents an exciting new period in resourcing Pacific education. We believe the expertise and resourcing lies within the grasp of Pacific teachers themselves. It has been a pleasure to assist in co-ordinating and producing this new Bible resource for the Pacific.

As you progress through this text you will find ideas that work well and some that don't seem to work or fit your particular school setting. If you do develop a new activity or idea that works well for you, why not share it around? There will be a future revised edition of this text, perhaps within the next 5 years. Please share your successes, failures and frustrations with me as this will assist in refining the text for future users. Please note my e-mail address at the end of the Acknowledgement page.

May God bless each of you as you reveal God through the stories and lead the students to love and commit their lives to Him through the supporting activities from His word.

ADVENTIST WORLD VIEW

All cultural groups have a world view. This simply means the way in which we see the world. We are not talking visually seeing, but rather how we answer questions like

1. Who is God?
2. Who is man?
3. What happened to man after creation?
4. What has God done to rectify this situation?
5. What is the part of the teacher in this process?
6. How is everything going to end?

Answers to these and many more questions are found in the scriptures and become the important areas that students need to know as they progress through the Bible.

Put simply the Bible tells us that God is an infinite God of supreme love. From this love flowed a desire to create man and woman. These He gave freedom of choice to obey or disobey. Unfortunately Adam and Eve decided to disobey. God then carried out His plan of saving them for His kingdom. To achieve this He sent His only Son Jesus who lived as one of us, but sinlessly, and died for and because of our sins. As a result he is coming to take all who have given their lives to Him back to heaven, so that the perfect world that God originally planned can exist at last.

Christians believe this story, with Seventh-day Adventist believing it with an emphasis on the worship of God on each Sabbath day and the belief that Jesus is soon to return to this earth to save all who have accepted him.

This world view is reflected in the Uncle Arthur Bible stories. These volumes form the basis of this Bible program. As the stories are used, teachers need to remember that they are to be used to build an understanding of the big picture - the world view. Often in the past the story was all important and often stood alone. Now it is important for the student to see and understand how each story fits into the Adventist world view and how each story forms part of the big picture God is trying to draw for us.

THE STRUCTURE OF THE BIBLE PROGRAM

As mentioned earlier this Bible program is based on Uncle Arthur's Bible Stories. The Uncle Arthur Bible stories are divided into 10 Volumes. These volumes or books cover the main stories of the Bible from Genesis through to Revelation. Each book is divided into 4 Parts. These parts are given themes which relate to the group of stories covered by each part. Each part is divided into individual stories. Some parts have as few as 6 stories or as many as 15 depending on the grouping.

The Story Plans

The Story Plan is a series of teaching activities based on a Bible story. It is not a lesson plan, but as the title indicates, is a group of lessons based on the story. There are a number of key parts to the Story Plan. These will now be listed and explained.

THEME

The theme will match the theme from the Bible Story book. For example it may be **Stories of Jacob, Esau and Joseph**.

STORY

The title here will match the story title in the Bible Story book. For example it may be **Blood on the Doorposts**

BIBLE

This will match the Bible reference listed under the story title. For example it may be **Genesis 41:1 – 43**

UABS

This stands for **Uncle Arthur's Bible Stories** and gives the Volume/Part/Story Number. For example **6/1/7** would mean **Volume 6, Part 1, Story 7** which is **Thrown into the Flames**

PAGES

This is the page reference for the story. For example it may be
9 – 14

MEMORY VERSE

The memory verse for the story is listed and should be taught to each child along with the reference. It may be. **Proverbs 20:11**
Even a child is known by his doing, by whether his work be pure and right.

FOCUS

This gives the focus or main idea to be developed through the lesson activities for the story. For example it could be **God keeps His promise.**

FOCUS QUESTIONS

These questions are used to introduce a story by discussion with the students. For example it could be **Have you seen a bird's nest with chicks inside? What did you see?** Encourage the students to answer and discuss these questions. Feel free to build on the student's ideas and expressions of feelings during these discussions and ask more questions of your own.

OUTCOMES

This column has three main boxes and will be explained in more detail below. There are outcome statements listed for each of the sections. The Teaching Strategies will usually match and support these statements.



This symbol represents the **Head**. This means the outcomes are knowledge based and deal with the details of the story. They involve recall, remembering, believing and developing understanding of some of the bigger issues of the story.



This symbol represents the **Heart**. This means the outcomes are responsive and linked with the emotional part of our being. They involve feelings, accepting Christ into our lives, conviction, commitment, willingness.



This symbol represents the **Hands**. This means the outcomes are about service. These activities are about responding to the story in practical ways in service to others.

TEACHING STRATEGIES

This section of 5 columns lists a variety of teaching activities for each of the 3 sets of outcomes. These columns are based around the multiple intelligences approach to learning. Basically we now understand that we all learn differently. The 5 main ways used in the Story Plans are Talking/Writing, Ordering, Touching/Making, Looking/Seeing, Musical/Hearing. It is interesting to note that in Pacific Island and PNG teachers' in-services the multiple intelligences of musical/artistic and talking were assumed to be the preferred learning style as both of these styles feature strongly in the Polynesian and Melanesian cultures. But testing has found otherwise. For some people ordering and looking are the strongest. So for the students, they will have different learning styles also. The column headings mean:

Talking/Writing (Verbal) This represents the learning that comes via language, for example reading, writing and speaking. Such students may enjoy reading, speaking, writing, playing word games, making up stories and poems, debating, and creative writing.

Ordering (Logical) This represents the learning that comes through understanding patterns and relationships. Such students may enjoy puzzle solving, experimenting, analysing, working with numbers, solving problems, and organising events.

Touching/Making (Kinaesthetic) This represents the learning that comes through doing. This learning is linked to body movement. Such students may enjoy physical movement, dancing, making and inventing things with their hands, acting, drama, mimicking other's actions, helping to set up rooms.

Looking/Seeing (Visual) This represents learning that comes through seeing. This learning is linked to images, patterns, designs and visual pictures in the head. Such students may enjoy drawing, painting, patterns, jigsaw puzzles, pretending, and imagining.

Musical/Hearing (Musical) This represents learning that comes through sound, tones, beats and musical patterns. Such students may enjoy creating music, listening to music and sound patterns, mimicking sounds, and creating poetry.

There are two other sections that are not listed but need to be mentioned in terms of learning styles. They are **Individual and Group work**. There are no separate sections listed on the Story Plan for these, but it must be kept in mind that some students learn better while working on their own and others prefer to learn in groups. Neither way is better, but each represents a style more suited to some students than to the rest. Therefore as you plan your teaching activities recognise that some students prefer to work on their own while some prefer to work in groups.

WRAP UP QUESTION

This question remains the same for each Story Plan. It needs to be asked at the end of each Story Plan and discussed with the students. In other words, they have learned many things from the story but they need to be drawn back to the big picture question again and again. How is God working in this story? What part does this story play in the big picture of God rescuing this world from sin? What is God really saying or doing or being in this story?

As students discuss this question with the teacher and other class members they broaden their understanding of the Bible stories and its meaning and application to their lives.

HOW DO WE TEACH FROM THIS TEXTBOOK?

Planning - Before School Begins.

In consultation with your Principal decide which book you will be teaching from for the year. In a large school where there is only 1 grade per classroom the program will operate across the school on a 1 year cycle. In other words each class will cover the same material each year. Where there are 2 grades in each class the class will operate a 2 year cycle. For example in the first year the book covered may be volume 3, while the following year the book will be volume 4. Where the class has 3 grades then a 3 year cycle will operate and so on.

Take the Bible Story book and browse through it along with the textbook. Notice how they match each other in the themes and range of stories. Think about some of the interesting activities that you could do with the students. Notice that you will not usually have to write any notes on the chalk board nor draw pictures. Those days are gone. Students learn best by being active and involved and this textbook tries to make the most of that.

Now set about dividing the book into your school terms. Where there are 4 terms in the year this should be fairly easy. Where there are 3 terms in the year the division will not be as clear cut.

For Year 1 students you will need to plan how you will deal with 48 stories over a period of up to 40 weeks. This is a similar problem for Year 4 students who have to cover volume 5 and 6 in one year. That is 81 stories in around 40 weeks.

It is important to remember that we want to use the stories to lead the students to give their lives in total commitment to Christ. Each story can build on this process. So it is not as important to cover every story. It is better to cover a few stories well and enjoyably than to cover them all quickly and without time for the students to respond in a meaningful way to them.

While each story plan is designed to last about 1 week, this is not an absolute rule. You may find that some stories are very interesting for the students and they would enjoy working on it longer than a week. This is fine and you should plan accordingly. You may find that there are 15 stories to get through in 10 weeks. Rather than rushing all of the stories and covering them in less than a week, you may decide to miss out some of the less important stories.

The main thing to remember is that you as the teacher are in charge and will decide how the Bible program will operate. If a Story Plan needs more time then you are able to plan that way. If you wish to cut back on a story or spend less time on it then that is your choice accordingly. You are the teacher and any directives given in this textbook are guidelines only and not meant to be followed slavishly.

Planning – Preparing the class for the year.

One of the important things that will take place at the beginning of the year is to find out what learning styles your students have. This short test (See Appendix 1 at the end of this section) will help you find that out. It may not be useful for students below Grade 2 or second year of school as they need to be able to read. For students who may struggle with this test another method you can use is just as effective. Over the first month of the work give a range of activities from the Story Plans. Watch you students and their involvement in the activities. Those students that do well in one activity rather than in another have a learning style in that area. Another way to determine this is to give a range of activities for the students to choose from. Take note of which students choose which activities. This will also be a good indicator of their learning style too.

It is not necessary for students to work with their learning style activity all of the time. Initially it may be easier for the teacher to just run one activity each day and then build from there. It is possible to have 5 different activities running at the same time. This will take good preparation and understanding by the teacher.

Another area to take note of is the Hand or Service activity. Some of these will take more than just one lesson to complete or perform. A number of these activities need to be carried out away from school. For example a visit to a clinic or hospital, or taking food to a sick person in the village, or putting on a program at church, or AYs or at the Market. You may have to choose only a few service activities and work on these over a number of weeks in order to complete them well. The success of each service activity will always depend on thorough preparation.

Planning – A typical week.

A typical week is taken as Monday to Friday. Bible lessons should be at least 30 minutes long or longer. Your timetable will tell you how long they should run for.

You will need the correct Uncle Arthur's Bible Story volume, the textbook and any other resources you may wish to use.

Monday

Introduce the lesson by asking the **Focus Questions**. Once you have answers for these question involve the students in a discussion about the questions. Seek to find out what they think and how they feel. Encourage them to think for themselves rather than give you the answers that they think you wish to hear. For most of the **Focus Questions** there are no right or wrong answers. They are generally asking for a past experience and the child's reaction to it or an opinion on an issue.

Lead the discussion into introducing the story. You could look up the **Bible Reference** and read that with the students then read the story to them and show the pictures as you read. At the end of the story talk about what you have read and seek the students' input as well. Encourage them to ask questions about the story itself.

Remember that each story is designed to give the student a bigger picture of God and the way He deals with us. Also, it is important that the students be led to love God and accept Him into their lives regardless of their age.

As a wrap-up activity have the students copy and learn the **Memory Verse**. There are a number of ways that students can learn **Memory Verses** in an enjoyable way. (See Appendix 2) Review the **Memory Verse** each day at the end of each lesson.

Tuesday

The lesson for this day centres on the Head activities. Take a look at the **Outcomes** statement. Try to teach in such a way that this will be the outcome of the lesson. Use any of the activities listed or you may think of better ones or more suitable ones for your students or your situation. Note that while many of the activities are different for the different learning styles there are many which are very similar

but have a different emphasis depending on the learning style. Remember that this day is based on knowledge. The students need to know the story and its details. At the end of the activities, have the students share what they have achieved. Notice that there is not a copy from the blackboard activity or draw and colour in the picture. Those days are gone for Bible! Once again at the end of the lesson review the **Memory Verse**.

Wednesday

The teaching activities for Wednesday are based on the **Heart** activities. These activities are designed to reach the heart of the child. This is where the child responds to the story with their feeling, their heart. It is here that they are challenged to make a commitment to Christ and his love. At the end of the lesson, have the students share their efforts or give a testimony for Jesus. Remember to review the **Memory Verse**.

Thursday

The **Hands** are the centre of the activities. This lesson is spent on doing a service activity based on the story. Some service activities are based on the whole class working on separate activities for a common program or project. Others are quite separate and not linked at all. The purpose of the service activities is that someone other than the student will be blessed. It may be another classmate, a teacher, a pastor, or someone in the community. During the preparation for the service activity remind the students of how it links with the story of the week. Once again review the **Memory Verse**.

Friday

The lesson for this day can be spent in review and discussing the **Wrap up question**. It may also be spent finishing off the preparations for the service activity of the day before. The students should know the **Memory Verse** by now and take pride in saying it.

As noted earlier, the service activity can be spread over a number of weeks, depending on how long it will take to complete. This is an acceptable practice. Remember though to plan it thoroughly.

Planning Assessment

The writing committee has decided that assessment will be conducted in the following manner:

- a. Teachers would choose 2 assessment times during each term.
- b. There would be 2 assessment activities to come from the Head, 2 to come from the Heart and 2 to come from the Hands.
- c. Each child chooses which Multiple Intelligence activity they will be assessed on during the assessment timeframe.

d. Assessment grades would be given as developing, mastered and excellence.

For the year there will be a total of 8 assessment times. During each term the teacher will choose 2 assessment weeks. In the past, most schools ran exams twice a year or sometimes more often. In order to keep up with the latest in assessment methods worldwide, there will be no exams or tests as such. Rather the teacher will allocate at the beginning of the year which 2 weeks each term will be used for assessment. For schools operating on 3 terms, there will still be 8 assessment tasks. 2 tasks for each part of the Bible Story volume being used.

When these weeks come around, the lessons for that week will be taught just as normal. Students will be allowed to choose the activity they wish and complete it. They will be told the activity is an assessment activity and encouraged to complete it to the best of their ability. At the end of each activity the students work will be collected for grading or observed while the student participates.

To grade the work the teacher is looking for the following: (This will be the assessment criteria.)

For the **Head** the teacher is looking for correct knowledge and understanding of the story depending on the activity chosen.

For the **Heart** the teacher is looking for a response according to the activity chosen.

For the **Hands** the teacher is looking for involvement and willingness to participate to bring joy and happiness to another.

The **Memory Verses** should also be tested.

There will be no grades as such. For example there will be no 90% or 10% or 3 out of 5 etc. Rather there will be three categories: **developing, mastered** and **excellence**.

Developing means that the student has not yet mastered the knowledge, or response or service activity. They have a way to go before they have mastered the activity.

Mastered means that the student has achieved the intent of the activity.

Excellence means that the student has gone past what was expected and completed an activity to a very high standard or with maximum involvement. It will be up to each teacher to decide just how the students will be graded.

Each assessment activity will be recorded on a sheet with the students' names on for the whole class. At the end of the year, each student should have 8 assessments having a balance of the **Head, Heart** and **Hand** and **Memory Verse** activities. (See Appendix 6).

THEME Stories of Jesus as a Baby **STORY** The Baby that Everybody Wanted **BIBLE** Matthew 1:1-2:18 **UABS Vol** 7-1-1 **PAGES** 9-12

MEMORY VERSE Genesis 3:15 “And I will put enmity between you and the woman, and between your offspring and hers.”

FOCUS God’s plan fulfilled.

FOCUS QUESTIONS How do you feel while waiting for some exciting event or news?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical
	Understand that the birth of Christ was part of God's plan for saving everyone from the effects of sin.	Write down what Genesis 3:15 really means.	How many promises were made about Christ's birth? How can you group them?	Construct a time line of 4,000 years to show when the promises were made.	Draw pictures to go on a timeline to show how many years it was for God to keep His promises.	Practise singing Hymn 518 "Standing on the Promises."
	Appreciate God's ability to keep His promises.	Try to explain how God is able to keep His promises.	Try to find as many promises about Jesus as you can.	Read each of the promises about the coming Messiah. Choose a symbol to make to remind you that God keeps His own promises.	Draw some of the symbols found in the promises.	Write a psalm of praise to God for keeping His promise to send Jesus to this earth to save all of us.
	Make a promise box to share with others.	Write out the promises neatly.	Search for promises for others to write out.	Make up the boxes and roll the promises tightly and put them in the box.	Decorate the box and the promise notes.	Put some of the promises to music and sing some for the class.
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of Jesus as a Baby **STORY** Great News From Heaven **BIBLE** Luke 1:26-38 **UABS Vol** 7-1-2 **PAGES** 13-17

MEMORY VERSE Luke 1:30 “Don’t be afraid! God is pleased with you, and you will have a son. His name will be called Jesus.”

FOCUS God has a special work for each of us to do.

FOCUS QUESTIONS Have you ever heard really good news?
What did you want to do with it?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Talking/Writing	Ordering	Touching/ Making	Looking/Seeing	Musical/Hearing
	Understand how Mary felt about the good news.	Write about how you think Mary felt when Gabriel arrived and told her God's message.	List the different feelings you think Mary had when Gabriel arrived and as she listened to his message.	Using mime, show the different feelings Mary had. Act out the arrival of Gabriel and his message.	Draw a comic strip showing the story.	Write a song of expectation that you think the other angels might have sung.
	Respond positively to the announcement of the birth of Christ.	What would you say if an angel told you that Jesus birth is happening soon?	How many reasons could you give for people to be happy when they were told of Jesus soon coming birth?	Design an object that could remind people that Jesus birth is soon.	Make a poster about the nearness of Jesus birth and how we should feel about that announcement.	Create a readers' theatre for this story.
	Willingly carry the good news of Jesus birth to others.	Invite your friends to come and hear the announcement of Jesus birth. Tell them the story.		Give a small gift to your friends after telling the story of the announcement of Jesus birth.	Using pictures tell the story of the announcement of Jesus birth.	Invite your friends to come and hear the readers' theatre you have created.
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of Jesus as a Baby **STORY** Two Happy Mothers **BIBLE** Luke 1:5-20, 39-79. **UABS Vol** 7-1-3 **PAGES** 18-22

MEMORY VERSE Luke 1:45 “Blessed is she who has believed that what the Lord has said to her will be accomplished.”

FOCUS The announcement of John’s birth. **FOCUS QUESTIONS** Do you believe everything you are told? Why or why not?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Understand the work God planned for John the Baptist.	Write out a job description for John.	How were John's and Jesus' work to be similar? How was their work to be different?	What work has God got planned for John to do?	As you look into the future, what do you see John doing?	As you look into the future, what do you hear John doing?
	Appreciate how happy Mary and Elizabeth were to be part of God's plan.	How would you feel if God sent an angel to tell you exactly what to do in the future?	How many happy words can you think of to describe Mary and Elizabeth?	Plan a day for Mary and Elizabeth. How much time was spent praising God?	Create a poster with all the words of happiness and joy that Mary and Elizabeth would use.	Write an alphabet poem telling how happy Mary and Elizabeth were.
	Share the story of the angels' announcement with others.	Tell a friend in the village about this story.		Explain to a village friend what happened in the story.	Wear a small object on your shirt. When someone asks what it is, tell them the story of Mary and Elizabeth.	Make a small noise. When someone asks "What are you doing?" tell them the story of Mary and Elizabeth.
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of Jesus as a Baby **STORY** The Wonderful Name **BIBLE** Matthew 1:21 **UABS Vol** 7-1-4 **PAGES** 23-26

MEMORY VERSE Matthew 1:21 "Name him Jesus, because he will save his people from their sins."

FOCUS The meaning of the name Jesus.

FOCUS QUESTIONS What does your name mean?
Who gave it to you?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Know that Jesus was given his name because he was going to do great things.	What were some of the things Jesus would do? Write them down.	What were some of the great things Jesus would do? Place them in order of importance.	What were some of the great things Jesus did? Act them out.	Draw a couple of pictures showing the great things Jesus did.	Tell of some of the great things you hear Jesus preaching.
	Show respect and acceptance of others regardless of their names.	Tell the class the meaning of five names at school.	Arrange the class names into alphabetical order. Explain why no name is more important than the other.	Act out the meaning of five other people's names.	Draw a picture of the meaning of someone else's name.	Put the name of a person in an acrostic poem. Each of their letters starts a new line of the poem.
	Share the name of Jesus with others so they know he can save them.	Tell someone what the name of Jesus means and ask them to accept him as their Saviour from sin.		Carve the name Jesus into a piece of bark or clay. Give it to someone and tell them what it means. Invite them to accept Jesus.	Decorate the name JESUS into a card. Give it to someone and tell them what it means. Invite them to accept Jesus.	Share the name JESUS with someone. Tell them what it means. Invite them to accept him into their lives.
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of Jesus as a Baby **STORY** Just in Time **BIBLE** Luke 2:1-5 **UABS Vol** 7-1-5 **PAGES** 27-30

MEMORY VERSE Proverbs 3:5, 6 "Trust in the Lord with all your heart...and he shall direct your paths."

FOCUS The Journey to Bethlehem fulfils prophecy.

FOCUS QUESTIONS Have you ever been on a long trip? How did you travel?
What would it feel like to walk the same distance?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Know that God’s plans will always work out.	Explain how the prophecy of Micah 5:2 was fulfilled.	Show what might have gone wrong to stop God’s plan if it could.	Act this story out. Make it a play that shows God’s plans never fail.	Draw a map of Israel and show the road from Nazareth to Bethlehem.	Learn the song “My Lord knows the way through the wilderness.”
	Seek to follow God’s plans for their lives.	Tell how we can follow God’s plan for our lives.	Write out a step by step guide to know God’s plan for your life.	Blindfold a person and by giving them instructions lead them across the room. Get the blindfolded person to explain what it feels like.	Draw a picture of what you believe God’s plan is for your life.	Put Proverbs 3:5,6 into a poetry form.
	Listen to stories from leaders of how God took care of their plans.	Invite the leaders to share their stories of God’s leading to the school.	Organise a school assembly to listen to the leaders tell their stories of God’s leading.	Make a gift to give to each of the leaders.	Decorate the gifts to be given to the leaders.	Present a suitable song about God’s leading as a special item.
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of Jesus as a Baby **STORY** No Vacancy **BIBLE** Luke 2:5-7 **UABS Vol** 7-1-6 **PAGES** 31-34

MEMORY VERSE Luke 2:7 "There was not room for them in the inn."

FOCUS Jesus' humble birth. **FOCUS QUESTIONS** How would you feel if you had nowhere to stay? What would you do?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Understand that Jesus' birth in a stable was a great example of humility. Know that God wants us to do our best to help others.	Pretend you are an animal sharing the stable. What do you hear, see, feel, smell?	Have a look around the school. Make a list of how you can help others.	Make a diorama model in a box of the stable scene.	As you stand at the stable door describe what you see.	As you stand at the stable door tell what you hear.
	Humbly respond to others.	Find someone who you can say or write a word of encouragement to.	Be willing to help someone on your list.	Be ready to help anyone with anything for a day.	Present a beautiful picture to someone who needs cheering up.	Be ready to share a song with someone who is not feeling well.
	Secretly do an act of kindness for someone in the community.	Secretly do an act of kindness for someone in the community. Report the reaction of the people.				
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of Jesus as a Baby **STORY** Night of Nights **BIBLE** Luke 2:8-20 **UABS Vol** 7-1-7 **PAGES** 35-42

MEMORY VERSE Luke 2:11 "Today in the town of David a Saviour has been born to you; he is Christ the Lord."

FOCUS The Shepherds visit to Jesus.

FOCUS QUESTIONS Have you watched a shooting star? How did you feel?
How would you feel if some angels visited you at night?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 Understand that God told the humble shepherds about Jesus birth first.	Write down what you think the shepherds said to each other on the way back from the stable.		Write down what you think the shepherds did on the way to the stable.	Imagine you are a shepherd. What did you see that night?	Imagine you are a shepherd. What did you hear that night?
 Respond to Jesus' birth by telling him how much they love him.	Tell the rest of the class how much you love Jesus.	Make a list of the different ways you love Jesus.	Show the class the different ways you love Jesus.	Draw a poster and share with the class about how you love Jesus.	Sing a song about how much you love Jesus to the class.
 Visit a family with a young baby and leave a gift.	Prepare a speech of encouragement and happiness for the family.	Organise the visit to the family.	Make a gift for the baby.	Decorate the gift or make a welcome baby card for the baby.	Prepare a special item for the family.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Jesus as a Baby **STORY** This is the One **BIBLE** Luke 2:22-38 **UABS Vol** 7-1-8 **PAGES** 43-46

MEMORY VERSE Luke 2:30, 31 "For my eyes have seen your salvation, which you prepared in the sight of all people."

FOCUS The Dedication of Jesus.

FOCUS QUESTIONS Have you seen a brand new baby?
Could you tell what it was going to grow up to be?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Understand how Simeon and Anna knew the future of this baby Jesus.	Pretend you are Simeon or Anna. Explain how you know the future of this special baby.	Explain who Anna and Simeon were. How did they know Jesus' future?	Make this story into a play.	Tell what you see as you stand in the temple and watch.	Tell what you hear as you sit with your head bowed in the corner of the temple.
	Appreciate that just as God had a plan for Jesus so He has a plan for us.	Write about the plans God has for you. If you don't know it write out what you would like it to be.	Does God have a plan for you? Can you find it out? How can you know it? Check Ps 139:16, Proverbs 3:5, 6, Jer 1:4	Explain to another class mate how to find God's plan for your life.	Draw the plan God has for you or that you would like to have. Make it like a road map with stops along the way.	Write a poem about God's plan for you.
	Assist at Church in a baby dedication program.	Prepare words of encouragement and blessing for the baby and parents.	Organise this program in cooperation with the Pastor.	Make a gift for the baby's dedication.	Present a certificate of dedication with a suitable Bible verse on it.	Share a dedication song or poem with the family.
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of Jesus as a Baby **STORY** Strangers from the East **BIBLE** Matthew 2:1-12 **UABS Vol** 7-1-9 **PAGES** 47-52

MEMORY VERSE Matthew 2:11 “On coming to the house, they saw the child and his mother Mary, and they bowed down and worshipped him.”

FOCUS The Visit of the Wise men.

FOCUS QUESTIONS Have you ever given expensive presents?
Have you ever held gold? What does it mean to be rich?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Understand why the wise men came to visit Jesus and what they brought as gifts.	Write up a diary of the Wise men's travel to follow the star and worship Jesus.	Find a map. Try to work out how far the Wise men may have travelled.	Create dioramas of scenes from this story so that they tell a story.	Create a number of gift boxes. Decorate them nicely with appropriate praise texts from Psalms.	Sing Hymn 137 –“ We Three Kings.”
	Decide to give the gift of their own lives to Jesus.	Give a testimony committing their lives to Christ.	Share reasons with the class why we should give our lives as gifts to Jesus.	In the final diorama invite the class to draw themselves if they want to show their worship to Jesus.	Invite the class to put their names in the boxes showing a commitment to follow Jesus.	Sing a song of commitment during the placing of names in boxes. Try Hymn132 – “O Come All ye Faithful.”
	Organise a worship program	Write a Psalm of praise to God. Prepare a small worship speech.	Organise a program that focuses on worshipping God.	Think of different gifts that can be brought or made to worship God in giving.	Create banners of praise and blessing to hang around the church.	Prepare a range of songs, some original to be used in worship.
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of Jesus as a Baby **STORY** Narrow Escape **BIBLE** Matthew 2:12-18 **UABS Vol** 7-1-10 **Pages** 53-56

MEMORY VERSE Proverbs 2:8 "For he guards the course of the just and protects the ways of his faithful ones."

FOCUS Trusting in God for Protection. **FOCUS QUESTIONS** How do you feel when you are nearly out in a game?
What do you think a narrow escape means? Have you had a narrow escape?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Understand that God cares for our safety.	Tell how God protected Jesus from harm.	Make a comparison between what Satan did to try to kill Jesus and what God did to protect him.	Act out Psalm 91:11	Pretend you are the angel of God. Describe what you see happening in this story.	Practise and sing hymn 99 “God will take care of you.”
	Show thankfulness for God’s blessings to us.	Write a letter of thanks to God.	Make a list of the things we should be thankful for.	Perform a dance of praise to God.	Make a poster of pictures you are thankful to God for.	Write a Psalm of thanks to God.
	Encourage others to commit their ways/plans to God.	Invite a friend to commit their way to Jesus.	Tell a friend why they should commit their way to God and invite them to do so.		Prepare a card invitation for someone to commit their lives to Christ.	Tell a friend why they should commit their way to God and invite them to do so.
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of Jesus as a Baby **STORY** Journey to Egypt **BIBLE** Matthew 2:20 **UABS Vol** 7-2-1 **PAGES** 59-62

MEMORY VERSE Matthew 2:20 “Get up and take the child and his mother back to Israel.”

FOCUS Go provides a way out in times of danger.

FOCUS QUESTIONS Have you ever been chased by a dog?
Have you ever had to leave home and live somewhere else? How did you feel?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Know that when we follow God's commands He will take care of us.	Write an imaginary diary of the trip to Egypt. Imagine it took 7 days to travel.	Pretend you are staying in a village on your way to Egypt. How do you explain why you are going to Egypt?	Using Rocks, dirt and/or sand, make some of the things the family would have seen on their way to Egypt.	Draw some of the things they saw on the way to Egypt.	Using your hands and legs make up a rhythm pattern to sound like the family and the donkey walking to Egypt.
	Choose to obey God's command and to tell others to respond to God's command.	Plan a speech or short sermon inviting others to follow God's commands.	Write down the reasons Mary couldn't raise Jesus in a normal home like the rest of the children.	Make a walking stick to use as a symbol for allowing God to lead in their lives.	Explain what following God's commands looks like.	Practise the hymn 590 for a special item.
	Seek out stories from people in the community about God's leading in their lives.	Interview people in the community and find out who has stories of God's leading.	Organise a program so that the people can share their stories with the school children.	Present a walking stick to the school for display to remind everyone of God's leading.	Make cards for children who want to put their names on the walking stick to show they accept God's leading.	Share hymn 590 as the children come to put their names on the walking stick.
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of Jesus as a Baby **STORY** Happy Days in Nazareth **BIBLE** Luke 2:40
Matthew 2:21-23 **UABS Vol 7-2-2** **PAGES 63-68**

MEMORY VERSE Luke 2:52 “And Jesus grew in wisdom and stature and in favour with God and men.”

FOCUS Jesus grows up in Nazareth.

FOCUS QUESTIONS Have you seen a bird's nest with chicks inside?
Do you love pets?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Retell the story of Jesus from Egypt to Nazareth. Demonstrate the understanding of the life style in Nazareth.	Write a story “A day in the life of Jesus as a boy.”	Pretend you are Joseph. Write a list of jobs you would like Jesus to do for you at home.	Go and collect a whole range of flowers. Tell God what you think of them.	Draw a map of Egypt and Israel. Trace the road that Mary, Joseph and Jesus took back to Israel.	Make a collection of songs you think Jesus would enjoy singing.
	Recognise God’s guidance in the journey to and from Egypt. Express the joy and fun of growing as a child of God.	Tell the class of a happy day that Jesus had.	What things do you enjoy about being a boy or girl growing up?	Create a happy dance of praise to God.	Tell what you see Jesus doing as he walks amongst nature.	Write a poem “What I like about nature.”
	Take a visit to a farm and observe little pups, chickens and get students to express their feelings as Jesus would have. For a week let every child, act, play as Jesus would have done in Nazareth.	Tell the rest of the school about what you did at the farm.	Make a list of all the animals you saw and heard at the farm.	Offer to work for an older person in the village for a morning.	Share what you saw at the farm with the rest of the school.	Share what you heard at the farm with the rest of the school.
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of Jesus' Boyhood **STORY** First Big Holiday **BIBLE** Luke 2:41,42 **UABS Vol** 7-2-3 **PAGES** 69-73

MEMORY VERSE Exodus 12:13 "When I see the blood I will pass over you."

FOCUS As a boy Jesus was involved in Church activities.

FOCUS QUESTIONS Have you ever been to a party?
What did you like most about it?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical
	Know the details of the Passover service. Jesus' life is an example to us.	Read Exodus 12:1-30 Pretend you are Mary or Joseph. Explain to the rest of the class what the Passover is.	Write down the questions you think Jesus asked on his way to the Passover.	Act out a play of Jesus going to Jerusalem. What questions did he ask? What answers did he receive?	Pretend you are Jesus on the way to the Passover. What do you see on the journey?	Pretend you are Jesus on the way to the Passover. What do you hear on the journey?
	Be willing to be involved in Church celebrations and activities.	Make a list of speaking activities you would like to do at church.	Make a list of the things you would like to do at church.	Make a list of things you would like to help with at church.	Make a list of things you would like to prepare for church that would make it look better.	Make a list of musical activities you would like to do in church.
	Prepare a special celebration at Church.	Decide on and prepare the messages.	Decide on and prepare the program.	Show how and plan to help with the setting up.	Work on the decorations.	Prepare the special items.
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of Jesus' Boyhood **STORY** Teaching the Teachers **BIBLE** Luke :42,43, 46,47 **UABS Vol** 7-2-4 **PAGES** 74-79

MEMORY VERSE Luke 2:52 "And Jesus grew in wisdom and stature and in favour with God and men."

FOCUS Jesus' first visit to the Temple.

FOCUS QUESTIONS Have you been in a large group of people?
Tell what it was like. What was happening?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical
	Relate the different experiences Jesus had in the city.	Tell about Jesus' visit to the temple.	What do you think made Jesus sad at the temple?	What activities did Jesus do while he was at the temple?	What did Jesus see that upset him at the temple?	What did Jesus hear that upset him at the temple?
	Show interest in attending a Bible study class.	What 5 questions would you like to ask your Pastor?	What 5 questions would you like to ask your Pastor?	Have 5 questions for your Pastor. Make a gift for your Pastor for answering all the questions.	What 5 questions would you like to ask your Pastor? Decorate the gift for the Pastor.	What 5 questions would you like to ask your Pastor? Sing a special item for your Pastor when the gift is given.
	Invite a friend to be part of a Bible study or Sabbath school group.	Practise what you will say to invite your friend to a Bible study or Sabbath school.	Think of some good reasons why you should invite your friend to a Bible study or Sabbath school.	Make an invitation card to invite a friend to a Bible study or Sabbath school.	Make some decorations then invite a friend to a Bible study or Sabbath school.	Practise a song for the occasion then invite a friend along to a Bible study or Sabbath school.
WRAP UP QUESTION How do you see God in this story?						

THEME Jesus Loves to be in the Temple **STORY** Lost Boy Found **BIBLE** Luke 2:43-46, 48-50 **UABS Vol** 7-2-5 **PAGES** 80-84

MEMORY VERSE Luke 2:49 “Why were you searching for me?’ he asked. ‘Didn’t you know I had to be in my Father’s house?”

FOCUS Jesus was beginning on the plan God had for Him.

