

THE
KING
OF GOD'S KINGDOM
Part III

**A seven part programme
for 3-11 year olds exploring
Mark 8-14**

Mustard  Seeds

faithful • creative • effective

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Since 1993 TnT Ministries has been resourcing and equipping people to teach the Bible to children and teenagers more faithfully, more creatively and more effectively.

Our comprehensive range of printed material covers the entire 18 month to 18 year age range. It is used right around the world in over 27 countries and has been translated in part or in whole into twelve different languages.

We have conducted live children's ministry training throughout the United Kingdom, South Africa, Singapore, Dubai, Hong Kong and Uganda.

Mustard Seeds is our new range of electronic material and will ultimately be a comprehensive four year syllabus for 3 to 11 year olds.

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We firmly believe that the Bible is God's word to mankind and that it contains everything we need to know in order to be reconciled with God through faith in Jesus Christ and live in a way that is pleasing to him. Therefore, we believe it is vital to teach the Bible accurately to children, being careful to teach each passage's true meaning in an age-appropriate manner, rather than selecting a 'children's message' from a Biblical passage.

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The King of God's Kingdom

Part III

| | | | |
|---------------|---|----------------------|---------------|
| Week 1 | The King's Followers | <i>Mark 8:31-9:1</i> | <i>pg. 6</i> |
| | Aim: To teach that Jesus came to die for our sin and that we must be prepared to give our lives to follow him. | | |
| Week 2 | The King's Glory | <i>Mark 9:2-13</i> | <i>pg. 17</i> |
| | Aim: To teach that we must listen to Jesus because he is God's Son. | | |
| Week 3 | The King Requires | <i>Mark 10:13-31</i> | <i>pg. 28</i> |
| | Aim: To teach that we need to trust in Jesus alone to get into his kingdom. | | |
| Week 4 | The King's Gift | <i>Mark 10:35-52</i> | <i>pg. 39</i> |
| | Aim: To teach that when we understand who Jesus is and what he came to do we will ask for mercy and want to follow him. | | |
| Week 5 | The King Detests | <i>Mark 11:1-25</i> | <i>pg. 50</i> |
| | Aim: To teach that true followers of Jesus live their whole lives with him as their king. | | |
| Week 6 | The King Will Judge | <i>Mark 12:1-12</i> | <i>pg. 63</i> |
| | Aim: To teach that God will judge those who reject Jesus as king. | | |
| Week 7 | The King's Anointing | <i>Mark 14:1-11</i> | <i>pg. 78</i> |
| | Aim: To teach that some people don't want Jesus in their lives while others will give up everything for him. | | |

Series Aims

- To understand who Jesus is and what it means to follow him.
- To understand that following Jesus will involve suffering, denying self and obedience to him.
- To understand that to be part of God's kingdom we must trust Jesus alone.
- To understand that true followers of Jesus will love him and live their whole lives with him as their king.

Series Context

Mark is the shortest of the four Gospels and is believed to be the first one written. It is fast-moving and action-packed and was probably based on the content of the Apostle Peter's teaching.

Mark himself was not an eye-witness of the life, death and resurrection of Jesus, but Peter was. You can read more about Mark in Acts 12:12, 12:25, 13:5, 13:13, and 15:36-39.

The Gospel is not written in strict chronological order.

Instead, Mark has grouped various incidents together to answer three important questions about Jesus: Who is he? Why has he come to earth? What does it mean to follow him?

This series follows on from "The King of God's Kingdom - Part 2" (also available from the Mustard Seeds online store), which covers Mark chapters 4-8.

In Part 1 Mark introduced Jesus as the Christ, the Son of God (1:1). He then gave evidence from the life and teaching of Jesus to prove this.

In Part 2 Mark recorded many of the miracles Jesus performed and his teaching about God's kingdom. The disciples witnessed these events first hand and became convinced that Jesus was God's Son. Part 2 ended with their recognition of who Jesus is, but they were yet to understand what he had come to do.

Series Overview

This series (Part 3) covers Mark 8:31 to 14:11, following Peter's declaration of Jesus as the Messiah. It explores the implications of this truth and considers the two ways in which people respond:

1. True Discipleship of those who know Jesus as God's king and want to follow him.

Jesus teaches them that those who want to follow him will live and suffer like him (week 1); listen to and obey him (week 2); have faith in him (weeks 3 and 6); and love him above all else (weeks 4 and 7).

2. Rejection of those who cannot accept Jesus as king.

This is most clearly seen in the religious leaders' hatred of Jesus and desire to kill him (weeks 6 and 7), but also in the rich young man's unwillingness to put Jesus first (week 3); the hypocrisy of those in the temple (week 5); and even the comments of those who did not value him as they should (week 7).

The disciples still struggled with many of these things, but they now recognised that Jesus is God's promised king and wanted to live as he requires.

The final part of Mark's Gospel is covered in "The King on the Cross" series and explores how Jesus fulfilled God's promise to rescue those who follow Jesus as king.

Memory Verse

Mark 10:45 – *For even the Son of Man did not come to be served, but to serve, and to give his life as a ransom for many.* [NIV]

Using This Resource

This programme is designed to be adaptable. It can be used for a mixed 3-11s group or more age-specific groups.

Text in blue is generally applicable to younger children (3-7 years), green text is aimed at older children (7-11 years), and black text is applicable to all-age groups, at the leader's discretion.

Leaders are encouraged to engage with the study material in a devotional manner, seeking to apply God's word to their own lives before attempting to teach others.

We trust that you will be blessed as you do that. We also hope that once you have done that, your application of God's word to the children you teach will be more deliberate and relevant.

Note: All page numbers in this document are hyperlinked – simply click on the number to jump to that page.

Craft Symbols

We make use of the following symbols for the craft activities:



Apply glue here



Cut along this solid line



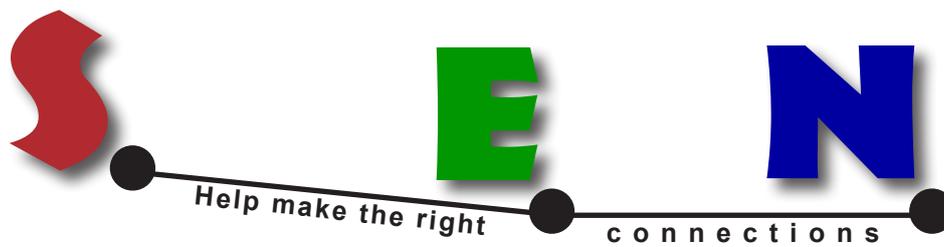
Cut out this shaded area



Fold outwards along this dashed line



Fold inwards along this dashed line



A child with special educational needs (SEN) may provide some challenges to your group. It is therefore essential that you are well prepared for your lessons and that you have carefully thought about how to include all the children. You may need to make some changes to your existing programme to make it accessible for everyone.

A key principle to consider is that, as with all children in your church, each child is an individual and will have different needs, strengths and weaknesses. It is important that you get to know the children you teach as well as possible and that you make an effort to build a relationship with them.

In terms of the lesson itself, you may need to consider the following:

- A child with SEN may need to have an additional adult to support them.
- Consider the environment in which you teach and try to eliminate potential distractions. Where you are seated and where the children are seated, the temperature of the room and noise levels all affect the sense of calm and orderliness of the class.
- Think about the class size and ratio of adults to children.
- It may be appropriate, at times, for a troubled or disruptive child to be accompanied by an adult and to be moved away from the group to a quiet area. Here they can engage in something related to the lesson which is calming and quiet.
- Use clear and child appropriate language.
- When giving instructions; tell them to the whole group, demonstrate, then check that the child with SEN understands what needs to happen.
- Balance the amount of open ended and closed questions you ask.
- Be careful of rhetorical questions; the child with SEN will want to answer them.
- If a child wants to ask too many questions, which may distract from the lesson, tell them that for now we are going to listen and that later you will come back to their questions. **Make sure that you do spend some individual time with the child going through their questions.** You may find that by the time you go back to them, their questions have either been answered or forgotten

or they are not that important anymore.

- Break up your lesson into different sections; short, sharp sections work best as this keeps children engaged and therefore able to manage their behaviour.
- Children with SEN like structure and routines; you may like to start the session with the same song or greeting time or keep the structure the same each week. For example; start with a song, a recap from last week, a short introduction to the new lesson, a song, the Bible story, a craft, the application and then a game for consolidation and further application.
- Use repetition (chants or songs with simple tunes to teach main Bible truths).
- Use lots of different kinds of aids to teach your lesson (movement, pictures, multimedia, props, music, textures, drama, etc.). Consider different learning styles.
- Use simple pictures (too much detail can be distracting).
- Think about how much reading and writing you are expecting the children to do; too much may cause the child with SEN to become anxious and distressed about failing.
- On worksheets, consider making them accessible by asking children to draw some of the answers, rather than write them. If there is a lot of writing or reading required, pair up the SEN child with an adult or with a more able peer. You can also write the answers on a board for them to copy down.
- Children with SEN may find it more difficult to think about application as this requires them to put themselves into a situation which is, at times, hard to do.
- For a child who is non-verbal, find out what their communication is from parents and try to use these as much as possible in your lessons and interaction (Makaton or BSL signing, eye gazes, communication switch boxes, symbols, photos, pictures, objects of reference, etc).

–Toni Edmonds-Smith
Special Needs Teacher

The King's Followers

Mark 8:31-9:1

Big Idea : Jesus explained to his disciples that as God's promised king he would suffer and die and that his followers would have to do likewise.

Aim : To teach that Jesus came to die for our sin and that we must be prepared to give our lives to follow him.

Series Context

The Series Context on page 3 provides important information to help you understand this series in its historical context.



Leader's Study Notes

Read Mark 8:31-9:1 noting the similarities between Jesus' prediction for himself and for his followers.

Use the following notes to help you think about the passage in more detail.

So far in Mark's Gospel Jesus had begun calling people to repentance and proving by his words and actions that he was God's promised king (Messiah). In the previous lesson (Mark 8:22-30) the disciples had finally pieced together the evidence and were able to see Jesus' identity clearly.

Peter's declaration on behalf of all the disciples (8:29) marks a turning point in this Gospel account. Previously Jesus had only alluded to his death; now he makes his mission as God's promised king plain.

From now on Jesus' teaching was focused on his disciples rather than the crowds; he performed fewer miracles; and he spoke openly about what would happen to him once they reached Jerusalem.

8:31-32 Although the disciples recognised that Jesus is God's king, their idea of what he had come to do was wrong. They clearly held to the typical Jewish understanding that the Messiah would be a conquering king, the one who would overthrow the Roman government and reign over God's people in Jerusalem.

When Jesus explained that his mission included suffering, rejection and a shameful death Peter was horrified and rebuked him.

8:33 Peter did not understand God's rescue plan. He was still thinking as the world does and therefore saw the cross as foolishness. Jesus' words sound harsh to us, but the

reality is that any attempt to deter him from God's plan was the same as the devil's attempts in the wilderness (Mark 1:13, Luke 4:1-13). Jesus' death and resurrection was the only way to bring about the forgiveness of sins and our salvation.

8:34-38 The cost of following Jesus is to walk a path like his. To 'deny self' is to put aside one's own desires for the sake of the gospel and of Jesus. To 'take up the cross' is to face suffering and trials, shame and rejection by the world, again for the sake of the gospel and of Jesus.

The result, however, is the promise of salvation. Nothing else in the world could be so valuable. Following Jesus is costly, but it's worth it! The alternative is to lose one's life eternally and to be rejected by Jesus when he comes again as king.

9:1 Jesus' words here most likely refer to the transfiguration (9:2-13) where Peter, James and John witnessed a glorified Jesus on the mountain. They could also refer to Jesus' death and resurrection or the coming of the Holy Spirit on the Day of Pentecost. It is unlikely to be a reference to the second coming.

Jesus' words are both a warning and an encouragement. He promises great suffering and great reward for everyone who follows him. In both ways Jesus' disciples will be like him; the same is true for all Christians today.

Reflect

- When do you find it hardest to follow Jesus?
- Have you ever suffered because you were a Christian or been tempted to avoid suffering? How does this passage encourage you to keep going?
- Thank God that Jesus put your needs ahead of his own and ask him to help you live for him because he died for you.

Session Outline



Consider introducing the series by reviewing the basic stories covered in Mark's Gospel so far. Perhaps use one key visual per lesson.



Introductory Idea

Introduces this week's lesson.

Pose the questions at the end of the Introductory Idea. This gives children something to look out for in the lesson and helps their concentration. These get answered later in the session.



Teaching Plan

The core of the session.

The action of the Bible text is explained in an age appropriate and engaging way.



Game Idea

Not essential.

Reinforces the lesson aim in a fun way and provides a way of displacing energy!



Discuss and Apply

Not to be missed!

This is where the children can be quizzed on the content and meaning of the Bible story. Questions and discussion are needed to apply this Bible story to the children's everyday lives. They should do most of the talking.



Prayer Idea

Use the prayer idea or just encourage each child to pray about an aspect of the lesson.



Activity

An opportunity to reinforce the lesson. For younger children, Activity A or B will be suitable. For older children, Activity C or D can be used to facilitate the Teaching or the Discuss and Apply section – some children prefer a lively discussion to completing written answers.



Memory Verse

A fun way of remembering the key verse for the series.



Introductory Idea

Option 1: Before the lesson print a number of pictures of people with different jobs that the children will recognise e.g. doctor, policeman, farmer, train driver, fireman. Include a picture of a king as well. Draft a short description of what each of these people do.

Stick all the pictures up on a board or wall using Blu-Tack and read out the descriptions one by one. The children must guess which of the people's jobs is being described.

For older children – you could make this harder for them by not using any pictures as prompts or by writing the descriptions in stages, revealing a little more information each time until one of the children is able to guess correctly.

In today's true story from the Bible Jesus' disciples knew that he was God's promised king, but they didn't understand what job he had come to do. [Use the Bridge Questions below to create a link with the lesson.]

Option 2: For older children – get the children to sit or stand in a circle. Explain that they are going to work together to tell a story. The story can be about anything, but each child can only say a single word at a time. Choose a child to start and after they have said one word the child to their left carries on the story with another. Continue around the circle a few times depending on the number of children in your group.

The story will change direction as each child adds their own ideas. In today's true story from the Bible, Jesus told his disciples what was going to happen to him as God's king. They were surprised because it wasn't at all what they had expected. [Use the Bridge Questions below to create a link with the lesson.]

Bridge Questions

- Who did Jesus say he was? [*The Son of Man – the Christ* (8:31, 38)]
- What did he say would happen to him? [*He would suffer, be rejected and be killed* (8:31)]
- What did he say his followers must do? [*Deny self, take up their cross and follow him* (8:34)]



Teaching Plan

This passage (and lesson) can be divided into two scenes. The first describes what Jesus came to do (8:31-33), the second how his followers should live (8:34-9:1). A clear understanding of the first will bring a clear application of the second.

For scene 1: work at helping the children to understand the shock that Peter felt over what Jesus said. Remind them that the disciples now knew that Jesus was God's promised king (8:29). You could ask the children what they think of when they think about a king. Where does a king live? What would

he ride on/in? What would he wear? Place pictures of some of these things on a board. Would Peter and the disciples have wanted these things to be true of Jesus? What would it mean for the disciples if Jesus reigned on a throne in Jerusalem? What kind of jobs would he have given them to do? How important would they have been because they were friends of the king?

Explain that Jesus said that he was going to die. This meant that he would not sit on a throne in Jerusalem. He would not rule like an ordinary king. Place a picture of a cross on the board. Explain that when Jesus died on the cross he gave up the chance of having any of these things – remove all the other pictures one by one. Why did this make Peter so angry? Why did he rebuke Jesus? Why did Jesus say what he did to Peter? How was Peter's thinking different to what Jesus knew to be true and necessary?

For scene 2: the concept of denying self and taking up our cross will need to be taught in very practical ways. Point again to the cross to make the link that Jesus' followers will live like him in three ways:

1. Deny self. To deny self is to give up something you want for the sake of others. In this passage it is to put Jesus and the gospel first. If we are followers of Jesus then we belong to him and must live for him.
2. Carry your cross. The cross was a symbol of shame and involved terrible suffering. Living for Jesus is hard. It's hard to say 'no' to doing what we want for ourselves or to say 'no' to sin. It's hard when other people think that living the way Jesus calls us to live is a shameful thing.
3. Follow Jesus. To follow Jesus means to live like him, not just in what we give up, but also in the things we do.

For older children – Jesus' words in 8:34 are explained in 8:35-38. Teach the lesson as above and get the children to complete the following table to expand on how Jesus says his followers should live:

| In this life | In the life to come |
|--|---------------------|
| Want to save their life (8:35) | |
| Loses their life for Jesus and the gospel (8:35) | |
| Gain the whole world (8:36) | |
| Ashamed of Jesus and his words (8:38) | |

Can they think of a practical example for each of the above?

What would it look like in everyday life?



Game Idea

Option 1: For younger children –

Follow the Leader. The children march around the room behind the leader and attempt to do everything they do. Some of these will need to be simple things to follow and others really hard. Play a few rounds and appoint a different child to be the leader for each round.

Remind the children that in today's true story from the Bible Jesus told the people that if they wanted to follow him then they would need to live like him. Sometimes this is easy, but sometimes it's very hard.

Option 2: For older children – Race against Time.

Divide the group into teams and give each team an audible egg timer placed inside a small cardboard box. Place a bucket of balls or tokens at the opposite end of the room. The object of the game is for the teams to collect tokens by sending one team member at a time to collect one token at a time. Do not tell the children that the number of tokens a team manages to accumulate is irrelevant. They will assume that in order to win they need to get the most tokens.

All they need to know to play the game is that they may only collect tokens while they are holding the box and that they need to give the box to the leader before the time sounds in order to keep their tokens for the next round. They will need to decide how long they will hold onto their box.

Play a few rounds setting the timer to random times at the beginning of each round (these can be different lengths for each team). Make the time for the last round really short, especially for a team that has amassed a large number of tokens!

Explain that in today's true story from the Bible Jesus explained that it doesn't matter how many things we have in this life, if we are not following Jesus we will lose everything. No-one knows how much time they have to live so we need to give our lives to Jesus before it's too late.



Discuss and Apply

This is a very challenging lesson, but it needs to be. It's important that we clearly explain the cost of following Jesus. You'll want to do this in an age-appropriate way using relevant examples for the age group you teach.

For younger children – if you used Game Option 1 ask the children, "What did some of the leaders do that was easy to follow? What was hard?"

Help the children to think through some of the things that Jesus calls his followers to do. Which of these are easy and which are hard? Which of them means that we have to forget about ourselves and what we want and rather do what Jesus wants or what will help others?

You might give some of the following examples and

ask which is easier and which Jesus asks us to do in each situation:

- Love our friends or love our enemies?
- Pray for those who are kind to us or those who hurt us?
- Doing what we want or obeying our parents?
- Getting even with someone or forgiving them?
- Shouting at someone who has upset us or staying calm?
- Keeping all the good things for ourselves or sharing?
- Copying naughty things that others do or feeling left out when we don't?
- Saying sorry when we have done wrong or lying to cover it up?

Remind the children that we need God's help to live the way Jesus wants us to live, we cannot do this on our own. Jesus lived like this and he can help us to do the same, but even when we get it wrong we must remember that Jesus died so that we could be forgiven.

For older children – they will already find it hard to live distinctively Christian lives in a world that hates Jesus. They will already face significant temptation to avoid persecution and isolation by living the way others live. This lesson gives the motivation for living for Jesus – the cross. Jesus' death is what causes us to want to follow him.

Children need to understand that just because they are being opposed or are suffering for living the way Jesus wants them to live doesn't mean they are wrong – it might be the sign that they are living the right way! Jesus said that those who follow him will suffer and be rejected just as he suffered and was rejected. For some it may even mean death. Following Jesus will always mean denying self. This is certainly true when it comes to sin. To deny self is to live the way Jesus wants us to live instead of living for our own sinful, often selfish, desires. It's also important to help them understand that when we live this way and give things up it's for Jesus and the gospel that we do so.

Think of scenarios from everyday life that are relevant to the children you teach. These might be similar to the ones outlined above for younger children. Which is the easy thing to do in each situation and which is the hard thing to do? You could also include scenarios where being ashamed of Jesus is the easiest option, especially with the challenge of peer pressure.

The motivation for living this way needs to be the cross of Jesus. He is not only the perfect example of total denial of self for the sake of others, the cross is where those who fail are forgiven.



Prayer Idea

What is the one thing that each child in your group finds hardest when it comes to following Jesus? You may need to prompt them by giving some examples. These might include the struggle to deny self; being teased for being a follower of Jesus, or the temptation to be ashamed of Jesus. Share your greatest struggle and remind the children that we cannot overcome these in our own strength – we need God's help. What could they pray about this for themselves and for each other?



Activity

For 3-7s – choose either Activity A (page 11) or Activity B (pages 12-14).

Activity A – Print page 11 onto paper for each child.

The children colour in the picture. Can the children remember what Jesus said would happen to him? What did Peter say about this?

Activity B – Print onto paper one copy of page 12 for every boy; one copy of page 13 for every girl; and one copy of page 14 for every four children.

Before the lesson cut out the sets of three rectangular shapes for each child from page 14 and use a paperclip to attach these to the main page.

Help the children to match the words to each picture in the thought bubbles and paste them in place. They can fold the rectangles up to show what each truth might mean for them.

Use the activity time to make the application of this lesson clear. Can the children think of other ways they might need to deny themselves, take up their cross and follow Jesus.

For 7-11s – print either Activity Sheet C (page 15), or Activity Sheet D (page 16), onto paper for each child. Choose whichever is appropriate for your children and use it to reinforce the lesson or as a discussion starter.



Memory Verse

Mark 10:45 – *For even the Son of Man did not come to be served, but to serve, and to give his life as a ransom for many.* [NIV]

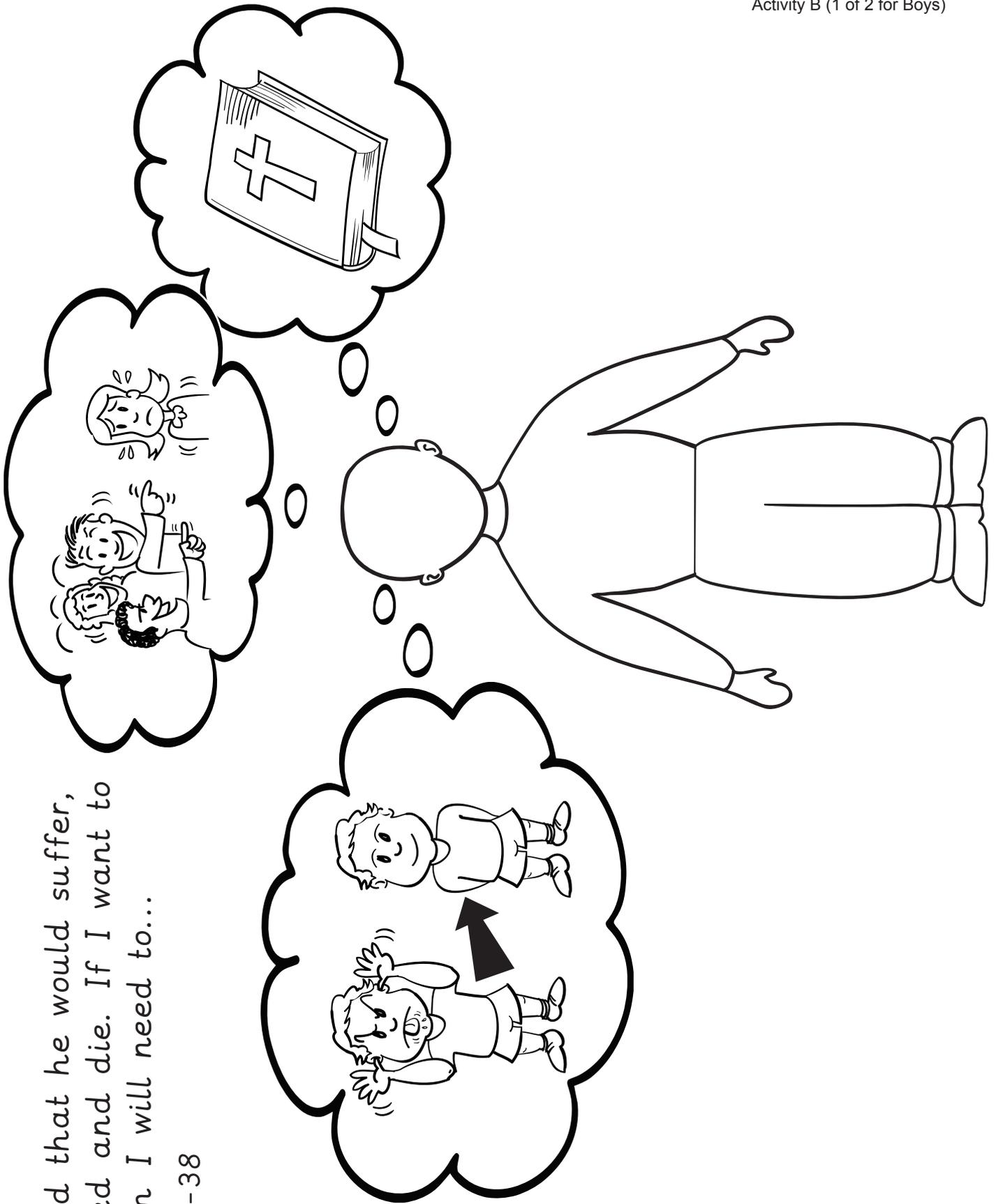
When Jesus told the disciples what it meant for him to be the promised king, Peter rebuked him.

Mark 8:31-33



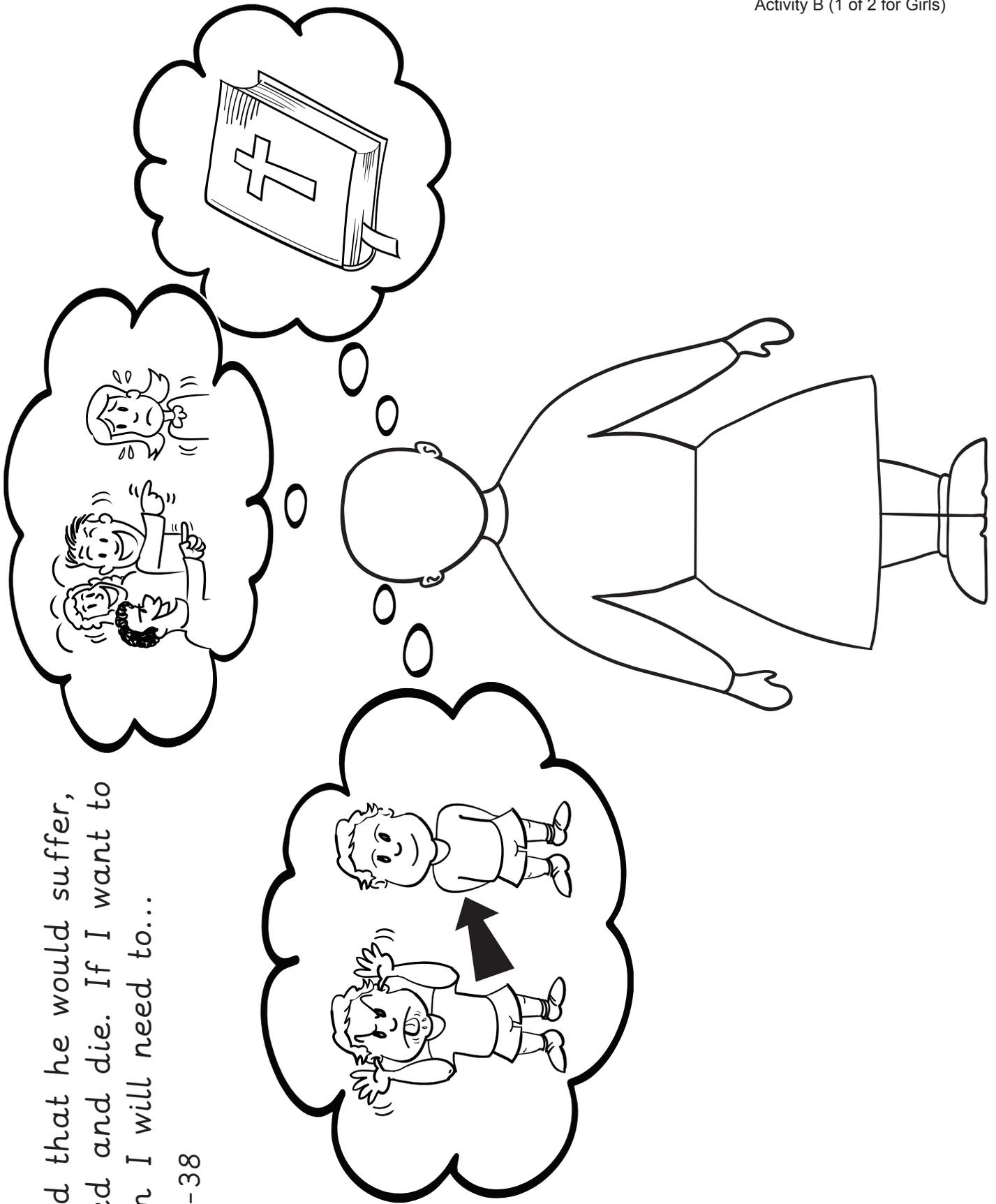
Jesus said that he would suffer,
be rejected and die. If I want to
follow him I will need to...

Mark 8:34-38



Jesus said that he would suffer,
be rejected and die. If I want to
follow him I will need to...

Mark 8:34-38



| | | |
|---|---|---|
| <p>follow Jesus (obeying Jesus as king)</p> | <p>Deny myself (not do what I want to do)</p> | <p>take up my cross (know that others might tease me)</p> |
|---|---|---|

| | | |
|---|---|---|
| <p>take up my cross (know that others might tease me)</p> | <p>Deny myself (not do what I want to do)</p> | <p>follow Jesus (obeying Jesus as king)</p> |
|---|---|---|

| | | |
|---|---|---|
| <p>follow Jesus (obeying Jesus as king)</p> | <p>Deny myself (not do what I want to do)</p> | <p>take up my cross (know that others might tease me)</p> |
|---|---|---|

| | | |
|---|---|---|
| <p>take up my cross (know that others might tease me)</p> | <p>Deny myself (not do what I want to do)</p> | <p>follow Jesus (obeying Jesus as king)</p> |
|---|---|---|

The King's Followers

This true story can be found in Mark 8:31-9:1



Discover

What did Jesus tell his disciples would happen to him? (8:31)

He would s _ _ _ _ _ , be r _ _ _ _ _ , be k _ _ _ _ _
and three days later r _ _ _ again.

What did Peter do when Jesus told him this? (8:32) Circle the correct answer.

He helped him prepare. He told Jesus off. He rejected Jesus.



Why did Peter rebuke Jesus?
What sort of king was he expecting Jesus to be?

Think? Spot

What three things did Jesus say his followers must do? (8:34)

1. D _ _ _ self 2. Take up their c _ _ _ _ 3. F _ _ _ _ him

Jesus told his followers that they would have to live as he did.

Match how he said people live with what he said would happen.

Whoever wants to save their life...

Whoever loses their life for Jesus
and the gospel...

A man who gains the whole world...

Anyone who is ashamed of Jesus
and his words...

...Jesus will be ashamed
of them (8:38)

...will save it (8:35)

...could lose his soul
(8:36)

...will lose it (8:35)

DISCUSS?

In what ways are Jesus' followers like him?

What does it mean to 'deny self'?

What does 'take up your cross' mean?

Are you living as a follower of Jesus? What might you
need to give up or change?

What can you look forward to if you are following Jesus?

How does this encourage you to keep going?



The King's Followers

This true story can be found in Mark 8:31-9:1



Discover

What did Jesus tell his disciples would happen to him? (8:31)

He would _____ , be _____ , be _____
and three days later _____ .

What did Peter do when Jesus told him this? (8:32)



Why did Peter rebuke Jesus?

What sort of king was he expecting Jesus to be?

Think? Spot

What three things did Jesus say his followers must do? (8:34)

1. _____ 2. _____ 3. _____

Jesus told his followers that they would have to live as he did.

Fill in the boxes below with what Jesus said would happen.

8:35

Whoever wants to save their life...

8:36

A man who gains the whole world...

8:35

Whoever loses their life for Jesus and the gospel...

8:38

Anyone who is ashamed of Jesus and his words...

Discuss?

In what ways are Jesus' followers like him?

What does it mean to 'deny self'?

What does 'take up your cross' mean?

Are you living as a follower of Jesus? What might you need to give up or change?

What can you look forward to if you are following Jesus?

How does this encourage you to keep going?



The King's Glory

Mark 9:2-13

Big Idea : Three of the disciples were shown that Jesus is the glorious promised king and they were told to listen to him.

Aim : To teach that we must listen to Jesus because he is God's Son.

The Story So Far

Week 1:

- Jesus told his disciples that as God's promised king he would suffer and die.
- Jesus taught that anyone who wants to follow him must live like him.



Leader's Study Notes

Read Mark 9:2-13 noting how Jesus' identity is revealed and confirmed to the disciples.

Use the following notes to help you think about the passage in more detail.

In the previous lesson Jesus used Peter's misunderstanding of what it meant for him to be king to teach his disciples that they would suffer if they followed him. This next section, which closely resembles Jesus' baptism, provides an encouraging supernatural confirmation that Jesus is the promised king.

9:2-4 There were a few occasions when Jesus allowed Peter, James and John to see and experience things that the other disciples did not – this is one of them. Jesus' appearance was briefly changed. His clothing became brilliantly white and Matthew also notes in his Gospel that Jesus' face shone with light like the sun (Matthew 17:2). Dazzling white clothing is associated in the Bible with heavenly beings and, in the Old Testament, Moses' face shone so brightly when he had met with God that he needed to use a veil to cover it (Exodus 34:30, 33-35).

The sudden arrival of Moses and Elijah with Jesus on the mountain is significant. It was Moses who had first been given the Law at Mount Sinai and with whom God had made his covenant with Israel (Exodus 19:1-8; 24:8). Elijah had been a prophet of God and was expected to return before the

Messiah's arrival to prepare the way for him (Malachi 3:1; 4:5). Together they represent the whole of the Old Testament promises of a new covenant for God's people and his coming kingdom.