FOCUS QUESTIONS Have you ever been lost? What did it feel like?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Understand that Jesus was preparing for his ministry.	Tell the class what you think Jesus meant when he answered Mary and Joseph.	Where do you think Mary and Joseph looked for Jesus?	Act out Mary and Joseph looking for Jesus. Include Jesus' response.	Prepare a lost reward poster for Jesus.	Write a poem called “Getting ready.” Make it about Jesus three days in the temple.
	Accept that God looks after us.	Write a story about when you or someone else was looked after by God.	Interview the students in the school. How many have a story of God's protection to tell?	Using mime show the different ways God looks after us.	Draw a poster telling others that God protects.	Practise and present the hymn 99 “God will take care of you.”
	Establish a plan for looking for lost children in the community.	Decide on who needs to be told and what details when you hear a child is lost.	Organise the whole plan so that it flows easily.	Prepare a list of what different people will do during the search.	Draw a map of your area so that the others can be organised for a search.	Work on a call system to try to find a lost person.
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of Jesus' Boyhood **STORY** The Carpenter's Son **BIBLE** John 2:51, 52 **UABS Vol** 7-2-6 **PAGES** 85-90

MEMORY VERSE Luke 2:52 "Jesus increased in wisdom and stature and in favour with God and men."

FOCUS Jesus the obedient, caring, loving son.

FOCUS QUESTIONS How can you be an obedient boy or girl?
How can you be wise and strong?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Demonstrate the examples that Jesus showed towards the parents.	Write about what made Jesus such a wonderful son.	How many ways can you think of that made Jesus loving and caring?	Mime or act out some things that made Jesus such a wonderful son.	Imagine you are visiting Jesus' home. What do you see him doing?	Imagine you are visiting Jesus' home. What do you hear him saying?
	Believe that Jesus came from heaven to earth to reveal God's love to humanity. Show love in and out of the community. Decide to be loving, caring, obedient, like the boy Jesus.	Tell what you can do to be more loving, caring, and obedient to your parents.			Draw a picture to show what you can do to be more loving, caring and obedient.	Tell what you can do to be more loving, caring and obedient to your parents.
	Follow in his steps and strive to live as he did.	For one week carry out your plan. Did your parents and family notice a difference? Discuss how it all went as a class.				
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of Jesus' Ministry **STORY** Exciting News **BIBLE** Luke 3:1,2 **UABS** Vol 7-3-1 **PAGES** 93-96

MEMORY VERSE Luke 3:3 "John went into all the country around the Jordan, preaching a baptism of repentance for the forgiveness of sins."

FOCUS Preparing for Ministry.

FOCUS QUESTIONS Have you ever been to a camp meeting where there was a guest speaker?
How did the people feel? What did you want to do?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 Understand that John's message was the beginning of Jesus' ministry. Know that we too will follow in Jesus footsteps and leave an old life behind to begin one in ministry for God.	Pretend you have heard John preaching. Write down what you would tell Jesus about it.	You have been listening to John preach. Why has he told the people to be baptised?	Make a diorama of Jesus carpentry workshop after he left.	Tell what you saw when Jesus prepared to leave home.	Tell what you heard when Jesus prepared to leave home.
 Show a desire to prepare for baptism.	Write out a testimony telling why you need to be baptised.	Give reasons why we should be baptised and why you would like to be baptised.	Write out a testimony telling why you need to be baptised.		
 Invite a friend to join a baptismal class.	Write a letter to a friend inviting them to a baptismal class.	Invite a friend to join a baptismal class. Tell them the reasons why it would be good to do so.	Go out and lead a friend to a baptismal class.	Draw a picture of a baptism. Give it to a friend and invite them to the baptismal class.	Write a poem about the meaning of baptism. Share this with a friend and invite them to a baptismal class.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Jesus' Ministry **STORY** The Shining Light **BIBLE** Matthew 3:1-10 Luke 3:3-15 **UABS Vol** 7-3-2 **PAGES** 97-99

MEMORY VERSE John 1:9 "The true light that gives light to every man was coming into the world."

FOCUS Speaking out for God requires courage.

FOCUS QUESTIONS How do you feel when someone tells you, you have done something wrong?
What do you feel like doing?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Know that God gives us courage to speak boldly for Him.	Prepare a short sermon for John to preach.	Make a list of sermon titles you think John could preach.	Act out John’s preaching. Explain why the people flocked to hear him.	What do you see on the people’s faces as they listen to John preach?	What do yo hear amongst the people as they listen to John preach?
	Choose to witness boldly for God.	If you had a choice, how would you like to witness for God? Prepare for that witness.				
	While doing a service activity for others tell them about God’s love.	Plan one or several service activities in the community. Have the students prepare their own testimony of God’s love to share with people they are serving.				
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of Jesus' Ministry **STORY** A Voice From Heaven **BIBLE** Matthew 3:13-17
John 1:19-28 **UABS Vol** 7-3-3 **PAGES** 100-104

MEMORY VERSE Mark 16:16 "He who believes and is baptised will be saved."

FOCUS Our message is similar to that of John – preparing people to receive Jesus.

FOCUS QUESTIONS Tell of a time when you were really sorry for something you did wrong.
Do you still do it? What helped you to stop?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Understand why Jesus had to be baptised.	Tell what you think John felt when he saw Jesus.	Make a list of all the different people who went there to see Jesus baptised.	Act out John Baptising Jesus.	What did you see John and the people doing when Jesus came forward to be baptised?	What did you hear John and the people doing when Jesus came forward to be baptised?
	Express a desire to repent and be baptised too.	Explain what it means to repent. Tell why you want to be baptised.				
	Organise a mini evangelistic campaign for young people.	Prepare the sermons for the meetings.	Organise the programs.	Work together to make sure all the equipment is organised and prepared.	Arrange decorations and pretty invitations for the meetings.	Prepare and practise special items for the meetings.
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of Jesus' Ministry **STORY** The Lamb of God **BIBLE** John 1:29 **UABS Vol** 7-3-4 **PAGES** 105-108

MEMORY VERSE John 1:29 "Here is the Lamb of God that takes away the sin of the world."

FOCUS Jesus is the Lamb of God.

FOCUS QUESTIONS Has someone taken the blame for something you have done? What happened? How did you feel? What did you do about it?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Know that Jesus came to take away our sin.	Tell how it is that Jesus can take away our sin.	Explain how Jesus takes away our sin.	Make a small cross. Use it to explain how Jesus would take away our sin.	Draw a picture – use it to explain how Jesus would take away our sin.	Write a poem about Jesus being the Lamb of God.
	Respond in loving actions to Jesus for taking away our sin.	Think of kind things you can do for others. Write them down.			Draw a series of pictures of kind things you can do for others.	Compose a song of what kind things you can do for others.
	Keep a record of one school week of all the acts of loving kindness carried out in the school and community.	For one week try to put into practise all the listed ideas of kind things you can do for others. What changes do you notice in others? What changes do you notice in yourself?				
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of Jesus' Ministry **STORY** Battle in the Wilderness **BIBLE** Matthew 4:1,2 Luke 4:1,2 **UABS Vol** 7-3-5 **PAGES** 109-112

MEMORY VERSE Psalm 119:11 "Your words have I hid in my heart that I might not sin against you."

FOCUS Jesus is tempted in the wilderness.

FOCUS QUESTIONS Have you had a hard choice to make? What helped you to make the right choice?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Know that Jesus was led into the wilderness to be very close to His Father.	Write down what you would really like to talk to God about.	List the topics you would like to chat with God about.	If you could be alone with God what would you really like to do with Him?	If you could be alone with God, what would you really like to show Him or see with Him?	If you could be alone with God, what would you really like to hear with Him or from Him?
	Desire to spend close time with Jesus each day.	If you could spend 15 minutes each day with God, how would you spend it? Would 15 minutes be enough? Write out a plan on how you would spend the 15 minutes.				
	Spend time each day praying as a class for some other chosen people with needs. Keep a record. Were your prayers answered?	Spend time each day praying as a class for some other chosen people with needs. Keep a record. Were your prayers answered?				
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of Jesus' Ministry **STORY** Three Terrible Temptations **BIBLE** Matthew 4:3-11 **UABS Vol** 7-3-6 **PAGES** 113-117

MEMORY VERSE Matthew 4:10 "Worship the Lord your God and serve only him."

FOCUS Jesus uses Bible verses to overcome temptation.

FOCUS QUESTIONS Have you ever gone without food, for one whole day?
If so how hungry did you feel? What did it feel like?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Know that Jesus used scripture to overcome each of Satan's temptations.	Write out the three texts Jesus used and what they mean.	List the results of Jesus not giving in to Satan.	Make a play about the three temptations.	Tell what you see happening in this story.	Tell what sounds you hear happening in this story.
	Decide to use scripture to overcome temptation.	Write out a few texts that you could use in overcoming temptation.				Put a few scriptures that can be used to overcome temptation to music and sing it.
	Share scriptures of encouragement with others.	Write out some encouraging verses and share them with others.	Make a list of scriptures to share with others.	Make a small gift with a verse attached to share with someone.	Decorate a few verses of encouragement and share with others.	Share some of your scripture songs with others.
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of Jesus' Ministry **STORY** First Disciples **BIBLE** Matthew 4:17-22 **UABS Vol** 7-3-7 **PAGES** 119-125
 Mark 1:14-20,
 Luke 4:14,
 John 1:29-49

MEMORY VERSE Mark 1:17 "Come follow me,' Jesus said, 'and I will make you fishers of men.'"

FOCUS Choosing the first disciples.

FOCUS QUESTIONS What characteristics do you look for in a friend?
 How do you feel when you are chosen for an important job?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Know that Jesus' first followers recognised Him as the Son of God. Understand what it means to be a disciple of Jesus.	Pretend you are one of the disciples. Write about the day you first met Jesus.	In a grid format show the different disciples and how they were called and what their reaction was.	Choose a disciple and act out the scene of meeting Jesus.	When Jesus is choosing his disciples tell what you see.	When Jesus is choosing his disciples tell what you hear.
	Choose to be a disciple of Jesus.	Jesus has asked you to be his disciple. What will you say to him so this can happen?	Jesus has asked you to be his disciple. What will you organise so this can happen?	Jesus has asked you to be his disciple. What will you do so this can happen?	Jesus has asked you to be his disciple. What will this look like for you? What do you see?	Jesus has asked you to be his disciple. What will this sound like for you? What do you hear?
	Share with others how to be a disciple of Jesus.	Tell someone else about how to be a disciple then invite them to be a disciple for Jesus.	Explain to someone the steps to becoming a disciple. Invite them to become a disciple.	Explain to someone what they have to do to be a disciple then invite them to be one.	Draw a series of pictures about being a disciple. Use this to explain and invite someone to be a disciple.	Invite someone to be a singing disciple with you.
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of Jesus' Ministry **STORY** Jesus Begins to Preach **BIBLE** Luke 4:14, 15, 22, 32 **UABS Vol** 7-3-8 **PAGES** 126-128

MEMORY VERSE Luke 4:32 "They were amazed at his teaching, because his message had authority."

FOCUS Jesus preaches about His Kingdom.

FOCUS QUESTIONS Think about your favourite teacher or pastor, what made them interesting?

Did you remember what they were teaching? Why?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Recognise that Jesus' message of God's love was eagerly accepted because he spoke with authority. Know that God's message of love is for all who want to hear it.	What part of God's message really appeals to you? Write about it.	What part of God's message really appeals to you? Outline how it all fits together.	What part of God's message really appeals to you? Show how it can work to the class.	What part of God's message really appeals to you? Show what it looks like to the class	What part of God's message really appeals to you? Tell what it sounds like to the class.
	Show a passion for God's message of love.	Plan how you will share your ideas in the community.				
	Share through friendship Jesus' message of God's kingdom of love.	Plan a community activity that will show as many aspects of God's love as possible. As the students carry out these activities, make sure they share with the people God's message of salvation to everyone.				
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of Jesus' Ministry **STORY** Wedding Surprise **BIBLE** John 2:1-11; **UABS Vol** 7-3-9 **PAGES** 129-133

MEMORY VERSE John 2:5 "Whatever he tells you to do, do it."

FOCUS Jesus showed His love by helping those in need.

FOCUS QUESTIONS Have you ever suffered a big shame in front of your friends?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 Know that Jesus was willing to help those in need.	Create a readers' theatre based on this story.	Write down the steps that happened beginning with the running out of wine.	Mime this miracle. Make sure you show the facial expressions.	Make six clay jars and write a card to go with them outlining the important lesson of the story.	Write a psalm of praise to God for this first miracle of Jesus.
 Be willing to ask for Jesus' help in time of need.	Write out a prayer to pray asking for Jesus' help.	Write a list of things you need Jesus' help with. Begin to pray about these.		Create a poster encouraging others to ask for Jesus' help.	Sing a song about receiving help from Jesus when we ask him.
 Be willing to help out in the community.	Write out letters to the community leaders offering to help in any way.	Receive the letters and organise the helpers to where they are needed.	Make small gifts to share with those who have been helped.	Write up cards with encouraging Bible verses on them to give to those being helped.	Prepare a few special items to share with those who have been helped.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Jesus' Ministry **STORY** The Temple Cleansed **BIBLE** John 2:12-23 **UABS Vol** 7-3-10 **PAGES** 134-138

MEMORY VERSE Matthew 21:13 "My house will be called a house of prayer, but you are making it a den of robbers."

FOCUS Jesus drives the money changes from His Temple.

FOCUS QUESTIONS Have you ever been chased away from somewhere?
What did it feel like?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Understand churches are places of worship and fellowship.	Write a before and after dialogue between Jesus and the people in the Temple.	Make a list of comparisons before and after the incident with Jesus.	Use facial expressions to show how the money changes felt when they faced Jesus.	Tell the class what you see as Jesus walks into and clears the Temple.	Tell the class what you hear as Jesus walks into and clears the temple.
	Behave in a reverent way when in church.	Write out some guidelines to help children behave reverently in church.		Create a mime of how children should show reverence in church.	Describe what you see when children are being reverent in Church.	Describe what you hear when children are being reverent in Church.
	Work around the church making sure it is clean and tidy inside and out.	Write a letter to the Church Pastor telling him what you would like to do at church.	Prepare a list for the head elder of the things the church needs, to make the church look nice.	Go to the church and clean it inside and out.	Make a number of flower arrangements for the Church for Sabbath.	Prepare a song service for the whole Church. Choose songs of praise.
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of Jesus' Ministry **STORY** Midnight Visitor **BIBLE** John 3:1-17 **UABS** Vol 7-3-11 **PAGES** 139-144

MEMORY VERSE John 3:16 "For God so loved the world that he gave his only begotten Son that whoever believes in Him should not perish but have eternal life."

FOCUS Jesus wants to save us, not condemn us.

FOCUS QUESTIONS Have you ever been saved? What happened? Who came and rescued you?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Know that Jesus loves them and wants them to live with him for eternity.	Write a thank you letter to God for sending Jesus to save you.	Pretend you are Nicodemus. List the steps involved to have Jesus save you.	Make a poster that clearly tells the Gospel story in simple terms.		Write some new verses to the song "Jesus loves me."
	Believe that Jesus loves them and surrender their lives to him.	Have the students copy out John 3:16, putting their own names in the appropriate places. Talk to the students and lead them to Jesus. Follow this up with the Pastor using the Child Commitment Ceremony to affirm the student's decisions for Christ at Church.				
	Share the good news of the Gospel during AYs at Church.	Prepare a short talk that clearly presents the Gospel and requires a response.	Organise the total AY program.	Assist with the arranging of equipment and furniture for the program.	Provide and make decorations for the program.	Provide the special items for the program.
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of Jesus' Ministry **STORY** Sudden Harvest **BIBLE** John 4:1-42 **UABS Vol** 7-3-12 **PAGES** 145-150

MEMORY VERSE John 4:14 "But whoever drinks the water I give him will never thirst."

FOCUS Jesus message of love is for everyone.

FOCUS QUESTIONS Have you ever been really thirsty?
What is your favourite drink?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 Know that Christ's message of salvation is for everyone.	Pretend you are the Samaritan woman. What are you thinking as you head back to town?	You are a disciple, what reasons do you think Jesus has for talking to the woman? Write them down.	Pretend you are the Samaritan woman. Act out her meeting with the rest of the village after talking to Jesus.	Draw a picture called "The Crop is ready to Harvest."	Write a song called "Living Water."
 Want to be part of the harvest of souls for the kingdom.	Write down what you can do to lead someone to Jesus. Now work on a plan to make this happen.				
 Share with somebody else that Jesus loves them.	Write a letter to a friend telling them of Jesus' love for them.	Share a list with a friend of how much Jesus loves them.	Give a gift to someone and explain how much Jesus loves them.	Show someone your picture and explain the meaning of it.	Share your song "Living Water," and then explain how much Jesus loves them.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Jesus' Ministry **STORY** Daddy's Prayer Answered **BIBLE** John 4:39-53 **UABS Vol** 7-4-1 **PAGES** 153-156

MEMORY VERSE John 4:50 "You may go, your son will live.' The man took Jesus at his word and departed."

FOCUS We need to have faith in Jesus.

FOCUS QUESTIONS What do you do when you really want something?
How do you feel about something you really want?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Describe the relationship between the father and his son? Recognise the man and what he wanted most at this time.	Pretend you are the father. Tell us about your son.	What did the father need to do to get ready to go and find Jesus?	Mime the part of the story where the father meets Jesus.	Pretend you are in the crowd. What do you see happening?	Pretend you are in the crowd. What do you hear happening?
	Put their trust in Jesus. Know that only God can save their lives.	Talk and discuss how we can trust Jesus now.	List the ways that we can trust Jesus in our lives.	Invent an activity that demonstrates trust. Explain how this is like trusting Jesus.	Draw a poster that encourages others to trust Jesus. Display this at school.	Learn and sing the Hymn 590, "Trust and Obey."
	Do an act of kindness for someone who is sick at home or in the hospital.	Visit a sick person and spend time talking to them.		Visit a sick person and offer to tidy their room or clean their house or yard.	Make a flower arrangement then give it to a sick person when you visit.	Share a few songs with a sick person while visiting.
WRAP UP QUESTION Why do you believe in God?						

THEME Stories of Jesus' Ministry **STORY** Madman in Church **BIBLE** Mark 1:15, 21-28 **UABS Vol** 7-4-2 **PAGES** 157-159

MEMORY VERSE Mark 1:27 "He even gives orders to evil spirits and they obey him."

FOCUS Jesus healed a sick man on Sabbath.

FOCUS QUESTIONS What do you do with naughty kids?
Do you pray for sick people in your church?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Realise the differences in the life of a mad man. Know how Jesus helps a man to a better life.	Write a diary of the madman's Sabbath.	Talk about the ways the madman was different after meeting Jesus.	Act out Jesus' part in this story.	Pretend you were at the temple. Tell someone else what you saw that Sabbath.	Pretend you were at the temple. Tell someone else what you heard that Sabbath.
	Appreciate that Jesus can heal possessed people.	Discuss how Christ has power over Satan today.		Using clay or similar materials make the memory verse.	Create a poster proclaiming God's power over Satan.	Create a war chant about Christ's power over Satan.
	Express their love towards someone who's lonely.	Make a kindness card and give it to a lonely person.	Find a lonely person and spend time with them.	Make a small gift and give it to a lonely person.	Draw a picture and give it to a lonely person.	Practise a number of songs and share them with a lonely person.
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of Jesus' Ministry **STORY** Flood of Love **BIBLE** Luke 4:38-41
Matthew 4:23-25; 8:14-17; 11:28-30 **UABS Vol** 7-4-3 **PAGES** 160-163

MEMORY VERSE Matthew 11:28 "Come to me all you who are weary and burdened and I will give you rest."

FOCUS Let Jesus guide you.

FOCUS QUESTIONS What do you do if you are really sick?
How much do you need God's healing hands?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Understand that Jesus' healing ministry was helping the people to know God.	Write down what you think Jesus said to the people as he healed them.	List all the illnesses you know of in your community. What would Jesus tell the people if he were here now?	Act out Jesus healing the people. Emphasise what you think he said to them.	Draw a picture with speech bubbles outlining what Jesus said to the people as he healed them.	Write a Psalm of praise by someone who has just been healed by Jesus.
	Believe in Jesus their Saviour. Show appreciation for good health to God.	Give a personal testimony to the class about how good God has been to you.	Share a list with the class about how good God has been to you.	Show using movement/mime how good God has been to you.	On a poster write down how God has been good to you.	Share a poem with the class about how good God has been to you.
	Visit someone who is sick and pray for their healing.	Visit a sick person and before leaving pray for their healing.		Make a gift to share with a sick person. Pray for their healing.	Make a beautiful get well card and pray for the sick person before you leave.	Sing some songs while you visit a sick person. Pray for them before you leave.
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of Jesus' Ministry **STORY** Local Boy Returns **BIBLE** Luke 4:16-30 **UABS Vol** 7-4-4 **PAGES** 165-168

MEMORY VERSE Luke 4:24 "I tell you the truth; no prophet is accepted in his hometown."

FOCUS The reaction of the congregation to Jesus message of truth.

FOCUS QUESTIONS Why are some people jealous of others?
What do people do when they don't want to hear the truth?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 Understand why the people of Nazareth didn't accept Jesus.	Pretend you are a church elder. Tell what happened at church and why the people respected Jesus.	Do a timeline and indicate how the people felt as the story unfolds.	Create a drama showing what happened and explain why the people rejected Jesus.	Draw pictures of the emotions on the faces as the meeting went from start to end.	Using sticks and a drum, create a sound piece that tells the mood of the whole meeting with Jesus in the synagogue.
 Respond positively to what they've heard.	Write down how you wished the people had reacted.	Do a second timeline showing the emotions the people should have had toward Jesus.	Re-do the drama showing what should have happened.	Draw a picture of what you would have done if you heard Jesus.	Share a poem of how we should respond when we listen to Jesus.
 Appreciate the work that someone has done.	Write a letter of appreciation to a community leader.	Give a speech of appreciation to a church leader outlining the things you appreciate about them.	Give a small gift in appreciation to a school leader for the way they have led the school.	Prepare a certificate of appreciation to a school parent for the work they have done for the school.	Present a song and poem of appreciation to someone who has helped in your life.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Jesus' Ministry **STORY** The Master Fisherman **BIBLE** Luke 5:1-11 **UABS Vol** 7-4-5 **PAGES** 169-173

MEMORY VERSE Luke 5:4 "Put out into deep water and let down the nets for a catch."

FOCUS A call for you.

FOCUS QUESTIONS How do you feel when you are called by the principal?
What would be your response to Jesus' call?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 Realise what Jesus wanted to teach these fishermen. Understand that Jesus not only wanted them to catch plenty of fish but to lead more people to him.		Create a newspaper 'wanted' advertisement for people to follow Jesus and catch people.	What were all the things that these fisherman left behind?	Act out the last part of the story especially where Jesus invited them to catch people.	Pretend you are in the boat. Tell what you see happening?	Pretend you are in the boat. Tell what you hear happening.
 Choose to follow instructions carefully. Believe that Jesus has a special call for everyone.		Spend time praying each day, asking God to help you find ways to catch people. Write down the ideas He gives to you.				
 Share this story with others and invite them to follow Jesus.		Prepare a sermon on this story and an invitation to follow Jesus at the end.	Organise this mini evangelistic meeting.	Be prepared to help get everything ready for the meeting.	Send out attractive invitations for people to come and listen.	Prepare a number of suitable songs for this program.
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of Jesus' Ministry **STORY** The Man with Five Friends **BIBLE** Mark 2:1-12 Luke 5:17-26 **UABS Vol** 7-4-6 **PAGES** 174-176

MEMORY VERSE Luke 5:20 "When Jesus saw their faith, he said, 'Friend your sins are forgiven.'"

FOCUS Wanting to be healed.

FOCUS QUESTIONS What do you usually do when someone is sick at home?
Where do you take him/her? Why?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 Know that Jesus forgives our sins.	Explain how Jesus can forgive us.	Explain the steps in receiving forgiveness. What do we do, what does God do?	Make a model of a stretcher and hang it from the ceiling. Explain the story.	Pretend you are in the crowd. Draw what you see.	Pretend you are in the crowd. What did you hear the Pharisee, Jesus, cripple man say?
 Express gratitude towards Jesus for his power to forgive and heal.	Write a thank you letter to Jesus for his power to heal and to forgive.			Draw a bright "Thank you" poster to Jesus for his power to heal and forgive.	Create a thank you poem to Jesus for his power to heal and forgive.
 Be willing to help someone who is sick.	Prepare a get well card for someone who is sick. Go and give it to them.	Organise a group to work for a sick person helping them to do jobs they cannot do.	Help a sick person with work they cannot do.	Prepare a large bunch of flowers and give it to a sick person.	Share a song and a Bible text with a sick person.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Jesus' Miracles **STORY** The Centurion's Servant **BIBLE** Matt 8:5-13 Luke 7:1-10 **UABS Vol** 7-4-7 **PAGES** 177-179

MEMORY VERSE Matthew 8:13 "Go, it will be done just as you believed it would', and his servant was healed at that very hour."

FOCUS Jesus honours the Centurion's faith.

FOCUS QUESTIONS What would you do for someone who is about to die?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Appreciate the relationship between the centurion and his servant. Know that the centurion's faith healed his servant.	Explain why Jesus was surprised at the Centurion's answer and faith.	Outline the relationship between the Centurion and his servants.	Act out the dialogue between Jesus and the Centurion.	As this story unfolds tell what you see happening.	As this story unfolds tell about some of the sounds you hear.
	Choose to help the poor ones. Strengthen their faith in Jesus.	Write about how we can strengthen our faith in Jesus.	List ways we can strengthen our faith in Jesus.	Show how we can strengthen our faith in Jesus.	Illustrate how we can strengthen our faith in Jesus.	Write a song about having faith in Jesus.
	Serve others by lending a hand in times of trouble.	Continue to visit/pray for, and help a person who is sick in the Church or community.				
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of Jesus' Miracles **STORY** The Interrupted Funeral **BIBLE** Luke 7:11-17 **UABS Vol** 7-4-8 **PAGES** 180-183

MEMORY VERSE Luke 7:14 "Then he went up and touched the coffin and those carrying it stood still, and said, 'Young man, get up.'"

FOCUS Raising the dead.

FOCUS QUESTIONS Have you ever been to a funeral? Why are funerals so sad?
Because we believe in Jesus, should we be sad? Why? Why not?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Talking/Writing	Ordering	Touching/making	Looking/Seeing	Musical/Hearing
	Understand that only Jesus can raise the dead. Recognise God's healing powers.	Create a crossword puzzle for this story. Get someone else to solve it.	Compare the different groups that met this day. Those following Jesus, those in the funeral.	Make a model coffin. Explain why it is empty.	Make two drawings of the funeral crowd; before meeting Jesus and after meeting Jesus.	Make the sounds of the people following Jesus and those following the funeral.
	Strengthen their faith in Jesus. Believe that Jesus will come and the dead will rise if they are righteous.	Find Bible texts that tell us Jesus will come and raise the righteous dead.	Outline step by step what happens when a wicked person and a righteous person dies.	Show the different expressions on people's faces when they see Jesus come.	Draw a flow diagram of what happens when Jesus arrived at the dead child's funeral.	Learn a song or hymn that would give hope to people going to a funeral.
	Share a message of hope with someone who is sad or mourning.	Memorise a number of promises. Share these with someone who is sad or mourning.		Make a small coffin shaped box. Place promises of hope in it and give it to someone who is sad.	Create a poster of hope and share this with a sad person.	Learn or write some songs of hope. Share them with a sad person.
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of Jesus' Miracles **STORY** Lord of the Winds and Waves **BIBLE** Matthew 8:23-27
Mark 4:35-5:20
Luke 8:22-25 **UABS Vol** 7-4-9 **PAGES** 184-188

MEMORY VERSE Matthew 8:26 "He got up and rebuked the winds and the waves, and it was completely calm."

FOCUS God is the ruler of everything.

FOCUS QUESTIONS What is the worst storm you have experienced?
What did people do? What did you do?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Understand that everything obeys God. Know that Jesus always answers cries for help.	Make up a conversation between the disciples as the story develops.	Make a timeline of the events of this story.	Make a small boat with sails. Demonstrate the story using this boat.	Make a poster using the words PEACE BE STILL.	Make a range of sounds to describe the storm. Make sounds to describe the calm.
	Call on Jesus for help at anytime.	Compare the attitudes of the disciples before the storm and after the storm.	Interview people about answered prayers. Make a graph of the type of answers received.	Show the expression on the disciple's faces as the storm rages. Then when it is calm.		Write a poem based on this story and entitle it. "When they call I will answer."
	Share the lessons of this story with others.	Tell someone in the community this story and its lesson.		Use the little boat to tell the story and its lessons.	Use the poster to tell the story and its lesson.	Share the poem with someone and tell them the story and its lesson.
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of Jesus' Miracles **STORY** Possessed by Demons **BIBLE** Matthew 8:28-34 Mark 5:19 Luke 8:26-38 **UABS Vol** 7-4-10 **PAGES** 189-192

MEMORY VERSE Mark 5:19 "Go home to your family and tell them how much the Lord has done for you, and how he has had mercy on you."

FOCUS Jesus cares.

FOCUS QUESTIONS What has Jesus done for you?
Has he answered a prayer or done something special for you. Have you told someone else?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Realise that God wants us to share His love with others.	Write out your testimony of how much God has done for you.	Make a list of all the good things that God has done for you.	Make an object that you can use to show how good the things are that God has done for you.	Draw a poster outlining all of the good things God has done for you.	Create a poem of all the good things God has done for you.
	Appreciate what God has done for them. Respond to what he has done.	Practise sharing this testimony.	Practise sharing this list with someone else.	Practise using this object to show someone else about what God has done for you.	Practice showing this poster to someone else and explain what God has done for you.	Practice sharing this poem with someone else.
	Share a testimony of how God has helped in times of need.	Now go out and share what God has done for you, especially with those who don't know Jesus.				
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the Prince of Healers **STORY** Crippled Hand Made Whole **BIBLE** Matthew 12:10-13 **UABS Vol** 8-1-1 **PAGES** 9-11
Luke 6:1-11

MEMORY VERSE Matthew 12:12 "...Yes, it is right to do good on the Sabbath."

FOCUS Jesus wanted to save people, even on the Sabbath.

FOCUS QUESTIONS What are you allowed to do on the Sabbath?
What other things would you like to be allowed to do on the Sabbath?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Make a decision to put someone else's needs before their own.	Retell the story emphasising that making a decision on someone's needs is not an easy task.	List a number of people whom Jesus did heal on the Sabbath.	Replay the story of how the withered hand might have looked.	Pretend you are the man with the withered hand. Tell what you see as Jesus approaches you.	Pretend you are the man with the withered hand. Tell what you hear as Jesus approaches you.
	Know that God always listens to our prayers and will answer according to his plan. Know that God wants us to put others first on Sabbath.	Write a short prayer that you would like God to answer.	Select several Bible texts that talk about the Sabbath.	Mime the story so the children will get an idea of how a withered hand may be.	Draw a withered hand and an unhappy face. Draw a healthy hand and a happy face. Entitle it "From this to this all on the Sabbath day."	Compose a song about the withered hand that was restored to normal on the Sabbath.
	Make a commitment to a school organised "service activity" on Sabbath.	Prepare the speaking parts for the service activity.	Prepare the materials that will be used for the service activity.	Help to arrange the materials for the activity.	Look after any of the decorations needed or other visual needs.	Take care of the songs to be used in the service activity.
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the Prince of Healers **STORY** Sick Woman Healed

BIBLE Matthew 9:18-22 **UABS Vol** 8-1-2 **PAGES** 12-14
Mark 5:21-34;
Luke 8:40-56

MEMORY VERSE Matthew 9:22 "Daughter, all is well, your faith has healed you – and the woman was well from that moment."

FOCUS A woman's faith allows Jesus to heal her.

FOCUS QUESTIONS What is the sickest person you have seen?
What was wrong with them? Did you want to make them better?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 Understand that the woman's faith is what healed her and Jesus was thankful for that.	In small groups tell the story of the sick woman.	Calculate the distance that the woman could have stood from Jesus.	Act out the interaction between Jesus and the woman.	Draw the picture of the worried father among the crowd of people.	Sing: "He's able, He's able."
 Believe that we can reach out by faith to Jesus every time we need him.	Students express how they would feel if they were in the crowds of people.	Explain how reaching out to Jesus in faith really happens. How do we do it?	In pairs have children lead each other blind folded around the room to experience faith in action.	Draw up a poster of Jesus holding you up in times when you need him.	Add another verse to it that relates to the story.
 Express thankfulness for blessings that God has given.	Write the story from the father's perspective.	Make a list of what you are thankful to God for. Read these out to the class and ask for their input as well.	Make a paper plate plaque about faith.	Draw a letter / card of appreciation to God for all the ways he has blessed you.	Share those extra verses with the class.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of the Prince of Healers **STORY** Dead Girl Lives Again

BIBLE Matthew 9:23-26 **UABS Vol** 8-1-3 **PAGES** 15-18
Mark 5:35-43

MEMORY VERSE Mark 5:36 "Don't be afraid, just trust in me."

FOCUS Jesus has power over death.

FOCUS QUESTIONS Have you ever been to a funeral?
What makes funerals sad places to be?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 Know that because a father had faith God could heal his little girl.	Retell the story with paper bag puppets.	Draw the sequence of events and cut them up into a jigsaw puzzle.	Mime the story of how the girl responded to Jesus' voice.	Pretend you are one of the mourners. Tell what you see when Jesus comes to the house.	Pretend you are one of the mourners. Tell what you hear when Jesus comes to the house.
 Know and understand that their faith allowed them to bring the needs of others to God.	Write the first things that the girl, Jairus and Jesus might have said to each other.	Prepare a newspaper report about the miracle.	As a whole class act out the story by scenes.	Illustrate ways Jesus showed his power that day.	Find and play some recorded music that might be suitable to play at a funeral service.
 Learn and engage in intercessory prayer. (Praying for others).	Talk about verses in the Bible that talk about death and living again.	Commence and continue a ministry of encouragement for the people in the school or community who are grieving.	Design cards of encouragement or bring food to homes of others who are grieving.	Make a promise box highlighting the promises of Jesus. Give this box to a grieving family.	Visit a grieving family and sing songs of encouragement and promise for the future.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of the Prince of Healers **STORY** Needy Foreigner Helped **BIBLE** Matthew 15:21- 28, **UABS Vol** 8-1-4 **PAGES** 19-21
Mark 7:24-30

MEMORY VERSE Matthew 28:19 "Therefore go and make disciples in all the nations baptising them into the name of the Father and of the Son and of the Holy Spirit."

FOCUS Jesus loves everyone, regardless of race or culture or tribe.