9:5-8

Peter seems suitably impressed by Moses and Elijah's appearance, but his senseless comment in verse 5 shows that he had missed the focus of their meeting – Jesus. Peter apparently saw no distinction between the three of them, despite his earlier confession that Jesus is God's promised king.

God spoke from heaven, as at Jesus' baptism (1:11), but this time to correct Peter's mistake. There could be no doubt that Jesus is the one they must listen to because he is God's Son.

9:9-13

Again the disciples were told to tell no one what they had seen until after his resurrection, perhaps because they themselves still did not understand why Jesus had come.

Having just seen Elijah the disciples were distracted from Jesus' talk about 'rising from the dead'. He answered their question anyway, explaining that Malachi's prophecy about Elijah had already been fulfilled. He was referring to John the Baptist who wore similar clothing to Elijah (2 Kings 1:8) and who, like Elijah, was given the task of calling God's people back to God in repentance (Mark 1:2-8). John the Baptist had been beheaded at the start of Jesus' ministry (Mark 6:27).

Jesus refers to himself as 'the Son of Man', the one who in Daniel 7:13-14 is given ultimate power, authority and an everlasting kingdom. It was difficult for the disciples to understand how this could be true if he was going to die – it's normally what kings do before they rule!

This passage confirms Jesus as the promised king, but it is clear from the disciples' confusion about what 'rising from the dead' meant that they were still not listening to his teaching about his death. In fact, they only truly understood this after the resurrection.

Reflect

- Why should you listen to Jesus?
- When do you find it hardest to listen to Jesus? Is this because of what he demands or because there are other authorities calling for your attention?
- Thank God that Jesus is the glorious promised king. Ask him to help you to listen to Jesus, even when it's hard.

Session Outline



Review

Review the previous lesson using the questions provided as well as any of the visual aids that were used for the previous lesson. This is helpful for children who may have missed that session.



Introductory Idea

Introduces this week's lesson.

Pose the questions at the end of the Introductory Idea. This gives children something to look out for in the lesson and helps their concentration. These get answered later in the session.



Teaching Plan

The core of the session.

The action of the Bible text is told as a story for younger children and explained. Or the Bible text is taught as a simple Bible study for older children.



Game Idea

Not essential.

Reinforces the lesson aim in a fun way and provides a way of displacing energy!

Review the questions posed in the Introductory Idea.



Discuss and Apply

Not to be missed!

This is where the children can be quizzed on the content and meaning of the Bible story. Questions and discussion are needed to apply this Bible story to the children's everyday lives. They should do most of the talking.



Prayer Idea

Use the prayer idea or just encourage each child to pray about an aspect of the lesson.



Activity

An opportunity to reinforce the lesson. **For younger children, Activity A or B will be suitable.** **For older children, Activity C or D can be used to facilitate the Teaching or the Discuss and Apply section – some children prefer a lively discussion to completing written answers.**



Memory Verse

A fun way of remembering the key verse for the series.



Review

Review the previous lesson using the following questions:

- Who did Jesus say he was? [*The Son of Man – the Christ* (8:31, 38)]
- What did he say would happen to him? [*He would suffer, be rejected and be killed* (8:31)]
- What did he say his followers must do? [*Deny self, take up their cross and follow him* (8:34)]



Introductory Idea

Option 1: Have a range of items that make a sound. This could include a rubber mallet, a bicycle horn, an inflated balloon and a bell. Hold up each of these and demonstrate the sound they make. Rub your hand over the inflated balloon and bang the mallet on a table to make a sound. Place the items inside a large cardboard box so that the children cannot see which one you are holding. Pick the items up in random order, still inside the box, and use them to make a sound. The children must shout out which item you're using.

In today's true story from the Bible some of the disciples were told to listen to someone. [Use the Bridge Questions below to create a link with the lesson.]

Option 2: Definitions. Find a few words in a dictionary with which children will not be familiar. Write these on separate pieces of card. Also write out the real definition for each and then make up an alternative, but plausible, definition which differs considerably from the true definition.

Announce one of the words or place it on a board/wall. Does anyone know what it means? Explain that you have two definitions for the word – one that you think is right and one that the dictionary says is right, but don't tell them which is which. Read the two possible definitions and get the children to vote for the one they believe to be correct. Did they get it right? Reveal which one is the dictionary definition and which is the one you made up. Do the same for the other words. Was it easy for the children to know which was the correct definition. If they knew which was the dictionary definition each time would they always have chosen it as the correct one? Why?

In today's true story from the Bible the disciples were told to listen to someone before anyone else because of who they were. [Use the Bridge Questions below to create a link with the lesson.]

Option 3: For older children – Top Trumps. Print out a number of pictures of different people the children will know. These should include some that the children might listen to and some that they won't e.g. parents, teacher, Sunday school leader, a celebrity or sportsman, a criminal, a stranger.

Place the pictures face down on a board or wall. Choose two children to play and explain that they must each choose one picture to turn face up. They must then convince the rest of the children that their person is the better one to listen to. The rest of the children can vote to decide which has won – that child gets to keep both pictures. Continue the game until all the pictures are gone. The child with the most pictures wins.

In today's true story from the Bible the disciples were told to listen to one person over everyone else. [Use the Bridge Questions below to create a link with the lesson.]

Bridge Questions:

The children must listen carefully to discover the answers to the following questions:

- Who were the disciples to listen to? [*Jesus* (9:7)]
- Who told them to listen? [*God the Father* (9:7)]
- Why were they to listen? [*He is the Son of God* (9:7)]



Teaching Plan

For younger children – focus on telling the story up to verse 8. This will enable you to teach the main point of the passage clearly without adding unnecessary confusion. Use a storyboard to tell the story. You'll need a mountain background; figures of Jesus, Peter, James, John, Moses and Elijah; and a cloud big enough to cover all of them. You will also need white clothes to overlay the Jesus figure. Place and remove the figures as you tell the story.

With very young children you might want to avoid using the names of Peter, James and John and simply speak about three of Jesus' friends. These extra details aren't necessary for the main point of the story. You might also choose to simply speak of Moses and Elijah as two men from a very long time before Jesus.

For older children – divide the lesson into two parts, one to explain verses 2-8 and the other to explain verses 9-13.

Read Mark 9:2-8 and use some of the following questions as a basic Bible study to discuss the meaning of this passage.

- What happened six days before this event? (Mark 8:27-9:1)
- How did Jesus' appearance change? What does this remind you of? (See Exodus 34:30)
- What should this have convinced the disciples of concerning who Jesus is? Why did Peter in particular need to be convinced of this after what he had said in Mark 8:32?
- Do you think he had understood this yet? (Mark 9:5-6)

- Why were Moses and Elijah there? What did they represent? Can you think of any stories about Moses and Elijah in the Old Testament?
- How is Mark 9:7 similar to Mark 1:11? What is different?

For Mark 9:9-13 talk about why the disciples were told to keep quiet about what they had seen. You will also need to explain the connection between Elijah and John the Baptist. Get them to look up 2 Kings 1:8 and Mark 1:2-8 and think about the ways in which they are alike.



Game Idea

Option 1: For younger children – sit the children sit in a circle and choose one child to be in the middle. The child in the middle of the circle closes their eyes. While they are not looking, choose another child to whisper a short sentence such as ‘Jesus is king.’ The child in the middle can then open their eyes and guess who was speaking. If they guess correctly they can swap places with the child on the outside of the circle.

Alternatively, choose one child to stand in the middle of the circle and another child to whisper a word or phrase. The child in the middle of the circle knows which child has been chosen to whisper, but they must keep their eyes closed throughout the game. The children outside the circle can whisper quietly as well. The child in the middle of the circle must listen for when the child who was chosen to whisper speaks and repeat the word or phrase they said. If they get it right they may swap places.

Remind the children that in today’s true story from the Bible the disciples were told to listen only to Jesus because he is God’s Son.

Option 2: The King Says. Play the game like ‘Simon Says’. A leader stands at the front of the room and shouts out commands e.g. jump on the spot, clap hands, turn around, step to the right. The rest of the group must do exactly as the leader says, but only when they begin the command with the words “The king says...” If the leader does not use this phrase the children must ignore the command given. Anyone who doesn’t follow the instructions when they should or who follows them when they shouldn’t is out. The game ends when only two or three children remain.

Explain that in today’s true story from the Bible Jesus’ disciples were told to listen to Jesus because he is God’s Son, the promised king. We should listen to and obey everything that Jesus commands because he is king.

Option 3: For older children – divide the group into pairs and give one of each pair a different short newspaper article (one that you have checked beforehand for appropriate content). Give their partners each a pen and a sheet of paper. The children with the articles stand in a row at one end of

the room and begin to read them aloud at the same time while the children with the paper and pens sit at the opposite end of the room and attempt to write down what is being read by their partner.

Compare the written articles with the originals. It can be very hard to listen when there are so many competing voices. In today’s true story from the Bible the disciples were told to listen to Jesus alone.



Discuss and Apply

The main point of this lesson is very simple: we must listen to Jesus because he is the Son of God.

For younger children – explore how and when we hear Jesus’ words to us as well as the reasons why we don’t always listen. Younger children will not be reading the Bible for themselves so you will have to help them understand how they hear Jesus’ words when the Bible is taught to them, perhaps by a parent or Sunday school teacher. How carefully do they listen when the Bible is taught or read?

Sketch some scenarios where they might have to choose between listening to Jesus or listening to others. When is it hard to listen to Jesus?

For older children – discuss as for younger children above. It would be worth exploring the other voices or authorities that daily compete for their attention and their obedience. This might include friends, fashion, media, advertising, teachers, etc. How do they decide which of these they will listen to? If you’ve used Game Option 3 then you could get the children to think about how hard it was to listen to their partner when there were so many competing voices in the room. How can they focus their attention on Jesus and his words in a world that often says they should think and believe the opposite?

The disciples were not listening to Jesus when he spoke about his suffering. When do the children find it hard to listen to Jesus? What is it about Jesus and the gospel that they may not like to hear or obey?



Prayer Idea

Get the children to write or draw something that might prevent them from listening to Jesus. You could even provide them with ear-shaped pieces of paper on which to do this. Pass a bowl around the group so the children can place their ear in the bowl as they ask God to help them listen to Jesus and not other things that distract us.



Activity

For 3-7s – choose either Activity A (pages 22 and 23) or Activity B (pages 24 and 25).

Activity A – Print pages 22 and 23 onto paper (one copy of each for every two children). Before the lesson cut around the bold lines of the clouds on page 23.

The children colour in the picture. Help them paste the cloud in place as marked. They can lift the cloud to see what Jesus' friends saw on the mountain.

Activity B – Print page 24 (one copy for every child) and page 25 (one copy for every two children) onto paper.

Before the lesson use a craft blade to cut the lines on page 24 and then cut the strips from page 25.

The children colour in the pictures. Help them to weave the strip showing Jesus, Moses and Elijah through the other page starting on the right and weaving under the standing disciple's head and then alternately over and under.

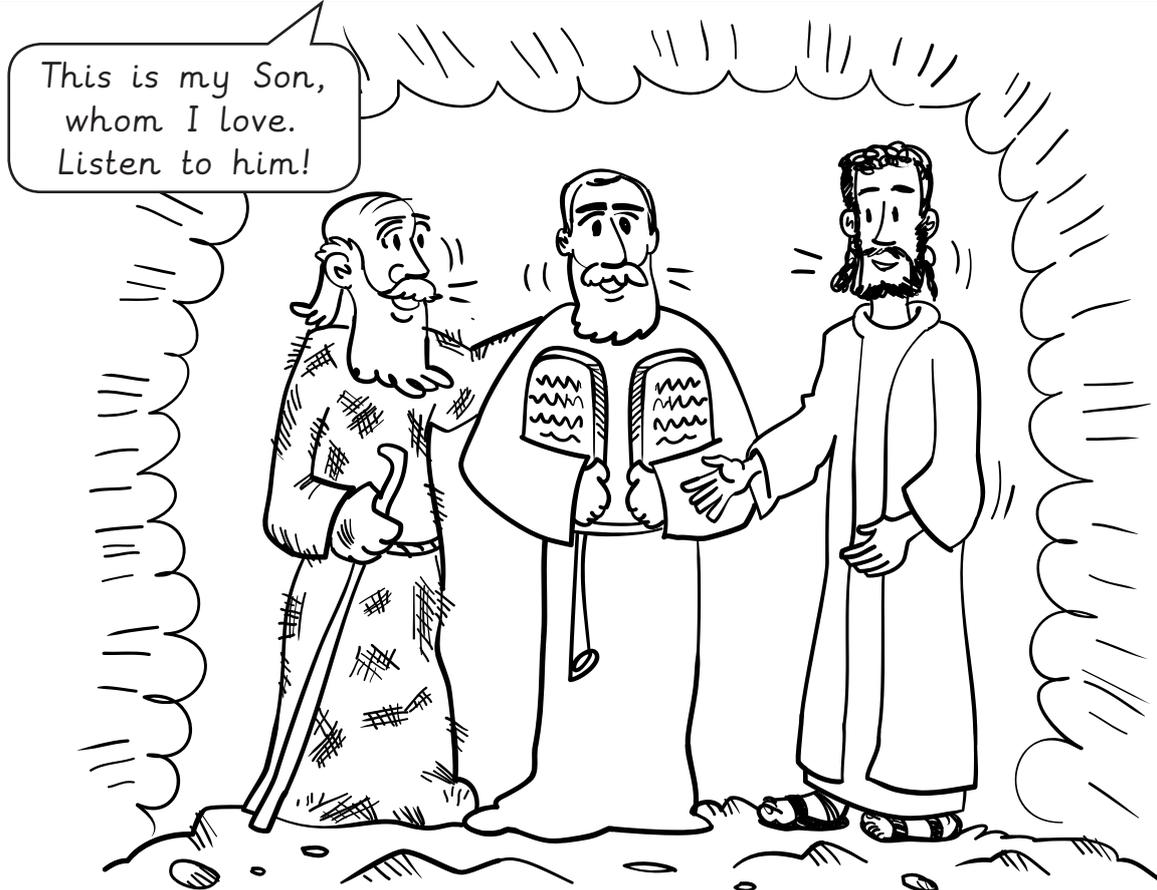
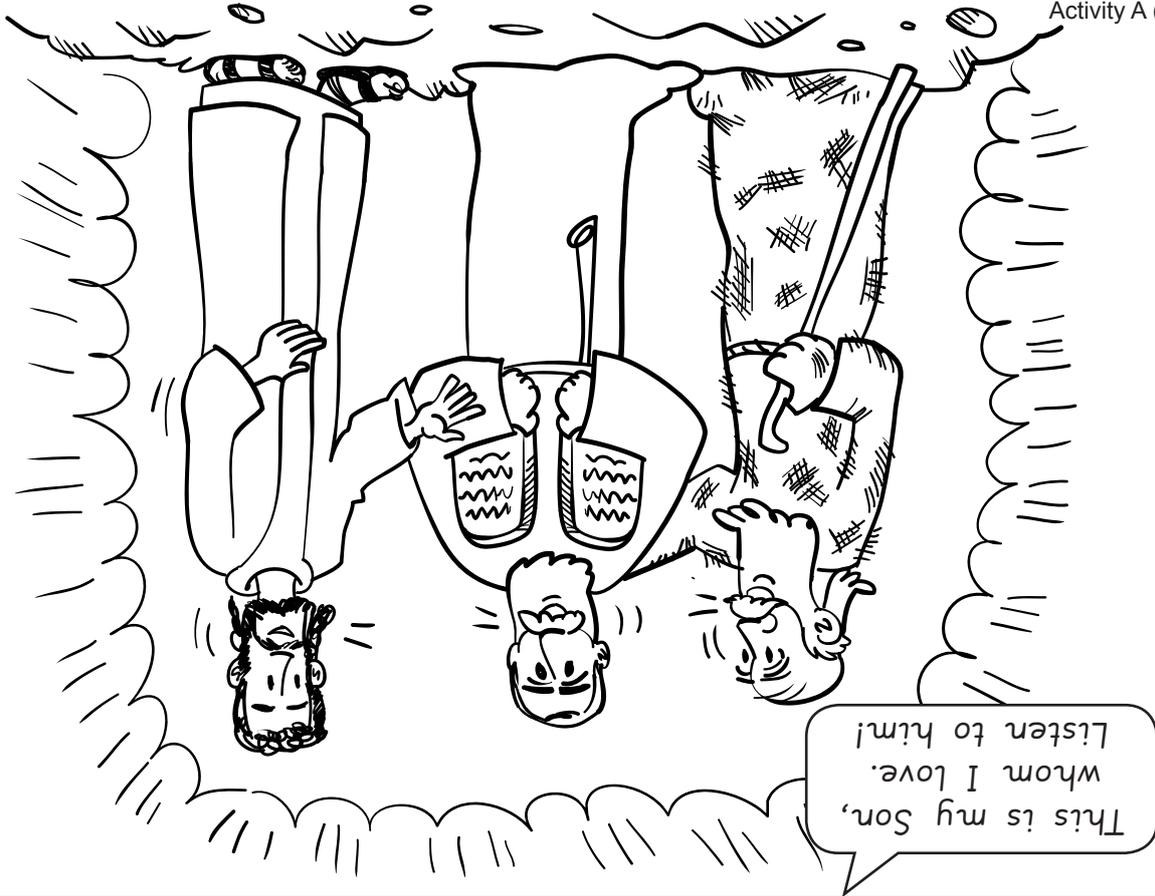
Move the strip left to reveal Moses, Elijah and a glorified Jesus. Move it right to see only Jesus before/ after his transfiguration.