FOCUS QUESTIONS Do you know people from a different country?
What are some differences that you notice about them?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Know that Jesus loves and will help anyone anywhere.	Write a newspaper report on this story either from the disciple's point of view or the Priests.	Draw a map of the Mediterranean coast. Locate Tyre and Sidon and colour in different parts.	Dramatise the story of the disciples standing back and looking.	Draw a picture of a table and the dogs eating crumbs underneath it.	Create a conversation between Jesus and the woman. Pay particular attention to the tone of the voices in this conversation.
	Make a decision to show God's love to everyone.	Plan ways to show God's love to those in need and then be ready to act immediately a need arises.				
	Make and give a token that will share God's love with visitors/strangers.	Prepare a welcome card to give to visitors at Church.	Cut out a small circle of cardboard. Glue bread crumbs to it. Wear it and tell others of the story of Jesus and what he did in this story.	Make a welcome banner or sign for the school to show the school as a safe and friendly place.	Have a bracket of songs prepared to share with visitors to church in their own homes as a follow up activity.	
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the Prince of Healers **STORY** Lonely Prisoner Cheered **BIBLE** Luke 7:18-35 **UABS Vol** 8-1-5 **PAGES** 22-24

MEMORY VERSE Hebrews 3:13 “But encourage one another daily...so that none of you may be hardened by sin’s deceitfulness.”

FOCUS Encouragement.

FOCUS QUESTIONS What does it mean to encourage someone?
Have you ever encouraged someone? What was the effect on them?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Understand that Jesus' ministry through miracles were also a source of encouragement for those who believed in Him as the son of God.	In pairs, discuss what you think the messengers would have said to John.	Compare the times when John was in the wilderness to when he was imprisoned.	Allow children to tie themselves and pretend they are in prison.	Draw a picture of the things you think John wished he could see.	Pretend you are John in prison. Tell of the things you wished you could still hear.
	Accept Jesus as the son of God who was given authority to heal. Believe that by sharing the stories of Jesus we can encourage others in their faith in Jesus.	What impression did John have when Jesus sent the message back?	Draw a family tree for Jesus to send to John. (see Matthew 1)	Role play the conversation between Jesus, servants and John in prison.	Think of ways to illustrate a story to share with others.	Write a poem inviting someone to prepare to meet Jesus.
	Encourage others in their faith in Jesus through acts of service, letter writing, story telling.	Write an encouragement letter to a friend who is in prison.	Paint a mural depicting John in prison. Hang it in the school entrance.	Illustrate how John had prepared the way for Jesus.		Share a bracket of songs with someone to encourage them to give their hearts to Jesus.
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the Prince of Healers **STORY** Dumb Man Speaks **BIBLE** Mark 7:31-37 **UABS Vol** 8-1-6 **PAGES** 25-27

MEMORY VERSE Mark 7:37 “They were completely amazed and said ‘Everything he does is good!’”

FOCUS Jesus cares about all who are sick.

FOCUS QUESTIONS

Have you ever tried not to speak?

How easy was it? Could people understand your sign language?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 Know that Jesus understands our needs even when we can't communicate through speaking or listening? Understand that through miracles of healing, Jesus was showing that he truly was the son of God.	Narrate in class in pairs how Jesus healed the dumb man.	Brainstorm words that might describe how the dumb man felt before and after the event.	Dramatise the story of Jesus and the dumb man.	Draw the pictures of Jesus with the dumb man kneeling.	Pretend you are the dumb man. What do you hear during the story?
 Believe that God hears our silent prayers and will answer them according to His will.	Explain how the Priests think God answers prayers.		Bring an object into class and write “God hears our silent prayers.”	Draw before and after pictures of the man who was healed.	Compose a silent prayer to God for someone's healing.
 Explore other ways of showing others how to communicate with God.	Write the words he might have said to Jesus after being healed.	Write an eye witness account of the happening by the road side.	Make a “Big Book” about this story to share with younger children at school.	Draw posters or cards showing how you communicate with God.	Explain to someone how God answers silent prayers.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of the Prince of Healers **STORY** Blind Man Sees **BIBLE** Mark 10:46-52, Luke 18:35-43 **UABS Vol** 8-1-7 **PAGES** 28-31

MEMORY VERSE Mark 10:52 "Go", said Jesus, "Your faith has healed you."

FOCUS Faith.

FOCUS QUESTIONS Have you helped a blind person?
What did you do?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 Understand that because Bartimaeus had faith and believed that Jesus was the son of God he was healed.	Rewrite Mark 10:46-42 from Bartimaeus perspective.	Compare how Bartimaeus was, before the miracle, to after the miracle.	Blindfold the students to experience the feelings of blindness while trying to identify objects.	Pretend you are Bartimaeus, tell what you saw the day you were healed.	Pretend you are Bartimaeus, tell what you heard the day you were healed.
 Know that having faith in Jesus is believing without seeing.	Interview a child representing Bartimaeus for a newspaper report.	List the ways Jesus showed kindness to Bartimaeus.	Act out ways Jesus showed kindness to him.	Explain what it means to have a faith in something that you cannot see.	Compose a second verse.
 Share stories of those who believed without seeing. Help those with impaired vision to see Jesus through their hearts.	Write an account of what the blind man saw when his eyes were opened.	Compare scene 1 and 2 when he was able to see again. How did he feel?	Jump and dance like the blind man.	Draw an eye and label its parts and say how important having good eyesight is.	Put music to the memory verse.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of the Prince of Healers **STORY** Old Cripple Walks **BIBLE** John 5:1-18 **UABS Vol** 8-1-8 **PAGES** 33-36

MEMORY VERSE John 10:10 "I came so that everyone would have life and have it in its fullest."

FOCUS Jesus appreciates a heart with gratitude.

FOCUS QUESTIONS
 What do you like most about being alive?
 Who do you thank when something nice happens to you?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Understand that Jesus was showing others and us that there are no barriers to God's love. Barriers like ugliness, disease, prejudice, race, keep us from loving God.	Retell the part that shows how the cripple really wanted to be healed and his response to Jesus.	Give reasons why Jesus told the old cripple to sin no more.	Dramatise the story and state a lesson they have learned.	Draw different pictures of people and state their likenesses.	Make a list of all the praise and thankyou songs that you know.
	Follow Jesus' example by loving someone the same. Remember to say "thank you."	Encourage children to say thank you for what they have received and be friendly to everyone.	Make a list of the things or people you are thankful for at school.	Take turns in games/giving out the reading books, taking over the class when the teacher is busy etc.	Make a thank you card and give it to someone who you are thankful for.	Collect different ages and form a singing group. Practice a song to present at Church.
	Actively break down prejudices through acts of friendship, kindness and service. Daily thank God for life in its fullness.	Think of a way that suits your learning style to show an act of kindness to someone in the community. Take time out to carry this activity out for that person. Share the Bible story with them when you have finished.				
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the Prince of Healers **STORY** Lepers Cured **BIBLE** Mark 1:40-42, Luke 17:11-19 **UABS Vol** 8-1-9 **PAGES** 37-40

MEMORY VERSE Luke 17:15 "One of them, when he saw he was healed, came back, praising God in a loud voice."

FOCUS Jesus heals.

FOCUS QUESTIONS Why is it important to say thank you?
How would you feel if you did good to others and they did not appreciate it?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Show appreciation for what has been given to them.	Discuss why all the lepers didn't come and say thank you.	Categorise the feelings that the lepers had before and after they were healed.	Role-play the story and highlight the lesson they have taken from it.	Design a cartoon for the story.	Pretend you are a disciple, tell what you hear during this story.
	Have the desire to help straight away. Follow Jesus' ways of helping despite the differences.	Divide the children into groups and pray in the homes on Sabbath afternoon.	Encourage the children to show gratitude for what they receive.	Do an action for a different command, eg. Sweeping, jumping, talking etc.	Tell how you would like to help someone in need.	
	Care for someone who is desperately in need of help.	Ask around at school and in the village if anyone needs a hand, and then do it straight away.	Make a record of how many ways they have helped others.	Look after a sick person for an afternoon.	Arrange a bunch of flowers to give to a sick person.	Compose a poem about the 10 lepers and share it with a sick person.
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the Prince of Healers **STORY** Hungry People Fed **BIBLE** Luke 9:12-17, John 6:1-14 **UABS Vol** 8-1-10 **PAGES** 41-46

MEMORY VERSE Philippians 4:19 "God will meet all your needs according to his glorious riches in Christ Jesus."

FOCUS Jesus cares.

FOCUS QUESTIONS

Can you make a meal out of nothing?
Have you or your parents ever had to feed a lot of people?
What was the hardest part of the work?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 Know that Jesus had already planned what he was going to do on that day.	Discuss why the people followed him without taking any lunch.	Calculate how many hours they were gathering and listening before lunch.	Demonstrate how Jesus fed lots of people with five loaves of bread and two fish.	Pretend you are the little boy. Tell what you saw happening.	Pretend you are the little boy. Tell what you heard happening.
 Believe that Jesus can do great things even with a little person. Accept Jesus' desire to do great things with our little lives.	Let the little children conduct the worship for the assembly, take prayer meeting.	Children will sort out work that they can do.	Have children help clean up the church, visit sick people and pray for them.	Tell what you see happening as God uses you to help others.	Tell what you hear happening as God uses you to help others
 Serve others through a food ministry -food basket for a needy family -make lunch for those who don't have any -contribute to school lunches.	Prepare and send out invitation to a school picnic for all parents.	Arrange the menu and get all the food needed.	Assist in getting the things ready for the picnic.	Make decorations for the picnic.	Have a group of songs ready to sing at the picnic.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of the Prince of Healers **STORY** Drowning Man Saved **BIBLE** Matthew 14: 22-33 **UABS Vol** 8-1-11 **PAGES** 47-48

MEMORY VERSE Mark 10:27 "All things are possible with God."

FOCUS Faith and Obedience.

FOCUS QUESTIONS What is worry?
How can we overcome worry?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Understand that worrying shows a lack of faith. Know that by keeping our eyes on Jesus all things are possible.	Discuss why the disciples had little faith in Jesus.	Classify the type of personality the disciples had.	Role-play the story and state why it is important to have strong faith in God.	Pretend you are still in the boat. Tell what you see as Peter heads out to Jesus.	Pretend you are still in the boat. Tell what you hear as Peter heads out to Jesus.
	Make a decision to always keep their eyes on Jesus. Accept Jesus as their focus.	Develop a habit of prayer at school in the morning and at the end of the day.	Compare and contrast this miracle with others in the Bible.	Think on how we keep our eyes on Jesus then share the thoughts with others.	Draw a picture of large angry waves. Write “Have Faith” in large letters over it.	Create a song about the man with little faith.
	Encourage others to keep their eyes focused on Jesus.	Invite someone to keep their eyes fastened on Jesus.	Share good reasons why students should keep their eyes fastened on Jesus.	Share an object with someone as you encourage them to keep their eyes on Jesus.	Share a picture with someone as you encourage them to keep their eyes on Jesus.	Share a song with someone as you encourage them to keep their eyes on Jesus.
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the Prince of Healers **STORY** Greedy Man Made Generous **BIBLE** Luke 19:1-10 **UABS Vol** 8-1-12 **PAGES** 49-54

MEMORY VERSE Luke 19:10 "The Son of Man came to look for and to save people who are lost."

FOCUS Obedience and Faith.

FOCUS QUESTIONS
 What happens when you crack open an oyster shell?
 What do you find inside?
 Why did Jesus look for Zachaeus?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Understand that Jesus was looking at the inside of Zacheaus and the good he could do. Know that Jesus wants us to follow his example and share his love with all people.	Write the conversation between Jesus and Zacchaeus when dining together.	Draw the man up the tree and Jesus standing underneath telling him to come down.	Re-enact the story of Zacchaeus in the play ground using sheets to dress up.	When Jesus stopped under the tree, tell what you saw as the people spied Zacchaeus up the tree.	Sing: “Zacchaeus was a wee little man.”
	Choose to see the good in people as Jesus did. Seek out people who need the affirmation of God's love.	Find a person who needs to hear that God loves them and then go and tell them.	Discuss in groups what might have been the conversation spoken between Zacchaeus and Jesus.	Make a collage of Zacchaeus up the tree with Jesus and the crowd underneath.	Introduce a secret friend program.	Make an acrostic poem using the word “Greedy.”
	Participate in affirmation out reach. Reach out to officials in the community. ‘Thank you’ cards to local councillors.	Write a note of appreciation to a local community leader for the work they do in the community.	Participate in a church activity visiting people that do not know Jesus.	Make thank you cards to give to friends in school or the village.	Begin a card ministry to those who need encouraging.	Write a poem of appreciation to go to a community leader.
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the Prince of Teachers **STORY** Secrets of Happiness **BIBLE** Matthew 5:1-12 **UABS Vol** 8-2-1 **PAGES** 55-57

MEMORY VERSE Matthew 4:23 “Jesus went throughout Galilee, teaching in their synagogues, preaching the good news of the kingdom and healing every disease and sickness among the people.”

FOCUS How to be happy people depends on how we live for God.

FOCUS QUESTIONS What makes you happy?
How can you make someone else happy?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 Understand that Jesus came to earth to redeem people. He did this by telling stories. Know the beatitudes and what they mean.	Create or write a poem explaining one of the values described in Mathew 5:1-12.	List down in order the beatitudes. Present to the class.	In groups mime the beatitudes and give time for the class to guess.	Draw a mural of the Beatitudes and label.	Sing: “Happiness is to know the Saviour, living a life....”
 Identify the beatitude that best describes them and know the redeeming power of Jesus.	In groups choose a beatitude and discuss how it can help you live a happy life.	Compare in two columns the consequences that come when we follow /not follow the beatitudes.	Re-enact the story.	On colourful sheets of paper write the moral values and put them up on the classroom wall for a reminder of living that value.	Create a rap from the Beatitudes.
 Share with others what God has promised by making simple “God bless people who...” statements.	In groups share a testimony that focuses on a particular beatitude.	Suggest situations where we might exercise being a – peacemaker, -pure heart – loving others etc.	Demonstrate these good traits by “acting” it out daily at school, at home.	Draw a chain to link each beatitude to the other eg forgiveness – humility-obedience-	Add tune to the memory verse and sing.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of the Prince of Teachers **STORY** Lessons From Little Things **BIBLE** Matthew 5:13-16; 6:25-34; 7:7-11 **UABS Vol** 8-2-2 **PAGES** 58-61

MEMORY VERSE Matthew 5:16 “Let your light shine before men that they may see your good deeds and praise your Father in heaven.”

FOCUS Simple things in nature can teach big lessons about life.

FOCUS QUESTIONS What makes learning fun for you? Why?
How did Jesus make learning simple, why?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Know that we can learn about God's love for us and how to share it using simple objects/things. Understand that through Jesus' stories, God desires for us to be good, do good and glorify him.	Write a letter to God and thank Him for His love through nature and specify what in nature to thank God for and why.	Research on a specific flower or animal and report your findings to the class.	Visit the park or bush and study the birds, animals, tress, and grass and draw out lessons from them that we can learn from.	Make a mural of the park or garden.	Sing: "The trees are gently swaying – birds, dogs, flowers etc."
	Accept God's promise of Heaven and show a desire to be good, do good and glorify God .	Discuss in groups how we can live a good life through studying nature.	Make a list of things Jesus used in the story to illustrate his sermon.	Look for shells, sticks, sand etc and have a nature corner.	With colourful pens write a code of conduct to be practised daily. Hang on the wall.	Create a tune to words of the memory verse.
	Participate in sharing Jesus stories through nature object lessons.	Share with a neighbour a story Jesus told in this week's topic.	Make a list of objects around the school that can teach a lesson about God. Share with other children.	Take a nature walk as a class, let children pick any object from nature and draw out object lessons that everyone can learn from.	Make a big book of nature and object lessons to be learnt from it.	
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the Prince of Teachers **STORY** God's Better Way **BIBLE** Matthew 5:17-45 **UABS Vol** 8-2-3 **PAGES** 62-65

MEMORY VERSE John 13:34 "Love one another as I have loved you."

FOCUS God's way is the best way – LOVE.

FOCUS QUESTIONS When you are mistreated, hurt, angry what do you feel like doing?

What does Jesus want us to do and why?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Explore consequences to actions and know what Jesus would want us to do. Explain how love is a better way to live.	Write a letter to a member of your family telling him/her what you have learned about love.	Make a list of practical ways that will help us live a Godlike life.	In groups mime some acts of love as expressed in the story.	Write and illustrate a "Big Book" showing acts of love.	Sing: "Beloved let us love one another for love is of God..."
	Forgive others who have wronged them. Respond to those who hurt others in a firm but loving way.	Write notes to family / friends you may have wronged and ask for forgiveness.	In a diary write down good deeds you did for someone. At the end of the month report to the class our good deeds list.	Practise saying forgive me, sorry, thank you.	Write a story on "The Day I got Angry." Apply what you have learned in the story. Combine all the children's work together for reading.	Explain how you could control an unpleasant situation.
	Practice forgiveness in the playground, classroom, home, by using statements like "sorry, please, and forgive me."	Discuss classroom problems and how to overcome these problems with one another.	Watch the students playing during recess. Count how many disagreements take place and how they are handled.	In groups have students assign another class to relay God's practical acts of love to.	Hang mobiles with words – love, forgiveness, kindness etc.	Sing songs on LOVE.
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the Prince of Teachers

STORY How to Pray

BIBLE Matthew 6:5-13

UABS Vol 8-2-4

PAGES 66-69

MEMORY VERSE Matthew 6:9-13 "The Lords Prayer."

FOCUS Live a prayer life.

**FOCUS
QUESTIONS**

What is prayer?

Why do we pray?

How do we pray?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 Understand that prayer is their time with God. Know that praying brings us closer to God.	Write and learn the "Lords Prayer" (daily).	Make a list of things that should be prayed for. Prioritise the list.	Divide the class into two groups: 1. To say the Lords Prayer 2. To act it out.	Write short prayers and peg them on a Prayer Line in the classroom.	Create a tune to the words of the Lords Prayer.
 Choose to pray for others. Engage in a time of devotion and prayer. Keep a prayer journal.	Send notes to friends for whom you prayed.	Record the number of times you engage in private devotion and prayer.	Organise a class prayer walk.	Students develop their own prayer calendar. Make a prayer book.	Sing: "Whisper a prayer..." "Tis the blessed hour of prayer...."
 Choose to pray for others.	Have a prayer partner with whom you will pray with everyday this week.	File a collection of prayers that you have written.	Choose a younger student in another class and pray for him/her.	Decorate a prayer corner in the classroom.	Sing: " Now dear Lord as we pray...."
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of the Prince of Teachers

STORY Treasures in Heaven

BIBLE Matthew 6:19-21

UABS Vol 8-2-5

PAGES 70-72

MEMORY VERSE Matthew 6:21 “For where your treasure is, there your heart will be also.”

FOCUS Use your money to glorify God.

FOCUS QUESTIONS What happens when you put your money in the bank?
What does Jesus want us to do with our treasure/time/money? Why?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 Understand the concept of investing and the process of saving, spending, storing treasures. Identify what are earthly treasures and heavenly treasures. Know the meaning of the memory verse.	Discuss in groups the meaning of the memory verse. Present to the class.	Make a list of items that you need and estimate the cost.	Dramatise practical lessons from the story to emphasize the story.	Write the memory verse and put glitter around it like a treasure. Hang them around the classroom.	Compose a song about Heavenly Treasure.
 Choose to invest in others.	Write about the feelings you get from giving to others in need. Share with the class.	Make a graph and record how much money you spent everyday for a week on bus fare, food etc.	Mime some acts of love through sharing/giving.	Decorate a donation box. Fund a small classroom project to pay fees for a needy child for a term.	Teach the song: “Seek ye first the kingdom of God.”
 Use time, money, behaviour, kind deeds, words to invest in others as their treasures for heaven.	Have an speech contest on the topic.	Compare your graph to the others in the class.	Plant a garden for the purpose of selling the produce and banking the money.	Draw  and fill it with beautiful words.	Spend time with a sick person sharing songs with them.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of the Prince of Teachers

STORY House on a Rock

BIBLE Matthew 7:24-27
Luke 6:47-49

UABS Vol 8-2-6

PAGES 73-74

MEMORY VERSE Matthew 7:24 "Jesus said, 'Everyone who hears these words of mine and puts them into practise is like a wise man who built his house on the rock.'"

FOCUS Build your life on love – it lasts.

FOCUS QUESTIONS What happens when you stand on the sand in the waves? What happens when you stand on a rock in the waves? Why?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Make the comparison of believers and unbelievers to wise and foolish. Know which is the best outcome and why?	Talk about what it means to build your life on love because it lasts.	Divide into two groups 1. Look at a rock and discuss its features. 2. Look at sand and discuss its features.	Do an action song about the house on the rock and sand.	Make a mural of the two houses. Write sentences about life under them.	Sing: Oh the wise man builds his house upon the rock. Explain what these words mean.
	Identify and accept that God is the solid rock which will keep us strong in times of trouble. Believe in God's words and way and love.	Discuss the importance of living a life like Jesus. How is he a rock to you? Share.	Make a list of consequences on building houses on the rock/sand. Compare the two and discuss.	Move around the classroom and show love to class mates – hugs, handshake, smile, sharing etc.	Draw pictures of the story on A4 paper and cello tape end to end in order of the story.	Compose a song about “House on a rock. Teach the class.
	Make decisions that show a firm foundation on Jesus. Share their understanding of the story with others at school, church and home.	Write a pledge eg. “Because Jesus is my Rock I will…….”	List as many as possible “love deeds” you do in a week, make a graph.	Volunteer as a class to mow and rake the school compound.	Make a TV screen from a box and use the rolled A4 pictures to relate the story to the class.	Share this story with someone else and share a suitable song with it as well.
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the Prince of Teachers **STORY** Good Deeds on a Good Day **BIBLE** Mark 2:23-38 Luke 13:10-17; 14:1-6 **UABS Vol** 8-2-7 **PAGES** 75-78

MEMORY VERSE Mark 2:27 “The Sabbath was made for the good of people...people were not made for the good of the Sabbath.”

FOCUS God wants us to do good deeds on the Sabbath. **FOCUS QUESTIONS** Do you enjoy Sabbath? What do you enjoy most about it?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 Know that Sabbath is a day of rest from our work but not a rest from helping others and doing good. Understand that Jesus wanted people to realise that loving others and being kind to them was more important than all the rules of conduct.	Write a letter to God thanking him for the Sabbath and what it means to you.	Make a list of good deeds that can be done on the Sabbath.	Dramatise the story about the disciples and Jesus on the Sabbath.	Look for pictures about doing good deeds. Paste on hard paper. Cut out to make a jigsaw puzzle.	Sing: “Sabbath is a happy day.” “Don’t forget the Sabbath.” Hymn 388.	
 Show a desire to serve others on Sabbath.	Plan, prepare and serve a special Sabbath lunch. Send out invitations.	Make a “Sabbath” calendar and clearly write the deed that will be done and on what date.	Organise a Sabbath walk. Imagine you were the disciples.	Brainstorm on the word: SABBATH.	Create a Sabbath song in your own language.	
 Explore ways to serve/share with others on Sabbath.	Outline a Sabbath visitation programme.	Add the number of Sabbaths you did something good in and report to the class at the end of the term.	Do visitation at the children’s hospital or old people’s home in the community.	Go witnessing, giving out tracks on the Sabbath.	Find people who need help on Sabbath. As you help them sing to them as well.	
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the Prince of Teachers **STORY** Glimpse of the Kingdom **BIBLE** Matthew 16:28-17:13; Luke 9:27-36 **UABS Vol** 8-2-8 **PAGES** 79-83

MEMORY VERSE Matthew 17:5 "This is my Son, whom I love, with him I am well pleased. Listen to Him!"

FOCUS Encouragement.

FOCUS QUESTIONS What is the most beautiful thing you have seen?
What do you think God's kingdom will look like?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 Understand that Jesus shows us glimpses of God to give us hope in a sinful world. Know that God was pleased with Jesus his son.	Describe the feelings of the disciples when Jesus was talking to the prophets.	Search the scriptures to find out how Moses and Elijah died.	Role play the parts of Peter, James and John.	Draw the picture of the Mount of Transfiguration.	Write a poem for Peter, James and John about this experience.
 Show a desire to be closer to God.	Write some encouraging letters to encourage someone to be closer to God.	Compare the memory verse with the voice when Jesus was baptised. What were some similar things about it and what were some differences?	Pray in groups of four.	Illustrate the beauty of the scene on the face of Jesus when he was talking, colour it.	Put the memory verse into a song to a tune you know.
 Share with others the beautiful things that show glimpses of God's kingdom.	Rewrite the story from Peter's perspective.	Find where and when these words were said, "This is my beloved son....."	Observe some one in trouble, sick, worried and comfort them as Moses and Elijah did.	Take some flowers to a friend who is sick at home.	Sing:" Face to face" (hymn 206) to someone who is sick or dying.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of the Prince of Teachers **STORY** Why the Power Failed **BIBLE** Matthew 7:14-20; Luke 9:37-43 **UABS Vol** 8-2-9 **PAGES** 84-87

MEMORY VERSE Matthew 17:20 "...if you have faith as small as a mustard seed, nothing will be impossible for you."

FOCUS Prayer leads to a life of faith in Good. **FOCUS QUESTIONS** When have you felt disappointed and why?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Know that our successes are God's blessings. Understand that faith enables us to do big and small things.	Write a letter to God thanking Him for the successes we have because of Him.	Make a list of what you have that is a blessing from God.	Pair the children to lead each other blindfolded around the room to experience faith in action. Have each tell what it is like to trust someone else.	Draw pictures of "blessings" from God and staple them together.	Create an acrostic for blessings.
	Believe that through faith God will enable us to do big and small things. Show thankfulness for their own and others' success.	Write thank you letters to church leaders for the success of their work in the mission.	Make a list of "needs" you have in the school and pray that God will answer your prayer.	Act out the story and draw lessons from it.	In groups plant a seed in a container and watch it grow. Write how faith is related to that seed.	Compose a song on faith.
	Participate and share with others in acts of faith. Give thanks to God for our success.	Give a testimony to the class about an answered prayer.	Research the Bible and record people of faith. Share with the class.	Visit a hospital to pray for the sick.	Make a "Prayer Journal" where you write your requests and record the ones that have been answered.	Share a song about faith with someone in hospital or who is ill.
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the Prince of Teachers **STORY** Money in a Fish **BIBLE** Matthew 17:24-27; 22:15-22 **UABS Vol** 8-2-10 **PAGES** 88-90

MEMORY VERSE Matthew 17:27 “So that we may not offend them, go and the first fish you catch in its mouth you will find a coin. Take it and give it to them for my tax.”

FOCUS Keeping rules.

FOCUS QUESTIONS What rules in your class do you like?
What rules don't you like? Why?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 Know that Jesus kept rules to teach others what is right. Know that Jesus acted so as not to offend.	Make a readers theatre from the story.	Divide class into groups to make school rules for -playground -boarding the bus -assembly	Re-enact the story of Jesus and Peter as in the story.	Pretend you are Peter. Tell what you saw in this story.	Pretend you are Peter, Tell what you heard in this story.
 Make a commitment to keep rules at home and school. Understand that Jesus wants us to do what is right.	Write a commitment letter that you are going to obey all the rules required of you. Decorate that paper.	Research what Tax is and give a report.	Mime rules and let class guess which rule it is.	Make a 'pool' of paper fish with paper clips attached. Each fish has a classroom rule on it. Fish with a magnet on a string.	Talk about the rules at home and school that you plan to keep. Tell why they are good rules and why you have decided to keep them..
 Actively keep classroom rules. Encourage others to keep rules.	Share school rules with other children in the school and encourage them to keep the rules.	Record the name of children who break the rules in school and talk to them about it in a tactful way.	Demonstrate how to keep road rules to children in the lower levels.	Make a reward chart and alongside each class name put a sticker for the best 'rule observer' for the week.	Decide on ways you can encourage others at school to keep the school rules.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of the Prince of Teachers

STORY Seventy – Seven Times

BIBLE Matthew 18:15-22
Luke 17:3,4

UABS Vol 8-2-11

PAGES 91-93

MEMORY VERSE Matthew 18:35 "This is how my heavenly Father will treat each of you unless you forgive your brother from your heart."

FOCUS Forgive people who mistreat you. Be nice to them.

**FOCUS
QUESTIONS**

When you are teased, how does that make you feel?

What would Jesus do in your situation?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Know that forgiving is part of God’s better way of love. Make the connection that to forgive is to show love in action.	Write a letter to God and thank Him for the many times he has forgiven you. Decorate your letter.	Make a list of the wrongs you have done to friends – write notes to say sorry to each of them.	Act out how someone feels when he/she is being teased. Act out his/her reaction to the word “I’m Sorry” earned in the lesson.	Draw pictures of acts of love and write sentences to describe the pictures.	Create a song on forgiveness and I’m sorry.
	Make a decision to forgive those who have wronged you.	Share a testimony to the class of an experience in ‘Forgiving’.	List names of friends who may have annoyed you in the past or present. Pray for them and forgive them. Put a tick beside their name when you have forgiven them.	Ask the class to move around and to say sorry to any member they may have wronged.	Make mobiles by hanging up Bible promises on forgiveness.	Sing: “Father lead me day by day.” Hymn 482).
	Actively forgive.	Write notes to members of your family you may have wronged and say sorry.	Distribute Bible promises on forgiveness in the streets or community.	Choose a friend and pray for each other that God will give each a forgiving spirit.	Design a symbol of forgiveness for the school.	Choose a friend and pray for each other that God will give each a forgiving spirit.
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the Prince of Teachers **STORY** Mrs Zebedee's Mistake **BIBLE** Matthew 20: 20-8 **UABS Vol** 8-2-12 **PAGES** 94-97

MEMORY VERSE Matthew 20:28 "The Son of Man did not come to be served but to serve."

FOCUS Serve others with humility.

FOCUS QUESTIONS Which disciple is your favourite and why?
Who do you think Jesus favourite is and why?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 Understand that Jesus was fair and just and loving with his disciples. Know the difference between an earthly kingdom and Jesus' kingdom	Pretend you are God and share your thoughts about Mrs Zebedee.	Divide into two groups and discuss: 1. Earthly kingdom 2. Jesus' kingdom Present your answers.	Mime acts of service.	Design a "service to others" badge.	Write a poem for Mrs Zebedee. Call it "Please Jesus, just for my boys."
 Desire to serve others as Jesus did.	In groups discuss ways of serving others. Share with the class.	On a calendar write down services you are going to do and on which dates. Report back.	Perform a drama on "Serving Others."	Wear the badge and explain to others what it means. Invite them to assist you as you serve others.	Explain to the class how you can use songs and singing to serve others.
 Demonstrate humility by serving others.	Offer to tell the object lesson for kids' story at Church.	Organise a class "foot washing" service to illustrate humility and service.	Offer to tidy up the outside area of the Church.	Offer to decorate the Church for the service.	Lead out in the singing at Church.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of the Prince of Teachers **STORY** Last Things Last **BIBLE** Luke 10:38-42 **UABS Vol** 8-2-13 **PAGES** 98-102

MEMORY VERSE Luke 10:39,42 "Mary sat at the Lord's feet listening to what he said..." Mary has chosen what is better, and it will not be taken away from her."

FOCUS Put God first.

FOCUS QUESTIONS What are the five most important things to you if Jesus was to come to your house?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 Know that to be with Jesus is the most important part of our day. Understand that Jesus appreciates what we do but desires to be with us most.	Pretend you are Martha. Prepare a list of why you need Mary to come and help you.	Compare and contrast the two sisters' attitude towards Jesus.	Children will role-play the story.	Draw two pictures. One showing Martha's face and one showing Mary's face.	Create a melody for the memory verse.
 Decide to make Jesus first in all things.	Roster the children to take worship in the morning and afternoon at home /school/Sabbath.	Children will list what they like to do then analyse which one comes first.	Draw pictures to indicate that we put Jesus first in the things we do.	Create a poster telling others to put Jesus first.	Compose a rhyme first about putting Jesus in their lives.
 Demonstrate putting Jesus first.	Express how you feel when you put Jesus first in your life.	Give reasons why you have to put Jesus first in your life.	Organise a visit to a sick person.	Help the class to understand how to put Jesus first in all the decorations in the classroom.	Make a list of songs showing those about Jesus as being first ahead of other secular songs.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of the Prince of Storytellers **STORY** Seeds of Love **BIBLE** Matthew 13: 1-9, 18-23 **UABS Vol** 8-3-1 **PAGES** 103-105

MEMORY VERSE Matthew 6:33 “Seek ye first the kingdom of God and all his righteousness will be added unto you.”

FOCUS Freedom to choose.

FOCUS QUESTIONS What do you find in a garden?
What is good / bad for the garden and why?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 Understand the need to respond to God's word and put it into practice. Understand and know who Jesus was talking about in the parable and why.	Talk about how farms or nurseries plant seeds.	Sort seeds into different group types mentioned in the parable.	Mime the story together with teacher out in the field.	Watch the seeds over the next few weeks and discuss the outcomes.	Sing: “I have decided to follow Jesus.”
 Respond to Jesus parable and commit to doing what Jesus wants us to do – share his love.	Ask yourself, “ where would I fit into this situation?”	Compare these methods with those used in Bible times.	Experiment in planting the seeds on different types of soil.	Illustrate how a seed grows.	Write a Psalm of praise to God for creating seeds that grow into plants.
 Tell/share a story about Jesus' love.	Write a “Big Book” on the parable of the sower. Share this with a lower class.	Organise the class to take part in the church activities.	Show your love to somebody by hugging or giving them some nice gift.	Make seed pictures. Share this with a friend when you tell them about Jesus love.	Write a poem of love and decorate it. Share it with someone else and tell them that Jesus loves them.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of the Prince of Storytellers **STORY** No Weeds in Heaven **BIBLE** Matthew 13:24-30, 36-43 **UABS Vol** 8-3-2 **PAGES** 106-107

MEMORY VERSE Matthew 13:41 “The Son of Man will send out His angels and they will weed out of his kingdom everything that causes sin and all who do evil”.

FOCUS God will gladly forgive those who repent of their sins.

FOCUS QUESTIONS

What is a weed?

What does a weed do?

Who does a weed remind you of?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Understand that good and evil live together in this world and will do so until Jesus comes again.	Write a play for when the farmer discovers his field is full of weeds.	Draw two columns, one for the wheat and one for the weeds. List the actions we do that belong in each one.	Dramatise the story with the whole class.	Draw a poster of weeds and underneath write 'NO weeds in Heaven'.	Compose a song about wheat and tares.
	Accept Jesus' help to keep evil away.	Ask an elderly person to speak on how God really helps them.	Calculate how long wheat takes to grow and how long weeds take to grow.	Illustrate the story using felt pictures or picture rolls.	Write a design on the back of a T shirt. "Are you wheat or a tare?"	Sing: "Oh where are the reapers that gather in..."
	Participate in acts of kindness showing how Jesus helps us to be good.	Visit homes with gardens that need weeding and offer to clean them up. Tell them the story that Jesus told about weeds.				
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the Prince of Storytellers **STORY** The Good Samaritan

BIBLE Luke 10:25-37

UABS Vol 8-3-3

PAGES 108-112

MEMORY VERSE Luke 10:27 "Love your neighbour as yourself."

FOCUS Kind and caring.

FOCUS QUESTIONS When do people need help?
Who can help them? Who can we help?
How does this show God's love?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Know that the way we behave should demonstrate that we belong to God.	Ask the children to write their own version of a modern “Good Samaritan.”	Estimate in today’s currency, how much it would have cost the Good Samaritan to look after the man.	Prepare a mime showing the different aspects of the story.	Prepare a mural with the characters covered in words that describe their role /character in the story.	Sing: “You’ve got to love your brother.”
	Accept God’s love and reflect this in actions, words and behaviour.	Tell how our actions can demonstrate that we have accepted God’s love.	Compare the way the priests and the Good Samaritan acted. Is this acceptable in God’s sight?	Dramatize the story in a concert / school ground.		Add music to the memory verse.
	Help someone who is in need with a small act of kindness.	Write a “Big Book” for the children to share with others.	Write the key message behind this parable.	Create a poster that explains who our neighbours are.		Tell the story of the Good Samaritan through music.
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the Prince of Storytellers **STORY** Lost Sheep and Lost Coins **BIBLE** Luke 15:1-10 **UABS Vol** 8-3-4 **PAGES** 113-115

MEMORY VERSE Luke 15:10 "There is rejoicing in the presence of the angels of God over one sinner who repents."

FOCUS Repentance.

FOCUS QUESTIONS Have you ever been lost? How did you feel, how did your Mum and Dad feel?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 Know that we are precious to God and he wants us to belong to him. Know that Jesus came to save sinners.	Write a lost notice for the local newspaper. Describe the positive aspects of the lost sheep.	Calculate what the value of the coins that were lost would be in today's currency.	Make a few coins out of clay and tell what they mean in the story.	Draw the pictures of the lost sheep and coins.	Play the game "Hide and seek."
 Believe that they are special to God and that He loves them very much.	Describe how the sheep and coins got lost and draw a lesson for us today.	How many sheep would the shepherd have counted before realising he was missing one?	Hide a coin in the class room then search for it.	What symbol is the Lamb to you?	Perform the drama as a musical. Invite others to come.
 Make someone else feel special because Jesus loves them.	Tell someone that Jesus loves them. Make sure to tell them why.	Explain to someone why Jesus loves them.	Make cotton wool sheep and present these to people in the village after telling the story of the lost sheep.	Share a picture with someone else about Jesus' love for them.	Create a celebration song for the discovery of the sheep or the coin.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of the Prince of Storytellers **STORY** Lost Boy Found

BIBLE Luke 15:11-32 **UABS Vol** 8-3-5 **Pages** 116-120

MEMORY VERSE Luke 19:10 "The Son of Man came to seek and save that was lost."

FOCUS God cares for everyone.

FOCUS QUESTIONS Have you ever run away from home?
How did you feel? What did you do?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Know that God wants to save us. Understand the importance of repentance and saying sorry.	Write the story from the older brother's perspective.	Think about which son you identify with.	Mime the story with the whole class.	Draw pictures of the son feeding the pigs.	Perform the drama as a musical, outside.
	Seek to spend time with God every day.	Using your learning style write how you would spend time with God each day. Now put it into practice.				
	Offer friendship to others showing how Jesus loves everyone.	Discuss the different activities that will show Christian friendship.	Help the class choose the different activities to carry out.	Carry out the different activities in the community and report back on the success of them.		
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the Prince of Storytellers **STORY** The Wedding Nobody Went To **BIBLE** Matthew 22:1-14 **UABS Vol** 8-3-6 **PAGES** 121-124

MEMORY VERSE Matthew 22:14 “For many are invited but few are chosen.”

FOCUS Come as you are.

FOCUS QUESTIONS What do you wear to a wedding?
What does a bride wear and why?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Know that God's kingdom is for anyone who accepts the forgiving love of Jesus. Understand the parable and what it means.	In groups discuss the story and decide the man's relationship with the guest.	Calculate how much to be spent on a birthday party.	Dramatise the story.	Make a poster invitation inviting people to a fundraising event at school.	Pretend you are a servant at the palace. Tell what you hear.
	Make a decision to accept Jesus' forgiving love and his invitation to be at the wedding feast.	Write a letter of acceptance to Jesus' invitation. Display this in the classroom.	List the reasons why you accept the invitation to Jesus' wedding feast.	Make an object to wear to signify that you have accepted Jesus invitation to his wedding feast.	Write and decorate a letter of acceptance to Jesus' invitation. Display this in the classroom.	Write a Psalm of acceptance to Jesus' invitation.
	Share something of value they own with someone who is needy.	Choose an item that you value from home. Take it and give it to someone who is less fortunate than you are. Record their reaction and your own.				
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the Prince of Storytellers **STORY** The Supper Nobody Wanted **BIBLE** Luke 14:15-24 **UABS Vol** 8-3-7 **PAGES** 125-127

MEMORY VERSE Luke 14:15 "Blessed is the man who will eat at the feast of the kingdom of God."

FOCUS Be careful in what you do.

FOCUS QUESTIONS
 Have you ever been late for a party? Church? School?
 What was your excuse?
 What is an excuse and when do people use them?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 Understand that God invites us to a party in heaven. Those who reject the invitation will be rejected by God. Making excuses keeps us away from God's invitation.	Discuss what they would do if invited to a Chief's birthday party.	Calculate the food that would be needed for a class party.	Dramatise the story and highlight the lesson learned from it.	Create an invitation for the feast in the Kingdom of God.	Compose a song about God's invitation to His kingdom and give it a tune.
 Accept God's invitation to be part of His kingdom. Decide to make good choices not excuses.	Write a letter of acceptance to God for His invitation to be at His party in heaven.	Make a plan for how you would get the invitation of God to His party out to people so that they can accept it.	Draw a seating plan for the party. Show where you are sitting.	Write a poem inviting others to the great feast in heaven.	Write a song that could be sung at the banquet.
 Offer and explain God's love to all they come in contact with.	Give food, or clothes or toys to those who don't have enough and tell them how much God loves them.				
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of the Prince of Storytellers **STORY** Meanest Man on Earth

BIBLE Matthew
18:23-25

UABS Vol 8-3-8

PAGES 128-130

MEMORY VERSE Matthew 18:35 "...forgive your brother from your heart."

FOCUS Be willing to forgive.

FOCUS QUESTIONS Can you remember a time when someone hurt you?
What did you do and why? How can you forgive?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 Know that God forgives us all our sins. Understand that God wants us to show mercy just as he shows us.	Identify the one who had the most debt in the story.	Calculate how much money he owed the King.	Demonstrate forgiveness in the story.	As the story unfolds, tell what you see happening.	As the story unfolds tell what you hear happening.
 Feel God's forgiveness in an unjust world.	Accept the unjust words and pray for those who say it to you.	Compare the feelings that the king had and the debtors when Jesus intervened.	Children will have time to apologise to each other and to see what Jesus wants them to be.	Illustrate pictures showing mercy / forgiveness.	Compose a jingle about forgiving and forgetting.
 Show a willingness to forgive those who hurt us.	Be patient with those who hurt you and say "I'm sorry."	Make a record of how many times you have forgiven others	Go and tell the one that hurts you that you forgive them.	Explain to someone what forgiveness looks like.	Play music to someone who is lonely, sick, and unhappy.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of the Prince of Storytellers **STORY** Two Boys and Their Dad **BIBLE** Matthew 21:28-32 **UABS Vol** 8-3-9 **PAGES** 131-135

MEMORY VERSE Ephesians 6:1 “Children obey your parents in the Lord, for this is right.”

FOCUS The Importance of true repentance.

FOCUS QUESTIONS

Why is it important to obey?

What does it mean to repent?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 Understand the responsibility that comes with obeying Jesus. Know that we can repent and we will be forgiven.	Relate the story and emphasise repentance and forgiveness.	Analyse the tasks we fail to do and what happens at the end.	Role-play the story, or a story in the Bible that is similar to this.	Create pictures to symbolise repentance and forgiveness.	Create a poem about receiving God's forgiveness for our sins.
 Make a commitment to serve others through obedience.	Set up rules to be followed and a task to be delegated to everyone.	Demonstrate the importance of commitment and ask the children to do likewise to their studies.	Set a time for prayer with a friend.	Draw a series of pictures of people who served God faithfully.	Have a special time to listen to music as a prayer.
 Demonstrate a willing attitude when asked to serve others.	Plan a clean-up day in the village and allow the students to choose the activity they wish to do.	Make a time table on the work they have done for others.	Share with others what you have for lunch.	Help out in cleaning the church or running a Vacation Bible School.	Compose a poem about serving others.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of the Prince of Storytellers **STORY** Murder in a Vineyard **BIBLE** Matthew 21:33-46 **UABS Vol** 8-3-10 **PAGES** 136-140

MEMORY VERSE Luke 19:10 “For the son of man came to seek and save that what was lost.”

FOCUS We have the choice to accept God’s love.

FOCUS QUESTIONS How many times have you tried to get something right? Did you give up?
What did you do?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Knows that God’s plan will always be to save his people.	Discuss as a class the link between the story and Jesus’ death.	Record God’s plan and have each child make his or her own plans.	Dramatise the story with sound effects where necessary.	Perform a readers theatre on Matthew 21:33-36	Compose a song about God’s plan for me.
	Have a desire to be part of God’s kingdom.	Share suggestions as to how to accept Jesus’ love.	Sort out ways on how to get into the kingdom of God.	Illustrate God’s kingdom and have children suggest what life would be like there.	Draw symbols to represent heaven.	Invite a friend to a singing concert in your church.
	Take part in sharing the good news of heaven with others.	Prepare the talks for the presentation. Invite a friend.	Arrange a suitable program. Invite a friend.	Help out in the outreach program. Invite a friend to attend.	Arrange the decorations and illustrations for the presentation. Invite a friend.	Share songs and special items for the program. Invite a friend.
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the Prince of Storytellers **STORY** Praying and Giving **BIBLE** Luke 18:9-14; Mark 12:41-44 **UABS Vol** 8-3-11 **PAGES** 141-146

MEMORY VERSE Luke 18:14 "If you humble yourself you will be honoured."

FOCUS God wants the best.

FOCUS QUESTIONS

Who is the best at....?
Why do you think you are the best?
Who does Jesus think is the best?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 Understand that God is pleased when we humble ourselves before Him and others.	Discuss why we have to treat others with honour.	Give reasons why Jesus honoured the widow's offering more than the others.	Make a few small coins out of clay. Use them to tell someone else about this Bible story.	Draw a picture of a proud face and a humble face. Explain the importance of the difference to someone else.	Put the memory verse to a known melody
 Believe that God will look after us when we give all we have.	Encourage the children to show their appreciation for what they receive.	Commit to returning to God a tithe. Keep a record of what happens when we return 2 or 3 tithes for 3 months.	Arrange a small pile of coins to remind us that God will look after us no matter what.	Do a fundraiser for the school. Have children bring items to be sold.	Compose a poem on how Jesus looks after us.
 Secretly give to someone in need and ask God to bless this gift.	Write a secret card of encouragement to someone and then give it to them in secret.	Categorise the gifts to be given for the people in the village.	Send a present to someone who may need it or use it.	Draw a picture that you could secretly give to someone to encourage them.	Share a poem secretly with someone to encourage them.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of the Prince of Prophets **STORY** Homes for the Homeless **BIBLE** Matthew 19:27-29. John 13:33-14:3 **UABS Vol** 8-4-1 **PAGES** 147-150

MEMORY VERSE John 14:1 “In my Father’s house are many rooms, if it were not so I would have told you. I am going there to prepare a place for you.”

FOCUS Jesus has a place in heaven for each of us.

FOCUS QUESTIONS What’s in your dream house?
What do you think is in God’s best house?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 Know that in God’s kingdom there is room for all who believe in Him.	Describe what your room in heaven will look like.	Using your Bible show the verses that talk about heaven.	Build a model of your heavenly home.	As you walk into your heavenly home, tell the class what you see.	As you walk into your heavenly home tell the class what you hear.
 Have faith that God will keep his promises.	Read John 14:1-3. Tell some one how you know this is going to be real and true.				
 Share God’s promises with others.	Tell somebody about heaven and invite them to be there.	Show someone the Bible text and invite them to be in heaven.	Show your model to someone. Explain it then invite them to be there.	Show someone some pictures of heaven and invite them to be there.	Sing some songs about heaven to somebody and invite them to be there.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of the Prince of Prophets

STORY Space Flight Promised

BIBLE John 14:3; 1
1 Thessalonians
4:16, 17.
Revelation 7:14-17

UABS Vol 8-4-2

PAGES 151-154

MEMORY VERSE John 14:3 “Jesus said, I will come back and take you to be with me.”

FOCUS Jesus will come to take us home.

FOCUS QUESTIONS How do you get to the moon?
What is the furthest place that you have travelled to?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Know that Jesus is coming again and has promised to take us up in the air to God's kingdom. Understand that Jesus gave us a picture of what is in the future.	Describe to the class what you think will happen at Jesus' second coming.	Make an ordered timeline showing what happens from before the second coming until we arrive in heaven.	Make a model of a trumpet. Share it's meaning in the story with the class.	On the way to heaven, draw some pictures of what you would like to see.	On the way to heaven, write down what you would like to hear.
	Accept God's invitation to be a space traveller.	Write a letter to God, thanking Him for His invitation to go to heaven. Finish it by accepting His offer as well.				
	Share with others the events of what will happen when Jesus comes to take us home.	Use the Bible references above to prepare a presentation telling others about what will happen when Jesus comes to take us home. Share this with someone in the village or town and then report back to the class on any successes you had.				
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the Prince of Prophets **STORY** Jesus Unveils the Future **BIBLE** Matthew 24:1-13 **UABS Vol** 8-4-3 **PAGES** 155-159

MEMORY VERSE Matthew 24:13 He who stands firm to the end will be saved.

FOCUS Jesus foretells the destruction of Jerusalem.

FOCUS QUESTIONS What bad things are happening in the world?
Why? Who can fix it?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Moving	Looking/Seeing	Musical/Hearing
	Understand the importance of being a faithful follower. Know that God is in control of the future and we can put our faith in Him.	Tell why you think it is best to be a faithful follower of Jesus.	List the advantages of being a faithful follower of Christ.	Make a badge with the words “I choose to follow Jesus faithfully.” Wear this badge and be prepared to explain to someone else what it means when they ask about it.	Combine together to produce a visual and sound show highlighting the importance of being a faithful follower of Jesus.	
	Daily choose to be a follower of Jesus.	Think of a way that you can show others that you have decided to follow Jesus each day. Carry this out while you are at school and at home. Be ready to explain to anyone who asks you as to what it all means.				
	Demonstrate a daily commitment to follow Jesus.	Begin a daily Bible Study and prayer life. Decide each day to give your heart to Jesus. Keep a record for one month of your progress. Report back to the class on how well you have done and the struggles you have had. Be prepared to pray for the success of others in this activity.				
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the Prince of Prophets **STORY** Signs of His Coming **BIBLE** Matthew 24:21-33; Luke 21:24-36 **UABS Vol** 8-4-4 **PAGES** 160-164

MEMORY VERSE Matthew 24:35 "Heaven and earth will pass away, but my words will never pass away."

FOCUS Jesus will send us signs to tell us he is coming.

FOCUS QUESTIONS

What signs do you see around your school, town, and village?

Why do we have signs?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Know that God gives us signs as warnings that the world is coming to an end. Understand that these signs encourage our faith in God's promises.	Tell the class of one of the signs of Jesus coming.	How many signs can you find in the Bible of Jesus' coming?	Make a diorama of one of the signs of Jesus' coming.	Draw a mural of the signs of Jesus' coming.	Write a poem on the signs of Jesus' coming.
	Show appreciation for the signs of His coming.	Write a prayer of thanks for the signs of Jesus' coming.			Illustrate your prayer of thanks for Jesus coming.	Perform a readers' theatre of thanks for Jesus' coming.
	Participate in a service project helping others who have been through hard times – ADRA.	Find out about an area in need in your country. Organise your class in their learning groups to raise funds and make a contract with the area of need to help them. Check with ADRA for their help.				
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the Prince of Prophets **STORY** More Signs for All to See **BIBLE** Luke 17:26-30 **UABS Vol** 8-4-5 **PAGES** 165-169

MEMORY VERSE Luke 17:26 "When the Son of Man comes, things will be just as they were when Noah lived."

FOCUS The condition of the world before Jesus comes.

**FOCUS
QUESTIONS**

What was the world like in Noah's day?
What is our world like now?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 Know that before Jesus comes again our world will be like it was before the flood in Noah's time. Understand that if we choose to live God's way we will discern right and wrong.	Write a description of our world and Noah's time.	Compare our world with the time of Noah.	Make something that reminds us of what the world was like in Noah's time.	Draw a picture of our world and in Noah's time.	What sounds do we hear today that Noah would have heard in his time?
 Daily choose to live their lives to honour God.	Choose one thing to follow or give up that you can do to show that you wish to honour God with your life. At the end of the week, share with the class what you chose and how successful you were.				
 Encourage others to live Godly lives.	Encourage someone to live a Godly life.	Explain to someone how they can lead a Godly life.	Make a gift for someone to encourage them to lead a Godly life.	Make a card that will encourage someone to lead a Godly life.	Share a song with someone and encourage them to lead a Godly life.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of the Prince of Prophets **STORY** How Jesus Will Return **BIBLE** Matthew 24:27-44 **UABS Vol** 8-4-6 **PAGES** 170-173

MEMORY VERSE Matthew 24:42 "Therefore keep watch because you do not know on what day your Lord will come."

FOCUS Jesus second coming.

FOCUS QUESTIONS What would you do to get ready for an important visitor?
If you didn't know when they were coming, when would you get ready?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 Understand that some will miss Jesus' coming because we do not know the time. We must always be ready.	Write about the different expressions on the faces that see Jesus.	Make a timeline of how Jesus will come.	Mime the expression on different people's faces when they see Jesus.	Draw the expressions on different people's faces when they see Jesus.	Tell about what you hear when the people see Jesus coming.
 Choose to have a daily relationship with Jesus in preparation for his coming.	In your groups, discuss how you can spend time with God in your favourite ways. Share ideas together then make a commitment between each other to support each other on a daily basis to meet with Jesus.				
 Run a week of prayer at school on being ready for Jesus' coming.	Organise the speakers and topics for the program.	Organise the program.	Be ready to look after the sound, furniture and other equipment.	Make invitation cards and theme decorations.	Select appropriate songs and special items.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of the Prince of Prophets **STORY** Radio and Television Foreseen **BIBLE** Matthew 24:14 **UABS Vol** 8-4-7 **PAGES** 174-177

MEMORY VERSE Matthew 24:14 “And this gospel of the kingdom will be preached in the whole world as a testimony to all nations, and the end will come.”

FOCUS The spread of the Gospel to the whole world.

FOCUS QUESTIONS What is the fastest way to tell someone far way something important?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Understand that God will come when everybody has had the choice to belong to His kingdom. Know that God will use modern day technology to speed up the spread of the gospel.	Talk about ways you can share the gospel by speaking or writing.	Make a list of the different ways the gospel can be shared.	Mime the different ways you know of for spreading the gospel.	Draw ways of spreading the gospel.	Tell about the different ways you can hear the gospel being shared.
	Commit to sharing the gospel.	Now meet with your group and work out the best time for you to share the gospel. Will it be shared with a group of people, or just one person, or a large crowd?				
	Use any means of communication to share the gospel with new people.	Now bring the top two activities together and plan and put into action the sharing of the gospel. Once you have done it, make sure you report back to the class on what happened.				
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the Prince of Prophets **STORY** Ten Sleepy Girls **BIBLE** Matthew 25:1-13 **UABS Vol** 8-4-8 **PAGES** 174-177

MEMORY VERSE Matthew 25:13 “Jesus said, ‘Always be ready, you don’t know the day or the time when this will happen.’”

FOCUS We need to be ready always.

FOCUS QUESTIONS Have you ever been late for a party / celebration?
What happened, how did you feel?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Verbal Linguistics	Logical Mathematical	Kinaesthetic	Visual Spatial	Musical
	Understand that some people won't be prepared or ready when Jesus comes because they have given up waiting. Know that Jesus wants us to be ready and prepared and has given us the signs to know how soon it will be.	Pretend you are a girl with oil. What lessons have you learned and could tell the others?	Pretend you are a bridesmaid without enough oil. What lessons have you learnt?	Make a model of an oil lamp. Tell why it is important in the story.	Pretend you are the bridegroom coming down the road. What do you see happening? What does it all mean?	Pretend you are the door keeper. Tell what you hear and what it all means.
	Choosing to be faithfully ready for Jesus.	Tell the class how we can remain faithfully ready for Jesus to come.	What steps can we take to remain ready for Jesus coming?	Use your model lamp as an object lesson for always being ready for Jesus to come.	What do you see when a person stays faithful in waiting for Jesus to come?	What do you hear when a person stays faithful in waiting for Jesus to come?
	Show diligence in their commitment to Jesus.	Set up a timetable to daily read the Bible and to pray twice each day. Also include a plan to tell at least one person each day of Jesus return. Try to keep this going for a month.				
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the Prince of Prophets

STORY Tale of the Talents

BIBLE Matthew 25:14-30

UABS Vol 8-4-9

PAGES 178-182

MEMORY VERSE Matthew 25:21 "Well done, good and faithful servant! You have been faithful with a few things; I will put you in charge of many things."

FOCUS Using your talents for God.

FOCUS QUESTIONS

- If you were given a lot of money what would you do with it?
- What if someone gave you lots of money to look after?
- What would you do with it?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Moving	Looking/Seeing	Musical/Hearing
	Realise that we need to be ready for Jesus everyday and we have a responsibility to serve by sharing the gospel.	Describe how the person with one talent responded to the master's words, "You're lazy and good for nothing."	Work out the significance of the story of the talents.	Get the class to identify their talents.	Draw the talents 5,2,1 in local currency.	Put the memory verse into a known tune.
	Know that God requires us to use his blessings to serve others. Commit to serving others unselfishly.	Write down how you would use your talent for Jesus and compare your talents with your friends.	If you were given \$1,000 what would you have done?	Dramatise the story of the talents.	What is the reward for using our talents for God?	Compose a song of the talents.
	Demonstrate an unselfish attitude in a service activity.	Tell someone else how to be unselfish.	Calculate how many talents were given.	Organise a talent quest.	Invite a naturally gifted painter to paint the new earth.	Sing a collection of songs from the Hymnal on gifted talents.
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the Prince of Prophets **STORY** Passport to Heaven **BIBLE** Matthew 25:31-46 **UABS Vol** 8-4-10 **PAGES** 187-192

MEMORY VERSE Matthew 25:34 "My Father has blessed you, come and receive the kingdom that was prepared for you before the world was created."

FOCUS Jesus will judge the nations according to how they have looked after the least. **FOCUS QUESTIONS** When you or your family needed someone to help you what happened?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Moving	Looking/Seeing	Musical/Hearing
	Know who are the sheep and who are the goats in God's kingdom. Understand that God's love in our hearts makes us unselfish to help others and we will be rewarded in God's kingdom.	Tell what the sheep and the goats do that make a difference in God's kingdom.	List the differences between the sheep and the goats.	Mime the different ways the sheep help others.	Pretend you are an angel. What do you see the sheep and goats doing?	Pretend you are an angel. What do you hear the sheep and the goats doing?
	Choose to act as sheep at all times.	Choose one of the people listed in the sheep's list. Write down what you can do to be a blessing to them all of the time.				
	Find someone who needs help. Help and share God's love.	Decide as a class on a service activity based on what the sheep do. Work together and carry out the activity. When you have finished have prayer with the person and wish them God's blessings and invite them to accept Jesus.				
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the King of Lovers **STORY** Friend of Children **BIBLE** Matthew 18:1-14; Mark 10:13-15 **UABS Vol** 9-1-1 **PAGES** 19-20

MEMORY VERSE Mark 10:14 “Jesus said, Let the children come to me, and do not hinder them for the Kingdom of heaven belongs to such as these.”

FOCUS Children belong in God’s kingdom. **FOCUS QUESTIONS** Have you ever been in a big crowd before? Was there an important person there? Did they notice you?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Moving	Looking/Seeing	Musical/Hearing
	Understand that they are important in God's kingdom.	Write up an interview with the child Jesus called over.	Make a list of the emotions the child had when with Jesus.	Pretend you are Jesus. How would you call the children over? What would you say?	Pretend you are in the crowd. What do you see happening?	Pretend you are in the crowd. What do you hear happening?
	Want to have a place in the kingdom.	You have just been invited by Jesus to be in his kingdom. Write then read your response to the class.	Tell the class all the reasons why you want to be in Jesus' kingdom.	Create a suitable thank you gift to Jesus for his invitation to be in his kingdom.	Create a thank you card to Jesus for his invitation to you to be in his kingdom.	Write a psalm of acceptance to Jesus' kingdom.
	Run a program at church emphasising that children are special in God's kingdom.	Arrange and prepare the sermonettes.	Organise the program.	Assist with arranging everything needed for the program.	Create invitations to the community to come to the program.	Prepare special items suitable for the program.
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the King of Lovers **STORY** Youth Jesus Loved **BIBLE** Matthew 19:16-22; Mark 10:17-22 **UABS Vol** 9-1-2 **PAGES** 15-18

MEMORY VERSE Mark 10:25 “It is easier for a camel to go through the eye of a needle than for a rich man to enter the kingdom of God.”

FOCUS What is needed for eternal life.

FOCUS QUESTIONS Who is the richest person in your province?
If you were rich what would you do with the money?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Retell the story from the rich young ruler's point of view.	Tell about your chat with Jesus. What did he say to you?	Give to Jesus as many reasons as possible for not wanting to part with your possessions.	Show using expressions on your face about how you looked as the story unfolded.	As you talk to Jesus, what do you see happening around you?	As you talk to Jesus what do you hear happening around you?
	Decide to be prepared to give up all to follow Jesus and gain eternal life.	Write down what you could give away to others.	Make a list of what you could give away to others.	Draw a picture of the things you could give away to others.		Tell the class what you could give away to others.
	Share some of their possessions with others.	Bring to school the things you decided you could give away. Go and find some poor children or parents and tell them of Jesus love. Give them your possessions then invite them to follow Jesus. Report back to the class.				
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the King of Lovers **STORY** Village Jesus Wouldn't Burn **BIBLE** Matthew 16:21-23, Luke 9:51-56 **UABS Vol** 9-1-3 **PAGES** 19-20

MEMORY VERSE Matthew 16:23 "Jesus said to Peter, 'Get behind me Satan! You are a stumbling block to me.'"

FOCUS Jesus loves even those that reject him. **FOCUS QUESTIONS** Have you ever slept in a strange place? Has anyone ever told you to go away?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Recount how Jesus reacted to being rejected by the Samaritan village.	Write a news paper report of how Jesus was rejected by the Samaritan village.	Make a list of reasons why Jesus did not get angry with the villagers.	Show the different faces of John, James and Jesus during this encounter.	Tell what you think Jesus saw as he looked at the village people.	Tell what you think Jesus heard as he looked at the village.
	Learn to forgive and feel sorry for those that reject them.	Tell how you will react when someone rejects you.	Make a plan of the steps you need to take to forgive and feel sorry for someone who rejects you.	Mime how you would react when someone rejects you.	When you watch Jesus what do you see happening in this story?	When you listen to Jesus what do you hear happening in this story?
	Find some kind act to do for others in the community who may be against the school.	Identify some group in the community who may be against the school. Decide on a kind act to do for them. Organise your groups to carry out the kindness and then report back to the class on the results.				
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the King of Lovers **STORY** Tears Jesus Shed **BIBLE** John11:1-44 **UABS Vol** 9-1-4 **PAGES** 25-27

MEMORY VERSE John 11:11 “Jesus said, Our friend Lazarus has fallen asleep; but I am going to wake him up.”

FOCUS Jesus has the power to raise the dead to life.

FOCUS QUESTIONS Have you been to a funeral? What was it like?
Have you ever seen a dead person come to life?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 Understand that God has the power to raise the dead.	Create a newspaper report of this event.	Interview Lazarus about his resurrection.	Make a diorama of the raising of Lazarus.	Pretend you are the stone. What do you see happening in this story?	Pretend you are the stone. What do you hear happening in this story?
 Believe that God will raise everyone who is faithful at His second coming.	Write a story about Jesus second coming and the resurrection.	Write a step by step account that follows the unfolding of the resurrection.	Show how the second coming can be linked to the Lazarus story.	Tell what you see happening on the morning of the resurrection.	Tell what you hear happening on the morning of the resurrection.
 Share the news of the resurrection with those that mourn.	Be prepared to tell a mourner about the resurrection.	Prepare a list of Bible verses about the resurrection to share with a mourner.	Use your diorama to share the story of the resurrection.	Draw a picture of the resurrection and share it with a mourner.	Prepare a song about the resurrection and share it with a mourner.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of the King of Lovers **STORY** Secret Jesus Told **BIBLE** Matthew 26:6-13;
 Luke 7:36-50;
 John 11:45-53;
 12:1-8 **UABS Vol** 9-1-5 **PAGES** 25-27

MEMORY VERSE Luke 10:42 (last part) "Mary has chosen what is better, and it will not be taken away from her."

FOCUS The glorious secret of God's redeeming love.

**FOCUS
QUESTIONS**

What is the nicest perfume you have smelled?

Who was wearing it?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Recount the story and share the significance of the forgiveness received by Simon and Mary.	Pretend you are Simon. Why do you despise Mary?	Compare lists of why Mary experienced more forgiveness than Simon.	Prepare a drama of this story using the whole class.	Pretend you are Mary. What do you see as you approach Jesus and begin to spread the perfume?	Pretend you are Mary. What do you hear as you approach Jesus and begin to use the perfume?
	Appreciate and respond to God’s forgiveness.	Write a letter of appreciation to God for His forgiveness to you.	Write a letter to God listing why you appreciate His forgiveness to you.	Create a sculpture showing how much God forgives.	Create a thank you poster to God for His forgiveness to you.	Create a poem to God thanking Him for His forgiveness to you.
	Share with someone else about God’s redeeming love and forgiveness.	Arrange for the drama to be performed at Church for the community. At the end, have some students make an appeal for people to come forward and receive forgiveness. Have students pray individually for these people then invite them to follow Jesus.				
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the King of Lovers **STORY** Donkey Jesus Remembered **BIBLE** Matthew 21:1-11; **UABS Vol** 9-1-6 **PAGES** 33-38
 Mark 11:1-11;
 Luke 19:28-40

MEMORY VERSE Psalm 33:1 “Sing joyfully to the Lord you righteous, it is fitting for the upright to praise him.”

FOCUS Faithful service even by the unimportant.

FOCUS QUESTIONS Have you ever seen a donkey? What sound do they make? What would happen if you tried to ride one?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Moving	Looking/Seeing	Musical/Hearing
	Understand why Jesus was coming to Jerusalem.	Pretend you are in the crowd. Why is Jesus going to Jerusalem?	Give as many reasons as you can think of for why Jesus is going to Jerusalem.	Make a model out of clay of the donkey and Jesus. Put words of praise around it.	Pretend you are in the crowd, what do you see?	Pretend you are in the crowd, what do you hear?
	Want to praise Jesus as the King of their lives.	Tell why you would praise Jesus as he rides by on the donkey.	Write down as many reasons that you can think of for praising Jesus.	Write out some sentences of praise. Put them on a palm leaf and display in the class.	Make a banner of praise to put over the road that Jesus can read as he passes by.	Write a Psalm of praise to Jesus as he passes by on the donkey.
	Share a rock with a non-believer.	Choose a small rock. Write a message of praise on it that the rocks may have cried out as Jesus passed by them. Decorate the rock. Now share it with someone who does not know Jesus, telling the story and invite them to accept Jesus as King of their lives.				
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the King of Lovers **STORY** The King Who Stopped to Cry **BIBLE** Matthew 23:37-39; Luke 19:41-44 **UABS Vol** 9-1-7 **PAGES** 39-43

MEMORY VERSE Matthew 23:37 “O Jerusalem, Jerusalem, you who kill the prophets and stone those who were sent to you.”

FOCUS Jesus sees the unhappy future of Jerusalem.

FOCUS QUESTIONS

Have you seen a strong man cry?
What happened? How did you feel?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Moving	Looking/Seeing	Musical/Hearing
	Understand why Jesus wept over Jerusalem.	Explain why Jesus wept over Jerusalem.	Make a list of reasons why Jesus wept when he saw Jerusalem.	Make a model of the city of Jerusalem. Explain why Jesus wept over it.	Tell what you see happening as Jesus stops to cry.	Tell what you hear happening as Jesus stops to cry.
	Decide to lead a life that will honour Jesus, not bring him sadness.	Write out a plan of how you will honour Jesus in the way you live your life.			Draw a poster of ways we can honour Jesus.	Create a poem of how we can honour Jesus.
	Warn people of the coming destruction of the world and invite them to be ready.	Prepare several sermonettes on the end of the world and an invitation to be ready.	Organise the program and items and speakers.	Be ready to help with the setting up for the program.	Prepare the decorations and pictures for the program.	Prepare the special items for the program.
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the King of Lovers **STORY** Scene in the Temple **BIBLE** Matthew 21:12-16 **UABS Vol** 9-1-8 **PAGES** 44-47

MEMORY VERSE Matthew 21:13 “It is written,’ he said to them, ‘My house will be called a house of prayer, but you are making it a den of robbers.’”

FOCUS Reverence in God’s house. **FOCUS QUESTIONS** What happens in your Church during the week?
Is it reverent or noisy?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Moving	Looking/Seeing	Musical/Hearing
	Understand their place of value in Church.	Write a radio news report on what was happening in the Temple and what the children were doing.	Make a list of the people in the temple. Explain what each was doing. Don't forget the children.	Make a list of each group of people in the temple. Act out what each was doing. Don't forget the facial expressions.	Tell about your favourite part in the Temple that you see.	Make a list of each group of people in the Temple. Write what each is saying.
	Want to be involved in the Church program.	Write down what you would like to do in a Church service time at your Church.				
	Be willing to take part in Church programs.	Invite your Pastor to your classroom. Offer your service to your Church Pastor and see if you can be involved at your Church. Tell him what you would like to do most of all.				
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the King of Lovers **STORY** Vision Jesus Saw **BIBLE** John 12:21-32 **UABS** Vol 9-1-9 **PAGES** 48-54

MEMORY VERSE John 12:32 "But I when I am lifted up from the earth, will draw all men to myself."

FOCUS Leading others to Jesus. **FOCUS QUESTIONS** Have you ever heard thunder? Did it ever scare you?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Moving	Looking/Seeing	Musical/Hearing
	Know what Phillip and Andrew did with the Greek visitors.	Pretend that you are Phillip or Andrew, explain what you did to bring the Greeks to Jesus.		Create a mime of the Greeks wanting to see Jesus.	Pretend you are Andrew or Phillip. What made you notice the Greeks?	
	Be happy to lead others to Jesus.	Work on a plan that will give you an opportunity to lead someone to meet Jesus. Don't forget to include a lot of prayer for you and the Holy Spirit.				
	Work to bring one other person to Jesus.	Now put your plan into action. Share your results with the class. Be prepared to have prayer groups for the rest of the class for their success as well.				
WRAP UP QUESTION How do you see God in this story?						