For 7-11s – print either Activity Sheet C (page 26) or Activity Sheet D (page 27) onto paper for each child. Choose whichever is appropriate for your children and use it to reinforce the lesson or as a discussion starter.



Memory Verse

Mark 10:45 – *For even the Son of Man did not come to be served, but to serve, and to give his life as a ransom for many.* [NIV]

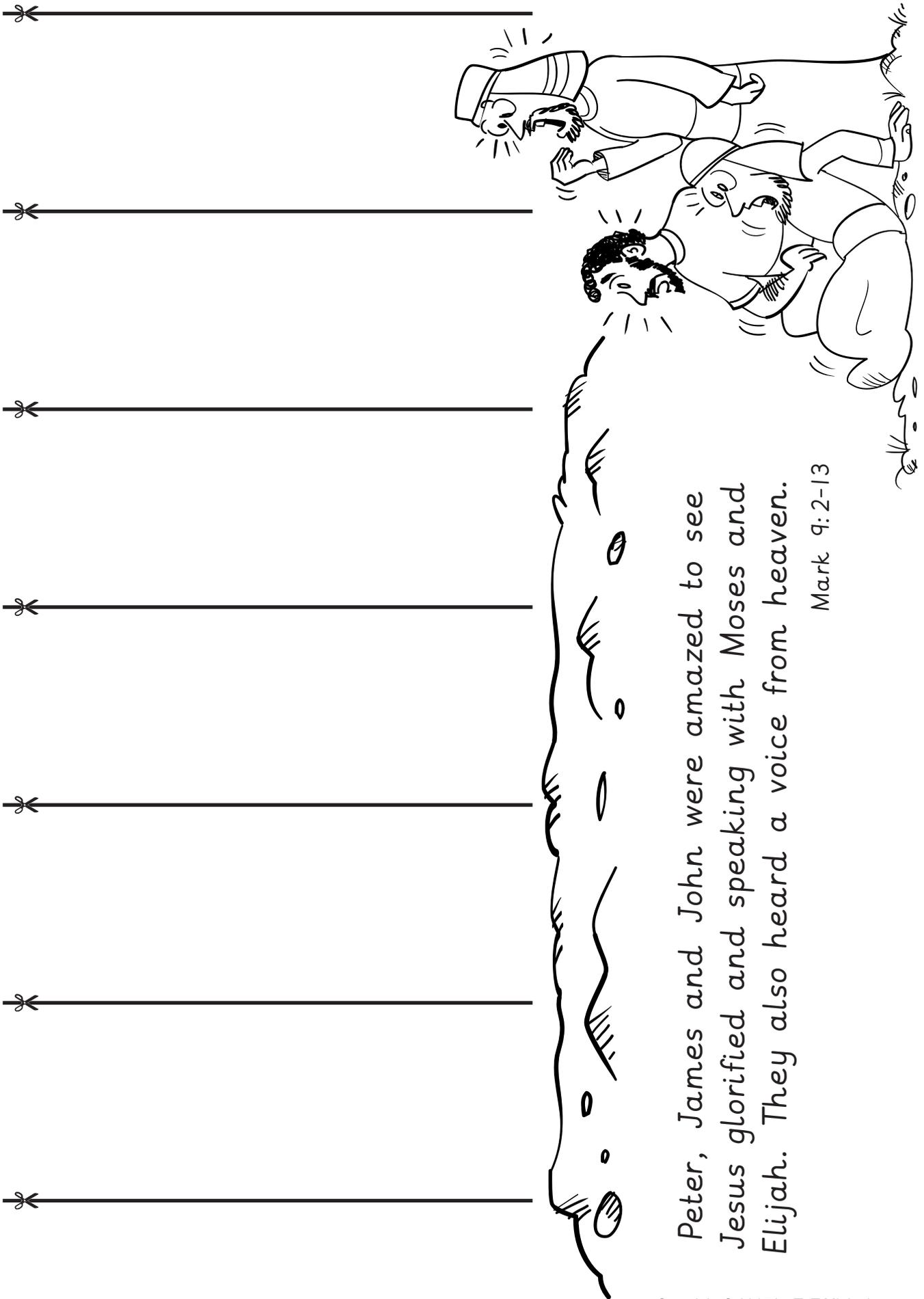


Mark 9:2-13

Lift the cloud to see what
Jesus' three friends saw and
heard on the mountain.

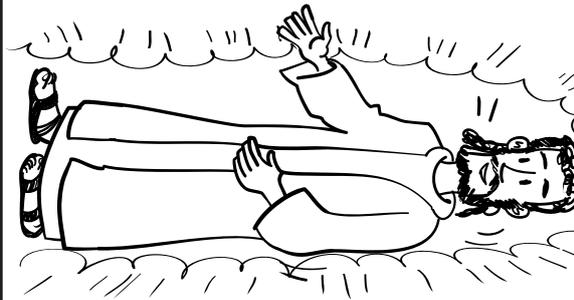
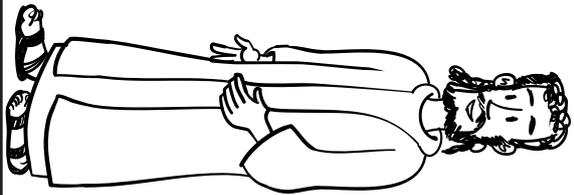
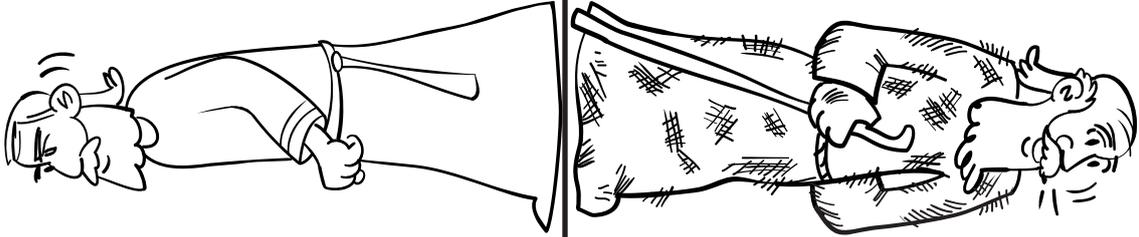
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Mark 9:2-13

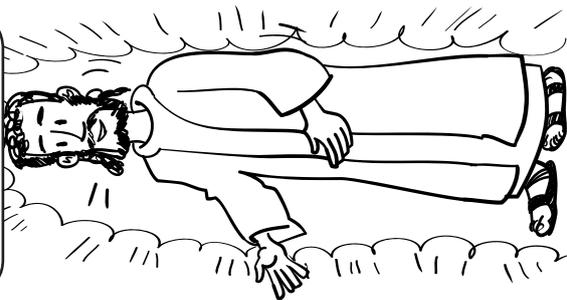


Peter, James and John were amazed to see Jesus glorified and speaking with Moses and Elijah. They also heard a voice from heaven.

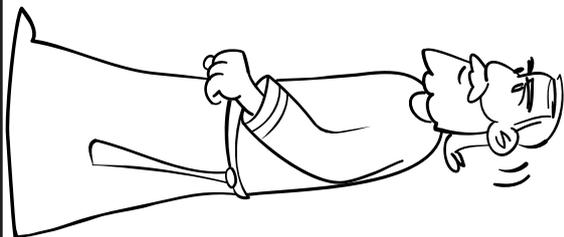
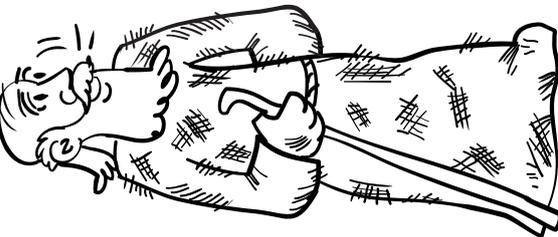
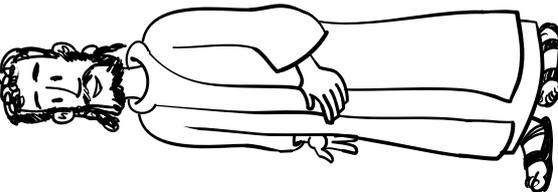
Mark 9:2-13



This is my Son,
whom I love.
Listen to him!



This is my Son,
whom I love.
Listen to him!



The King's Glory

This true story can be found in Mark 9:2-13



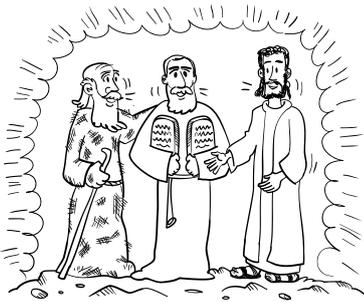
Discover

What happened while Jesus and his disciples were on the mountain? (9:3-4, 7)
Put a tick by the sentences that are true and a cross next to those that aren't.

- Jesus' clothes became bright blue.
- Moses and Elijah appeared with Jesus.
- A cloud came and covered them all.
- A voice from the cloud told the disciples to listen to Moses.

What did God tell the disciples when he spoke from heaven? (9:7)
Complete the sentence below.

"This is my S _ _ whom I l _ _ _ . L _ _ _ _ _ to him!"



Think? Spot

Why did God say to listen to Jesus?
What do his words remind you of?
Look up Mark 1:11.

What did Jesus tell the disciples to do? (9:9) Circle the correct answer.

Not to tell anyone yet.

To go down the mountain.

To obey him.

What did he say would happen? (9:9) Circle the correct answer.

He would be rejected.

He would rise from the dead.

Elijah would help them.

DISCUSS?

Why should we listen to Jesus?
Where can we find out about what Jesus says?
Do you trust that what he says is true?
When do you find it hard to listen to him?
What will it look like for you to listen to Jesus at school, at home and at church?



The King's Glory

This true story can be found in Mark 9:2-13



Discover

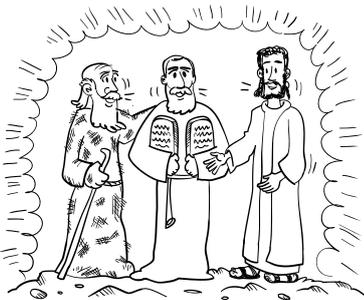
What happened while Jesus and his disciples were on the mountain?

1. Jesus' clothes _____ . (9:3)
2. _____ and _____ appeared with Jesus. (9:4)
3. A cloud _____ and a voice _____ . (9:7)

What did God tell the disciples when he spoke from heaven? (9:7)

Complete the sentence below.

"This is my _____ whom I _____ . _____ to him!"



Why did God say to listen to Jesus?
What do his words remind you of?
Look up Mark 1:11.

Think? Spot

When Jesus told his disciples that Elijah had already come he was talking about John the Baptist.

Look up Malachi 3:1 and Mark 1:2-3. What had John come to do?

P _____ the w _____ for the L _____ .

What does this tell you about who Jesus is? _____

DISCUSS

Why should we listen to Jesus?
Where can we find out about what Jesus says?
Do you trust that what he says is true?
When do you find it hard to listen to him?
Are there other people or things you would rather listen to?
What will it look like for you to listen to Jesus at school,
at home and at church?



The King Requires

Mark 10:13-31

Big Idea : Jesus used his meeting with children and a rich young man to teach that we can only enter the kingdom of God by depending fully on him.

Aim : To teach that we need to trust in Jesus alone to get into his kingdom.

The Story So Far

Week 1:

- Jesus told his disciples that as God's promised king he would suffer and die.
- Jesus taught that anyone who wants to follow him must live like him.

Week 2:

- Three of the disciples went up a mountain with Jesus and were shown his glory.
- God told the disciples that they must listen to Jesus because he is God's Son.



Leader's Study Notes

Read Mark 10:13-31 noting what Jesus tells his disciples and the rich young man about how people enter the kingdom of God.

Use the following notes to help you think about the passage in more detail.

Having explained the need to deny self, take up their cross and follow him (8:34), Jesus began to teach his disciples what that would look like. They were to have a very different attitude to the world regarding ideas of greatness (9:33-37); unity (9:38-41); sin (9:42-50); marriage (10:1-12); children (10:13-16); and possessions (10:17-31). These last two sections, however, go further than the rest. Here Jesus teaches that a different lifestyle is not enough to get people into God's kingdom; what is needed is childlike trust.

10:13-16 In first century Jewish culture children under the age of twelve were considered insignificant. It is not surprising then that the disciples believed their own conversations with Jesus did not deserve such interruptions.

Jesus' reaction might well have shocked them. He explained that anyone wishing to enter the kingdom of God must receive it with the simple trust of a child and showed that those who appear humble in the world's eyes are valuable to God.

10:17-20 Jesus was met by a man who was clearly anxious to earn himself a place in God's kingdom. He appeared to everyone present to be a good candidate – he knelt before Jesus, addressing him as 'good teacher', and he claimed to have kept all of God's commandments. Unlike with the children, the disciples made no attempt to prevent this kind of interruption.

10:21-22 Jesus' reply echoes what he had already told his disciples in Mark 8:34-38. Outwardly keeping the law is not enough to gain entry into God's kingdom. The sacrifice Jesus required of the rich young man was too much for him. He wanted eternal life, but was unwilling to give up what he had in this life to get it.

10:23-25 Jesus' comment again shocked his disciples; wealth and prosperity, in Jewish tradition, were considered to be a sign of God's blessing or approval (cf. Job 42:12). For the rich young man they got in the way of him entering the kingdom because he was unwilling to give them up.

10:26-27 Salvation for anyone requires an 'act of God'. Without him changing our hearts, denying self and taking up the cross to follow Jesus would be impossible.

10:28-31 As before in 8:34-38, Jesus' warning ends with encouragement. The sacrifices made in this life in order to follow him will be rewarded a hundred times over both now and in God's kingdom where those previously humbled will be exalted.

It is certainly true that in a loving Christian community every older woman is like a mother, every older man like a father and everyone else like brothers and sisters.

We are often closer to these people than we are to our unbelieving biological family. As in Acts 4:32 even homes are opened so

that no-one who is part of any local church is ever homeless. But Jesus also warns that persecution is to be expected in this life.

Reflect

- What is it about morality and wealth that makes people self-confident? How were both of these a hindrance to this man trusting in and following Jesus?
- Do you ever feel that you have made sacrifices to follow Jesus? How are Jesus' words in verses 29-31 an encouragement to you?
- Thank God that your salvation does not depend on what you have or have not achieved, but only on Jesus. Pray that you will have a childlike dependence and be willing to give everything up because Jesus is so precious.

Session Outline



Review

Review the previous lesson using the questions provided as well as any of the visual aids that were used for the previous lesson. This is helpful for children who may have missed that session.



Introductory Idea

Introduces this week's lesson.

Pose the questions at the end of the Introductory Idea. This gives children something to look out for in the lesson and helps their concentration. These get answered later in the session.



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The core of the session.

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Reinforces the lesson aim in a fun way and provides a way of displacing energy!

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Discuss and Apply

Not to be missed!

This is where the children can be quizzed on the content and meaning of the Bible story. Questions and discussion are needed to apply this Bible story to the children's everyday lives. They should do most of the talking.



Prayer Idea

Use the prayer idea or just encourage each child to pray about an aspect of the lesson.



Activity

An opportunity to reinforce the lesson. **For younger children, Activity A or B will be suitable.** **For older children, Activity C or D can be used to facilitate the Teaching or the Discuss and Apply section – some children prefer a lively discussion to completing written answers.**



Memory Verse

A fun way of remembering the key verse for the series.



Review

Review the previous lesson using the following questions:

- Who were the disciples to listen to? [*Jesus* (9:7)]
- Who told them to listen? [*God the Father* (9:7)]
- Why were they to listen? [*He is the Son of God* (9:7)]



Introductory Idea

Option 1: Good Trade. Gather four items that you can give away as prizes – three of them should have no appeal to children, like an empty cereal box, a potato or a scrunched up ball of paper. The fourth one must be something very appealing, like a chocolate bar or a toy. Inside the least appealing prize, perhaps the cereal box, place a slip of paper entitling the holder to a bag of sweets. You could also simply write this on the scrunched up piece of paper.

Select four volunteers and have them throw a dice to determine the order in which they will be able to choose a prize (highest number goes first). Announce that every time a child chooses a prize, they will have one chance to swap that prize for any other prize already chosen by another child. The first child is obviously not able to do this. It is very likely that the chocolate bar keeps getting traded. Once the final trade is done ask the children how they felt about giving up the chocolate bar for something less desirable. Ask the child with the cereal box how they felt to receive an empty box or scrunched up piece of paper. Is it really empty? Get them to look inside or open up the piece of paper and read out what it says. Award a bag of sweets to be shared at the end of the lesson. How do they now feel about giving up the chocolate bar? How do the other children feel about giving up the cereal box/scrunched up piece of paper?

Today's true story from the Bible is about a man who missed out on getting into heaven because he thought something else was more valuable. It got in the way. [Use the Bridge Questions below to create a link with the lesson.]