THEME

Stories of the King of Sorrows

STORY

Feet Jesus Washed

BIBLE Matthew
26:26-30;
Luke 22:7-13;
John 13:1-17

UABS Vol 9-2-1**PAGES** 55-60

MEMORY VERSE John 13:4, 5 “Jesus stood up, wrapped a towel around his waist, poured water into a basin and began to wash his disciple’s feet.”

FOCUS

Be humble and unselfish.

**FOCUS
QUESTIONS**

Have you seen the adults at church washing each other’s feet?

Why do they do this? What does it mean?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Moving	Seeing/Looking	Musical/Hearing
	Understand the symbolism of what Jesus did.	Pretend you are Peter. Tell why you don't want Jesus to wash your feet.	Give as many reasons as you can why Jesus chose to wash the disciples' feet.	Mime the washing of Peter's feet by Jesus.	Draw a picture of Peter's face when Jesus came to wash his feet.	Write a poem for Jesus entitled "I must wash your feet."
	Decide to be a servant leader rather than a proud leader.	Write down what you think a servant leader is.	Explain the difference between a servant leader and proud leader.	Create a mask for a servant leader and one for a proud leader.	Create a poster listing on either side the qualities of a servant leader and proud leader. Display it.	Put this poem to music.
	Be prepared to serve others.	Work together to decide on a service activity that you can do in the community. Make sure each person is involved in an activity that serves someone. Share the story of Jesus as the best servant of all.				
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the King of Sorrows **STORY** Farewell Party

BIBLE Matthew 26:20-29; **UABS Vol** 9-2-2 **PAGES** 61-64
John 13:1, 21-30

MEMORY VERSE John 14:11 "Let not your heart be troubled, trust in God and trust also in me."

FOCUS Introducing the Last Supper.

FOCUS QUESTIONS What is a symbol?
What symbols have you seen? What do they stand for?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Moving	Looking/Seeing	Musical/Hearing
	Know what took place at the Last Supper.	Write a newspaper report of the Last Supper.	Write out a program of events for the Last Supper. Use the Bible references to add details.	Using clay make a cup and a model of bread. Explain the meaning of the symbols.	Write a letter to a friend telling what you see happening at the Last Supper.	Tell a friend what you hear at the Last Supper.
	Appreciate the meaning of the wine and the bread.	Explain what the bread and the wine mean. Share what these symbols mean to you. Write this down and decorate it, and display it in the classroom and the church.				
	Conduct a re-enactment of the Last Supper.	Prepare the talks to be given.	Arrange the program and choose people for the different parts.	Arrange for the cups, grape juice and unleavened bread.	Create appropriate decorations for the table.	Have some music and special items arranged.
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the King of Sorrows **STORY** Last Loving Words **BIBLE** John 13:31-14:31 **UABS Vol** 9-2-3 **PAGES** 65-69

MEMORY VERSE John 14:27 "Peace I leave with you; my peace I give you."

FOCUS Comfort and encourage one another.

FOCUS QUESTIONS Has your church ever farewelled someone? What happened? Why is leaving to go away for a long time so hard and sad?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Moving	Looking/Seeing	Musical/Hearing
	Understand how much Jesus loved his 12 disciples.	Write down a short message that summarises Jesus' message.	Write down all the reasons you can think of for Jesus loving the disciples.	Create a sculpture to symbolise Jesus love for his disciples.	Pretend you are one of the disciples, what do you see that tells you Jesus loves you?	Pretend you are one of the disciples, what do you hear that tells you Jesus loves you?
	Accept that Jesus loves them too.	Tell why you know Jesus loves you.	Give as many reasons that tell you Jesus loves you.	Use this sculpture to explain how much Jesus loves you.	How do you know that Jesus loves you? What do you see?	How do you know that Jesus loves you? What do you hear?
	Communicate their love for someone else.	Choose a person who you need to tell that you love and appreciate them. Plan what you will say to them.	Choose a person who you need to tell that you love and appreciate them. List the reasons to share with them.	Choose a person who you need to tell that you love and appreciate them. Share your sculpture as a gift.	Choose a person who you need to tell that you love and appreciate them. Make a card or piece of decoration to share.	Choose a person who you need to tell that you love and appreciate them. Compose a poem to share with this person.
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the King of Sorrows **STORY** "Please Look After Them" **BIBLE** John 17 **UABS Vol** 9-2-4 **PAGES** 70-72

MEMORY VERSE John 17:17 "Sanctify them by the truth, your word is truth."

FOCUS God sent His son to show us the Father's love.

FOCUS QUESTIONS

- What is a prayer?
- How often do you pray?
- What sort of answers have you had to your prayers?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Moving	Looking/Seeing	Musical/Hearing
	Understand that Jesus was praying for his disciples.	Write down three main things Jesus was praying for his disciples.		Act out a part of Jesus' prayer.	Draw a picture that illustrates some part of Jesus prayer.	Repeat a part of Jesus prayer copying the feeling and expression.
	Analyse Jesus' prayer for his disciples.	What do you think Jesus was really saying in this prayer? Write it down.	What do you think Jesus was really saying in this prayer? List it.	What do you think Jesus was really saying in this prayer? Make something to show it.	What do you think Jesus was really saying in this prayer? Draw it.	What do you think Jesus was really saying in this prayer? Make a song about it.
	Commit to praying for their class members.	Prepare a card for each class member. Have each write their name on it and a spiritual request. Each day for the rest of the term, each take a different card and have each class member pray for that person with reference to the spiritual request. Share the answer to the prayers at the end of the term.				
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the King of Sorrows **STORY** Night in a Garden **BIBLE** Matthew 26:36-46 **UABS Vol** 9-2-5 **PAGES** 73-77

MEMORY VERSE Matthew 26:41 "Watch and pray so that you will not fall into temptation."

FOCUS Prayer is talking to Jesus.

FOCUS QUESTIONS What is the longest prayer you have prayed?
Could you pray all night? Why do we pray?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Understand why Jesus spent time in prayer.	Pretend you are an angel, “Why is Jesus praying?”	Pretend you are an angel give reasons why Jesus is praying.	Act out Jesus in prayer. Tell why he is praying.	Pretend you are an angel. Explain what you see Jesus doing.	Pretend you are an angel. Explain what you hear Jesus doing.
	Commit to a regular prayer time.	Decide on a regular time for prayer. Make a list of items to be in your prayer eg. Praises, thanks, people, other requests, a talking time with Jesus. Keep a diary of how often you pray. After a month report on your progress.				
	Pray for folk in the community.	As a class, draw up a list of names from the community and pray for them daily for the rest of the term. Write letters to them telling them that you are praying for them.				
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the King of Sorrows **STORY** Betrayed By a Traitor **BIBLE** Matthew 26:46-56;
Luke 22:47-54;
John 18:1-12 **UABS Vol** 9-2-6 **PAGES** 78-82

MEMORY VERSE Psalms 118:6 “The Lord is on my side, I will not fear what man can do to me.”

FOCUS Jesus’ betrayal.

FOCUS QUESTIONS What does betray mean?
Have you been betrayed? How did you feel?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Understand why Jesus was betrayed.	Write two news reports of this story. One for the Pharisees' newspaper and the other for the disciples'.	List the reasons why Jesus did not flee into the night.	Act out the scene of the arrest of Jesus.	Pretend you are one of the angels. Tell what you see happening.	Pretend you are an angel. Tell what you hear happening.
	Commit to following Jesus no matter what.	Tell the class how to be a courageous follower of Jesus.	Write up a plan for the class to help them be courageous followers of Jesus.	Create a small object as a symbol for being courageous for Jesus. Wear it and explain it to others.	Draw a poster encouraging others to be courageous followers of Jesus.	Create and sing a song about being courageous for Jesus.
	Share this story through drama with the community.	Write up this story as a drama. Invite the community for the performance.	Prepare the program and arrangements for the venue.	Learn the parts and the actions.	Make the costumes and other decorations.	Share your song and music during the drama.
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the King of Sorrows **STORY** Denied by a Friend **BIBLE** Matthew 26:57-75, Luke 22:54-71, John 18:12-27 **UABS Vol** 9-2-7 **PAGES** 82 -87

MEMORY VERSE Proverbs 25:19 "Like a bad tooth or a lame foot is reliance on the unfaithful friend in times of trouble."

FOCUS Peter's denial of Jesus.

FOCUS QUESTIONS Have you been to a court house?
What happens in a court? Who are the people involved?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Understand why Peter denied Jesus.	Write a story about Peter entitled "I wish I hadn't."	List reasons you can think of for why Peter denied Jesus.	Make a rooster. Use it to tell why Peter denied Christ.	Pretend you are the rooster. Tell what you see and why Peter denied Jesus.	Pretend you are the rooster. What did you hear and why did Peter deny Jesus?
	Decide to not deny Jesus but to confess him to others.	Tell what we can do to confess Jesus to others.	Make a plan on how to confess Jesus to others.	Use your rooster to help explain how to confess Jesus to others.	Create a poster that encourages others to confess Jesus.	Create a song that encourages others to confess Jesus.
	Share the story of Peter's denial with others in the community.	Share the story of Peter's denial with the community. Tell what they can do to confess Jesus.	Share the story of Peter's denial with the community. Share your plan of how to confess Jesus.	Share the story of Peter's denial with the community. Use your rooster to help explain how to confess Jesus.	Share the story of Peter's denial with the community. Share your poster with others.	Share the story of Peter's denial with the community. Share your song with others.
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the King of Sorrows **STORY** Condemned by Enemies **BIBLE** Matthew 27:3 – 14 **UABS Vol** 9-2-8 **PAGES** 88-94
 Luke 23:1 – 22
 John 18:28 - 40

MEMORY VERSE Psalm 67:1 “May God be gracious to us and bless us and make his face shine upon us.”

FOCUS Jesus remains calm amidst his accusers.

FOCUS QUESTIONS
 What is an enemy?
 Do you have enemies?
 How do they treat you?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Realise that Jesus did not need to respond to his accusers as he was innocent.	Right a newspaper report on the trial.	Make a diary of the day's happenings	Act out Jesus' calm response to the Priests.	Pretend you are Pilate. Describe what you see when you open the door?	Pretend you are Pilate. What do you hear when you open the door?
	Appreciate the power of calmness amidst strife.	Tell how to remain calm during strife.	List the steps to help one remain calm in strife.	Show through miming how to remain calm in strife.	Describe what calm looks like amidst strife.	Describe what calm sounds like amidst strife.
	Teach the students how to remain calm when provoked.	Prepare a presentation to other students on how to stay calm when provoked.	Share your list with the students.	Share your mime with the students.	Prepare a poster to encourage calm in a time of strife.	Share a poem about remaining calm during strife.
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the King of Sorrows **STORY** Rejected For a Terrorist **BIBLE** Matthew 3:8; 11:28; 27:15-26 **UABS Vol** 9-3-1 **PAGES** 97-100

MEMORY VERSE Matthew 27:17 "Pilate asked the Jews, 'Which prisoner do you want me to set free? Do you want Barabbas or Jesus who is called the Messiah?'"

FOCUS Barabbas is set free.

FOCUS QUESTIONS

What punishment does a murderer receive now?
Do you know any murderers?
Do you think Jesus loves them now?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Know that Barabbas was set free.	Pretend you are Barabbas. Tell what is going through your mind when you hear the crowd shout your name.	List the reasons you think the crowd wanted Barabbas freed.	Using facial expressions show Barabbas' feelings through this story.	Pretend you are Barabbas. What do you see as you stand next to Pilate?	Pretend you are Barabbas. What do you hear as you stand in front of Pilate?
	Choose to have Jesus in their lives.	Write down why you would choose Jesus.	Give reasons why you would choose Jesus.	Create a plaque with a reason for choosing Jesus on it.	Draw a poster to encourage others to accept Jesus.	Write a poem about accepting Jesus.
	Encourage others to accept Jesus.	Talk to a friend and encourage them to accept Jesus		Share your plaque with a friend and encourage them to accept Jesus.	Share your poster with a friend and encourage them to accept Jesus.	Share you poem with friend and encourage them to accept Jesus.
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the King of Sorrows **STORY** Helped by an African **BIBLE** Matthew 27:19-32; Mark 15:15-22; Luke 23:20-26 John 19:1-16 **UABS Vol** 9-3-2 **PAGES** 101-104

MEMORY VERSE Luke 23:26 “They grabbed Simon of Cyrene, and put the cross on him and made him carry it behind Jesus.”

FOCUS Take up your cross and follow Jesus.

FOCUS QUESTIONS Have you seen a cross? How big was it? How heavy would it be?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Understand why Pilate gave in to the crowd.	Pretend you are Pilate. Explain why you condemned Jesus.	Give your reasons for listening to the crowd.	Act out Pilate explaining to his wife why he condemned Jesus.	Tell what you see as you watch Pilate explain to his wife why he condemned Jesus.	Pretend you are Pilate. Tell what you hear your conscience saying.
	Decide to help Jesus whenever an opportunity arises.	In an ordinary day, what could you do to help Jesus? Share your ideas with the rest of the class.				
	Help a person in the community who is weak or sick.	Using your list from above, try to plan an opportunity to help someone in your community. Share the outcomes with the class after you have helped someone.				
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the King of Sorrows **STORY** Nailed to a Cross **BIBLE** Luke 23:27-34 **UABS Vol** 9-3-3 **PAGES** 105-111

MEMORY VERSE Luke 23:34 “And Jesus said, ‘Father forgive them, for they do not know what they are doing.’”

FOCUS The cross.

FOCUS QUESTIONS What is the biggest nail you have seen?
What was it used for? How was it hammered into the wood.

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Understand why Jesus allowed himself to be crucified.	Pretend you are Jesus. Why don't you run away?	Pretend you are Jesus. Give reasons why you won't run away.	Make a small cross. Use it to explain why Jesus chose not to run away.	Make a poster “Why he stayed.” Put reasons on it for why Jesus chose the cross.	Write a poem “He chose to stay.” Share it with the class.
	Choose to forgive those that treat them badly.	Work together as a class and work out a plan for how to forgive others and remain gentle and calm as Jesus did. Put it all into practise by working with someone who has hurt you.				
	Teach others how to forgive.	Using this plan, take it to the market and teach the people how to forgive their enemies. Share the story of the forgiving Jesus on the cross.				
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the King of Sorrows **STORY** Promised to a Thief **BIBLE** Luke 23:39-43 **UABS Vol** 9-3-4 **PAGES** 112-117

MEMORY VERSE Luke 23:43 "Jesus answered him, 'I tell you the truth today, you will be with me in paradise.'"

FOCUS Jesus saves a thief. **FOCUS QUESTIONS** Have you ever stolen anything? Were you ever caught? Why shouldn't we steal?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Know the dialogues that took place on the crosses.	Write up the dialogues that took place on the crosses.		Act out the dialogues that happened on the cross.	Draw a cartoon strip of the dialogues on the cross.	Turn the dialogues into a reader's theatre.
	Request Jesus to remember them when he comes back.	Write a prayer asking Jesus to remember you when he comes back.		Create a mime showing a request for Jesus to remember you when he comes back.	Draw a poster requesting Jesus to remember you when he comes back.	Create a poem requesting Jesus to remember you when he comes back.
	Share a cross as an invitation to accept Jesus.	Create a small cross to give to someone at the market. Tell them what the thief asked and Jesus response. Invite them to make the same request and accept the cross from you as a symbol of Jesus' acceptance.				
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the King of Sorrows **STORY** "Good-bye, Mum" **BIBLE** Mark 15:29-32; John 19:25-27 **UABS Vol** 9-3-5 **PAGES** 118-123

MEMORY VERSE John 19:26 (last part) "Jesus said to his mother, 'Dear mother, here is your son,' and to John he said, 'Take care of your mother.'"

FOCUS Jesus remembers his Mother.

FOCUS QUESTIONS

Have you ever had to say "Goodbye" to your mum?

How did she feel? How did you feel?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Understand why Jesus was concerned for His mother.	Write a farewell letter from Jesus to his mother.	Give the reasons you think Jesus thought of his mother.	Act out Jesus talking to his mother.	As Jesus hung on the cross describe the look he gave his mother.	Pretend you are a soldier. Tell what you hear Jesus saying to his mother. What does it all mean?
	Choose to cherish, love and respect their mothers.	Write a note of love and respect for your mother. Share it with the class.	Write as many reasons as you can think of for loving and respecting your mother.	Perform a play showing how much you love and respect your mother.	Prepare a picture and add words that tell how much you love and respect your mother.	Prepare a poem that expresses how much you love and respect your mother. Share with the class.
	Share a gift of appreciation with your mother.	Think of a suitable gift to give to your mother and /or grandmother. Prepare it, and then with words of love and respect, share it with them in a ceremony for them.				
WRAP UP QUESTION How do you see God in this story?						

STORY Stories of the King of Sorrows **STORY** History Breaks in Two **BIBLE** Matthew 27:45-54 **UABS Vol** 9-3-6 **PAGES** 124-128

MEMORY VERSE Matthew 27:54 "The centurion and others exclaimed, 'Surely he is the son of God.'"

FOCUS Calvary tears history in two – BC and AD.

FOCUS QUESTIONS Have you seen a calendar?
What does the year on it mean?
When did they start counting?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Recognise that Christ 's great sacrifice breaks history in two – BC and AD.	Tell the class how BC was changed to AD on our calendars.	Construct a chart with BC and AD on it.	Mime a play showing the dividing of time from BC to AD.	Draw a timeline for the earth with a large cross to divide the two.	Tell how BC became AD at the cross.
	Accept Jesus' death on the cross.	Write a letter to God thanking Him for Jesus' death on the cross.	Write a letter to God telling Him why you accept Jesus' death on the cross for you.	Draw a picture showing you accepting Jesus' death on the cross.		Write a poem of acceptance of Jesus' death for you.
	Tell others about Jesus dying for them to save them.	Prepare a few sermonettes for the program.	Organise the program.	Assist with arranging the furniture and other things.	Assist with the decorations for the program.	Assist with the music and special items.
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the King of Sorrows **STORY** The Man Who Removed the Nails **BIBLE** John 19:32-39 **UABS Vol** 9-3-7 **PAGES** 129-133

MEMORY VERSE John 19:38 “Later Joseph of Aramathea asked Pilate for the body of Jesus.”

FOCUS Kindness and responsibility.

**FOCUS
QUESTIONS**

Have you ever tried to pull nails out of wood?
Was it easy? What do you need to do it?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking\Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Be aware of the role that Joseph of Aramathea and Nichodemus played in Jesus burial.	Pretend you are Joseph, tell what you had to do on that Friday.	Pretend you are Joseph, write a diary for what you did on that Friday.	Using three nails and two pieces of small wood, create an arrangement for the story.	Pretend you are following Nicodemus, what do you see him doing?	Pretend you are following Nicodemus, what do you hear him saying?
	Follow Jesus in spite of the cost.	Write what you would have to leave to follow Jesus.	Make a list of what you would lose if you decided to follow Jesus.	Use your arrangement to share what it would cost you to follow Jesus.	What would it cost you to follow Jesus? What would it look like?	What would it cost you to follow Jesus? What would it sound like?
	Invite others to follow Jesus.	Talk to a friend and ask them to follow Jesus.	Give some good reasons to a friend and invite them to follow Jesus.	Share your arrangement with someone and invite them to follow Jesus.	Talk to someone and ask them to follow Jesus.	Talk to someone and ask them to follow Jesus.
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the King of Sorrows **STORY** The Creator Rests Again **BIBLE** Matthew 27:55-61 **UABS Vol** 9-3-8 **PAGES** 134-138

MEMORY VERSE Matthew 27:59, 60 “Joseph took the body, wrapped in a clean linen cloth, and placed the body of Christ in his new tomb.”

FOCUS Loving Kindness.

FOCUS QUESTIONS

- Have you seen a grave?
- How do the people bury their dead in the community?
- How did they use to bury the dead?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Remember that Jesus was in the tomb during the Sabbath.	Write a newspaper report “A Sabbath’s Rest.”	Write down why it was significant for Jesus to be resting in the tomb on the Sabbath.	Make a tomb from a box. Don’t forget the body or the stone.	Try to describe what is happening inside the tomb on the Sabbath. What does it look like?	Try to describe what is happening inside the tomb on the Sabbath. What does it sound like?
	Appreciate the significance of Jesus resting on the Sabbath day.	Tell the significance of Jesus resting on the Sabbath.	Write down why it was significant for Jesus to be resting in the tomb on the Sabbath.	Using your box, explain the significance of Jesus resting in the tomb on Sabbath.	Draw a picture that shows the significance of Jesus resting on the Sabbath.	Write a poem that shows the significance of Jesus resting on the Sabbath.
	Invite others to rest on the Sabbath.	Invite a non-Sabbath person to rest with you on the next Sabbath.	Invite a non-Sabbath person to rest with you on the next Sabbath.	Share your box with someone, explain it, then invite them to a Sabbath’s rest.	Share your picture with someone, explain it, then invite them to a Sabbath’s rest.	Share your poem with someone, explain it, then invite them to a Sabbath’s rest.
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the King of Sorrows **STORY** Most Sacred Day **BIBLE** Matthew 27:63-66 **UABS Vol** 9-3-9 **PAGES** 139-142

MEMORY VERSE Luke 6:5 "Then Jesus said to them, 'The Son of Man is Lord of the Sabbath.'"

FOCUS The Sabbath was made to help us thing about God and his gift of creation. **FOCUS QUESTIONS** Have you ever had a very sad Sabbath? What happened?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 Know what was happening at the tomb over Sabbath.	Conduct a radio interview with one of the guards. Share it with the class.	Prepare a report for the Priests from the Roman guards on their guarding the tomb.	Act out guarding the tomb.	Draw a picture of what was happening at the tomb.	Make a list of words to describe what was happening at the tomb.
 Recognise that it is blessed to do good on the Sabbath day.	Make a list of good activities that can be done on the Sabbath.		Role play a variety of suitable Sabbath activities.	Draw pictures of suitable activities for Sabbath.	Write a poem of suitable Sabbath activities.
 Arrange to visit a person, hospital, homeless on the Sabbath.	Prepare short encouraging talks for the visited people.	Draw up a program for the visit.	Make all the visit arrangements, permission, transport, etc.	Share a decorated gift with people visited.	Prepare a number of special items to share.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of the King of Sorrows **STORY** Most Awful Night **BIBLE** Matthew 28:2-4, 11-15 **UABS Vol** 9-3-10 **PAGES** 143-150

MEMORY VERSE Matthew 28:9 “Suddenly Jesus met them. ‘Greetings,’ he said. They came to him, clasped his feet and worshipped him.”

FOCUS Jesus is resurrected. **FOCUS QUESTIONS** When have you been the most scared?
What happened? Does it still make you scared?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Making	Looking/Seeing1	Musical/Hearing
	Realise the soldiers had no power over a resurrected Jesus.	Pretend you are one of the Roman Guards. Tell a newspaper reporter what happened that night.	Pretend you are one of the Roman Guards. Make a diary of what happened that night.	Pretend you are one of the Roman Guards. Act out what happened that night.	Pretend you are one of the Roman Guards. Tell what you saw that night.	Pretend you are one of the Roman Guards. Tell what you heard that night.
	Praise God for resurrecting Jesus and saving us.	Praise God for resurrecting Jesus and saving us.	Give reasons for praising God for raising Jesus.	Create a dance of praise to God for resurrecting Jesus.	Make a poster of praise to God for resurrecting Jesus.	Create a psalm of praise to God for resurrecting Jesus.
	Tell others that Jesus is risen.	Choose a friend or a non-Christian person. Tell them about the resurrection of Jesus and what it means to you. Invite them to accept Jesus into their lives.				
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the King of Life **STORY** Most Glorious Morning **BIBLE** Matthew 28:1-10; **UABS Vol** 9-4-1 **PAGES** 151-155
 Mark 16:1-13;
 Luke 24:1-11;
 John 20:1-18

MEMORY VERSE Luke 24:5, 6 "Why are you looking in this place of the dead for someone who is alive? Jesus isn't here! He's been raised from the dead."

FOCUS Jesus is risen.

FOCUS QUESTIONS Have you gone past a grave and seen a figure?
 How would you have reacted if you saw one?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 Know and relate the story of the resurrection of Jesus.	Read and retell the story of the women who visited the empty tomb.	Research the consequences of breaking a Roman seal. How many soldiers guarded the tomb?	Dramatise the story of the woman visiting the empty tomb.	Draw a picture of the stone rolled away by an angel and Jesus with all his brightness coming out of the tomb.	Find and sing songs that focus on Jesus' death and resurrection. On a hill far away. He's alive. Because he lives.
 Believe in the resurrection and have hope of being resurrected.	Write an account of the resurrection from the women's perspective.	Discuss why we should not be too concerned about death.	Role play Peter and John running to the tomb to check on the story of the women.	Paint a picture of an empty tomb and beneath write "He is Risen."	Plan a musical presentation during Easter on the resurrection of Jesus.
 Encourage those who have lost loved ones of the hope of resurrection.	Share with someone the hope of the resurrection.	Find and share all the prophecies that talk about the resurrection of Jesus from the Bible.	Make a clay model of an empty tomb with the stone rolled away. Share it and the story with someone.	Write a T Shirt design: "Because He lives I can face tomorrow" "Because He lives we too may live"	Share songs of hope with someone as you tell them of Jesus resurrection.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of the King of Life **STORY** Mysterious Stranger **BIBLE** Luke 24:11-31 **UABS Vol** 9-4-2 **PAGES** 156-161

MEMORY VERSE Luke 24:30 "He took the bread. He blessed it and broke it. Then he gave it to them."

FOCUS Jesus appearing before his disciples. **FOCUS QUESTIONS** How do you feel when a stranger starts talking to you?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Have a mental picture of the story. Personalise the significance of the story.	Write a conversation between Mary, the other women and the disciples.	Using a scale map from a Bible Commentary confirm what the distance from Jerusalem to Emmaus is.	Re-enact the story of Cleopas and a friend as they walk to Emmaus.	Draw the map of Palestine. Find out the distance from Jerusalem to Emmaus.	Compose a chorus based on the conversation between Mary and Jesus.
	Appreciate what Christ has accomplished through his death, burial and resurrection.	Write up 20 Bible quiz questions based on this story.	Find out how many and who went to visit the tomb.	Light individual candles and reflect on how Jesus resurrection lit up the darkness of His death.	Draw a pictorial story map of the happenings from Gethsemane to the walk to Emmaus.	Sing songs like: ‘Christ the Lord is Risen today’. Get different groups to do different parts and everyone joins in together at a certain point.
	Be willing to share the story of the Gospel with a stranger.	Find a stranger. Tell them the story of "The Stranger, Jesus."	Find a stranger. Tell them the story of "The Stranger, Jesus."	Share a gift with a stranger and tell them "The story of the Stranger, Jesus."	Share a gift with a stranger and tell them the story of "The Stranger, Jesus."	Share a song about Jesus with a stranger. Tell them the story of "The Stranger, Jesus."
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the King of Life **STORY** Warmed Hearts **BIBLE** Luke 24:32-47 **UABS Vol** 9-4-3 **PAGES** 162-164

MEMORY VERSE Luke 24:32 “When he talked with us along the road – and explained the scriptures to us, didn’t it warm our hearts?”

FOCUS Jesus revealing Himself to His disciples.

FOCUS QUESTIONS Have you seen a ghost?
How would you react if you saw one?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 Relate the events that took place.	Describe the journey Cleopas and his friend took on the return trip to Jerusalem.	List the reasons the disciples were happy to see Jesus. Tick the ones that apply to you.	Re-enact the appearance of Jesus to his unbelieving disciples in the room.	Draw a picture of story maps of Jesus’ appearance to his disciples at different locations.	Sing songs that warm their heart for Jesus.
 Share in the warmth and happiness felt by the disciples at the news of Jesus appearances.	Prepare a newspaper article “Jesus definitely alive.”	List the reasons the disciples were happy to see Jesus. Tick the ones that apply to you.	Using facial expressions show the different expressions of the disciples at hearing the news of Jesus.	Tell what you see as Jesus arrives in the room of disciples.	Tell what you hear as Jesus arrives in the room of disciples.
 Share this story as a drama with the Church.	Write out the script for the drama.	Arrange the program and help in the preparations.	Learn the script and be the actors.	Prepare some props and displays.	Add in sound effects and songs for the drama.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of the King of Life **STORY** Why Thomas Doubted **BIBLE** John 20:24-29 **UABS Vol** 9-4-4 **PAGES** 165-169

MEMORY VERSE John 20:25 "We have seen the Lord."

FOCUS Doubting Thomas.

FOCUS QUESTIONS Is it wrong to doubt?
What actually takes place in us when we doubt?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Describe the nature of doubt in the story of Thomas.	Write the story of Thomas in your own words.	List the reasons why Thomas doubted.	Dramatise the story of Thomas.	Draw the face of a doubting man.	Compose a song about the danger of doubt.
	Affirm their belief in Jesus. Do not doubt Jesus.	Write out why you believe in Jesus		Draw a hand with nail prints in them. While touching the picture make a statement of faith in Jesus.		Write a Psalm of praise for Thomas to sing after seeking Jesus.
	Find stories and texts in the Bible to strengthen our faith in God and share there.	Find texts in the Bible that strengthen your faith in Jesus. Write these out, and then share them with someone in the market place.		Find texts in the Bible that strengthen your faith in Jesus. Act these out, and then share them with someone in the market place.	Find texts in the Bible that strengthen your faith in Jesus. Illustrate these, and then share them with someone in the market place.	Find texts in the Bible that strengthen your faith in Jesus. Put these to music, and then share them with someone in the market place.
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the King of Life **STORY** Back to the Boats **BIBLE** John 21:1-7 **UABS** Vol 9-4-5 **PAGES** 170-174

MEMORY VERSE John 21:6 (first part) “Throw your net on the right side of the boat and you will find some fish.”

FOCUS Nets full of fish. **FOCUS QUESTIONS** Have you ever been fishing?
What does it feel like when you catch no fish?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Retell the story of the over loaded nets.	Conduct a radio interview with one of the disciples about this story.	Write a diary of the night's events for each hour of the night.	Make a net. Fill it with paper or leaf fish.	Pretend you are a disciple, tell what you see happening in this story.	Pretend you are a disciple. Tell what you hear in the story.
	Commit to obeying Jesus.	Tell the class why obeying Jesus in the best way to go.	Make up a list of reasons for advantages in obeying Jesus.	On each of the fish write a reason for obeying Jesus.	Draw a poster encouraging others to obey Jesus.	Create a poem “Obeying Jesus in the best way.”
	Prepare a basket overflowing with food and share it and the story with a poor family.	Prepare a basket to overflowing with food. Take it to a poor family and tell them this story about Jesus.				
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the King of Life **STORY** Breakfast by Galilee **BIBLE** John 21:7-14 **UABS Vol** 9-4-6 **PAGES** 175-178

MEMORY VERSE Matthew 11:28 "Come to me, all you who are weary and burdened, and I will give you rest."

FOCUS Jesus invites us.

FOCUS QUESTIONS

Have you been invited to a party?
How did you feel?
What is your favourite meal?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 Know and understand the invitation given by Jesus.	Tell why you are so hungry and prepared to accept Jesus invitation.	Pretend you are a disciple; list the reasons for accepting Jesus' invitation.	Make a fish out of clay. Tell what it means in the story.	Describe what you see Jesus has cooked you for breakfast.	Tell what you hear Jesus saying when you notice him on the shore.
 Accept Jesus' invitation.	Write a thank you reply to his invitation.	Find other invitations Jesus made. Which do you like the best and why?	Use your fish to show how you have accepted Jesus.	Draw a "Thankyou Jesus for the invitation picture."	Write a poem of acceptance to Jesus.
 Invite the community to a prayer breakfast.	Prepare some short talks and the prayers.	Arrange the prayer breakfast. Organise the program.	Get the food together and arranged. Prepare the seating.	Prepare and send out the invitations. Decorate the room for the breakfast.	Prepare special items to share with the guests.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of the King of Life **STORY** Feed My Sheep

BIBLE John 21:15-19 **UABS Vol** 9-4-7 **PAGES** 179-181

MEMORY VERSE John 21:15 "Feed my lambs."

FOCUS Feed my sheep.

FOCUS QUESTIONS Have you seen a sheep?
What is a shepherd?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Understand what Jesus was meaning when he said “Feed my sheep.”	What did Jesus mean when he said “Feed my sheep?”	Explain what Jesus meant “Feed my sheep.”	Act out how we can feed Jesus sheep.	Draw a poster that shows how we can feed Jesus sheep.	Create a poem “Feed my Sheep.”
	Want to have a part in feeding Jesus’ sheep.	Identify Jesus’ sheep. How can you feed them?		Make something that will help you feed Jesus sheep.	When we feed Jesus sheep what does this look like?	When we feed Jesus sheep what does it sound like?
	Be prepared to help in a branch Sabbath school for kids for a year.	Approach your Pastor or teacher and organise a branch Sabbath school.				
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the King of Life **STORY** Forty Wonderful Days **BIBLE** Matthew 28:18-20; Mark 16:15-18; Acts 1:3 **UABS Vol** 9-4-8 **PAGES** 182-186

MEMORY VERSE Matthew 28:19 “Go to the people of all nations and make them my disciples.”

FOCUS God’s kingdom comes through teaching not through fighting. **FOCUS QUESTIONS** Have you met a friend you haven’t seen for a long time? How did you feel?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Know that Jesus wants us to spread the Gospel.	Pretend you are one of the disciples. What questions would you ask Jesus?	How many different things are recorded that Christ did after his resurrection?	Make a model of a fish. Explain why this is important in this story.	Pretend you are a disciple. What did you see Jesus doing? Why was this important?	Pretend you are a disciple. What was the most important thing you heard Jesus say? Why?
	Commit their lives to telling others about Jesus.	Make a plan of how you will lead another person to Jesus. Make sure you ask your teacher and Pastor for advice.				
	Work to lead just one person to Jesus.	Choose one person that you know who doesn't know Jesus. Act your plan into action and work to lead this person to Jesus. Don't forget to pray a lot for this person and to be a real friend to them.				
WRAP UP QUESTION How do you see God in this story?						

STORY Stories of the King of Life **STORY** Angels With a Promise **BIBLE** Acts 1:4-13 **UABS Vol** 9-4-9 **PAGES** 187-192

MEMORY VERSE Acts 1:11 "This same Jesus who has been taken from you into heaven, will come back in the same way you have seen him go into heaven."

FOCUS Jesus is coming again.

FOCUS QUESTIONS
Has a friend or family member left you to travel away for a long time?
How did you feel?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Know about Jesus going into heaven.	Write a newspaper report on Jesus going to heaven.	Explain to others why Jesus didn't stay on the earth.	Make a present for Jesus to take to heaven. Why did you choose this present?	When Jesus went to heaven what did you see?	When Jesus went to heaven what did you hear?
	Desire to have the Holy Spirit empower them.	Explain what we need to do to have the Holy Spirit live in us.	Outline the changes that come when we have the Holy Spirit.	Make a play about what the disciples did as they waited for the Holy Spirit.	What will a person with the Holy Spirit look like and do?	Write a Psalm of thanks to God for the Holy Spirit.
	Tell others about Jesus going into heaven and coming again.	Tell someone about how Jesus went into heaven and is coming back for them.		Share your present with someone and tell them of Jesus going into heaven and coming back again.	Tell someone about how Jesus went into heaven and is coming aback for them.	
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the First Christian Church **STORY** The Flame From Heaven **BIBLE** Acts 1:12-15 2:1-4 **UABS Vol** 10-1-1 **PAGES** 9-13

MEMORY VERSE Luke 24:49 "...but stay in the city until you have been clothed with power from on high."

FOCUS The arrival of the Holy Spirit.

FOCUS QUESTIONS

Have you ever been to a prayer meeting?
How long did it go for?
Did anything special happen?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Know that while the disciples waited for the Holy Spirit they prayed constantly.	Write out a prayer for one of the disciples.	Write out a prayer for one of the disciples.	Make up tongues of fire for each student to wear. Tell this story when asked about the flame.	Pretend you are one of the disciples. What do you see happening in the room?	Pretend you are one of the disciples in the room. What do you hear happening?
	Desire to spend time in prayer.	Spend time in prayer each day.	Make a list of what you will pray for.	Make something about what you are praying for.	Draw pictures of what you want to pray about.	Write your prayer as a Psalm.
	Organise a special week of prayer for the Holy Spirit.	Prepare enough talks to give one per day.	Organise the week long programme.	Be on hand to assist with setting up for the program.	Issue pretty invitations to people to attend.	Prepare special music and items for the program.
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the First Christian Church **STORY** Men on Fire

BIBLE Acts 2:5-42 **UABS** Vol 10-1-2 **PAGES** 14-16

MEMORY VERSE Acts 2:17 "I will pour out my spirit upon all flesh; and on your sons and daughters."

FOCUS Work of the Holy Spirit.

FOCUS QUESTIONS

How many other languages do you know?
Which one do you find easiest to speak in?
Why?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Describe what the Holy Spirit does in a person.	In their groups discuss the work of the Holy Spirit and present it to the class.	Peter converted 3000 people in a day. Calculate how many would have converted through each of the disciples preachings a) in a day? b) in a week?	Show out in your body language how you express in your culture when you are happy and excited eg. Dancing, clapping.	Draw pictures to show how the Holy Spirit came down to the disciples during Pentecost.	Compose a song in your culture and language about the work of the Holy Sprit.
	Accept the Holy Spirit into their heart.	Describe the importance of accepting the Holy Spirit into our heart.	Work out how many people were converted if three people of each dialect were there and in turn converted 3 people each.	Make a prayer walk. Walk around the campus and after every two minutes stop and pray for the holy sprit to rest upon you.	Draw a picture of what type of activities you would engage in so that the Spirit of the Lord comes upon you.	Put the music to the beat of the drum and urge everyone to take part in it.
	Take part in a preaching program.	Choose a topic and prepare some sermons to present at the program.	Work out an interesting program plan.	Be prepared to help set up the place for the program.	Use nice decorations for the invitations and the place for the program.	Prepare a number of special items for each evening's presentation.
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the First Christian Church **STORY** A Beggar Healed **BIBLE** Acts 3:1-4:4 **UABS Vol** 10-1-3 **PAGES** 17-20

MEMORY VERSE Acts 3:6 “Silver and gold I do not have, but what I have I give you. In the name of Jesus Christ of Nazareth walk!”

FOCUS Peter and John healing the beggar.

FOCUS QUESTIONS Have you seen gold or silver?
Why is gold so valuable?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Verbal Linguistics	Logical Mathematical	Kinaesthetic	Visual Spatial	Musical
	Relate the story of how Peter and John healed the beggar by the temple. Understand that Jesus is the Saviour of the world.	Rewrite the story in simple English for a grade 1 or 2 student to be able to read.	Calculate how much it cost God to save you and me (sinners).	Dramatise how Peter and John healed the beggar.	Draw a picture of Peter grabbing hold of the beggar and telling him to rise and walk.	Sing: “Silver and gold have I none.”
	Accept that Jesus is the Saviour of the world.	Using a mind map show how Jesus saves sinners.	Work out an equation for the result of sin. Work out another equation of being saved from sin through Christ.	Perform a gesture for an act of accepting Jesus into your heart.	Make a screen for a T/Shirt to print that says: JESUS SAVES ME FROM SIN.	Compose a song about Jesus saving you from sin.
	Pray for someone who is sick.	Write a prayer (poem) you would make for a sick enemy. Share the prayer with him/her.	Make a prayer for the sick. Cut up the words. Mix it up and ask a child to put them together.	Plan a visitation to the hospital and get the students to pray for every sick patient.	Make something with embroidery that reads “Jesus can heal me” and give it to those you visit in the hospital.	Practice a number of songs about Jesus saving sinners, healing the sick and sing them during the hospital visitation.
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the First Christian Church **STORY** A From Prison to Pulpit **BIBLE** Acts 4:5-33; 5:12-42 **UABS Vol** 10-1-4 **PAGES** 21-25

MEMORY VERSE Act 5:29 "Then Peter and the other apostles answered and said, 'We ought to obey God rather than man.'"

FOCUS Peter and John before Annas and Caiaphas.

**FOCUS
QUESTIONS**

Have you ever seen an angel?
Have you ever seen a miracle?
How would you feel?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Tell the story of how Peter and John were brought out of prison.	Pretend you are Peter or John. Tell the class what happened to you in this story.	For how long did Peter and John stay in prison?	Dramatise how both of them were rescued.	Draw a picture about the prison and John and Peter in prison.	Go in groups and sing a song about Peter and John.
	Determine to obey God.	Describe how you feel when you obey God and other leaders in the community.	Compare how we can obey man and God.	Do an illustration of how you can obey others and your God.	Collect the pictures and paste them on the walls.	Have the children do a drama from the song.
	Be involved in witnessing for Jesus.	Share what you have heard about how Jesus helped Peter and John.	Write up a plan for being able to witness for Jesus.	Get your partner/friend and go and witness for Christ.	Make a sketch plan of how you will witness for Jesus to others.	Go and sing for the people in the prison and on the street.
WRAP UP QUESTION How do you see God in this story?						

STORY Stories of the First Christian Church **STORY** Sons of Encouragement

BIBLE Acts 4:32-5:11 **UABS Vol** 10-1-5 **PAGES** 26-30

MEMORY VERSE Acts 5:4 "You have not lied to men but to God."

FOCUS Give all for the course of God.

FOCUS QUESTIONS
 Have you ever cheated on someone?
 Did they find out?
 What was their reaction?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Talking	Ordering	Touching/Making	Seeing/Looking	Musical/Hearing
	Understand the consequences of not giving all to Jesus.	Organise the students in your class to read Acts chapter 4 and 5. Answer some questions which are related to the story.	Estimate how much money each believer gets from the land which they sold in the story.	Draw up a play and perform a play of the believers exchanging money with the apostles in the church.	Draw a picture of the believers exchanging money with the apostles in the church.	Write a song about the story of how Peter was deceived by the couple (Ananias and Sapphira).
	Become someone who encourages others. Surrender their lives to God.	Write a brief description of how you would act if you were one of the believers in those days.	Find out how much money was given to Peter and how much was held back by Ananias and Sapphira.	Write words of encouragement on a stone – share it with others.	In small groups of four to five members, paste pictures of different types on a board and explain to the class.	Put in your own music to the song composed by you and an extra verse if you think the personal experience is important.
	Encourage someone who is sad, or is discouraged.	Relate to the students the similar type of experience in the class or in groups.	Work out how you will know how much money was hidden or held back by the couple in the story.	Play a drama in a church program, either in Sabbath School or AY's.	Display the pictures to the beginners Sabbath School class and retell the story to them.	Make arrangements in your class to present a song to the class or to the church audience during Sabbath School or AY's.
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the First Christian Church **STORY** Man With the Shining Face **BIBLE** Acts 6 & 7 **UABS Vol** 10-1-6 **PAGES** 31-34

MEMORY VERSE Matthew 10:39 “Whosoever finds his life will lose it, and whoever loses his life for my sake will find it.”

FOCUS Stoning of Stephen.

FOCUS QUESTIONS Have you ever seen someone’s face shine?
What did it look like?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Verbal Linguistics	Logical Mathematical	Kinaesthetic	Visual Spatial	Musical
 Know the message Stephen preached. Understand the consequences of serving God.	Describe the events surrounding the stoning of Stephen.	If you were a lawyer how would you defend Stephen in court?	Perform a drama of a court hearing of the murder of Stephen.	Draw the picture of the face of Stephen as he was stoned to death.	Compose a sad song of the death of Stephen.
 Determine to do something for Jesus and not be afraid.	Write a commitment card to do something for Christ even if it means death.	In what ways can the story of Stephen encourage you to follow his steps?		Create slogans on posters for T/Shirts that say DIE TO SAVE.	Compose another song about ‘Die to Save’.
 Share the message of Stephen to a congregation.	Share a similar story of a martyr for Christ with a congregation.	Debate the death of Stephen in the class and later share.	Perform the drama in a Church service.	Share the meaning of the slogan with the students.	Select a number of songs from the hymnal about dying to save and sing to young people at AY’s.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of the First Christian Church

STORY Seeds in the Wind

BIBLE Acts 8:1-24

UABS Vol 10-1-7

PAGES 35-37

MEMORY VERSE Matthew 28:19 "Therefore go and make disciples of all nations, baptising them in the name of the Father, and of the Son, and of the Holy Spirit and teaching them to observe all things I have commanded you."

FOCUS Good news spreads to other parts.

**FOCUS
QUESTIONS**

How did the Gospel come to your place?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Verbal Linguistics	Logical Mathematical	Kinaesthetic	Visual Spatial	Musical
	Understand the great commission: "Go ye into all the world."	In an essay describe how the good news was spread to the Samaritans.	Analyse the difficulties people face when sharing the good news of Jesus.	Organise an out reach program for a branch Sabbath School program.	Create a poster on "Go ye into all the world"	Compose a song about the love of Jesus in your own language.
	Love and share the good news of Jesus.	Interview a retired minister on what kept him ministering till retirement. Find out if he/she is still sharing / preaching.	Create a chart of the kinds of things you can do to witness for Christ.	Enable individuals in class to share their love for Jesus with other children.	Draw up a one week strategic plan of a class outreach program to a particular area.	Sing songs in SDA hymnal about the "Joy of loving Jesus."
	Share the love of Jesus to someone else.	Prepare a sermon to share the love of Jesus to others.	Create a flow chart of the result of loving Jesus and share it with a minister.	Visit a non-SDA village and conduct a short worship as a class.	Carry out the plan for a week.	Prepare class choir, quartet, trios, to sing during the week's program.
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the First Christian Church **STORY** An Ethiopian Official Baptised **BIBLE** Acts 8:26-39 **UABS Vol** 10-1-8 **PAGES** 38-41

MEMORY VERSE Mark 16:16 “Whoever believes and is baptised will be saved, but whoever does not believe will be condemned.”

FOCUS New Birth.

FOCUS QUESTIONS

What is baptism?

Why do people get baptised?

Will there be black people in heaven?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Verbal Linguistics	Logical Mathematical	Kinaesthetic	Visual Spatial	Musical
 Understand that the Spirit of God leads people to repentance and baptism.	In a page, write how repentance is related to Baptism.	Find a word in mathematics that is the same as repentance.	Mime the story of the Ethiopian official's baptism.	Illustrate what repentance is.	What traditional sounds do people make during reconciliation /compensation?
 Walk by the spirit.	Describe the process of being “born again.”	Write an equation for “born again.”	Write a script of walking by the spirit and by the flesh based on Galatians 5.	Describe what walking by the Spirit looks like.	Sing songs about spirit filled lives from the church hymnal.
 Enable the spirit of God to direct someone to you to share the good news.	Organise a spirit filled person to share their experience with the class.	Invite a newly converted person to share their experience with the class.	Get each member to share their personal testimony to the class.	Share the good news with someone in picture form.	Get a newly baptised friend to write their testimony and convert it into a song.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of the First Christian Church **STORY** Enemy Becomes a Champion **BIBLE** Acts 9:1-25 **UABS Vol** 10-1-9 **PAGES** 42-46

MEMORY VERSE 1 Samuel 10:6 “The Spirit of the Lord will come upon you in power and you will be changed into a different person.”

FOCUS Conversion of Paul.

FOCUS QUESTIONS
 What is a “U” turn?
 How do people do U turns in their lives?
 Give an example.

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Know the story of the conversion of Paul.	Read the story and describe the background of Paul.	Estimate how many days it takes to travel to Damascus and write the numbers in local terms.	Evaluate and translate the story in a common language and tell it in class.	Pretend you are one of Paul's servants. What did you see happening?	Interview someone who converted by listening to SDA singing and how they came into the church.
	Experience the process of conversion.	Describe the process involved in the conversion of a person.	Write out the steps of conversion.	Think of Paul's experience after conversion and do actions and let students guess what is happening.	Use a Bible atlas and measure the actual distance from Jerusalem to Damascus.	Explain his/her faith when they first came to the church and how they felt.
	Share a story of conversion to another friend.	Get a local church pastor to share his past experiences.	Talk about how they can help someone in need know Jesus.	Use traditional clothes of your community and dramatize the story of Paul's conversion.	Draw a picture of Paul and his men on the road to Damascus and display them around the room.	Sing Hymn no 152. "Tell me the story of Jesus," together in class with traditional instruments.
WRAP UP QUESTION How do you see God in this story						

THEME Stories of the First Christian Church

STORY The Deer Lady

BIBLE Act 9:36-41

UABS Vol 10-1-10

PAGES 47-51

MEMORY VERSE Act 9:36 "In Joppa, there was a disciple named Tabitha, who was always doing good and helping the poor."

FOCUS Story of Dorcas.

**FOCUS
QUESTIONS**

Why do we do good for others?

Are there times where we do bad to others?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Recognise the importance of helping others.	Get into groups and discuss Acts 9:36-41. Compare the life of Dorcas and how life is today. Do we have women like her?	Investigate and find the problem of the people during that time of Dorcas. Did they have money, how did they survive?	Act out the story of Dorcas helping children without parents.	Pretend you are Dorcas. Tell what needs you see in her village.	Students listen to a song composed in regard to Dorcas. Create a creative dance to go with it.
	Create a willingness to help others.	Go into the nearby village and tell the story of Dorcas to little children of the same age.	Collect firewood and divide them equally among the teachers' houses.	Students bring clothes etc to give to the needy.	Invite other children to attend a movie and drama presented by the children showing how they can help each other.	Write a short poem about helping others.
	Do something good for a needy person.	Go to a family or peer group and tell them of Jesus and how he supplies our needs.	Find out how many people live in a village and give equally anything that would be needed.	Compose and present a song with actions to explain the story to others.	Draw posters of Dorcas helping people and write a theme that would help people of today share/help each other.	Compose a song and present it when people are visiting the school.
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the First Christian Church **STORY** Animals in the Sky

BIBLE Act 9:43-10:48 **UABS Vol** 10-1-11 **PAGES** 52-56

MEMORY VERSE Acts 11:7 "And I heard a voice saying to me, 'Rise Peter. Kill and eat.'"

FOCUS Witnessing to Gentiles.

FOCUS QUESTIONS What animals do you eat?
Are there any that the Bible says not to eat?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Verbal Linguistics	Logical Mathematical	Kinaesthetic	Visual Spatial	Musical
 Understand the meaning of Peter's dream of different animals.	Organise the students into four groups and ask them to read Acts 10:1-48 and discuss the dream Peter saw. What do you think about the dream?	How many times did God tell Peter to kill the unclean animals and eat them? Also look at the three men Peter met outside the gate.	Dramatize the story of Peter while someone is telling the story.	Draw pictures about the various stages in the Bible story.	Write a Psalm thanking God for interpreting the meaning of the dream.
 Recognise the call of Peter to reach the Gentiles.	Write what they discussed and talked about according to the law of Moses.	Calculate all the characters in the story and divide the total number by four sheets that Peter saw.	Organise with the class teacher to act out the story during health awareness week, especially about the unclean animals.	During National Book Week, draw big pictures and paste them on the wall or re-write Peter's story again.	Pretend you are watching Peter. What do you hear him saying?
 Share Jesus with someone of a different denomination.	Prepare the talks to give.	Organise the meetings.	Arrange the room, seating and other needs.	Create attractive invitations and decorate the room.	Prepare a variety of songs and special items.
WRAP UP QUESTION How do you see God in this story? God is a good God who loves every person living on this earth.					

THEME Stories of the First Christian Church **STORY** Prison Doors Open **BIBLE** Acts 12:1-19 **UABS Vol** 10-1-12 **PAGES** 57-63

MEMORY VERSE Acts 12:5 "So Peter was kept in prison, but the church was earnestly praying to God for Him."

FOCUS God listens and answers prayer.

FOCUS QUESTIONS Do you ever think God listens and answers the prayers of those who forget Him in good times but call on His name in bad times?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Appreciate that someone is praying for you. Understands why God delivers.	Dictate the story of Peter (Acts 12:1-9) 2 or 3 times to the class. Put up some questions for the class to answer.	In the story read, how many people mentioned were on King Herod's side and how many were on Peter's side.	Plan to act out the story of Peter being put into prison and led out of prison by an angel to Jerusalem.	Draw a variety of pictures based on the story of Peter.	In groups think of a song that will go along with this story and practice it.
	Love praying for God's people.	Write out a prayer for God's people who suffer.	Make a list of items you could pray for, for God's people.	Make a scroll and on it write a prayer for God's people.	Design a poster for the class called "Praying for God's people." Get the class to write ideas on it.	Create a prayer song for God's people.
	Pray for someone in prison.	Prepare a number of prayers for people in prison.	Organise a class time of prayer. Get lists of those in prison and list their needs.	Arrange the classroom and help with decorations for the prayer time.	Make decorations and special prayer invitation cards.	Share your prayer song with the class.
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the First Christian Missionaries **STORY** Saul becomes Paul

BIBLE Acts 13:1-12 **UABS Vol** 10-2-1 **PAGES** 64-68

MEMORY VERSE Acts 11:24 “Barnabas was a good man, full of the Holy Spirit and faith, and a great number of people were brought to the Lord.”

FOCUS Saul’s new name.

FOCUS QUESTIONS
Do you know a witch doctor?
What do they do?
Who do they follow?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Moving	Looking/Seeing	Musical/Hearing
 Understand how the Gospel started to spread.	Pretend you are a follower of Jesus. Write a journal about your time in Antioch.	Draw a timeline based on Acts 11.	Make a model of a boat that took the missionaries on a trip around Cyprus.	As Paul talks to Sergius Paulas, what do you see taking place?	As Paul talks to Sergius Paulas, what do you hear taking place?
 Want to be a missionary for God also.	Write a letter to God offering to be a missionary.	List the reasons why you would like to be a missionary.	Draw a map of where in the world you would like to be sent as a missionary.		Write a song about becoming a missionary.
 Commence running a Branch Sabbath School.	Prepare to share the lesson in an interesting way.	Decide on an area then organise the program.	Help make teaching aids for the lessons.	Create attractive invitation cards for the children.	Prepare a number of songs to teach the children.
WRAP UP QUESTION How do you see God in this story? I see God as ever present with you when you are going His work with your whole heart.					

THEME Stories of the First Christian Church **STORY** Mistaken for Gods **BIBLE** Acts 13:13-4::20 **UABS Vol** 10-2-2 **PAGES** 69-75

MEMORY VERSE Acts 13:2 "While they were worshipping the Lord and fasting, the Holy Spirit said, 'Set apart for me Barnabas and Saul for the work to which I have called them.'"

FOCUS God is always with you in His ministry.

FOCUS QUESTIONS Have you seen a person stoned to death come alive?
Why aren't people who cheat God now, killed immediately?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Moving	Looking/Seeing	Musical/Hearing
	Retell the story of Paul from Patmos to Lystra.	Write a police report to the Governor on the stoning of Paul.	Look at the map of the Apostle Paul's first journey and name all the islands Barnabas and Paul passed through before arriving at Lystra.	Organise and act out a drama of how Paul was stoned to death and came back to life.	Make an invitation inviting the people to listen to Paul.	Ask the class to compose a song about the journey of the Apostle Paul.
	Accept the sufferings of being a missionary.	Give your opinions on how you would respond to your nearest Union Mission when you are asked to go to a remote area to do ministry.	Write about one of the places where you went that Paul or Barnabas went in their ministry.	Come up with a drama showing kindness and willingness in spreading God's word to others.	What sufferings do you see Paul and Barnabas going through?	What sufferings do you hear Paul and Barnabas going through?
	Continue to plan and develop the running of the Branch Sabbath school.	Continue to work on planning and practicing and preparing the materials and lessons of the Branch Sabbath School.				
WRAP UP QUESTION How do you see God in this story? I see God as ever present with you when you are going His work with your whole heart.						

THEME Stories of the First Christian Church **STORY** Big Argument Settled **BIBLE** Acts 14:20-15:31 **UABS Vol** 10-2-3 **PAGES** 76-78

MEMORY VERSE Acts 15:19 “It is my judgment, therefore, that we should not make it difficult for the Gentiles who are turning to God.”

FOCUS A Missionary focus.

FOCUS QUESTIONS Why do we have missionaries who go out to other places?
How has God shown his faithfulness to you?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Describe the journey of Paul from Derbe to Antioch where they started.	Imagine that you are Paul and keep a journal/diary about your journey from Derbe to Antioch.	Map out the journey of Paul from Derbe to Antioch in Syria.	Do a mime on Paul preaching to the Gentiles and have the children guess.	Pretend that you are Paul and imagine yourself travelling from Derbe to Antioch. What do you see?	Pretend that you are Paul and imagine yourself travelling from Derbe to Antioch. What do you hear?
	Remain faithful to God when we face hardship.	Write poems about your faithfulness to God during times of hardship.	Make deciphering codes to decode God's messages of faithfulness.	Role play on how God is faithful to us all.	On a blank piece of paper, use colours to illustrate how you feel in regard to your faithfulness to God and God's faithfulness to you.	Write a Psalm of praise to God for His faithfulness to us.
	Continue with the Branch Sabbath School.	Continue to support the Branch Sabbath School.				
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the First Christian Church **STORY** Singing in Jail **BIBLE** Acts 15:36 – 16:25 **UABS Vol** 10-2-4 **PAGES** 79 - 84

MEMORY VERSE Acts 16:25 “About midnight Paul and Silas were praying and singing hymns to God.”

FOCUS Paul and Silas in prison.

**FOCUS
QUESTIONS**

Have you ever been in a prison?
Have you ever tried to sing in an unusual place?
What was it like?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 Appreciate the attitudes of Paul and Silas while in prison.	Write the conversation between Paul and Silas as they were walking to prison.	State the reason for the imprisonment of Paul and Silas and give a defence if they were taken to court.	Make a model of the stocks that held Paul and Silas while in prison. Sit still in one place on the floor for 30 minutes. What was it like?	Draw a picture of Paul and Silas chained and singing while in prison.	Write a song that you think Paul and Silas sang while they were in prison.
 Be willing to pray for those who are in prison for Christ's sake.	Organise a prayer group to pray for those in prison for Christ's sake.	Find out the number of people in the past who were put in prison for doing God's work in your area.	Make a prayer journal and list the people who you will pray for in prison for Christ's sake.	Write out and decorate a prayer that you could pray for those in prison for Christ's sake.	Put the song to music.
 Take time to visit the prison to tell the inmates how much Jesus loves them.	Prepare a short talk of Jesus love for the prisoners that you visit.	Tell the prisoners of all the ways that they can know that Jesus loves them.	Share a gift that you have made for a prisoner. Tell them how much Jesus loves them.	Share a picture of Jesus with a prisoner and tell them how much Jesus loves them.	Share the song with a prisoner and tell them how much Jesus loves them.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of the First Christian Church **STORY** The Wound Washer **BIBLE** Acts 16:26-40 **UABS Vol** 10-2-5 **PAGES** 85-88

MEMORY VERSE Acts 16: 31 “Believe in the Lord Jesus, and you will be saved – you and your household.”

FOCUS Believe in Jesus and you will be saved.

FOCUS QUESTIONS

What must I do to be saved?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 Describe the sufferings of Paul and Silas. Understand the sufferings of Jesus on the cross.	In groups read Daniel 2 and create a mind map.	Compare and contrast the changes that occurred in the life of the Jailer and his family.	Assign each group to perform a part of the story.	Use plasticine to create a model of the jailer with Paul and Silas in the prison.	Create a song that you think Paul and Silas sang in the prison.
 Generate an attitude of patience and tolerance.	Put yourself in the jailers' shoes and write how you would feel when you were just about to kill yourself, when Paul shouted “Don’t harm yourself.”	Use a Bible map to look up Philippi and Thessalonica and find the distance.	As a class re-perform the drama during a church program.	In groups brain storm some main events in the story and paste different objects on a hardboard and retell the story.	Write a poem about patience and tolerance.
 Become a peace maker on the field when playing or when working.	Share an experience related to how to become a peacemaker.	List ways to calm a situation and bring peace on the playing field.	Plan and perform an act that would show how to be a peacemaker.	Draw pictures of various parts of the story.	Share your song above with the class.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of the First Christian Church **STORY** Upsetting things everywhere **BIBLE** Acts 17:1 - 10 **UABS Vol** 10-2-6 **PAGES** 89 - 92

MEMORY VERSE Matthew 10:19 “But when they arrest you, do not worry about what to say or how to say it. At that time you will be given what to say.”

FOCUS Believe in Jesus and you will be saved.

FOCUS QUESTIONS
 Have you ever seen a riot?
 What did it sound like?
 What do you remember most about it afterwards?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 Describe the change that takes place in a person when they accept Jesus.	Describe the change from larvae to a butterfly. In what way does it relate to the change in our heart when we accept Jesus?	Calculate the distance from Philippi to Berea on a map.	Pretend to be Paul and Silas and start a riot in class with someone representing Jason.	Do a pointing of mess everywhere. Draw the lesson of how Jesus fixes the mess in our lives.	Compose a song of the struggle we sometimes face when faced with temptation.
 Recognise the effort and extent to which Satan tries to disrupt God's plan.	Invite a speaker to talk about an experience of how Satan causes trouble during an evangelistic program.	Find out how many times Satan tries to disrupt Paul's and Silas' programs.	Get everyone to make a sound of a riot everywhere in the class.	When Satan tried to upset Paul and Silas, what did it look like?	When Satan tried to upset Paul and Silas, what did it sound like?
 Be involved in a witnessing program to those of another faith.	Prepare a number of short sermons for the program.	Organise the program.	Assist with the preparations for the program.	Prepare attractive invitations and decorations for the program.	Prepare a number of special items for the program.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of the First Christian Church **STORY** Seekers after Truth **BIBLE** Acts 17:11 – 18:22 **UABS Vol** 10-2-7 **PAGES** 93 – 96

MEMORY VERSE Jeremiah 29:13 “You will seek me and find me when you seek me with all your heart.”

FOCUS Missionary in Corinth.

FOCUS QUESTIONS How do you feel when people laugh at you?
Why do people give up easily?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 Understand that God has genuine people who are seeking for truth amidst great opposition.	Write out some sermon notes for Paul to follow as he preaches on Mount Marsat in Athens.	Complete the map of Paul's second missionary journey.	Dramatise the court case between Paul and the Jews at Corinth before the Roman proconsul Gallio.	Draw or paste a picture of your missionary hero from your country.	Do a sing and act of the characters and events of this story.
 Develop a desire to continue to preach amidst opposition.	Describe the joy Paul had of spreading the good news amidst great opposition.	Count the number of places Paul visited on this journey.	Act out the story of Paul preaching on Mar's Hill without any success.	Draw Paul preaching on Mar's Hill with no one paying attention and even mocking him.	Sing “Hark the Voice of Jesus calling.”
 Encourage members of their faith to become workers in God's church.	Write up words of encouragement you would give to a member to share their faith.	Make a list of the kinds of things you can do as an act of being a missionary for Christ at home.	Prepare an inspiring sermon to share with people before going out on an outreach program.	Make a card that encourages someone to share their faith in Jesus.	Sing and pray for those who do missionary work for the school.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of the First Christian Church

STORY Seven Foolish Brothers

BIBLE Acts 18:23-19:16

UABS Vol 10-2-8

PAGES 97-99

MEMORY VERSE Acts 19:6 "The Spirit of the Lord came upon them and they spoke with tongues and prophesied."

FOCUS Unanswered Healing.

FOCUS QUESTIONS

How do we receive power?
Have you felt God's power?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 Understand the importance of revisiting those you have helped come to Christ. Recognise God's power is ever present to assist us as we minister for Him.	Pretend you are Paul. Write a letter to the churches you plan to visit explaining why.	Draw a diagram of the places/churches where Paul visited during his missionary trips and mark the place where the sons of Sceva are living.	Do a role play about the seven foolish brothers.	Colour the pictures of the seven foolish brothers running out of the house.	Practice singing the message in the words of hymn number 2.
 Experience the power in the name of Jesus. Rebuke the devil in their own lives.	Figure out the weakness of the seven foolish brothers. Why had they not cast out the evil spirit?	Figure out the weakness of the seven foolish brothers. Why had they not cast out the evil spirit?	Act and mime a play of praying in groups and the outcomes of sincere prayer.	Draw pictures of people listening to Paul sharing God's word.	Rehearse the song from the words of hymn number 2.
 Share an experience of casting out demons to a friend or with their class.	Invite a pastor or someone in the church to share an experience of praying for sick people or demon possessed people.	Identify the number of places where people with demons have been cast out and healed.	Dramatise about what happened next, after fleeing from the house, to the seven foolish brothers.	Relate this story and show pictures of Paul and the seven foolish brothers in a hospital.	Present the song rehearsed during the week.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of the First Christian Church **STORY** Bonfire in Ephesus **BIBLE** Acts 19:17 – 20:1 **UABS Vol** 10-2-9 **PAGES** 100-102

MEMORY VERSE Acts 19:18 “Many of those who believed now came and openly confessed their evil deeds.”

FOCUS Paul’s impact in Ephesus.

FOCUS QUESTIONS

What is the biggest fire you have seen?

What was it burning?

How would you feel if all your books were being burned?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 Realise the impact that the Word can have on the people of a town.	Write a newspaper report on Paul’s preaching.	List the different reactions to Paul’s preaching by the people of Ephesus.	Make a model of a scroll that was burnt in the bonfire.	Describe the different scenes that you see as the people decide to burn their books evil books.	Describe the different sounds you can hear as the people decide to burn their evil books.
 Be prepared to allow the Word to convict their lives.	Read the book of Ephesus and look for things that tell you of evil in your life. Confess this to the class.				
 Be prepared to give up whatever may be evil or against God in their lives.	Organise to burn all the things that you want to give up. Write these on pieces of paper and then burn them in a bonfire. Have a prayer time asking God to forgive you for the wrong things you have put in the fire and for strength to gain the victory over them. Ask Him to defeat the power of Satan in your life.				
WRAP UP QUESTION		How do you see God in this story?			

THEME Stories of the First Christian Church **STORY** The Youth Who Slept in Church **BIBLE** Acts 20:6-12 **UABS Vol** 10-2-10 **PAGES** 103-105

MEMORY VERSE Acts 5:42 "...And daily in the temple, and in every house, they did not cease teaching and preaching Jesus as Christ."

FOCUS God.

FOCUS QUESTIONS

Is the Church program interesting to you?
Why? Why not?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Realise that we must not sleep in church. Understand Paul's passion for sharing Jesus to the Gentiles.	Write a newspaper report on Paul's preaching.	Calculate how many hours it took Paul to preach that night the youth slept and fell.	Plan a drama and act out Paul preaching on the third floor and Eutychus falling down from the window.	Draw a picture of Paul preaching in the upper room and Eutychus sitting on the window ledge.	Compose a song in your own language about Paul the preacher.
	Grasp the spirit of passion for preaching, sharing Jesus.	If you were Eutychus how would you react to Paul's sermon about Jesus? Would you concentrate or fall asleep?	Compare some of the fashion / attitude that could distract or interest members of the church in worship.	Act a drama of two different groups of people. One is the group that does not pay attention or concentrate in the sermon and the other does concentrate and the outcome each of them would receive.	Let the students create the boat that Paul used during his visit to Troas.	As Paul is preaching what do you hear?
	Be active or be part of an on going outreach group of your local church.	Continue to run the Branch Sabbath School.				
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the First Christian Church **STORY** Sermon on the Stairs **BIBLE** Acts 20:13-22:29 **UABS Vol** 10-2-11 **PAGES** 106-110

MEMORY VERSE John 15:8 “This is to my Father’s glory, that you bear much fruit, showing yourselves to be my disciples.”

FOCUS Passion for God.

**FOCUS
QUESTIONS**

Who are missionaries?
Are you a missionary?

OUTCOMES		TEACHING STRATEGIES			
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 Understand that God always has a way out whenever we get in trouble for his cause.	Write a report to the Roman Governor on Paul's preaching.	Using a Bible map, calculate how many kilometre there are from Antioch to Patmos.	In groups draw the different events that occurred in Paul's journey.	Pretend you are in the crowd, what do you see happening?	In your cultural groups, compose a song about Paul's journey from Antioch to Patmos.
 Appreciate the good in people and not be troubled by their bad side of life.	Write what it would take to be a missionary for God.	Draw up a map of Paul's journey from Antioch to Patmos and mark in the kilometres.	Have each group paste pictures of different scenes of the story onto the board and have them describe each scene.	Describe the good you see in people.	In groups compose an action song of serving others.
 Encourage to become missionaries in their home and community. Continue with the Branch Sabbath School.	Continue to run the Branch Sabbath School.				
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of the First Christian Church

STORY Boy With a Secret

BIBLE Acts 22:30-23:31

UABS Vol 10-2-12

PAGES 111-113

MEMORY VERSE Psalm 46:1 "God is our refuge and strength an ever present help in trouble."

FOCUS God's deliverance.

FOCUS QUESTIONS Why does God allow bad things to come upon good people?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Realise that there can be an unpleasant side of serving God.	Pretend you are the boy. Tell your full story to the class.	List the reasons the 40 wanted to kill Paul.	Plan and perform a drama of Paul's story.	Draw a picture of Paul with soldiers escorting him in the night. Display the pictures around the room.	Compose a song about Paul's missionary journey.
	Totally commit them all to the cause of Christ.	Write down what is going through Paul's mind as you head for Ceasarea.	Estimate the distance from Jerusalem to Caesarea using the map of Paul's journey. Calculate the length of time from the time he was converted on the road to Damascus until he was put in prison.	Prepare the materials for the drama.	Draw the map of Paul's first missionary journey.	Add music to the lyrics of the composed song and add an extra verse on his personal experience.
	Be willing to encourage others to endure the hardship of serving God.	Spend time encouraging those taking part in the Branch Sabbath school and those that attend.				
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the First Christian Church **STORY** Heaven Missed by Inches **BIBLE** Acts 23;33-26:32 **UABS Vol** 10-2-13 **PAGES** 114-117

MEMORY VERSE 2 Corinthians 6:2 “For he said, ‘In the time of my favour I heard you, and in the day of salvation I helped you.’ I tell you, now is the time of God’s favour now is the day of salvation.”