Option 2: Getting in. Draft a list of theme parks or places of interest that children in your group might go to or want to go to. Pictures of each will be helpful. Have a broad range of these including places where only members are allowed or secure residences like the White House or Buckingham Palace. Have separate pieces of paper with the cost of entry for each. Place all the names/pictures on a board and get volunteers to match the cost of entry to the places. Some will be free, some will cost a little and others will cost lot. However, for certain places no amount of money is enough to get you in.

Today's true story from the Bible is about a man who wanted to know what he needed to do to get into heaven. [Use the Bridge Questions below to create a link with the lesson.]

Option 3: Either/Or. Before the lesson write a list of pairs of items the children will have to choose between e.g. ice-cream or cake; a new toy or a new game; chocolate or sweets; extra pocket money or no homework. Try to make some of the choices more obvious than others.

Get the children to stand in the middle of the room as you read out one pair of items. Explain that each side of the room represents one of the options – there is no middle decision. The children indicate which they would rather have by going to one side of the room or the other.

Continue through the list of items, ending with the more difficult choices. Talk about how we cannot always have both things – we need to choose one over another. When we have to make that decision we choose the thing that we value/love most. In today's true story from the Bible Jesus met a man who needed to choose between getting into heaven and something else that he loved. [Use the Bridge Questions below to create a link with the lesson.]

Bridge Questions

- What was the man hoping would get him into heaven? [*Keeping the commandments* (10:19-20)]
- What got in the way of him following Jesus? [*His wealth* (10:21-23)]
- What did Jesus say we need to get into heaven? [*To receive the kingdom of God like a little child; to follow him* (10:15; 21)]



Teaching Plan

There are three separate incidents in this passage – the children, the rich young man and the conversation that Jesus had with his disciples. You can help children to understand the connection between these by setting the scene in the following way:

Start by explaining that Jesus was very popular and many people were coming to see him. They loved to listen to what he had to say. There were old people, young people, rich people and poor people. The disciples knew that Jesus was very busy and that many people wanted to be near him, but they couldn't all be near him. In today's true story some children and a rich man came to see Jesus. Which do you think the disciples would allow to take up Jesus' time, the children or the rich and important man?

Briefly tell the story of the children and then spend more time on the story of the rich young man. The key point to make in the story of the children is in verse 15. This contrasts with the rich young man who did

not have a childlike faith. He looked good outwardly, being a rich and morally good man, but he loved his money more than he loved Jesus. Unlike the children he did not want to trust Jesus for everything that he needed so he would not give up everything he had to follow Jesus.

Talk about how the disciples were confused by what Jesus said in verse 23 and how he explained it to the disciples in the final section of this passage (10:24-31). The problem was not that the man had a lot of money, but that he was unwilling to give it up. If you used Intro Idea Option 1 or 3 make a link to help the children understand that if there is something we love more than Jesus we will not be able to enter the kingdom of God.

For older children – it is worth also explaining 10:28-31. The disciples felt that they had got right what the rich young man had got wrong; they had been happy to give up everything to follow Jesus. But Jesus points out that they have actually lost nothing because they have gained so much by being part of his kingdom. Even those whose family have rejected them for following Jesus find that they have a new, bigger family.



Game Idea

Option 1: Obstacle Course. Set up an obstacle course around the room. These need to range in difficulty from very easy to almost impossible. Divide the group into teams and have them compete to see which team can complete the course in the best time.

Talk about how certain obstacles were harder for certain people depending on their height, strength, etc. Which obstacle did they find hardest? Remind the children that in today's true story from the Bible the rich young man's money was the biggest obstacle to him following Jesus – he found it impossible to give it up.

Option 2: For older children – before the lesson you will need to collect or make a number of plain tokens. These could simply be squares of card or plastic bottle tops. Place a different number of tokens in nine clear plastic bags ranging from two to twenty. In a tenth bag put three tokens of a different colour. You will also need a further twenty tokens for the children to play.

Put all the bags of tokens together in a box on a table in front of the class. Divide the group into two teams and give each team ten tokens. Tell the children that there are ten items in the box and that they will be able to bid for them by spending their tokens. The team that bids the highest will win the item, but the whole team must agree on what they spend.

Start by showing them one of the bags with only one or two tokens inside and work up to those containing the most tokens, allowing the children to bid for each

one. The bag with the three tokens of a different colour should be shown to the children on the seventh turn. Explain that for this bag of tokens the children will need to give everything they have – it doesn't matter how many they currently possess, but they will not be able to bid for any of the last three items.

At the end of the game count up the number of tokens each team has and tell the children that the tokens of a different colour are each worth 100 tokens. The team with the most tokens wins.

Remind the children that in today's true story from the Bible the rich young man had been unwilling to give up all of his great wealth to follow Jesus because he didn't understand how valuable it is to be part of God's kingdom. The disciples gave up everything to follow Jesus and were told that they would receive 100 times what they had given.



Discuss and Apply

The link between the children, the rich young man and the disciples is the issue of faith. Jesus used the example of children to show the kind of trust and dependence that is necessary to gain entry into the kingdom of God. He is not saying that all children automatically have access to heaven, but merely using this picture of childlike trust to help his hearers understand what he means. The rich young man did not lack morality, but what he did lack was a childlike dependence. He was not willing to give up everything to follow Jesus and to trust him for everything as the disciples had done.

Jesus affirms that not only will people who give up everything to follow him gain entry into the kingdom of God, they will also be 'reimbursed' many times over for what they have given up to follow him. There is no real sense of loss here, the focus is on what is to be gained by trusting Jesus and following him.

Children already trust their parents and depend on them so being able to trust and rely on someone is not the issue for them, but trusting Jesus and relying on him is. How can you help the children you teach to understand why they need to depend only on Jesus and what this will look like in their daily lives?

For younger children – it will be sufficient for you to state the truth that the only way we can get into heaven is by trusting Jesus. Give examples of the ways in which young children rely on their parents for everything. In the same way we need to rely on Jesus for everything. Their parents can look after them, but they can't get them into heaven, only Jesus can do that. Parents and family are precious, but they are not as precious as Jesus.

For older children – explore some of the following discussion questions:

- What things are most dear to them? Why are they so precious?

- How is it possible for something which is precious to get in the way of us trusting Jesus and following him? Look up Matthew 6:24.
- Is it possible to have things that are precious, but for these to not get in the way of following Jesus?
- Do you know of any examples of people who have been rejected by their family because they trust Jesus? How is this passage an encouragement for them? What does Jesus promise?
- Do the children who already follow Jesus ever feel that they are missing out on something because they follow him?
- If there are children who do not yet follow Jesus, what is stopping them from doing so?

If you used Game Option 2 then you could also draw out what it was like to have to give up everything or what the children were thinking when they decided to hold some tokens back. Jesus is asking us to throw everything in with him. We may feel like we're giving up too much, but what we get in return is more than we imagined.



Prayer Idea

Ask the children to write down or draw something that might be getting in the way of them loving and following Jesus. Encourage them to pray that God would help them to love Jesus more than anything else in this world. This is a hard lesson to learn and we need God's help to get it right.



Activity

For 3-7s – choose either Activity A (pages 33 and 34) or Activity B (pages 35 and 36).

Activity A – Print page 33 (one copy for every four children) and page 34 (one copy for every child) onto paper.

Before the lesson cut the four rectangles from page 33. Fold and glue each one so that pictures of the rich young man kneeling and walking away from Jesus are back to back. Gluing before the lesson allows time for the glue to dry and makes the man flip back to the default position more easily.

The children colour in the pictures. Help them to paste the rich man as marked so that he faces his money. Fold him back along the line to face Jesus. He will then turn back to his money automatically.

Remind the children that this man loved his money more than Jesus so he could never be a part of God's kingdom.

Activity B – Print page 35 (one copy for every child) onto card and page 36 (one copy for every two children) onto card or paper.

Before the lesson cut along the bold lines of the treasure chest and fold as marked. Cut the picture cards out from page 36 and use a paper clip to keep all six cards together for each child.

The children decorate the treasure chest with glitter and crayons and also colour in all the pictures. Encourage them to draw a picture of their best friend on the blank card.

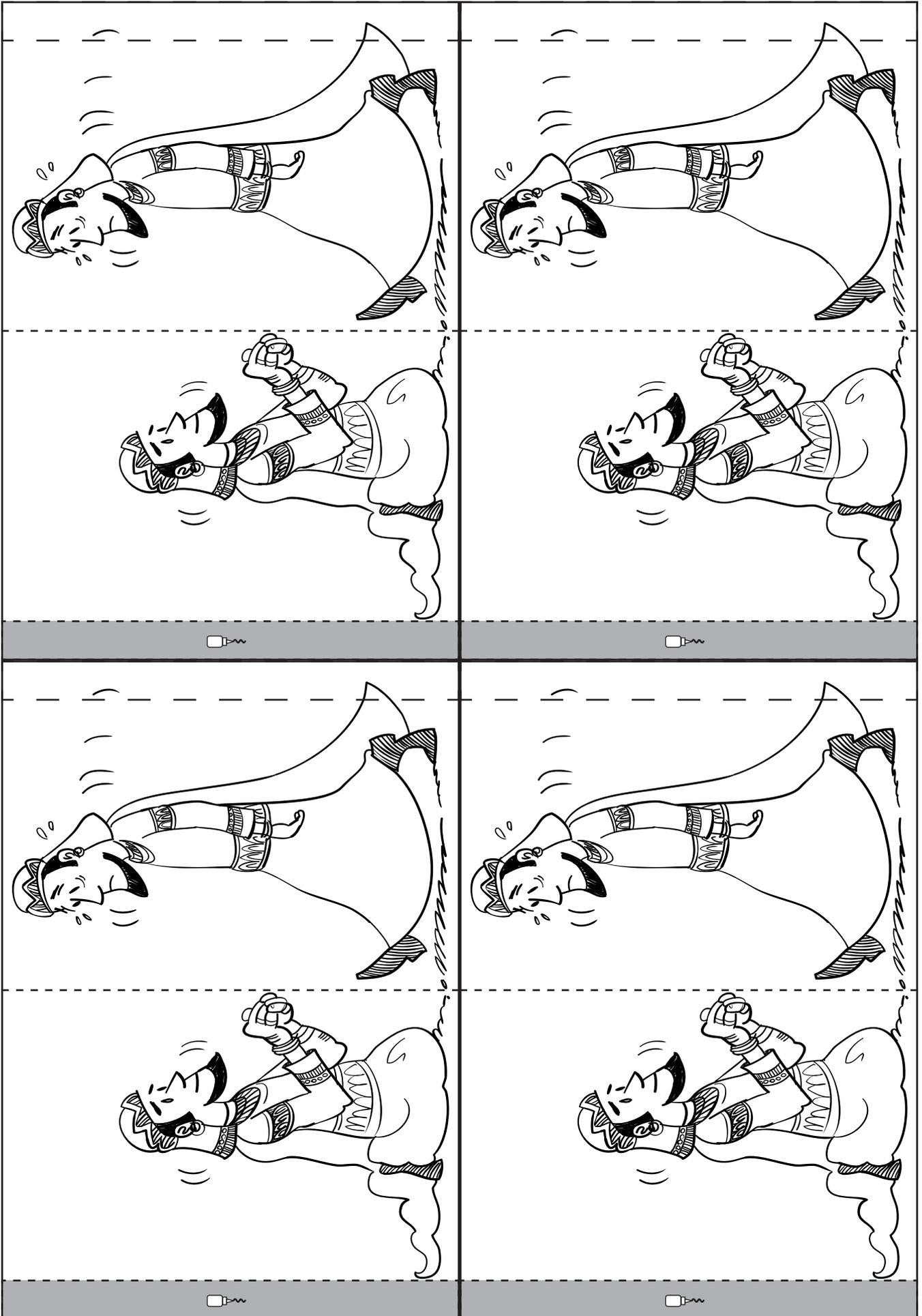
Help them to assemble the chest and paste the 'Jesus' card in the bottom of the chest. Explain to the children that sometimes the things we treasure stop us from loving Jesus the way we should. Every card that is placed in the treasure chest stops us from seeing Jesus. The rich man in today's true story from the Bible treasured his money more than Jesus.

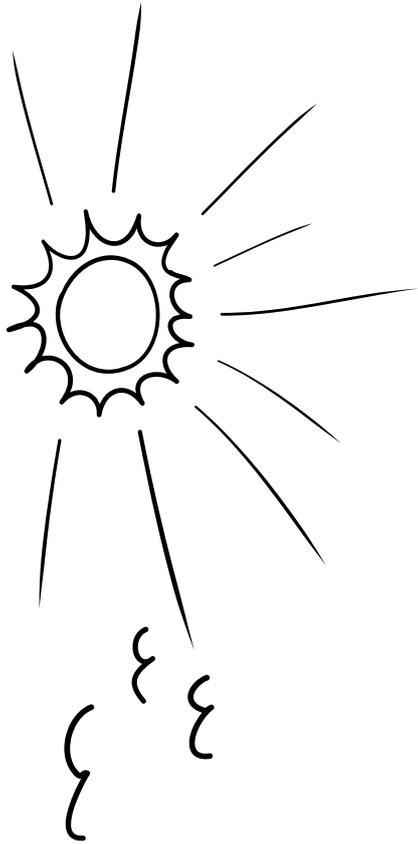
For 7-11s – print either Activity Sheet C (page 37) or Activity Sheet D (page 38) onto paper for each child. Choose whichever is appropriate for your children and use it to reinforce the lesson or as a discussion starter.



Memory Verse

Mark 10:45 – *For even the Son of Man did not come to be served, but to serve, and to give his life as a ransom for many.* [NIV]