FOCUS Paul before governors / kings.

FOCUS QUESTIONS
 Have you ever visited your Prime Minister or head of Government?
 Were you nervous?
 How would you feel?
 What would you tell them about Jesus?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 Understand the consequences of not accepting Jesus now. Recognise that the opportunity to accept Jesus may only come once.	In groups discuss and identify the consequences of not accepting Jesus now.	Make a list of all the excuses for not accepting Jesus.	Plan and perform a drama based on the story.	Provide students with picture rolls and go to the nearest village and share Bible stories.	Form several choir groups in class to sing in an AY or Sabbath School programme.
 Make a decision to accept Jesus now.	Write a chart recount/biography of Paul’s life before and after accepting Jesus.	Discuss and come up with a series of steps to approach someone who is very stubborn about accepting Jesus.	Learn a creative dance to sing/perform in a church programme.	Create a small book consisting of pictures and 2 or 3 word sentences about each picture on how to accept Jesus.	Get the students to write poems about the value of accepting Jesus now.
 Appeal to members not to put off accepting Jesus now.	Discuss in a group what it really means to accept Jesus or what are some of the things that are involved in accepting Jesus?	Run a spiritual meeting in the school and at the end report on the feedback of the meeting.	Host a welcome home programme and invite all those who have not been to church for a while to attend church.	Make a card to invite people to accept Jesus now.	Select the best poems and arrange for music to be added to them.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of the First Christian Church **STORY** Angel in the Storm **BIBLE** Acts 27:1-28:31 **UABS Vol** 10-2-14 **PAGES** 118-124

MEMORY VERSE Psalm 118:8 "It is better to take refuge in the Lord than to trust in man."

FOCUS The Lord is our helper.

FOCUS QUESTIONS Does God hear our prayers?
Is God really our helper?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 Know that God hears prayer in times of trouble. Understand that God watches over his faithful workers.	Group the children to discuss the great love and care of God when we are in danger.	Calculate how many people were on board.	Plan to perform a drama in the traditional cultural group about Paul and the prisoners.	Use wood or bamboo to make a raft or a canoe.	Compose the song about Paul and the prisoners in talk pigeon or in talk place or your local dialect.
 Have assurance of God's power in their lives.	Describe your belief and confidence in Jesus if you were in that situation.	Compare the faith of Paul and the prisoners on board.	Think of a drama to act as the teacher preaches the sermon in the church service.	Display the handy work in the classroom and tell the stories to friends.	Add traditional drums (kundu garamut, bamboo) into the beat of the song.
 Cheer members of community that are in trouble.	Tell the people to focus on Jesus when they are in trouble.	Share reasons why we can be happy though in trouble.	Perform a drama and tell the story to the community that God cares for them when they are in trouble.	Display again the crafts in the school on the open day and tell the reason why you have made the raft or canoe.	Plan to sing the song in the school spiritual concert programme.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of the First Christian Letters

STORY Paul's Love Letter

BIBLE Romans 8:35-39

UABS Vol 10-3-1

PAGES 125-129

MEMORY VERSE Romans 8:31 "If God is for us, who can be against us?"

FOCUS Paul writing letters.

**FOCUS
QUESTIONS**

Have you received a letter?

Have you written a letter?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Moving	Looking/Seeing	Musical/Hearing
	Describe the kind of love that binds people to God even if it means death.	Select one of Paul's letters written to his believers. In your own words paraphrase that letter.	Arrange Paul's letters in order of how they were written.	Plan and write a dialogue of those who received his letters and their reactions to them. Put it into a drama or role play.	Collect different pictures of people and places. Plan out a story of Paul's writing in prison and the people receiving his letters.	Use a flute or a recorder and play a piece of music about a love letter.
	Express the love that draws people to God.	Visit a prison cell where they keep individuals. In your words express how Paul must have felt at that time, about his people and many letters.	From Paul's letters in the Bible, calculate how many verses and chapters altogether.	Add music to your drama as you perform it.	On a map label those places where Paul sent his letters.	Take the letter you paraphrased and put your own music to it using local instruments.
	Show the love of God in their own wellbeing.	Write a letter to a friend, who has faced similar experiences as the early believers. Share the same story with them and encourage them not to give up.	Compare and contrast which of Paul's letters are the most encouraging. In your own words write why you think so.	Perform the drama in church, Sabbath school or outreach programme.	Without looking at the map, using your own understanding, draw and locate those places.	Plan a singing contest. In groups choose one of Paul's letters then compose a song. Have each group sing their song at the contest.
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the First Christian Letters **STORY** Love at it's Best **BIBLE** 1 Corinthians 13:1-14:1 **UABS Vol** 10-3-2 **PAGES** 128-131

MEMORY VERSE Luke 10:27 "Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind' and, Love your neighbour as yourself."

FOCUS Love.

FOCUS QUESTIONS
 What is the meaning of the word love?
 What do you really mean when you say:
 -I love my dog or I love my mum?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Moving	Looking/Seeing	Musical/Hearing
	Describe what love is. Understand God's love.	Describe what love is.	Ask students to tell how many times they show love to others.	Plan a drama about the story title: "Love at its best."	Draw a picture of yourself doing something good to others.	Write a love poem to God.
	Experience the love of God in their lives.	Write a summary about how we show love to others.	Compare and contrast God's love from man's love.	Visit a neighbouring village and help them to do some work, share things with them, etc.	In small groups draw up a chart to illustrate Jesus' life from childhood till his death. Show how he loved people.	Write a poem about God's love in our hearts.
	Show that love to others.	Decide on how we can show God's love to others. Choose one idea and put it into action for someone in the village or community.				
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the First Christian Letters **STORY** One Loving Family **BIBLE** Galatians 2:16-6:2 **UABS Vol** 10-3-3 **PAGES** 132-134

MEMORY VERSE Galatians 5:22 “The fruit of the spirit is love, joy, peace, long suffering, meekness and temperance.”

FOCUS Christ Spirit in God’s Church.

FOCUS QUESTIONS Why do professed Christians show an unloving spirit in the church?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Moving	Looking/Seeing	Musical/Hearing
	Describe what the church of God should be like.	Discuss and share why Jewish Christians and Gentile Christians should not be separated. Each may give his/her opinion to discuss and what could be a good thing to do for them to be together.	Discuss how many churches Christians should have when they belong to one family in God.	In groups create activities of getting together in unity at school, home and work.	Draw a church building and then build a small model of a church building - craft. Traditional/ modern.	Prepare songs – traditional and modern. Use any instrument. Each group will decide songs based on God's church.
	Accept God's spirit and live by the fruit of the Spirit.	Individually write down how they feel when they have the fruit of the Spirit in them. Choose only one eg Temperance.	Construct a table of a person's heart. (Heart with God's fruits and the heart with unlovely things/habits.)	Take the class outside to make a drama of two different groups; love and unlovely.	Draw a sample of a spiritual heart.	Presentation of songs in class.
	Talk about the change that takes place when the spirit takes over a person's life.	Individually share their experiences their friends and others whom they meet. Maybe they can share with their class mates.	Debate on the statement "It doesn't take many days to convert someone's heart."	Interview the class on changes they have seen the Spirit bring.	Draw a tablet of law. Gather village children and tell them of God's law, especially those who attend school.	Arrange a community concert for each student to perform, either individually or in groups. Invite those interested to come.
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the First Christian Letters **STORY** God's Armour **BIBLE** Ephesians **UABS Vol** 10-3-4 **PAGES** 135-138

MEMORY VERSE Ephesians 6:11 "Put on all the armour that God gives...so you can defend yourself against the devil's tricks."

FOCUS God's armour.

FOCUS QUESTIONS Have you seen soldiers?
What were they wearing?
Why do they need armour?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Talking	Ordering	Touching/Moving	Looking/Seeing	Musical/Hearing
	Name all parts of the armour. Describe its spiritual significance.	Discuss in groups the armour parts and their importance spiritually.	Name the armour parts in order starting from bottom to the top.	Involve all the children and perform a small drama on the spiritual significance of the parts of armour.	Be creative and make the armour and display them in a class.	In a group compose a song of God's armour and present it to a class.
	Put on the whole armour of God.	Explain how it would feel if you put on the whole armour of God.	Look at the difference between the Christian armour and the ordinary armour.	Use instrumental music to sing a song entitled "God's armour."	Explain how we put on the armour.	In a Christian way show how you would defend yourself against the devil's tricks.
	Live in a way that is worthy of the people God has chosen to be his own.	Explain to someone else how to live with God's armour.	Explain to someone else how to live with God's armour.	Make a visitation to a nearby village and share God's word to them.	Get the whole class and display pictures on the wall showing the Christian armour. Explain it.	In class make a role play of a Christian's life battle.
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the First Christian Letters **STORY** Eyes On the Prize **BIBLE** Philippians **UABS Vol** 10-3-5 **PAGES** 139-142

MEMORY VERSE Mathew 24:14 “And the good news about the kingdom will be preached in all the world, all nations will hear and the end will come.”

FOCUS Message to the people.

FOCUS QUESTIONS
Have you won a prize?
How can you win a prize?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Moving	Looking/Seeing	Musical/Hearing
 Recognise the value of knowing Christ.	Tell the class what it means to know Christ.	How long was Paul in prison. Calculate the months and years he lived in prison.	Perform a drama about Paul and the Roman.	Draw the picture of Paul and the prison camp he lived in.	Compose a song about Paul preaching and being put into prison.
 Determine to win the prize that God offers through Jesus.	Write your reaction of how you feel when you look at Paul's story. What is your reaction?	Compare and contrast the action of the Roman putting Paul in prison.	Make a medal that outlines God's prize.	Tell your own story from the pictures.	Add a musical tune to the song above.
 Encourage others to strive to win the prize of eternal life.	Explain to a village person how we win God's prize.	Draw a timeline from the time Paul preached and was put in jail. Just indicate special happenings only.	Give this medal to a village person and invite them to follow Jesus.	Visit the Junior Sabbath School and put the pictures on the walls or board. Retell the story from the pictures drawn.	Plan your presentation and sing the composed song.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of the First Christian Letters **STORY** Love's Knitting **BIBLE** Colossians **UABS** Vol 10-3-6 **PAGES** 143-144

MEMORY VERSE Colossians 2:2 "My purpose is that they may be encouraged in heart and united in love..."

FOCUS Keeping people together in love.

FOCUS QUESTIONS How can love bind people together?
Sometimes people say 'out of sight, out of mind', what do they mean?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Verbal Linguistics	Logical Mathematical	Kinaesthetic	Visual Spatial	Musical
	Understand the most important thing in following Jesus is love. Know God even better.	Write a love letter to Jesus and read it to the class.	Find out how love binds people together.	Re-enact the story of Jesus death on the cross.	Draw a picture of love.	Select songs about love from the hymnal and sing in class.
	Love the Lord with all their heart.	Compare and construct a boy/girl friend's letter to your love letter to Jesus.	Write an exhaustive list of "How to show love."	Invite a good speaker to talk about God's love and invite students to take their stand for God.	Explain the picture to the class.	Sing: "Bing us together," in local language. Translate if needed.
	Live a life that honours the Lord.	Decide as a class how our lives should be lived when we honour God. Now choose one example and put it into practise in the community. Report back to the class after a couple of weeks or so.				
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the First Christian Letters **STORY** Comfort the Sorrowful **BIBLE** 1 Thessalonians 3:12 – 4:18 **UABS Vol** 10-3-7 **PAGES** 145-148

MEMORY VERSE 1 Thessalonians 4:16,17 “For the Lord himself will come down from heaven, with a loud command, with the voice of the archangel and with the trumpet call of God, and the dead in Christ will rise first. After that, we who are still alive and are left will be caught up together with them in the clouds to meet the Lord in the air. And so we will be with the Lord forever.”

FOCUS Dead in Christ shall rise.

FOCUS QUESTIONS What happens when people die?
Is there any difference between death and sleep?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Verbal Linguistics	Logical Mathematical	Kinaesthetic	Visual Spatial	Musical
	Understand that death is just a sleep and we will be resurrected at Christ's second coming.	Describe the events surrounding Christ's second coming.	Give a scientific explanation to “no more tears” in heaven. What will happen to our tears?	Do a drama of the resurrection of a child returning to his parents at the second coming.	Make a poster of a tear drop falling onto a hot plate and it evaporating on touching the plate.	Compose a comfort song to sing at a funeral service.
	Believe that the dead in Christ shall be raised at Christ's second coming.	If you were Lazarus, write how you would describe your experiences.	Contrast the experience of being risen from the dead with not being raised at the second coming.	Visit a grave yard and read the words of each headstone.	Write up a plaque for the headstone of your grave.	Sing selected songs from the hymnal about Jesus caring for lost loved ones. “Does Jesus care?”
	Comfort a person who has lost a love one.	Prepare a sermon on how to comfort a person who has lost a loved one.	Work out the steps needed to bring comfort to a suffering one.	Organise a visit to someone who has lost a loved one.	Share a picture of Jesus' return with someone who has lost a loved one.	Share these songs with those who have suffered loss.
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the First Christian Letters **STORY** Fight the Good Fight **BIBLE** 1-2 Timothy **UABS Vol** 10-3-8 **PAGES** 149-151

MEMORY VERSE 2 Timothy 4:5 “But you be watchful in all things, endure afflictions, do the work of an evangelist, fulfil your ministry.”

FOCUS Encouraging one another.

**FOCUS
QUESTIONS**

How does it feel to win a race?
How do you prepare for the race?
What kind of race was Paul running?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Moving	Looking/Seeing	Musical/Hearing
	Demonstrate their understanding of the good advice Paul gave Timothy.	In pairs or small group retell the story of Paul to others to in your language.	Compare and contrast the temptations and traps Paul talks about when giving advice to Timothy.	Demonstrate a facial expression when you did not want to listen to advice and when you want to listen to advice.	Paste pictures on a story board and write a story based on the pictures.	In cultural groups compose a song in your own language about a faithful friend.
	Apply this advice to their individual lives.	Ask someone like a minister to come and give the students advice.	Measure the length of Paul's journey from Jerusalem to Lystra and convert it to kilometres.	In groups write a drama about spreading the gospel to the people in near-by areas, and act it out.	Illustrate one advice from Paul.	Use a traditional instrument from your area to sing with it.
	Reflect these attributes to their friends	Put all of Paul's advice together. Choose one each and put it into practise in the community. Report back to the class after two weeks and see what has happened in the community and at school.				
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the First Christian Letters **STORY** Run Away Slave **BIBLE** Titus & Philemon **UABS Vol** 10-3-9 **PAGES** 152-155

MEMORY VERSE John 12:32 “And if I be lifted up above the earth, I will make everyone want to come to me.”

FOCUS Good advice to Titus and Philemon.

FOCUS QUESTIONS Does God want all to be saved?
How are we saved?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Moving	Looking/Seeing	Musical/Hearing
	Understand the relationships between being a slave and slave to sin. Understand that making things right brings true happiness.	Get the whole class to read the memory verse and pick some students to explain in their own words what the text means.	Identify the sequence of events that occurred in the story.	Plan and perform a similar drama in the Bible of a person who was taken away as a slave to a far away country.	Draw a picture of Onesimus the slave in the prison with hand cuffs. Colour the picture using colour pencils.	In small groups have students compose a song of the runaway slave in English language or your language.
	Accept and forgive those who confess their fault to you.	Write a short paragraph on what you would do to those who do not know God's word?	List the steps involved in forgiving others.	Dramatise the story of Paul sending Onesimus to Philemon as the teacher narrates.	Display the picture of Onesimus in the prison with handcuffs on the walls of the classroom.	Have each group perform in class the composed song with instruments.
	Encourage their class mates to accept and for give others.	List the steps involved in forgiving others. Put these into practise at school. Report back to the class at the end of each week.				
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the First Christian Letters **STORY** Keep Up Your Courage **BIBLE** Hebrews **UABS Vol** 10-3-10 **PAGES** 157-160

MEMORY VERSE Hebrews 11:6 “No one can please God without faith, for whoever comes to God must have faith that God exist and rewards those who seek him.”

FOCUS Faith results in action.

FOCUS QUESTIONS

What does the word faith mean?
Do yo have faith?
Give an example from the Bible.

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Making	Seeing/Looking	Musical/Hearing
	Recognise the stories of faith from the Bible.	Choose one of the faith characters. Explain why they are your favourite.	List the faith names in the order that you think goes from the greatest to the least in faith.	Make an object to remind you of one of the faith characters.	Draw a picture that will remind you of a faith character.	Write a poem about one of the faith characters.
	Desire to exercise their faith in God.	Write down how you could exercise your faith in God.	List down ways you could exercise your faith in God.	Show how you can exercise your faith in God.		
	Share the story of their favourite faith character in the Bible with others in the community.	Choose a favourite faith Bible character. Choose which ever way you wish to share this story with someone in the community.				
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the First Christian Letters **STORY** God is Love **BIBLE** James, 1 & 2, Peter, 1 John **UABS Vol** 10-3-11 **PAGES** 161-164

MEMORY VERSE John 15:13 “Greater love has no man than this, but to lay down his life for his friends.”

FOCUS The Principles of God’s greatest love.

FOCUS QUESTIONS How are large ships steered?
How is a horse steered?
Why are our tongues like a bridle or rudder?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Making	Seeing/Looking	Musical/Hearing
	Understand the love of God. Appreciate his love for us.	Write short statements beginning with “God’s love is”	List all of the things that tell us God loves us.	Make up a number of little rudders to be given away later.	In groups draw a big picture of the cross of Jesus.	Compose a song about God’s greatest love.
	Exercise love in our lives.	Tell the class what it means to have God’s love in our hearts.	Make a list of things we can do to show God’s love is in our hearts.	Mime different ways we can show we have God’s love in our hearts.	Have students write experiences of God’s great love to them on the cross.	Use musical instruments and add lyrics to the song.
	Show others that God’s love is in my heart.	Take a walk through the village or market. Look for people you can help. After you have helped them, give them a small rudder and tell them that Jesus loves them too.				
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of Christ's Final Triumph **STORY** The Voice Behind You **BIBLE** Revelation 1:1-18 **UABS Vol** 10-4-1 **PAGES** 167-170

MEMORY VERSE 2 Peter 3:9 "The Lord is not slack concerning His promise as some men count slackness but is long suffering toward us. Not willing that any should perish but that all should come to repentance."

FOCUS God speaks to those who fear Him.

FOCUS QUESTIONS Have you ever sat and looked out over the ocean?
What did you think of? Did you feel alone or small?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Moving	Looking/Seeing	Musical/Hearing
	Reflect on the past events leading to the imprisonment of John.	Form small groups of 4 or 6 and read Revelation 1:1-20. Discuss how God called John a young fisherman by the sea of Galilee and now he is imprisoned on the Island.	Draw a time line from when John was called to when Jesus went to heaven and to when He appeared to John on the Island of Patmos. Put on it all the important names of places.	Mime some of the past events and see if the class can guess what they are.	Imagine how John was lead to prison and draw a picture about him. Show him on the land, in the boat and on the Island of Patmos.	In groups compose songs about the experiences of John leading to imprisonment.
	Express the joy John had in meeting Jesus in their own lives.	Describe how you would feel if you were John when he met Jesus and talked with him.	Compare and contrast the feelings how John felt when Jesus went up to heaven and Jesus came to him on the island of Patmos.	In your mime use gestures to express joy.	In your drawing express John's joyful face standing on the rock on the Island.	In your group prepare panpipes, bamboo, band or kundu to add music of joy to the songs you have composed.
	Share the hope that someday all troubles will end.	In your groups arrange with the local church near by or in the school for a program to share the hope of a day when all troubles will end. Choose own topics.	Organise the program and items.	Perform a drama of a place where there is not trouble. Where peace and joy endure forever.	During your visit in Sabbath School program display your drawings.	During your visit to the local church or school program sing the composed song and try to teach them the song.
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of Christ's Final Triumph **STORY** Conquerors For Christ **BIBLE** Revelation 1:19-3:22 **UABS Vol** 10-4-2 **PAGES** 171-175

MEMORY VERSE Revelation 1:19 "Write what you have seen and what will happen after these things and send it to the seven churches."

FOCUS Christ messages to the Seven Churches.

FOCUS QUESTIONS Can you name 7 churches in your area?
How many different churches do you know of?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Moving	Looking/Seeing	Musical/Hearing
 Name the seven churches of Revelation. State the messages for each church.	Name the seven churches of Revelation. State the messages for each church.	Name the seven churches of Revelation. State the messages for each church.	Set up the seven churches and dramatise what God told John.	Draw pictures about the seven churches and their meanings.	Select verses from the given texts and put them to music.
 Apply the messages of the seven churches to our time today.	Apply the messages of the seven churches to our time today.	Apply the messages of the seven churches to our time today.	Place the right message beside each one.	With the help of the diagrams draw up mind maps and explain it to the group members.	Put tunes to the selected verses and add some new words to our time today.
 Tell a friend the message of the Laodcean Church.	In groups have students write and tell their group members what is meant by neither cold nor hot.	Compare how people behaved in the past and today.	Perform a drama of the message of the Laodcean Church.	Show pictures about the Laodcean Church and tell it to the class.	Add cultural instruments from your area and sing the new song in a concert.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Christ's Final Triumph **STORY** Someone at the Door **BIBLE** Revelation 3:20 **UABS Vol** 10-4-3 **PAGES** 176-179

MEMORY VERSE Revelation 3:20 "Behold I stand at the door and knock. If anyone hears my voice and opens the door, I will come in and eat with him, and he with me."

FOCUS The Heart.

FOCUS QUESTIONS In your village, what is the signal to let you know someone wants to visit you in your home?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Talking	Ordering	Touching/Moving	Looking/Seeing	Musical/Hearing
 Recognise Christ knocks at the door of our heart.	Get a student to read the text and explain it in their own words.	Get a student to read the text and explain it in their own words.	Write out a story based on the topic and act it out.	In groups collect different pictures of doors and paste them on paper charts.	In pairs think of a poem of Jesus knocking at the door.
 Accept Christ into their hearts.	Imagine Jesus is knocking at your hearts door. Discuss what this means.	Write out the steps to take for a person to accept Christ.	Plan out a drama that would show your response to God.	Draw up a picture of Jesus knocking at the door.	Put the poem to music.
 Encourage others to accept Christ.	Go out to your friends and share what you have experienced. Invite them to accept Jesus.	Go out to your friends and share what you have experienced. Invite them to accept Jesus.	Perform your drama and then invite the audience to accept Jesus.	Demonstrate your artwork to your friends in school.	Present your song in one of your spiritual concerts.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Christ's Final Triumph **STORY** God's Throne **BIBLE** Revelation 4,5 **UABS Vol** 10-4-4 **PAGES** 180-183

MEMORY VERSE Revelation 5:9-10 "You are worthy to take the scroll and to open its seals, because you were slain, and with your blood you purchased men for God from every tribe and language and people and nation. You have made them to be a kingdom and priests to serve our God, and they will reign on the earth."

FOCUS God's Holiness.

FOCUS QUESTIONS Do you have elders at your church?
What work do they do?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Moving	Looking/Seeing	Musical/Hearing
	Describe God's throne room.	Try to describe what John saw.	Make a list of all the things John saw about heaven in this vision.	Do a role play of John having a vision.	Use your imagination and draw God sitting on His throne.	Write a poem of the vision and put it to music to sing.
	Appreciate what Christ did for us on Calvary.	Write down what Christ achieved on Calvary.	Explain what Christ did for us on Calvary.	Make a small cross. Now explain what Christ did for us on Calvary.	Draw a picture of what Christ did for us on Calvary.	Write a song of what Christ did for us on Calvary.
	Prepare a program to share with others what heaven will be like.	Prepare short talks about heaven.	Organise the program.	Use the cross to explain Jesus' place in heaven. Help in setting up the program.	Assist with the decorations and be ready to talk about your picture.	Prepare some special items for the program.
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of Christ's Final Triumph **STORY** Horses of History **BIBLE** Revelation 6-8:1 **UABS Vol** 10-4-5 **PAGES** 184-188

MEMORY VERSE Revelation 22:12 "Behold I am coming soon, my reward is with me and I will give to everyone according to what he has done."

FOCUS Christ's return.

**FOCUS
QUESTIONS**

When an old family friend is coming to stay, how do you prepare to have them?
Are you afraid, excited?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Know the seven seals and their interpretation.	List the 7 seals in order and tell what they mean to the class.	List the 7 seals in order and tell what they mean to the class.	Draw 7 seals and what was behind them.	Pretend you are John. Tell what you saw.	Using sounds try to describe the 7 different seals.
	Appreciate the messages of the seven seals.	Interpret the meaning of the seven seals.	Draw a time line of the seven seals.	Using objects or symbols explain each seal.	Make a poster of the seven seals.	Write a poem to explain the meaning of one of the seals.
	Encourage someone of the soon coming of Christ.	Tell someone of Jesus' soon coming and invite them to be ready.	Make a list of things that points to Jesus' soon return. Tell someone about them.	Use your symbols and objects to tell someone of Jesus' soon return.	Use your poster to tell someone of Jesus' soon return.	Tell someone of Jesus' soon return and invite them to be ready.
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of Christ's Final Triumph **STORY** God Marks His Own **BIBLE** Revelation 7:3 **UABS Vol** 10-4-6 **PAGES** 189-191

MEMORY VERSE Revelation 7:3 "Do not harm the earth, the sea or the tress till we have sealed the servants of God on their foreheads."

FOCUS God's Chosen People. **FOCUS QUESTIONS** How do we mark presents to be given to others?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Verbal Linguistics	Logical Mathematical	Kinaesthetic	Visual Spatial	Musical
	Describe the seal of God.	Have the class brainstorm, share, discuss and explain the topic given above.	Think and estimate how many people will be marked by God and when will this event take place.	Organise a small drama about an angel flying all over the world sealing God's chosen people.	Draw a picture of a person with God's seal on his /her forehead.	Write a poem about the seal God will use to mark His people.
	Obey the command of God and have faith in Jesus.	Express (in a paragraph) how you would feel and what you would do if God called you by name and says you are mine.	List what the story says has to be done in order to be sealed by God.	Perform the drama of Jesus crowning people with a crown as a gift.	Draw a picture of Jesus putting crowns on each of the people who are sealed as they approach Him.	Compose a song to go with the words.
	Help others to love God and keep His commandments.	In groups share who are chosen to be part of God's kingdom.		Organise a concert night and perform a drama based on this story.	Visit a child's Sabbath school class and show and tell about the pictures.	Present the song at a children's Sabbath School class or concert in Church.
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of Christ's Final Triumph **STORY** Last Message of Love **BIBLE** Revelation 14:6-14 **UABS Vol** 10-4-7 **PAGES** 192-195

MEMORY VERSE Revelation 14:7 "Saying with a loud voice 'Fear God and give glory to him, because the hour of his judgement has come. Worship him who made the heavens, the earth, the sea and the springs of water.'"

FOCUS God's grace for sinners.

FOCUS QUESTIONS

How would you feel if you received a gift from someone you don't even know?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Moving	Looking/Seeing	Musical/Hearing
	Know the three angels message.	Pretend you are one of the angels. Write what you would say and what it means.	List the message and meaning for each angel.	Make 3 scrolls and write on them the messages of the 3 angels.	Draw an imaginary picture of the three angles flying in the sky with scrolls in their hands.	Tell what you hear the angels saying.
	Believe in the message.	Do you think these messages will come true? Why?	List reasons why you think these messages will come true.	Tell the class why you believe these messages.	Tell the class why you believe these messages.	Tell the class why you believe these messages.
	Organise a 3 meeting program to share the 3 angels messages.	Prepare the talks for the 3 meetings.	Arrange the program for the 3 meetings.	Be ready to make and assist with the set-up for the 3 meetings.	Send out attractive invitations and decorate the meeting place.	Prepare a variety of items for the 3 meetings.
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of Christ's Final Triumph **STORY** When Jesus Comes **BIBLE** Revelation 19:5-19 **UABS Vol** 10-4-8 **PAGES** 196-200

MEMORY VERSE 1Thessalonians 4:16,17 "For the Lord himself will come down from heaven, with a loud command , with the voice of the archangel and with the trumpet call of God, and the dead in Christ will rise first. After that, we who are still alive and are left will be caught up together with them in the clouds to meet the Lord in the air. And so we will be with the Lord forever."

FOCUS Second Coming of Christ.

FOCUS QUESTIONS What do you do when someone very important is coming to visit your village or school?
How do yo prepare for that visit?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Verbal Linguistics	Logical Mathematical	Kinaesthetic	Visual Spatial	Musical
	Describe the second coming of Christ.	In a page describe what the second coming will be like.	Construct a timeline of events prior to Christ's second coming.	Dramatise the second coming of Christ in their local context.	Draw a picture of the second coming as described by John in Revelation.	Compose a song of how you would personalise the second coming.
	Determine to be saved when Jesus comes.	Write out a pledge that you will be there at the second coming ready for translation and sign the pledge before your teacher.	Write out a pledge that you will be there at the second coming ready for translation and sign the pledge before your teacher.	Make a small plaque and write on it your pledge to Jesus to be ready for the 2 nd coming.	Making a T/Shirt print slogan that reads "JESUS IS COMING AGAIN."	Sing songs about the second coming of Christ, emphasis the importance of being prepared.
	Tell someone about the second coming of Christ and invite them to be ready.	Tell someone about the second coming of Christ and invite them to be ready.	Tell someone about the second coming of Christ and invite them to be ready.	Tell someone about the second coming of Christ and invite them to be ready.	Tell someone about the second coming of Christ and invite them to be ready.	Tell someone about the second coming of Christ and invite them to be ready.
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of Christ's Final Triumph **STORY** God Wins at Last **BIBLE** Revelation 20:7-21:21 **UABS Vol** 10-4-9 **PAGES** 201-204

MEMORY VERSE Revelation 21:7 "He who over comes will inherit the new earth and I will be his God and he will be my son."

FOCUS Sin is finally ended.

FOCUS QUESTIONS What is the biggest fire you have ever seen?
How hot was it?
What was left when it died out?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Verbal Linguistics	Logical Mathematical	Kinaesthetic	Visual Spatial	Musical
	Imagine the sight of the new earth surrounded by Satan and the wicked people.	From the story find phrases that describe the New Jerusalem. Translate the phrases into your local language.	Use the Bible to work out the dimensions of the Holy City – New Jerusalem.	Mime the story of riding on white horses while someone narrates the story.	Draw a picture of the New Jerusalem as described by John in Revelation 20.	Create a song about the New Jerusalem.
	 Make a commitment to be in and not out of the new Jerusalem.	Tell the class about your commitment to be in the New Jerusalem.	Tell the class the reasons why you want to be in the New Jerusalem.	Make a small model of a part of the New Jerusalem. Tell why you want to be there.	Use the picture to help you tell why you want to be in the New Jerusalem.	Write a poem about why you want to be in the New Jerusalem.
	 Organise a praise worship for the deliverance Jesus will bring.	Prepare appropriate praise talks for the program.	Organise the program.	Help with the setting up of the program.	Send out invitations and assist with the decorations.	Prepare a variety of special items for the program.
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of Christ's Final Triumph **STORY** All Things New **BIBLE** Revelation 21:1-22:17 **UABS Vol** 10-4-10 **PAGES** 205-208

MEMORY VERSE Revelation 21:1 "I saw a new heaven and a new earth, the first heaven and the first earth had disappeared and there was no longer any sea."

FOCUS Perfection again. **FOCUS QUESTIONS** What is the most beautiful thing you have ever seen?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Verbal Linguistics	Logical Mathematical	Kinaesthetic	Visual Spatial	Musical
	Describe the part of heaven they like the best.	Using any activity or media that you wish, choose one part of heaven you especially like and create it or describe it then share it with the class.				
	Choose to be part of the new heaven and the new earth.	Using an activity or media that you wish, share with the rest of the class your response to Jesus' invitation to be part of the new heaven and the new earth.				
	Invite others to be part of the new heaven and new earth.	Choose one other person outside of school who is not a Christian. Tell them about Jesus and the new heaven and new earth and then invite them to be part of it. Pray for them at the end. If they do accept to be part of God's kingdom tell your Pastor so that Bible studies can be started with them. Join in the Bible studies yourself and learn how to give them also.				
WRAP UP QUESTION How do you see God in this story?						

MULTIPLE INTELLIGENCES SURVEY

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Part I

Complete each section by placing a “1” next to each statement you feel accurately describes you. If you do not identify with a statement, leave the space provided blank. Then total the column in each section.

Section 1

- _____ I enjoy reading all kinds of books.
- _____ Taking notes helps me remember and understand.
- _____ I always write to my friends and I enjoy it.
- _____ It is easy for me to explain my ideas to others.
- _____ I keep a diary.
- _____ Word puzzles like crosswords and jumbles are fun.
- _____ I write stories or poems because I enjoy it.
- _____ I enjoy playing with words like puns and anagrams.
- _____ Other languages interest me.
- _____ Debates and preaching are activities I like to take part in,

_____ **TOTAL for Section 1**

Section 2

- _____ I keep my things neat and tidy.
- _____ Step-by-step directions are a big help to me.
- _____ Solving problems comes easily to me.
- _____ I get easily upset by disorganized people.
- _____ I can do sums quickly in my head.
- _____ Puzzles that make me think are fun.
- _____ I can't begin my school work until I have everything ready and explained.
- _____ Having things organised helps me be successful.
- _____ I enjoy working out problems on paper.

_____ Things have to make sense to me or I am unhappy.

_____ **TOTAL for Section 2**

Section 3

- _____ I enjoy making things with my hands.
- _____ Sitting still for long periods of time is difficult for me.
- _____ I enjoy outdoor games and sports.
- _____ I enjoy using sign language.
- _____ A fit body is important for a fit mind.
- _____ Arts and crafts are enjoyable activities.
- _____ When I am happy I love to dance or skip.
- _____ I like working with tools.
- _____ I like being busy doing things.
- _____ I learn by doing.
- _____ **TOTAL for Section 3**

Section 4

- _____ I can imagine ideas in my head.
- _____ Rearranging a room is fun for me.
- _____ I enjoy doing art using paints and pencils and chalk and crayons.
- _____ I remember pictures well.
- _____ Drama, dance and miming can be very enjoyable.
- _____ I enjoy making charts to explain things.
- _____ I enjoy working with puzzles that I can hold in my hands.
- _____ I like watching music videos.
- _____ I can remember things in mental pictures.
- _____ I am good at reading maps and plans.
- _____ **TOTAL for Section 4**

Section 5

- _____ I can hear sound patterns quickly.
- _____ I focus in on noise and sounds.
- _____ Moving to a beat is easy for me.
- _____ I've always been interested in playing an instrument.
- _____ The rhythm and beat of poetry interests me.
- _____ I remember things by putting them in a rhyme.
- _____ I can't concentrate if a radio or TV is going.
- _____ I enjoy many kinds of music.
- _____ Musicals are more interesting than dramatic plays.
- _____ Remembering the words of songs is easy for me.
- _____ **TOTAL for Section 5**

Part IV

Key:

- Section 1 – This indicates your Verbal strength
Section 2 – This indicates your Logical strength
Section 3 – This tells your Kinaesthetic strength
Section 4 – This suggests your Visual strength
Section 5 – This suggests your Musical strength

Part II

Now carry forward your total from each section and multiply by 10 below:

Section	Total Forward	Multiply	Score
1		X10	
2		X10	
3		X10	
4		X10	
5		X10	

Part III

Now plot your scores on the bar graph provided:

100					
90					
80					
70					
60					
50					
40					
30					
20					
10					
0					
	Sec 1	Sec 2	Sec 3	Sec 4	Sec 5

Remember:

- Everyone has all the intelligences!
- You can strengthen an intelligence!
- This survey is meant as a snapshot in time – it can change!
- Multiple Intelligence is meant to empower, not label people!