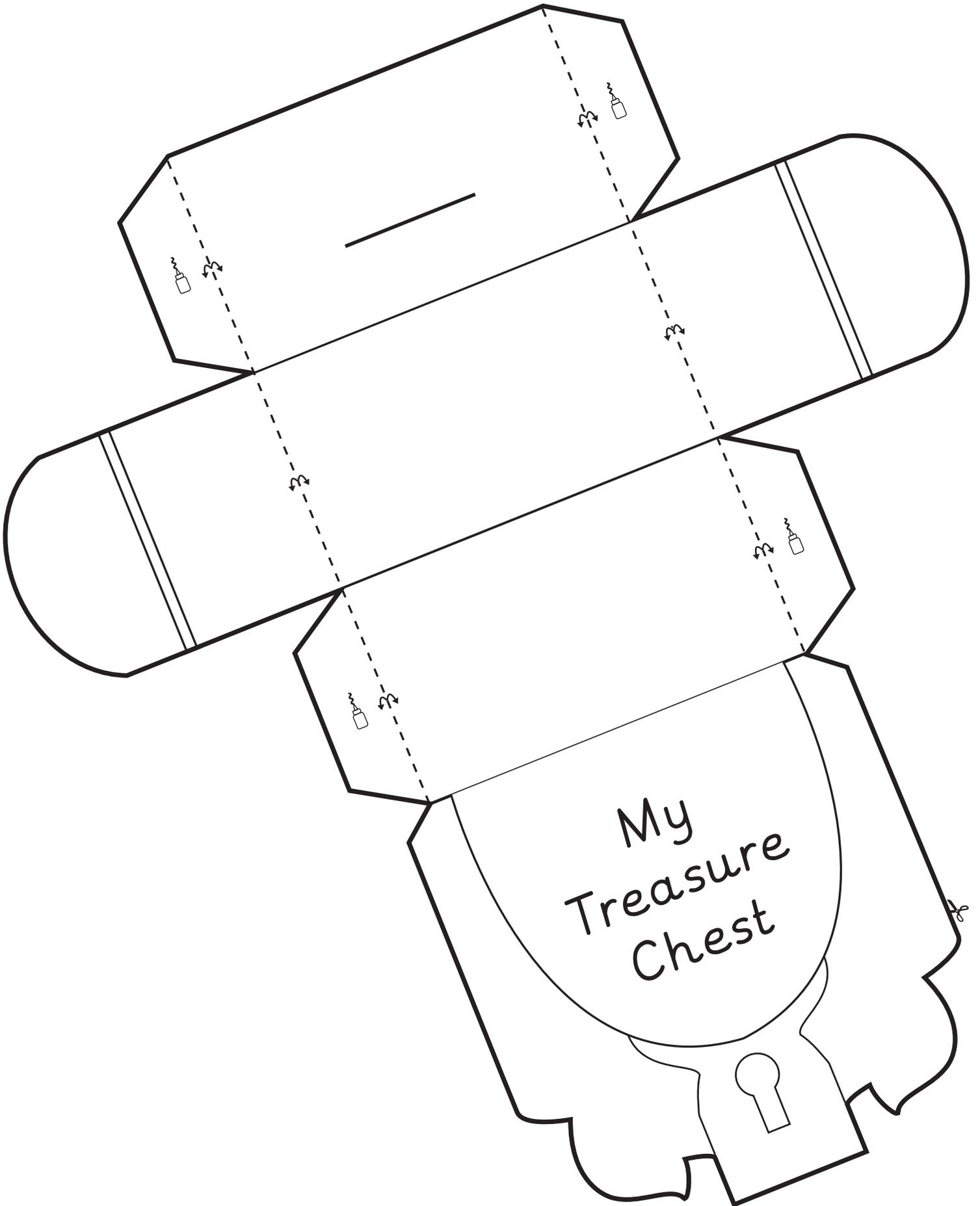


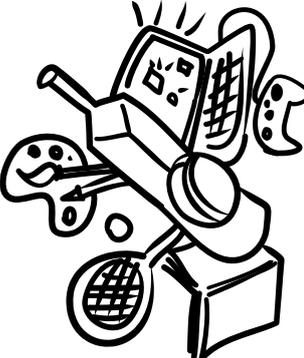
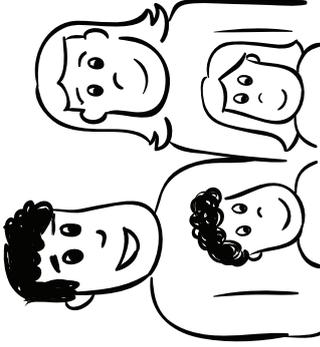
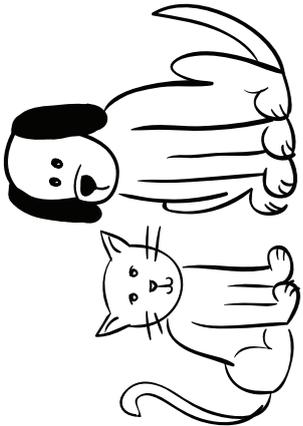
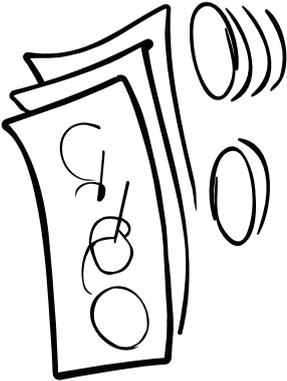
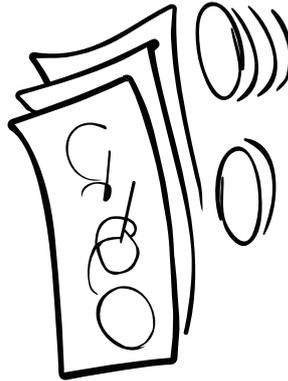
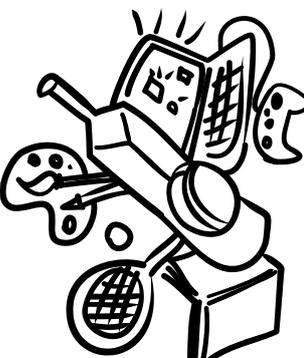
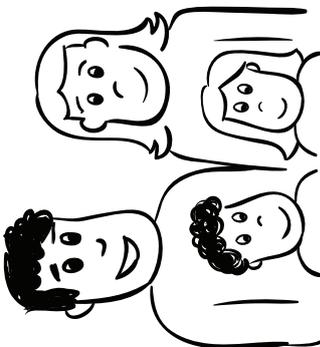
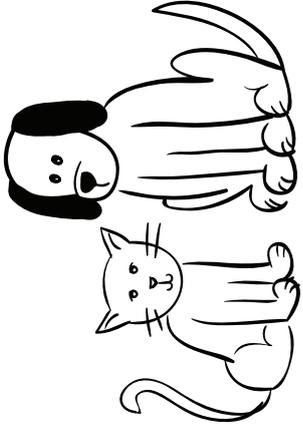


When a rich man came to Jesus he left sad because he loved money more than Jesus.

Mark 10:17-31





| | | | |
|--|---|--|---|
| <h1>Jesus</h1> |  |  |  |
|  | |  | |
| <h1>Jesus</h1> |  |  |  |

The King Requires

This true story can be found in Mark 10:13-31

Discover

Who came to Jesus? (10:13, 17, 22) Circle two correct answers.

Little children Jesus' disciples Some people with a camel A rich man

How did Jesus say that they could enter God's kingdom?

Receive it like a l _ _ _ _ _ c _ _ _ _ _ (10:15).

What else did Jesus tell the rich man to do? (10:21) Tick two correct answers.

- Keep all God's commandments.
- Sell everything he had to give to the poor.
- Follow Jesus.
- Make a camel fit through the eye of a needle.



Why did the rich man go away sad?
Why do you think he couldn't give up all his wealth?

Think?
Spot

What had the disciples given up to follow Jesus? (10:28)

E _ _ _ _ _

What did Jesus promise to those who follow him? (10:29-30)

Draw some of these things in the space below.



DISCUSS

What does it mean to 'receive the kingdom of God' like a child? How can we enter God's kingdom?

Is there anything you love more than Jesus? If you had to give something up to follow Jesus what would you find hardest?

How do Jesus' words to his disciples help you when it feels like you are missing out?

The King Requires

This true story can be found in Mark 10:13-31

Discover

Who came to Jesus?

1. _____ (10:13)
2. _____ (10:17-22)



How did Jesus say that they could enter God's kingdom? (10:15)

R _____ it like a l _____ c _____ .

What else did Jesus tell the rich man to do? (10:21)

Sell _____ .

Give _____ .

Then come _____ .



Why did the rich man go away sad?
Why do you think he couldn't give up all his wealth?

Think? Spot

What had the disciples given up to follow Jesus? (10:28) _____

What did Jesus promise to those who follow him? (10:29-30)

Write down some of these things in the space below.



Discuss

What does it mean to 'receive the kingdom of God' like a child? How can we enter God's kingdom?

Why does having lots of things in this life make it hard to enter God's kingdom? Does this mean that we should never have any good things?

Is there anything you value more than Jesus? Have you ever had to give something up to follow him? How are Jesus' words to his disciples an encouragement to you?

The King's Gift

Mark 10:35-52

Big Idea : The disciples and blind Bartimaeus both saw that Jesus is the promised king; the disciples asked for power, but Bartimaeus asked for mercy.

Aim : To teach that when we understand who Jesus is and what he came to do we will ask for mercy and want to follow him.

The Story So Far

Week 1:

- Jesus told his disciples that as God's promised king he would suffer and die.
- Jesus taught that anyone who wants to follow him must live like him.

Week 2:

- Three of the disciples went up a mountain with Jesus and were shown his glory.
- God told the disciples that they must listen to Jesus because he is God's Son.

Week 3:

- The disciples tried to stop some children coming to Jesus, but Jesus welcomed them.
- A rich man also came to Jesus, but he wouldn't give up his wealth to follow him.
- Jesus taught his disciples that to be part of God's kingdom they must trust God like little children.



Leader's Study Notes

Read Mark 10:35-52 noting the difference between the request of James and John and that of Bartimaeus. How do these reveal what they thought Jesus had come to do?

Use the following notes to help you think about the passage in more detail.

This passage comes directly after Jesus has taught about his death for the third time. Mark is deliberately contrasting the request of James and John with that of blind Bartimaeus to show that Bartimaeus had a clearer understanding of Jesus' ministry than the disciples did.

10:35-37 This is a very bold request especially when you recall that James and John had both seen Jesus glorified on the mountain in Mark 9. They were asking the eternal king of the universe to give them whatever they asked for. What cheek!

Jesus responded graciously and they made their very childish, self-centred request.

The request reveals their sinful hearts and their desire to rule over others. They had not understood what it means to follow Jesus. They were promoting rather than denying themselves. They were looking for glory rather than taking up their cross (8:34).

10:38-40 Their quick response to Jesus' challenging question in verse 39 shows that they had not understood the cost of following Jesus. The cup and baptism Jesus referred to was his suffering God's judgment for the sin of the whole world. They had no idea what he was talking about.

Shockingly Jesus affirms that they would suffer for being his followers, but that it would not necessarily lead to a position of privilege in God's kingdom.

10:41-45 The other disciples were indignant, probably because they didn't get to ask first! Jesus explained yet again that the kingdom of God is unlike the kingdoms of this world. Even Jesus, the ruler of God's kingdom, would suffer and serve before he ruled. The way to greatness is through serving others rather than expecting to be served by others.

10:46-50 Bartimaeus' attitude towards Jesus is totally different. He recognised Jesus as the Messiah ("Son of David") and sought mercy rather than privilege. He refused to be silenced by the crowd who dismissed him as the disciples had dismissed the children earlier in Mark 10:13-16. When Jesus called for Bartimaeus he abandoned everything he had – his cloak – and jumped up to meet him.

10:51-52 Jesus asked exactly the same question he had asked the disciples in verse 36, but Bartimaeus' answer was very different. Instead of asking for power as the disciples had done he asked Jesus to be merciful

and help him see. He showed the marks of a true disciple who left everything behind in order to follow Jesus and was commended for his faith.

The disciples' behaviour here shows that it is not enough to simply know who Jesus is; we need to also understand why he came. Those who do understand will ask for mercy and leave everything to follow him in the way of suffering rather than seeking comfort and glory for themselves.

Reflect

- Jesus has the right to Lord it over everyone and everything, but he doesn't. How does this make him even more attractive? How does this compare with other religious leaders?
- Jesus' willingness to serve by becoming a ransom for us is both essential for our salvation and an example of how his followers should live. How do you respond to each of these truths?
- Give thanks to God for Jesus' servant-heartedness. Pray that you will be like him.

Session Outline



Review

Review the previous lesson using the questions provided as well as any of the visual aids that were used for the previous lesson. This is helpful for children who may have missed that session.



Introductory Idea

Introduces this week's lesson.

Pose the questions at the end of the Introductory Idea. This gives children something to look out for in the lesson and helps their concentration. These get answered later in the session.



Teaching Plan

The core of the session.

The action of the Bible text is told as a story for younger children and explained. Or the Bible text is taught as a simple Bible study for older children.



Game Idea

Not essential.

Reinforces the lesson aim in a fun way and provides a way of displacing energy!

Review the questions posed in the Introductory Idea.



Discuss and Apply

Not to be missed!

This is where the children can be quizzed on the content and meaning of the Bible story. Questions and discussion are needed to apply this Bible story to the children's everyday lives. They should do most of the talking.



Prayer Idea

Use the prayer idea or just encourage each child to pray about an aspect of the lesson.



Activity

An opportunity to reinforce the lesson. For younger children, Activity A or B will be suitable. For older children, Activity C or D can be used to facilitate the Teaching or the Discuss and Apply section – some children prefer a lively discussion to completing written answers.



Memory Verse

A fun way of remembering the key verse for the series.



Review

Review the previous lesson using the following questions:

- What was the man hoping would get him into heaven? [*Keeping the commandments* (10:19-20)]
- What got in the way of him following Jesus? [*His wealth* (10:21-23)]
- What did Jesus say we need to get into heaven? [*To receive the kingdom of God like a little child; to follow him* (10:15; 21)]



Introductory Idea

Option 1: Draft a list of jobs or household chores – be sure to include some that are fairly fun to do and some that are messy or tiresome. Write each job/chore on a separate piece of paper or use pictures for younger children.

Show all the children the different jobs/chores that need to be done and invite two to come to the front to help you. They can each take it in turns to divide all the tasks between them. They do this by choosing tasks for the other person to do (this will then be something they don't have to do!).

When all the jobs have been assigned, talk about why the children chose the ones they did. Which ones would they be happy to do? Which chores did they really want to avoid? In today's true story from the Bible two of the disciples asked Jesus to give them very important jobs. [Use the Bridge Questions below to create a link with the lesson.]

Option 2: For older children – ask the children the question, "If you could be anyone in the world, who would you rather be and why?" It would be helpful to have a few examples of your own to give the children some ideas.

Explain that we naturally want things like power, wealth, intelligence or fame for ourselves. In today's true story from the Bible Jesus' disciples thought that he could give them very important jobs. [Use the Bridge Questions below to create a link with the lesson.]

Bridge Questions:

- What did two of the disciples ask Jesus for? [*To sit at his right and left in glory* (10:37)]
- What did Jesus say that they should do instead? [*Become a servant to everyone* (10:43-44)]
- How is Jesus an example to them? [*He came to serve and give his life as a ransom* (10:45)]



Teaching Plan

This passage contrasts the disciples' and Bartimaeus' requests (10:36-37; 10:47-48, 51). They all see who Jesus is, but they ask him for two very different things – the disciples for power, Bartimaeus for mercy. This lesson needs to highlight this contrast so you will need to avoid going into too much detail to make it clear.

Pictures, even if only outlines of James and John, Jesus and Bartimaeus, will be helpful. You could place Jesus in the middle on a board with the disciples on one side and Bartimaeus on the other when you start talking about him.

Place a crown on Jesus' head to show that both the disciples and Bartimaeus could see that Jesus is king. Use speech bubbles with pictures to show what they asked for. Add these as you tell the story. Some visual aids for this are supplied on page 44.

The basic story outline might be as follows:

- The disciples now knew that Jesus is the promised king.
- James and John thought this meant that Jesus would rule in Jerusalem and that they might be given very important jobs because they were his friends. So they ask him to give them the two most important jobs. Why did they ask for this? What does it show about what they thought of other people?
- Jesus told them that they didn't understand why he had come. He didn't come to rule, but to serve. If they wanted to be great in his kingdom they needed to learn to serve others. They needed to stop being so bossy!
- **With older children you could explore the misunderstanding in 10:38-40.**
- In Jericho blind Bartimaeus heard that Jesus was coming. He also knew that Jesus was the promised king, the Son of David, who had come to rescue his people.
- Instead of asking Jesus for an important position of power Bartimaeus asked Jesus to have mercy on him. He asked Jesus to be kind to him so that he could see and follow Jesus. That's all he wanted – he wasn't trying to be better than others.
- Jesus healed him and he followed Jesus.

Craft the above outline into a story using the details from the text and slowly build the contrast between the disciples and Bartimaeus.

For older children – you could divide the group into two and assign a different passage to each group (10:35-45 and 10:46-52). Ask them to answer the questions below and report back:

- Who do they believe Jesus is? (8:29; 10:47-48)
- What did they ask for? (10:36-37; 10:47-48, 51)
- Does Jesus give them what they want? (10:38-40; 10:51-52)

Collate the answers in a table and explore some of the following questions together:

- What is the main difference between the two requests? How does each show the heart of those asking?
- How do we know that James and John had no idea what Jesus was talking about in 10:38?
 - What does Jesus promise will happen to them? (10:39)
 - What does Jesus not promise? (10:40)



Game Idea

Option 1: For younger children – Follow the Leader. Choose one child to act as the 'leader'. The children march around the room behind the leader and copy everything they do. After a short time ask the other children if they would like a turn and choose another child to act as the leader.

Talk about how everyone always wants to be the leader. Why do they want to be the leader? Often people want to lead because then they can tell others what to do. In today's true story Jesus said that those who follow him should be willing to serve others and not be bossy, just as he did.

Option 2: Divide the group into two teams. Place an empty bucket next to each team at one end of the room and two buckets containing plastic balls (or scrunched up paper balls) at the other end of the room. There needs to be at least 50 per cent more balls in each bucket than there are children per team.

The object of the game is to run in a relay and transfer the balls from the bucket on the far side to the bucket next to the opposing team. Each ball that is collected earns the opposing team two points. This will not make much sense to the children as the harder they work the more chance the other team has of winning. To encourage them to participate mention that any balls left in their own bucket on the other side of the room will count against them when the time is up.

Stop the game before all the balls in the buckets have been collected. Some children may not get a second chance to run. Count the balls in each team's bucket (multiply by two to get the score) and subtract the number of balls left in the bucket they were collecting from to give the final score. The team that has transferred the most balls will always lose. How did it feel to work really hard to serve the other team? How did it feel when their effort meant that the other team won?

Remind the children that in today's true story the disciples did not want to serve others, but wanted to be served instead. How is this different to what Jesus did? How is it different to what Bartimaeus asked of Jesus?

Option 3: For older children – make a semicircle/horseshoe shape out of chairs, enough for each child to sit on. Number the chairs in order from one to however many chairs you are using, one being the 'highest'.

The child in position one starts the rhythm – two taps on their knees and two claps with their hands. The other children join in with the rhythm that's been set. On the first two claps (third and fourth beats) the child in position one says first their own number and then the number of any other child in the group. The child whose number is called must then respond by saying first their own number and the number of another child, again on the first two claps (third and fourth beats). They cannot say the number of the child who called theirs (i.e. they cannot 'pass back').

The game continues until one child makes a mistake or doesn't keep the rhythm. The child who made the mistake must then move down to the last position and everyone else behind them moves up a seat. The children who moved will need to remember their new number as the numbers stay with the seat rather than the child. The aim is to be in seat number one, the highest seat.

Talk about how it felt to be at the top or the bottom of the semicircle. How did it feel to move down in position? Remind the children that in today's true story from the Bible the disciples wanted to be 'at the top'. They wanted to rule over other people rather than serve them, but Jesus said that the greatest among them was the one who was a servant to all because even Jesus came to serve.



Discuss and Apply

This passage challenges the way we think about ourselves in relation to Jesus and other people. The disciples were seeking privilege; they regarded themselves as better than others and worthy of ruling over others. Their attitude is very unlike Jesus' – even though he is the promised king, he came to serve others. He deliberately put aside his privilege to put the needs of others ahead of his own rights.

Bartimaeus was very different to the disciples; he understood that he didn't deserve anything from Jesus and therefore simply asked for mercy.

When applying this lesson to children the challenge will always be to think of practical, age-appropriate examples of how we think about ourselves in relation to Jesus and others.

What are the things that we do and say which reveal that we think we are better than others? Do we deserve the bigger slice of cake; to be first in the queue; to have first choice of the toys?

When we spill something do we leave it for others to clean up? When someone else spills something,

do we jump to help them? Do we offer others the biggest slice of cake?

In each of these examples, what would Jesus have done? How does Jesus treat others? How has he treated us?

For younger children – help them to understand that Jesus is very kind to us. He is kinder than he should be! The disciples thought they deserved Jesus' kindness, but Bartimaeus knew he didn't deserve anything so he asked for mercy. All he wanted was to see so that he could follow Jesus. Jesus gave him what he wanted.

Jesus wants us to follow him too. He also wants everyone who follows him to be like him by serving and helping others.

For older children – help them to make the connection between understanding why Jesus came and the way he calls them to live.

How does it affect the way they see themselves in relation to Jesus? If they don't know and love Jesus as king, do they understand why Bartimaeus asked what he did? Do they need to do the same?

If they are followers of Jesus, what do they ask for when they pray? How do they feel if they don't get what they want from Jesus? Does the ransom Jesus paid make them want to joyfully follow him? What does following Jesus look like in an average day at home, school or amongst friends?

How does it affect the way they see other people? Do they think they are better than others? If they were to arrange the people they know on a board, who would be above whom? Who would serve them and who would they serve? Where does Jesus fit into that structure? Who was Jesus prepared to serve? How does that challenge us?



Prayer Idea

Can the children think of something they find hard to do for others? Or is there perhaps a particular person that they would find it hard to serve? Encourage them to pray that God would change their hearts so that they would be happy to serve anyone in any way, just as Jesus did for them.



Activity

For 3-7s – choose either Activity A (page 45) or Activity B (pages 46 and 47).

Activity A – print page 45 onto paper for each child.

The children colour in the picture.

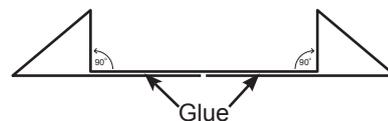
Remind the children of the difference between what

the disciples and Bartimaeus asked Jesus to do for them.

Activity B – print page 46 onto card/paper (one copy for each child) and page 47 onto paper (one copy for every two children).

Each child will also require one drinking straw and four toothpicks/cocktail sticks with the sharp ends cut off (only cut the very ends to make them safe).

Before the lesson cut along the bold lines on page 46 then score and fold as marked. Use a cocktail stick to make the eight holes as marked. Fold the outer edges back and glue the two edges beside each other in the middle of the page so that produces a ladder with an end profile that looks like this:



To save time during the lesson you could also glue the four pairs of pictures around sections of drinking straws cut to the same width as the pictures to produce a side profile like this:



The children colour in the pictures. Help them to slide a cocktail stick through each straw and insert either end into the holes on the ladder. The pictures need to be placed in reverse number order from the bottom up with the "In this world" text at the top. When the ladder is rotated the pictures will all flip over in sequence to reveal a different order and different expressions.

Explain what Jesus meant when he said that the first would be last and the last first. You could refer to the previous lesson where the disciples stopped children from coming to Jesus because they were not seen as important, but the rich man was.

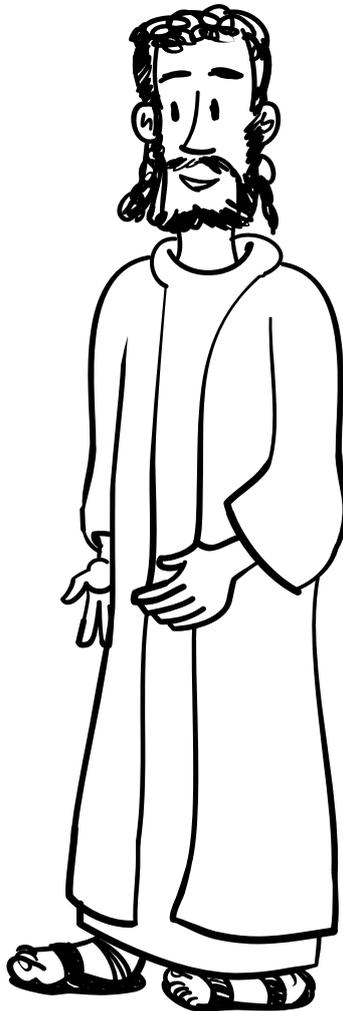
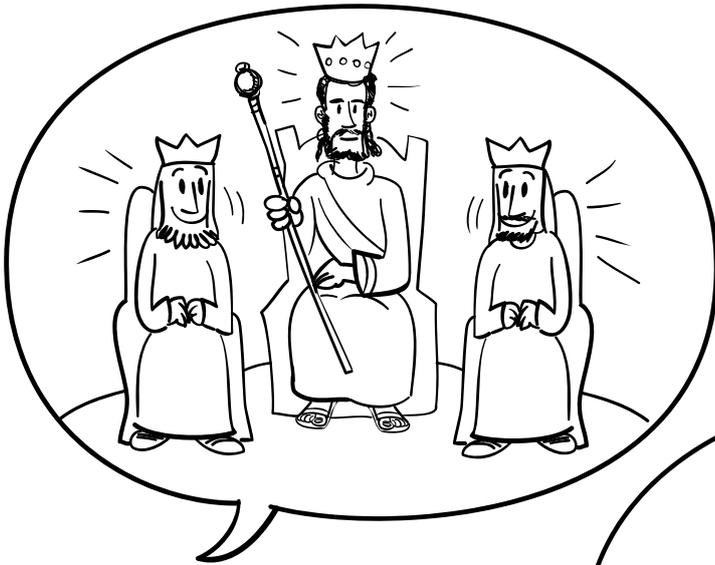
- Why is the proud man in the craft shocked when the ladder is turned around?
- How is this the same as the way James and John must have felt in today's true story from the Bible?

For 7-11s – print either Activity Sheet C (page 48) or Activity Sheet D (page 49) onto paper for each child. Choose whichever is appropriate for your children and use it to reinforce the lesson or as a discussion starter.



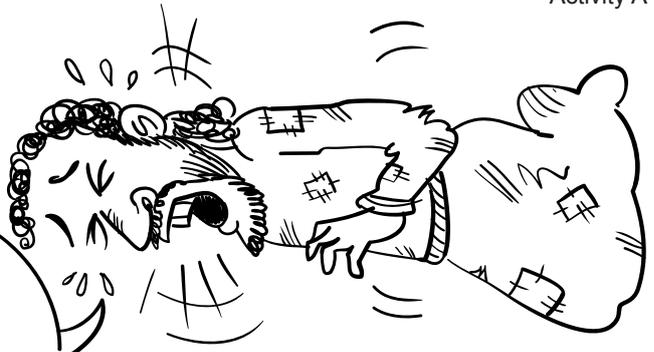
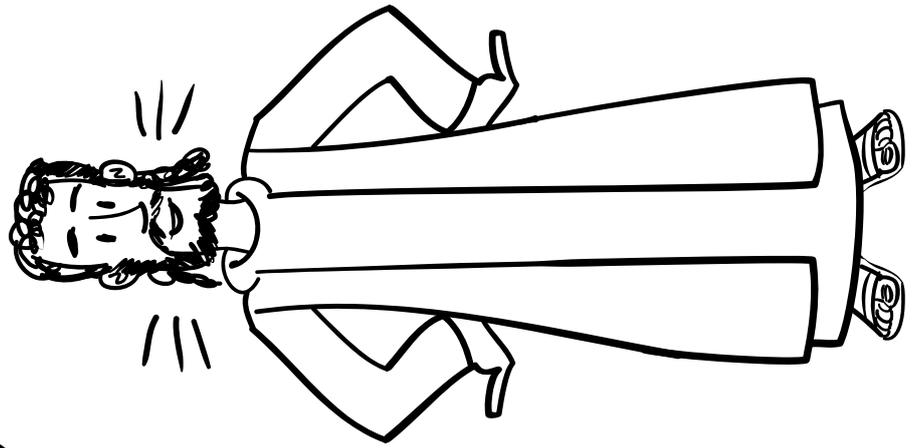
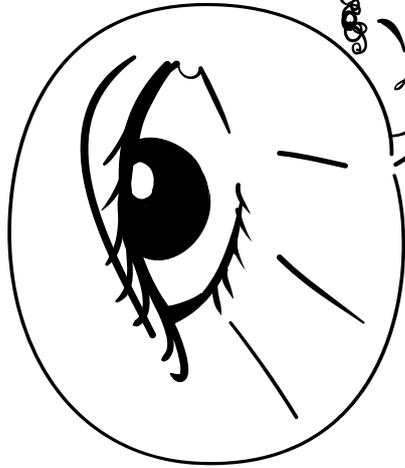
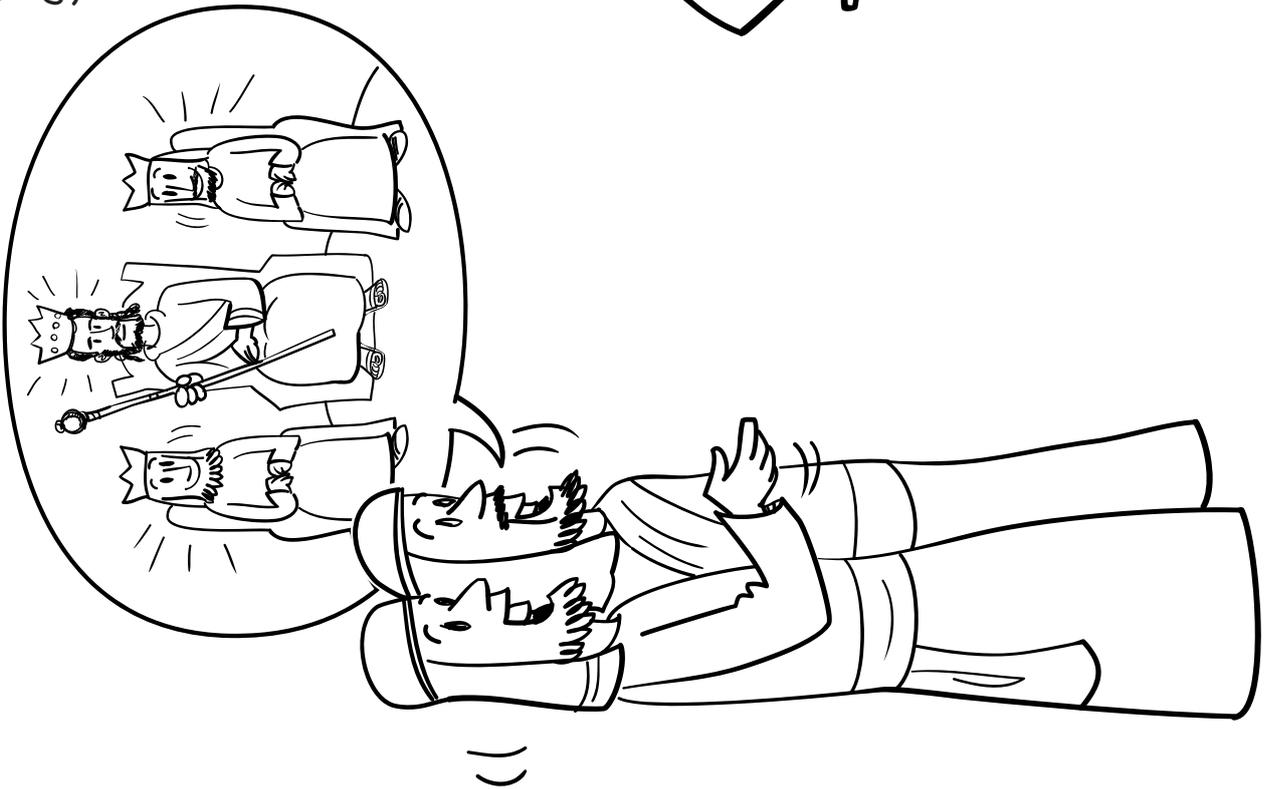
Memory Verse

Mark 10:45 – *For even the Son of Man did not come to be served, but to serve, and to give his life as a ransom for many.* [NIV]



James and John asked Jesus to make them great; Bartimaeus asked for mercy and sight.

Mark 10:35-52

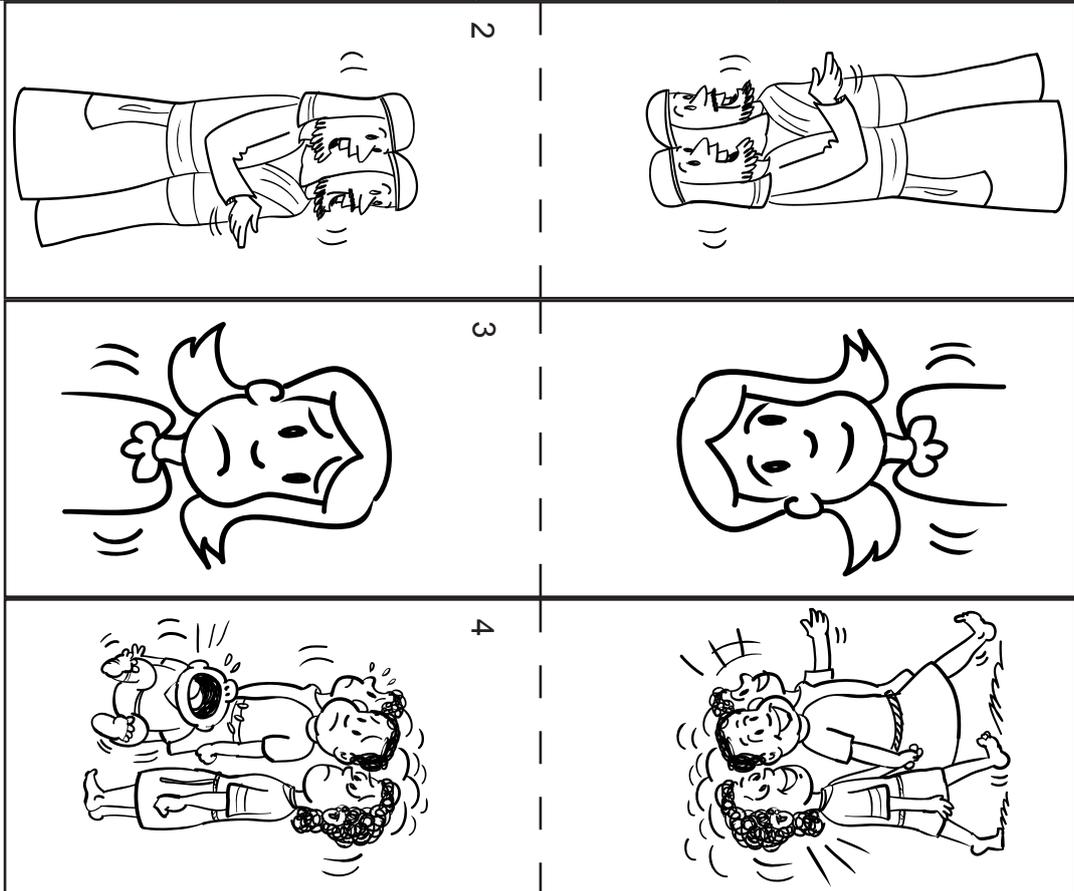
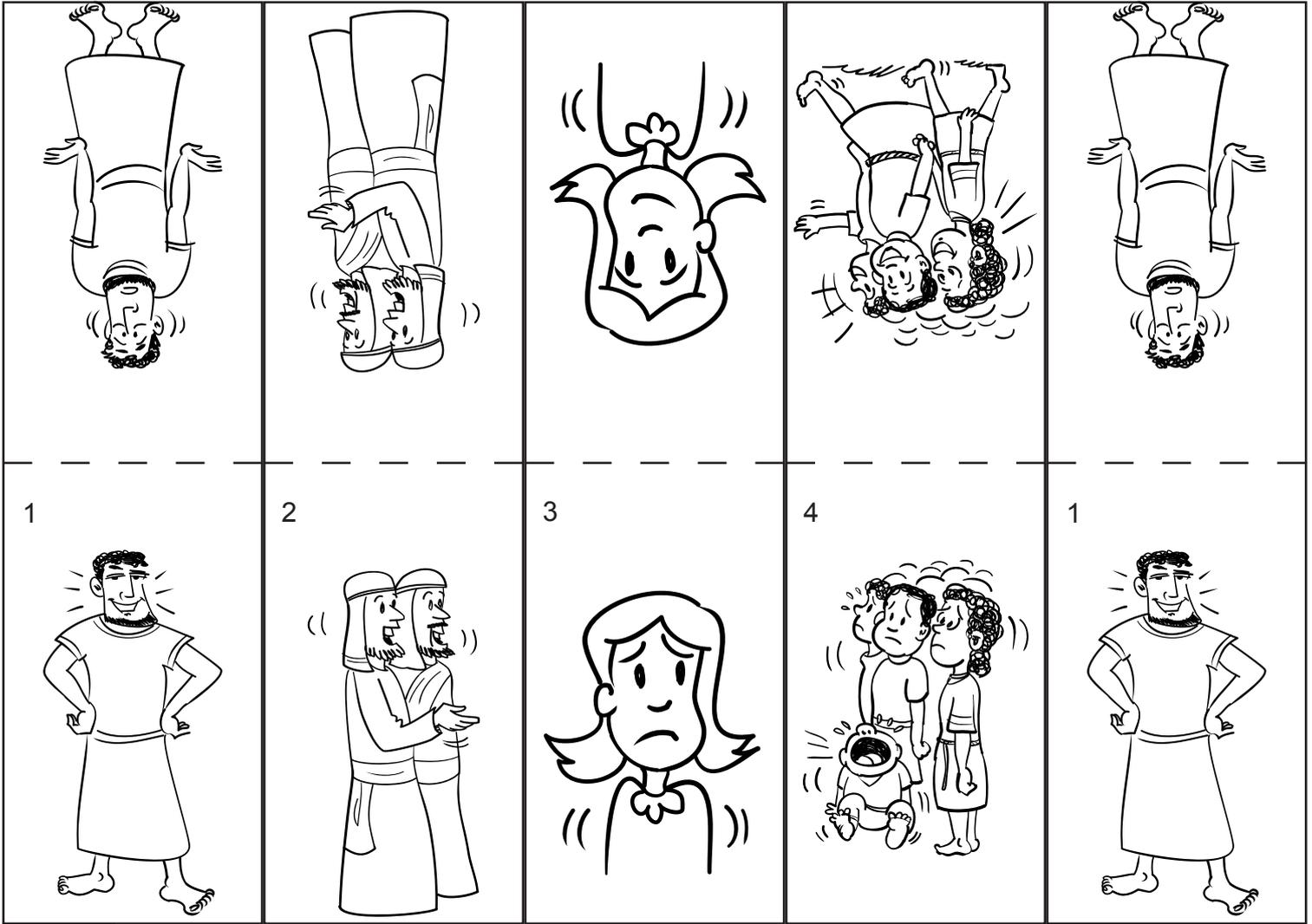


Jesus said that in his kingdom those who are first in this world will be last.
Those who want to be great must serve others.