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Multiple Intelligences Survey

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IDEAS FOR TEACHING MEMORY VERSES

1. Set up like 'Hang Man'. When letters are chosen, if they are in the text they are uncovered. Write the verse on pieces of large card or whiteboard. Cover the letters. Four students take turns to choose letters and when they get letters that are in the verse they are uncovered. There can be a prize for the first of the students who can say the verse correctly.
2. Cut a poster into squares and write each word of the verse on the back. Turn one word at a time, saying the whole verse each time until the picture is revealed and the students are saying the verse without seeing it.
3. For 'Shepherd' type verses – write each word on a little sheep toy and get the students to put it in order.
4. Write parts of the verse on card and stick under the chairs. Whoever finds them brings them up and puts the verse in order.
5. Use a puppet to teach a verse with a moral in it. Puppet can struggle with the moral, eg honesty.
6. For 'Healing' verses – write the text on a bandage and wrap it around somebody's arm, revealing the verse.
7. Spin the bottle. Students receive a word on card when the bottle picks them. They then put the verse in order.
8. Write the verse on feet shapes. Spread the feet on the floor and leap from 'foot to foot' while saying each word (May need quite a bit of room!)
9. For 'Celebrating' verses – write the verse on party hats, which the students put on and then get themselves, and the verse in order.
10. Cube with words on each side.
11. Shape (ie heart) that opens and closes with verse inside.
12. Flat circle, cut into spiral with verse written along it.
13. Make the letters of the verse from play dough, or perhaps clay which can be baked and kept.
14. Write verse with white crayon on white paper. Paint over with weak watercolour paint or watered food dye.
15. Each word of the verse written on a little piece of clothing (dolls clothing or material cut into clothing shapes). Hang the 'washing' on the line in order.

16. Pray. Put words of verse in a box. Students take the words out and sort them into the verse. Then have students (2 or 3), who have a prayer, to pray along the theme of the verse, to write the prayer on a piece of paper and put it in the box. Once they have prayed their prayer, they put it in the box. It can be read out the following week or weeks as a testimony.
17. Put a word in a paper bag, students love the surprise of taking one out.
18. Put the verse to music or rap.
19. Memory Verse Competition where students learn a set of verses (eg The Lords Prayer or the Shepherd's Psalm).
20. Put the words of the verse on cards. Put each card in a numbered envelope. Call out the required number of students and give to each one an envelope. Time them as they try and get themselves into the right order to make sense of the verse. This is good for use when talking about something that is hidden. For example, sin that we try and hide will one day be seen. Or it could be used to explain God's plan for our lives that will one day be seen. I know the plan/purpose for you...Jer 29:11.
21. Balloons with words on the inside
22. Jigsaw
23. Puzzle text (code)
24. Jumbled text
25. Hangman

GLOSSARY OF TERMS USED.

Here are a number of words that are used in the text and their basic meaning.

Acrostic

This is a form of poetry that does not have to rhyme. Each letter of each new line belongs to a word that is written down. For example FAITH could be

Freedom
And
Instruction
Truly
Help

Awesome

This word is often used to describe God. It means to have respectful fear of God. It can also mean to be inspired by creation that is grand, huge, powerful.

Bouquet

A small bunch of flowers that have been arranged to look pretty.

Capsules

A small case or covering for example an envelope, a packet.

Categorise

To put things into sections or groups that are alike in some way.

Cater

To provide for a need of some sort. Eg. Provide food to the hungry.

Charades

A game where a person or a group try to act out a word while the rest of the class try to guess the word. The acting group are given the word secretly. Eg sadness. The group would act out this word and the class would guess the word.

Chores

A small job to be done on a regular basis. Eg collecting firewood each day, or clearing the table after a meal.

Compliments

The sharing of praise. Eg Well done, you have done a great job. Or “You are looking well today.”

Confronted

To stand in front of someone. To challenge a person on their behaviour or beliefs.

Cultivate hospitality

To develop an attitude of kindness when we work and mix with others.

Depicts

To describe something in words or by some form of art.

Diorama

To create a scene or picture inside a box. The cardboard box has one side cut away. The picture is then built inside the box out of any material that is wanted.

Dough

Is a bread mixture before it is baked in the oven. Play dough is a great way to make moulding material like plasticine. Here is the recipe.

Flour	3cups	Cream of tartar	1 tbsp.
Salt	1 1/2 cups	Colouring	1 pkt unsweetened "Kool-Aid" 1kg.
Water	3 cups	Vegetable Oil	2 tbsp.

Mix ALL of the ingredients in a large saucepan. Cook over medium low heat, until the dough comes away from the edges of the pan and it becomes difficult to move the spoon. Remove from heat. Cool until it can be handled. Place on counter or wax paper knead 3-4 times. Store in an air tight container.

Face freeze

While acting out a piece of the story, a child holds the expression on their face when told to “Freeze.” After they are told to “unfreeze” they continue on acting the story until to “freeze” again. This is good for exploring the emotions felt during a story.

Frieze

A narrow band of decoration around a wall.

Frustrated

A feeling of disappointment when plans do not work out as expected. The feeling when we are unable to move forward to completion.

Gratitude

A feeling of thankfulness.

Intention

A plan to accomplish something in the future.

Lyrics

The words of a song.

Mime

Acting out a story using only body movements, face expressions but no words are to be spoken.

Mobile

A hanging of pictures or drawings. Hang the pictures with string to a branch that is hung in the room. The breeze should turn the pictures around and around.

Montage

Is a form of art where similar pictures are arranged next to each other with slight overlaps. Eg many faces could be arranged to form what looks like a picture of a crowd of people.

Mould – as in to shape

Using play dough, make it into different shapes or objects representing a part of the story.

Mural

A large painting that is painted onto a wall either outside or inside.

Plaque

Usually a piece of timber or stone or cement that has words written on them. Usually used at the opening of a building telling the people of the opening date and which important people were present.

Percussion

Making music or sound by hitting something eg a drum or chimes or rods etc.

Rascal

A dishonest person. A trouble maker. Anyone operating outside of the law of the land.

Reader's theatre

A group of students who read parts of a story or poem together and in parts. They practise this so that they can perform it for an audience. It takes a lot of practise to make it sound very good. A good performance will sound like there is only one voice even though there may be many student's voices. It is done with much expression and variety of speed in the speech.

Re-enact

To act out again a story from the past.

Rhyme

Used in some forms of poetry writing where the last word of each line sounds alike. Eg sheep and sleep, jump and dump, etc

Rhythm

The regular repeating of a beat in music or dancing.

Scenarios

The outline of a plan to be followed.

Skit

A short play performed by one or more people, usually with an unexpected ending.

Self – portrait

Making a picture of your own self.

Statue

A likeness of a person or an animal carved out of stone, wood or plastic or any other material.

Sympathy

To feel in a similar way to someone else. Usually this is in the context of sadness rather than happiness.

Unique

Being one of a kind. There is no other one or thing like it. Eg This frangipani is unique, it is different to all the others.

Tambourine

A musical instrument which has small metal discs that jingle when tapped by the hand.

Vibrations

Moving to and fro quickly, sometimes making a sound by the quick movements. Eg the sound made by a guitar string when plucked.

THE 28 FUNDAMENTALS for CHILDREN

Adapted from “God Loves me, 28 Ways” by Charles Mills and Linda Koh

1. The Word of God

I believe that God inspired every writer whose words appear in the Bible. Everything they wrote is true, and what they said can help me live a happy and healthy life.

(2 Pet. 1:20, 21; 2 Tim. 3:16, 17; Ps. 119:105; Prov. 30:5, 6; Isa. 8:20; John 17:17; 1 Thess. 2:13; Heb. 4:12)

2. The Godhead

I believe that the God who loves me is actually Three Gods in One - the Father, the Son, and the Holy Spirit. Each works hard to teach me how to live a better, more meaningful life.

(Deut. 6:4; Matt. 28:19; 2 Cor. 13:14; Eph. 4:4-6; 1 Pet. 1:2; 1 Tim. 1:17; Rev. 14:7)

3. God the Father

I believe that God the Father is the power that keeps me - and every other creature in the universe - alive. He is kind and forgiving, and will never leave me alone.

(Gen. 1:1; Rev. 4:11; 1 Cor. 15:28; John 3:16; 1 John 4:8; 1 Tim. 1:17; Exod. 34:6, 7; John 14:9)

4. God the Son

I believe that God the Son, Jesus, created this world and everything good in it. Two thousand years ago, He came to this earth as a baby, grew up and lived a sinless life, then died on the cross so that I could someday live forever with Him in heaven.

(John 1:1-3, 14; Col. 1:15-19; John 10:30; 14:9; Rom. 6:23; 2 Cor. 5:17-19; John 5:22; Luke 1:35; Phil. 2:5-11; Heb. 2:9-18; 1 Cor. 15:3, 4; Heb. 8:1, 2; John 14:1-3)

5. God the Holy Spirit

I believe that God the Holy Spirit is that still, small Voice I hear in my thoughts whenever I feel afraid, sad, or lonely. It tells me that everything will be all right. The Holy Spirit also tries to teach me right from wrong by making me feel guilty when I sin and joyful each time I choose to obey God's laws of love.

(Gen. 1:1, 2; Luke 1:35; 4:18; Acts 10:38; 2 Pet. 1:21; 2 Cor. 3:18; Eph. 4:11, 12; Acts 1:8; John 14:16-18, 26; 15:26, 27; 16:7-13)

6. Creation

I believe that Jesus created everything in six days and then rested on the seventh day. When He was finished making the trees, animals, oceans, mountains, and Adam and Eve, Jesus looked around at all that He had done and said joyfully, "This is very good!"

(Gen. 1; 2; Exod. 20:8-11; Ps. 19:1-6; 33:6, 9; 104; Heb. 11:3)

7. The Nature of Man

I believe that Jesus made people in the image of God. Each enjoys the freedom to think and act any way they want. Even though sin and bad choices have brought pain and suffering to many, we're still children of God. With the help of the Holy Spirit, we can care for each other just like God cares for each one of us.

(Gen. 1:26-28; 2:7; Ps. 8:4-8; Acts 17:24-28; Gen. 3; Ps. 51:5; Rom. 5:12-17; 2 Cor. 5:19, 20; Ps. 51:10; 1 John 4:7, 8, 11, 20; Gen. 2:15)

8. The Great Controversy

I believe that Satan is a real being who wants to destroy us all. He works hard each day to bring destructive sin into our lives. God wants us to live each day with joy, happiness, and love. God and Satan are fighting for control over our lives and our futures. To help us overcome sin, Jesus sends the Holy Spirit and loving angels to guide and protect us.

(Rev. 12:4-9; Isa. 14:12-14; Ezek. 28:12-18; Gen. 3; Rom. 1:19-32; 5:12-21; 8:19-22; Gen. 6-8; 2 Pet. 3:6; 1 Cor. 4:9; Heb. 1:14)

9. Life, Death, and Resurrection of Jesus

I believe that Jesus lived a perfect life in order to show us that it's possible to overcome sin. He died on the cross so I won't have to lose my heavenly home because of my sins. Then, God raised Jesus from the dead to demonstrate how He'll someday raise me from the dead if I die before Jesus returns.

(John 3:16; Isa. 53; 1 Pet. 2:21, 22; 1 Cor. 15:3, 4, 20-22; 2 Cor. 5:14, 15, 19-21; Rom. 1:4; 3:25; 4:25; 8:3, 4; 1 John 2:2; 4:10; Col. 2:15; Phil. 2:6-11)

10. The Experience of Salvation

I believe that when I allow Jesus into my heart, He helps me change from a sinner to a child of God, ready to live forever in heaven. He teaches me how to be like Him as I read my Bible and follow the loving guidance of the Holy Spirit. Thanks to Jesus, I can be confident that I'm forgiven and that there's a home waiting for me in heaven.

(2 Cor. 5:17-21; John 3:16; Gal 1:4; 4:4-7; Titus 3:3-7; John 16:8; Gal. 3:13, 14; 1 Pet. 2:21, 22; Rom. 10:17; Luke 17:5; Mark 9:23, 24; Eph. 2:5-10; Rom. 3:21-26; Col. 1:13, 14; Rom. 8:14-17; Gal. 3:26; John 3:3-8; 1 Pet. 1:23; Rom. 12:2; Heb. 8:7-12; Ezek. 36:25-27; 2 Pet. 1:3, 4; Rom. 8:1-4; 5:6-10)

11. Growing in Jesus

I believe that when someone invites Jesus into his or her heart, changes start to happen fast. What that person reads, watches on television or on the Internet, eats and listens to; the places he or she goes; even the words they say will change. The pages of the Bible will become like a textbook for living, and many whispered prayers will come from their lips. These changes keep happening, day after day, until Jesus comes.

(Ps. 1:1, 2; 23:4; 77:11, 12; Col. 1:13, 14; 2:6, 14, 15; Luke 10:17-20; Eph. 5:19, 20; 6:12-18; 1 Thess. 5:23; 2 Pet. 2:9; 3:18; 2 Cor. 3:17, 18; Phil. 3:7-14; 1 Thess. 5:16-18; Matt. 20:25-28; John 20:21; Gal. 5:22-25; Rom. 8:38, 39; 1 John 4:4; Heb. 10:25)

12. The Church

I believe that my church is a place where people who love Jesus can praise Him together without fear or embarrassment. It's like attending a fun family reunion each week. Jesus loves His church and listens to every word spoken and every song sung.

(Gen. 12:3; Acts 7:38; Eph. 4:11-15; 3:8-11; Matt. 28:19, 20; 16:13-20; 18:18; Eph. 2:19-22; 1:22, 23; 5:23-27; Col. 1:17, 18)

13. The Remnant and its Mission

I believe that before Jesus comes the second time, some people in my church will choose sin over salvation. Those who stay faithful to the Bible and keep listening to the sweet voice of the Holy Spirit are called the remnant, and they will work extra hard to bring the love of God to the world. Though the remnant may be small in number, they'll accomplish great things for God so that Jesus can return.

(Rev. 12:17; 14:6-12; 18:1-4; 2 Cor. 5:10; Jude 3, 14; 1 Pet. 1:16-19; 2 Pet. 3:10-14; Rev. 21:1-14)

14. Unity in the Body of Christ

I believe that any church whose members worship God should welcome people from any nation, who speak any language, and whose skin is any colour. We're all equal in God's sight. How we look and how we sound makes no difference. We're all children of the same heavenly Father.

(Rom. 12:4, 5; 1 Cor. 12:12-14; Matt. 28:19, 20; Ps. 133:1; 2 Cor. 5:16, 17; Acts 17:26, 27; Gal. 3:27, 29; Col. 3:10-15; Eph. 4:14-16; 4:1-6; John 17:20-23)

15. Baptism

I believe that when I'm baptized, I'm telling everyone that I love God and want to live my life in service to Him. Baptism is like being buried as a dirty sinner and then rising up to live a new, clean life for Jesus.

(Rom. 6:1-6; Col. 2:12, 13; Acts 16:30-33; 22:16; 2:38; Matt. 28:19, 20)

16. The Lord's Supper

I believe that when Jesus ate His last meal with His disciples right before He was crucified, He taught us something wonderful. He said that the grape juice (wine) represented His spilled blood and that the bread represented His broken body. When I eat "The Lord's Supper" at church, it helps me remember the sacrifice Jesus made for me on the cross.

(1 Cor. 10:16, 17; 11:23-30; Matt. 26:17-30; Rev. 3:20; John 6:48-63; 13:1-17)

17. Spiritual Gifts and Ministries

I believe that God has given me (and you) special talents that we can use to serve Him. We each enjoy different skills like music, preaching, teaching, art, giving Bible studies, visiting the sick, or making people feel welcome when they visit our church. Each spiritual gift is important to the work of God.

(Rom. 12:4-8; 1 Cor. 12:9-11, 27, 28; Eph. 4:8, 11-16; Acts 6:1-7; 1 Tim. 3:1-13; 1 Pet. 4:10, 11)

18. The Gift of Prophecy

I believe that the people in God's church need help knowing how to live and what to look forward to in the future. So, God invited a woman named Ellen G. White to be His prophet and provide guidance, instruction, and correction for His people. She also helps us understand the important lessons found in the Bible. When I read what God's prophet wrote a long time ago, I'm discovering important things that God wants to say to me today.

(Joel 2:28, 29; Acts 2:14-21; Heb. 1:1-3; Rev. 12:17; 19:10)

19. The Law of God

I believe that God's Ten Commandments contain the best rules for living. Each is designed to protect me from sin and help me stay out of trouble. Each represents how much God loves me and how He wants me to live a happy, healthy life. Obeying the Ten Commandments is like saying "I love you" to God.

(Exod. 20:1-17; Ps. 40:7, 8; Matt. 22:36-40; Deut. 28:1-14; Matt. 5:17-20; Heb. 8:8-10; John 15:7-10; Eph. 2:8-10; 1 John 5:3; Rom. 8:3, 4; Ps. 19:7-14)

20. The Sabbath

I believe that God created the seventh day (Saturday) to be a holy day. He commands me to do special work for Him on that day as a way of showing Him - and others - that I believe He is the Creator of all good things. God's holy Sabbath begins at sundown on Friday and ends at sundown on Saturday.

(Gen. 2:1-3; Exod. 20:8-11; Luke 4:16; Isa. 56:5, 6; 58:13, 14; Matt. 12:1-12; Exod. 31:13-17; Ezek. 20:12, 20; Deut. 5:12-15; Heb. 4:1-11; Lev. 23:32; Mark 1:32)

21. Stewardship

I believe that everything belongs to God, the trees, the flowers, the animals - even me. God has asked me to take care of what He created and to protect all things from harm - even me. So, I will cherish God's creatures and creation. To show Him how proud I am to be His steward, I'll faithfully return a tithe (10 percent) of my time, talent, and money. I want God to bless this world and everything in it--even me.

(Gen. 1:26-28; 2:16; 1 Chron. 29:14; Hag. 1:3-11; Mal. 3:8-12; 1 Cor. 9:9-14; Matt. 23:23; 2 Cor. 8:1-15; Rom. 15:26, 27)

22. Christian Behaviour

I believe that anyone who loves Jesus should talk, act, eat, work, and play differently from those who love Satan. Everything I do should show others that Jesus lives in my heart and that I'm doing my best to live by His rules of love.

(Rom. 12:1, 2; 1 John 2:6; Eph. 5:1-21; Phil. 4:8; 2 Cor. 10:5; 6:14; 7:1; 1 Pet. 3:1-4; 1 Cor. 6:19, 20; 10:31; Lev. 11:1-47; 3 John 2)

23. Marriage and the Family

I believe that in order for us to understand the joy of living in heaven, God invites us to create families here on this earth. When we love our brothers and sisters, uncles and aunts, parents and grandparents, we're experiencing a beautiful example of what it will be like to live in heaven with everyone who has chosen to love and obey God. Our heavenly Father wants our earthly homes to be safe places to learn about His love and forgiveness.

(Gen. 2:18-25; Matt. 19:3-9; John 2:1-11; 2 Cor. 6:14; Eph. 5:21-33; Matt. 5:31, 32; Mark 10:11, 12; Luke 16:18; 1 Cor. 7:10, 11; Exod. 20:12; Eph. 6:1-4; Deut. 6:5-9; Prov. 22:6; Mal. 4:5, 6)

24. Jesus' Ministry in the Heavenly Sanctuary

I believe that God instructed Moses and the children of Israel to build a temple in the wilderness to explain what Jesus is doing right now in heaven. In the wilderness, the priests oversaw the forgiveness of sins and the judgment of those who chose to do evil. That's what Jesus is doing right now in heaven. He is our heavenly Priest waiting to forgive us, clean sin from our hearts, and finally welcome us home to heaven.

(Heb. 8:1-5; 4:14-16; 9:11-28; 10:19-22; 1:3; 2:16, 17; Dan. 7:9-27; 8:13, 14; 9:24-27; Num. 14:34; Ezek. 4:6; Lev. 16; Rev. 14:6, 7; 20:12; 14:12; 22:12)

25. The Second Coming of Jesus

I believe that, one day soon, Jesus is going to return to this earth and invite everyone who has chosen to love and obey Him to heaven. When He comes, those who hate Him will be destroyed. But everyone else, even the faithful who have died in the past, will leave this dark world and spend eternity with Jesus.

(Titus 2:13; Heb. 9:28; John 14:1-3; Acts 1:9-11; Matt. 24:14; Rev. 1:7; Matt. 24:43, 44; 1 Thess. 4:13-18; 1 Cor. 15:51-54; 2 Thess. 1:7-10; 2:8; Rev. 14:14-20; 19:11-21; Matt. 24; Mark 13; Luke 21; 2 Tim. 3:1-5; 1 Thess. 5:1-6)

26. Death and Resurrection

I believe that Jesus can raise people from the dead. He did it before (like Lazarus and the widow's son), and He will do it again when He returns the second time. So, even though some of my family sleep in the ground, I'll see them again because of the power of God over death. (Rom. 6:23; 1 Tim. 6:15, 16; Eccles. 9:5, 6; Ps. 146:3, 4; John 11:11-14; Col. 3:4; 1 Cor., 15:51-54; 1 Thess. 4:13-17; John 5:28, 29; Rev. 20:1-10)

27. The Millennium and the End of Sin

I believe that, someday, sin and sinners will be gone forever. My Bible says that even those who died hating God will fully understand the lies that Satan told them and will agree that God's judgment is just. Without God's presence to shield them from harm, Satan and every sinner will face the world alone and be completely destroyed by fire.

(Rev. 20; 1 Cor. 6:2, 3; Jer. 4:23-26; Rev. 21:1-5; Mal. 4:1; Ezek. 28:18, 19)

28. The New Earth

I believe that when Satan and sinners are gone, my heavenly Father will create a brand-new world for us to enjoy. There will be no death, no tears, no pain, no suffering. All will be peace and love. Best of all, I, my family, and all who love God will enjoy this wonderful world forever and ever.

(2 Pet. 3:13; Isa. 35; 65:17-25; Matt. 5:5; Rev. 21:1-7; 22:1-5; 11:15)

A Child's Commitment Ceremony

An affirmation of faith for children who want to make Jesus their best friend

Adapted from
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Children's Commitment

Background Information

Research indicates that between the ages of 5 and 12, lifelong habits, values, beliefs and attitudes are formed and that at this age the brain is the most receptive to spirituality.

Children at this age are generally discouraged from being baptised into the church, as some consider them to be too young. However, when faith is not affirmed, children are left feeling unsupported or valued. We need to show them that we take their commitment seriously and that we will be beside them in their faith journey. It is for this reason that the concept of a commitment ceremony has been developed by the Children's Ministry Department of the Seventh-day Adventist church.

The Children

It takes until a child is about seven years of age to be able to understand abstract concepts - and to be able to distinguish fact from fantasy.

A whole new world opens up to these children as they begin school and form close friendships apart from family members.

Children of this age have acquired many new powers, and they are eager and excitable because they find themselves full of so many newly acquired skills.

Their concept of God becomes much more personal at this age and they want to be a part of the church community.

Preparation

Do not push the child- there is no merit in comparing one child to another and feeling pressure that they too need to make a public commitment.

It does not mean that a child is not spiritual because they have not requested to make a public commitment.

It may be through a Family Worship time at home, or school worship, or during a Sabbath School class, or even a church service that the Holy Spirit will convict them.

There does not need to be anything formal about the preparation for a child of this age to make Jesus their friend - we are not trying to make sure they know the 28 Fundamentals.

Children simply need to understand the basics of the Gospel

God loves me

I am forgiven from the mistakes I make because Jesus took my punishment (do not dwell on the death of Christ -rather celebrate the new life we have through Him).

Being a son or daughter of God is very special

You may want to discuss in more specific terms what it means to be a Christian - by focusing on our love response. Help children find meaning in Bible truths as they relate to events in their own lives.

The Ceremony

Include the child fully in all the preparations for the ceremony

Help the child choose a "faith friend", after explaining what role this person will play in their lives.

Talk with parents, "faith friend", child, Teacher and Pastor as to the best time for this special occasion.

Pre-sign the commitment card.

Children's Commitment Ceremony

It is suggested that the ceremony take only 8-10 minutes during the Divine Service (a similar length of time as a Baby Dedication). The following are mere suggestions - you may want to change to suit your particular congregation.

Song

allow the child to choose a song that is meaningful to them
this does not need to be a song from the hymnal, but may be a song that they have sung at school or at Sabbath School

Introduction

the child should be seated or standing at the front and be introduced by either the Pastor or Faith-friend to the congregation
whoever knows the child best.

give a short history of when, where, and what prompted the decision

focus of remarks is about the child.

For example:

"I would like to introduce you to Markus Ross. Many of you have seen Markus here at church. Last month during one of the activities at Primary Sabbath School Markus made a decision. He decided to make Jesus his friend, and live as one of His children."

Commitment

to be read or recited by the child to the congregation.

For example:

Because I know that God loves me

I choose to live my life as one of His children.

Because Jesus covered my mistakes with His love

I want to please Him through the way I live."

Faith Friend Introduced

explain their role. For example:

Having a friend to support you can mean the difference between success or failure. The Bible says that "If one falls down, his friend can help him up.

But pity the man who falls and has no one to help him up!" Eccl. 4:10

Markus has chosen his Sabbath School teacher, Josiah Luke as his faith friend. A faith friend is someone who will encourage him in all aspects of his life - but most importantly, on his spiritual walk with God.

the faith-friend to recite their commitment to the child.

For example:

"As your faith friend, I promise to support and care for you. Like you I may make mistakes, but I know that God forgives me. I want you to know you can come and talk to me any time. I want to be your friend."

Congregation Response

good to get the rest of the congregation involved.

For example:

“Markus, there are many other people here who I know would have been willing to be your faith friend. Would those of you in the congregation who would like to be a “friend” to Markus please stand. Those who may be willing to encourage and support him with love. Those who want to make a commitment to be positive and not criticise or condemn, but be a friend. Please stand now.”

Prayer

by the Pastor. Keep it short

Shake Hands

hand over commitment card.

Questions for Your Pastor and Church

Does our church provide opportunities for children to WORSHIP?

Are worship services meaningful to children, rather than just being adult experiences in which children must conform to adult standards?

Does anyone talk to the children—before, during, or after church—about their worship experience?

See 1 Samuel 2:21: “Samuel grew before the Lord.”

Does the church provide INSTRUCTION at the child’s level in the things of God?

Do you recognise the divinely designed limits of children and organise their instruction accordingly?

Are the teachings systematic enough for children to get a consistent idea about God, or do teachers merely bob and weave through the Bible, picking and choosing things of interest to themselves?

See 1 Samuel 3:8 “God spoke directly to the child Samuel.”

Does the church provide and encourage FELLOWSHIP among children?

Do leaders and parents recognise that children, as much as adults, need lasting friendships that focus on the things of God?

Are children encouraged to visit, talk, or play together at church?

Are such activities respected as the foundations for relationships that build true fellowship?

Does the church organise specific times and places for fellowship in the life of a child?

See 1 Samuel 2:2: “Samuel grew in favour with God and men.”

Does the church provide encouragement for children to EXPRESS their spiritual gifts for the benefit of the body of Christ?

Do we give enough attention to helping children who know Christ to find a role in ministry?

Have we taken the time to break ministry tasks into child-sized portions?

See 1 Samuel 2:11: “Samuel ministered to the Lord before Eli.”

Respond to the child in such a way that it is clear that you heard what he said and understood the emotion with which it was stated.

Tips for Elders, Pastors and Church Leaders on Relating to Children

“Let the Sabbath school teachers take care of the kids; my ministry is with adults.” Pastors and elders don’t really think this way, do they? I know it’s tempting to believe that ministry to adults is more important than ministry to children. But pastors and elders are as responsible for the spiritual welfare of children as they are for adult church members.

1. Talk to a child

Children love to talk. Sing “Happy Birthday” to a child over the phone. When you have a question a child can help you with such as “What can we do to make church more interesting to you?” Ask a child to help.

2. Learn something from a child.

Children often ask the best questions: “Does God wear clothes?” “Whose face do you see when you pray?” “Why doesn’t Jesus come to our church?” A child’s imagination can awaken your imagination.

3. Know names.

In some churches, the real test for your skill as a pastor is the ability to tell the twins apart. In all churches, the worst insult to a child is to receive a friendly hello—with the wrong name. To be personal and loving, learn children’s names.

4. Take a picture.

Most children love having their pictures taken. Have someone take your picture with a group of children. Make a pyramid or wear crazy hats. Pose with the children for a great bulletin board decoration.

5. Go to a children’s event.

Pick something you’ll enjoy. Several years ago I wanted to go to the zoo, but I thought I’d look more mature if I found some children to go with me. Almost 10 years later, those kids still remember our zoo trip. Going to sports events, parties or school events can be a delightful part of an elder’s ministry.

6. Attend a children’s class.

Visit a different children’s Sabbath school class each week. Offer to be involved - telling stories or interviewing a child.

7. Listen to a child.

Be genuinely interested in children and what they have to say. Make sure each conversation is between you and the child. Kneel down to eye-level with younger children. Caution: Talking with children is habit-forming.

8. Become a fan of children’s art.

Cover the church walls with children’s drawings. Children’s artwork can be used as a cover for church bulletins. The pastor’s office can be a gallery for promising young artists.

9. Write a note.

Children enjoy getting mail. A pastor friend who has sent birthday cards to children for several years was surprised to find that one mother had saved them all.

10. Have a sense of humour.

Have a repertoire of jokes, rhymes, riddles and Knock-knocks. Children love these and will flock to tell you their latest - be sure and laugh!

11. Have a children's sermon.

Is it really for the children? Children's sermons shouldn't include abstract platitudes or adult terms and ideas. Keep it at kids' level and see how much more the parents enjoy the sermon as well.

12. Ask your children's workers for help.

Send a letter to your children's leaders asking for ideas on how you could improve your relationship with the children. Along with praise for asking you will get several helpful ideas and a new-found partnership with the children's workers.

13. Read a book or magazine article on Pastoring children.

Subscribe to KID'S MINISTRY IDEAS from your local ABC.

14. Pray.

Pray for children by name. Pray about your role as their pastor. Pray for the children's ministry and all the people who minister to the children of your church. Don't forget your church's children. Jesus said, "Whoever receives one such child in my name receives me." In ministering to children, you'll experience Christ in a fresh way.

Guidelines for Faith-Friends

Be there for the child. It may not always be convenient to have a long talk to the child when you want - but take a few moments to let them know their thoughts are important to you, and arrange a time to talk soon.

- Respond to the child in such a way that it is clear that you heard what was said and understood the emotion with which it was stated.
- Talk in terms the child can understand.
- Avoid making predictions, accusations, or judgments that the child will most likely reject.
- Offer your full attention when the child is speaking to you.
- Commit to talking to the child in person or face-to-face at least once every two weeks.

Faith-friends who have the greatest effect on the personal growth of their children display many of the following characteristics:

- An acceptance of individual differences which helps in tolerating behaviours that are different than those he would choose.
- A perception of personal strengths and weaknesses within himself. Shortcomings are recognized and efforts are made to improve upon them.
- Confidence, but not to the point of feeling superior to others.
- A problem-solving attitude which allows decisions to be made rationally rather than emotionally when facing dilemmas.
- Religious convictions that are firm but are not pushed upon others with a zeal that is offensive.
- A sense of enjoyment of the little things in life.
- Humour that is displayed in a loving, not harmful, manner.
- Communication marked by clear messages that are without deceit or hidden motive.

How to Encourage Children

Every child deserves to grow up with a healthy mind and body. You can be the one to let it happen!

Encouragement needs to be spoken, and is far more effective for modifying behaviour than criticism. When the word “good” is used repeatedly it can lose its impact. Here are fifty other ways to say “good for you!”

1. That's real nice.
2. Wow!
3. That's great.
4. I like the way you are working.
5. Much better.
6. Keep it up.
7. It's a pleasure to teach when you work like this.
8. Terrific!
9. Excellent work.
10. I appreciate your help.
11. Why don't you show the others?
12. Marvellous!
13. Awesome!
14. For sure.
15. Sharp.
16. How impressive!
17. You're on the right track now.
18. It looks like you put a lot of work into this.
19. That's clever.
20. Very creative.
21. Good thinking.
22. Now you've got the hang of it.
23. Exactly right.
24. Super!
25. That's a good point.
26. That's a good observation.
27. You've got it now.
28. Nice going.
29. You make it look easy.
30. I'm proud of you.
31. Fantastic!
32. I'm impressed.
33. Wonderful.
34. Way to go!
35. I appreciate your ideas.
36. First rate.
37. Good job.
38. You do nice work.
39. How fun!
40. I knew you could do it!

A Child's Ten Commandments to Parents

1. My hands are small; please don't expect perfection when I make a bed, draw a picture, or throw a ball. My legs are short; please slow down so that I can keep up with you.
2. My eyes have not seen the world as yours have; please let me explore safely; don't restrict me unnecessarily
3. Housework will always be there. I'm only little for such a short time - please take time to explain things to me about this wonderful world, and do so willingly.
4. My feelings are tender; please be sensitive to my needs; don't nag me all day long. (You wouldn't want to be nagged for your inquisitiveness) Treat me as you would like to be treated.
5. I am a special gift from God; please treasure me as God intended you to do, holding me accountable for my actions, giving me guidelines to live by, and disciplining me in a loving manner.
6. I need your encouragement to grow. Please go easy on the criticism; remember, you can criticise the things I do with out criticising me.
7. Please give me the freedom to make decisions concerning myself. Permit me to fail, so that I can learn from my mistakes. Then someday I'll be prepared to make the kind of decisions life requires of me
8. Please don't do things over for me. Somehow that makes me feel that my efforts didn't quite measure up to your expectations. I know it's hard, but please try not to compare me with my brother or sister.
9. Please don't be afraid to leave me for a weekend together. Kids need vacations from parents, just as parents need vacations from kids. Besides, it's a great way to show us kids that your marriage is very special
10. Please take me to Sabbath school and church regularly, setting a good example for me to follow. I enjoy learning more about God.

Adopted from Parenthood Without Hassles by Kevin Lemam

The

*Seventh-day Adventist Church
would like to recognise*

promise to make Jesus their best friend.

Pastor

Because I know that God loves me - I choose to live my life as one of his children and I want to learn more about him.

Signed _____ *Date* _____

As your faith friend I promise to support and care for you.

Faith Friend



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