Mark 10:35-52

In Jesus'
kingdom

In this
world



The King's Gift

This true story can be found in Mark 10:35-52



Discover

Who came to Jesus to ask him for something? (10:35, 46-47, 50)
Circle all the correct answers.

James

Zebedee

Bartholomew

John

Bartimaeus

Draw a line to match the speech bubbles to the correct people:



Teacher, do whatever we ask (10:35)

Son of David, have mercy on me! (10:47)

Let us sit at your right and left in glory (10:37)

I want to see (10:51)



Think Spot

What did James and John want for themselves?

What were they most concerned about?

What was different about what Bartimaeus asked for?

How did Jesus tell the disciples they were to be different? (10:42-43)

"Whoever wants to be first must be last of all."

How did Jesus do the same? (10:45) Cross out the wrong words.

Jesus came not to ~~serve/be served~~ but to ~~serve/be served~~ and to ~~give/save~~ his life as a ransom for ~~himself/many~~.



Discuss

What sort of things do you ask God for when you pray?
Are there some things you think you deserve from him?

Why does following Jesus mean we should serve others?

How can you serve people at school/home/church?

Do the things you say and do show that you love and want to serve them as Jesus has done?

The King's Gift

This true story can be found in Mark 10:35-52

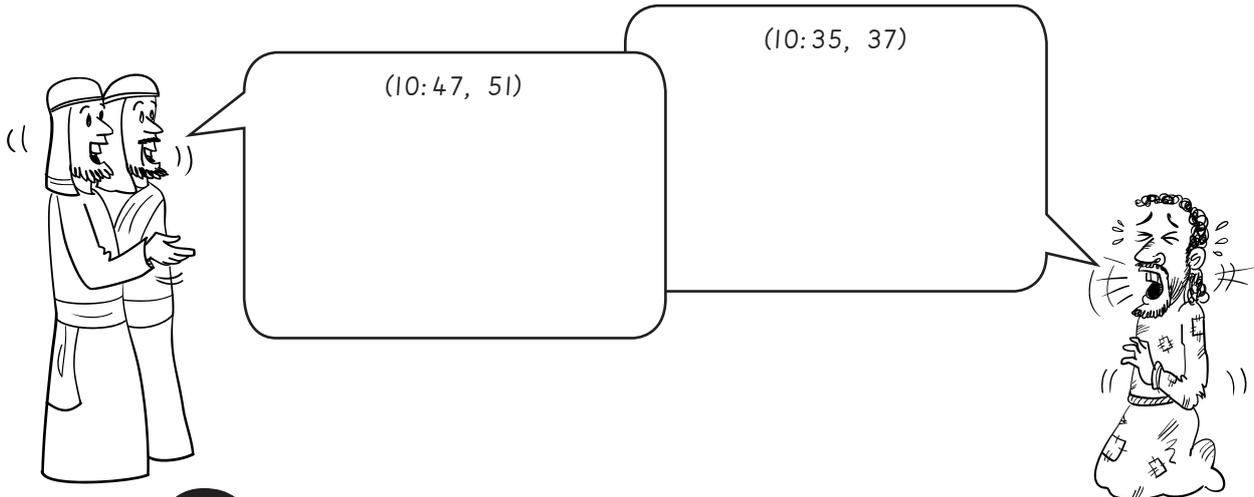


Discover

Who came to Jesus to ask him for something? (10:35, 46-47)

_____ , _____ and _____ .

Fill in the speech bubbles with what each of them called Jesus and asked of him:



Think Spot

What did James and John want for themselves?
What were they most concerned about?
What was different about Bartimaeus' request?

How did Jesus tell the disciples they were to be different? (10:42-43)

"Whoever wants to be f _____ must be s _____ of a _____ ."

How did Jesus do the same? (10:45) _____

DISCUSS

What sort of things do you ask God for when you pray?
Are there some things you think you deserve from him?
What and why?

Why does following Jesus mean we should serve others?
Is this something you do happily?

How can you serve people at school/home/church?
Do the things you say and do show that you love and
want to serve them as Jesus has done?



The King Detests

Mark 11:1-25

Big Idea : When Jesus came to Jerusalem as king he expected to find people who truly loved God, but instead he found people who were only pretending.

Aim : To teach that true followers of Jesus live their whole lives with him as their king.

The Story So Far

Week 1:

- Jesus told his disciples that as God's promised king he would suffer and die.
- Jesus taught that anyone who wants to follow him must live like him.

Week 2:

- Three of the disciples went up a mountain with Jesus and were shown his glory.
- God told the disciples that they must listen to Jesus because he is God's Son.

Week 3:

- The disciples tried to stop some children coming to Jesus, but Jesus welcomed them.
- A rich man also came to Jesus, but he wouldn't give up his wealth to follow him.
- Jesus taught his disciples that to be part of God's kingdom they must trust God like little children.

Week 4:

- Jesus' disciples knew that Jesus was king and asked him to give them powerful places in God's kingdom.
- Jesus met a blind man called Bartimaeus who also saw that Jesus was king, but he asked instead for mercy.

11:1-6 Jesus knew that Jerusalem would be the place where he would suffer, be rejected and killed. These verses show that Jesus is in complete control of all the circumstances leading up to his death.

11:7-10 The disciples and others who had been following Jesus were convinced that he was the promised king and they treated him as such. Zechariah 9:9 prophesied that the Messiah would come to Jerusalem riding on a colt. The crowds rejoiced and welcomed him as a king by spreading their cloaks on the road (cf. 2 Kings 9:13).

11:12-14 This is a curious incident because we are told that Jesus went to find fruit when it was not the season for figs. This makes his cursing of the tree seem very unreasonable, but regardless of the season a fig tree with leaves should have some edible fruit which Jesus could well have expected to find. The lack of fruit on this fig tree provided a convenient teaching point for his disciples about what they had found the day before in the temple.

11:15-17 Jesus' anger here was not a fit of blind rage. He had seen what was happening in the temple the night before (11:11) and now came in judgement. It is important to understand the reason why Jesus was so angry in this passage. It is not simply because people were buying and selling in the temple. Those who had travelled long distances would have relied on the traders to supply them with animals to purchase for sacrifice at the temple.

Jesus quoted Jeremiah 7:11 as he chased them out of the temple. It is worth reading Jeremiah 7:1-15 to understand the real reason for Jesus' anger here. Jeremiah condemned Israel for their hypocrisy and



Leader's Study Notes

Read Mark 11:1-25 noting the way in which the fruitless fig tree is a picture of faithless Israel and what Jesus thinks about this.

Use the following notes to help you think about the passage in more detail.

In this passage Mark interweaves the cursing of the fig tree with the clearing of the temple. The fig tree illustrates the truth being taught in the clearing of the temple about the difference between true worship and false religion.

empty religion. They lived in sin during the week and then ran to the temple thinking they would be safe. It is in this sense that Israel was like the fig tree that Jesus cursed. They had all the outward forms of religion, but not the fruit of genuine faith and repentance. In Jeremiah God promised to thrust them from his presence and here Jesus does the same as he chased them out of the temple, the place people came to meet with God.

11:18-19 Just like faithless Israel in Jeremiah's day, the chief priests and religious leaders refused to repent when confronted with their own hypocrisy. Instead they set about trying to kill Jesus.

11:20-25 Jesus responded to Peter's observation by emphasising that faith in God is essential. The fig tree lacked fruit; those in the temple the previous day lacked genuine faith. This is the same lesson that Jesus had taught his disciples with the rich young man (10:15, 21, 27) and with blind Bartimaeus (10:52) – faith, not outward appearances, is what saves.

Reflect

- We don't often see Jesus angry. Why does this issue move him in this way?
- What in your life might be considered to be 'leaves'? What would be the 'fruit'?
- Ask God to help you see the difference between faithless religion and fruitful devotion.

Session Outline



Review

Review the previous lesson using the questions provided as well as any of the visual aids that were used for the previous lesson. This is helpful for children who may have missed that session.



Introductory Idea

Introduces this week's lesson.

Pose the questions at the end of the Introductory Idea. This gives children something to look out for in the lesson and helps their concentration. These get answered later in the session.



Teaching Plan

The core of the session.

The action of the Bible text is told as a story for younger children and explained. Or the Bible text is taught as a simple Bible study for older children.



Game Idea

Not essential.

Reinforces the lesson aim in a fun way and provides a way of displacing energy!

Review the questions posed in the Introductory Idea.



Discuss and Apply

Not to be missed!

This is where the children can be quizzed on the content and meaning of the Bible story. Questions and discussion are needed to apply this Bible story to the children's everyday lives. They should do most of the talking.



Prayer Idea

Use the prayer idea or just encourage each child to pray about an aspect of the lesson.



Activity

An opportunity to reinforce the lesson. For younger children, Activity A or B will be suitable. For older children, Activity C or D can be used to facilitate the Teaching or the Discuss and Apply section – some children prefer a lively discussion to completing written answers.



Memory Verse

A fun way of remembering the key verse for the series.



Review

Review the previous lesson using the following questions:

- What did two of the disciples ask Jesus for? [*To sit at his right and left in glory (10:37)*]
- What did Jesus say that they should do instead? [*Become a servant to everyone (10:43-44)*]
- How is Jesus an example to them? [*He came to serve and give his life as a ransom (10:45)*]



Introductory Idea

Option 1: Have a leader dress in sports kit (or other costume) that represents an activity with which the children will be familiar. It will be helpful if they have all the associated equipment e.g. boots and a football for a football player. Interview them about what they do. They might look the part, but do they have the skills? Let them demonstrate some of their skill. Do the children think they could play in the national team? How well would they do?

They might look like a professional footballer on the outside, but they don't have what it takes on the inside. In today's true story from the Bible Jesus used a fig tree that looked good on the outside to show what was wrong with Israel on the inside. [Use the Bridge Questions below to create a link with the lesson.]

Option 2: Inside and Out. Collect three cartons, cereal boxes or other food packets. One of the containers needs to be empty; two must contain a portion of what is shown on the outside. Place all three on a table in front of the children. Explain that one of the containers has something wrong with it – there is nothing inside! The children need to guess which of them is empty, but they cannot touch (or knock over) the containers.

After a time allow the children to look inside the boxes. Talk about how they couldn't tell just by looking at the outside; they all looked fine. The children needed to see what was wrong on the inside. In today's true story from the Bible Jesus used a fig tree that looked good on the outside to show what was wrong with Israel on the inside. [Use the Bridge Questions below to create a link with the lesson.]

Option 3: Real Friends. Have one leader show the children a picture of a famous person that the children will know about. The leader explains that they are good friends and tries to prove it by listing a number of facts about that person.

Another leader then needs to challenge them by asking whether they've ever actually met that celebrity. They can point out that it is easy to know a lot of things about someone without actually knowing them and being friends. In today's true story from the

Bible Jesus used a fig tree to show that Israel looked like they knew God, but they weren't really friends with him. [Use the Bridge Questions below to create a link with the lesson.]

Bridge Questions

- Why did Jesus curse the fig tree? [*It didn't have any fruit (Mark 11:13-14)*]
- What did the fig tree represent? [*Israel (cf. Jeremiah 8:13; Hosea 9:10, 16)*]
- What did Israel not have? [*True faith in God (Mark 11:22)*]



Teaching Plan

This lesson contains a number of abstract concepts and will need to be taught using a good visual aid and lots of practical examples. The pictures on pages 55 and 56 will help to draw the parallel between the fig tree and Israel.

Start with the bare tree trunk and add some leaves and fruit as you talk about what a healthy tree looks like.

Next take the picture of the Israelite and talk about the things that showed that Israel were friends with God. They listened to God's word, prayed and went to the temple to offer sacrifices as a way of saying sorry to God for the wrong things they had done. As you do so place the relevant pictures around the Israelite.

When Jesus came to Jerusalem he expected to find people who loved God with all their hearts (place the heart on the man's chest) and who worshipped him by living their lives to please him every moment of every day. On his way to the temple he saw a fig tree which looked very good from a distance, but when he got closer he found that it had no fruit, only leaves. Remove the fruit from the tree.

Jesus then went to the temple. Explain what he found there and why he was so angry with what the people were doing there the next day. Remember, the issue here is one of hypocrisy. Explain that this is when people pretend to be what they are not. These people were pretending to be friends with God by doing all these things, but they weren't really friends with God because they did not love him or trust in him (remove the heart).

Finish the story by talking about the withered tree and remove all the leaves. Finally explain why Jesus said that faith in our relationship with God is so important. Faith is the fruit that God wants to see in our lives, not just the outward things that others see.

For older children – you could get them to look up Jeremiah 7:9-11 and answer some of the following questions:

- What were the Israelites doing that was wrong?

- What were they trusting to make them safe?
- What is wrong with this attitude?
- Why did Jesus curse the fig tree? Why did he clear the temple?
- Was Jesus right to do what he did? Why/why not?



Game Idea

Option 1: Print three or four copies of page 58 onto card (depending on the number of children in your group) and cut them out to produce a pack of cards. Randomly on the back of about half of the cards draw a heart. This must not be visible from the picture side so avoid using a heavy felt tip marker for this. Place all the cards picture side up in a grid on a wall or board using Blu-Tack. Divide the group into two teams.

For younger children – provide each team with a bucket and a ball. The bucket is placed a short distance away from each team. The children take turns to throw the ball into the bucket. If they get the ball into the bucket then they fetch a picture from the grid and place it in their team's bucket. They then give the ball to the next team member. If they miss the bucket then they simply run to fetch the ball for the next team member. Repeat until all the pictures have been removed from the grid. See below for scoring.

For older children – place six buckets next to each other in a line down the middle of the room. Print another copy of page 58 onto paper and cut as marked. Place these six pictures face-up in the bottom of the buckets. Have the teams line up either side of the row of buckets far enough away so that throwing a ball into the bucket presents a challenge. You might need to use electrical/coloured tape to make a line for each team to stand behind.

Give each team a ball. In their teams the children take turns to throw the ball into any one of the buckets. If they manage to get the ball into a bucket that child runs to the bucket collects the ball then runs to collect a matching picture from the grid before returning to their group. They give the ball to the next player and keep the card.

Scoring – once all the cards have been collected from the grid go through each of the buckets showing the children the pictures and explaining what they mean. Each time, turn the picture over. If the picture has a heart behind it then it counts as one point for that team. If it has no heart, it counts for nothing.

Talk about how it felt to have got nothing even when they managed to get a ball into the bucket. Remind the children that in today's true story from the Bible Jesus taught that it is possible to look good on the outside – to do good things like go to church, pray and read the Bible – but to not have a changed heart. Just like those in the temple, if we do not really love

God then the good things we do are worthless.

Option 2: For older children – play a variation of the card game 'Go Fish' or 'Happy Families'. Before the lesson remove seven heart cards from a pack of cards. The children sit in a circle. Deal out six of the remaining cards to each child in the group. You will need to have some cards left over to place in the middle of the circle. If there are more than six children in a group you could either get them to work in pairs or add another pack of cards to the deck (also with seven of the heart cards removed).

The object of the game is to make sets of four matching numbers, but they must have one of each suit (diamonds, spades, clubs, hearts). They do so by asking another child if they have a card that matches the number of one card already in their hands e.g. an ace or a five. The child who was asked must hand over all of the matching cards and the first child may then ask someone else for another card. If they do not have any matching cards the first child's go is ended; they must draw a card from the middle pile and the child who was asked may then take a turn. The game continues in this way until all the cards are gone.

When a set of four is made that child (or pair of children) can then put the cards face down in front of them. The children with the most sets of four at the end of the game win.

It will have been impossible, however, for some children to make a set of four without the necessary hearts in their set. Talk about how it can look like you are doing well (three cards in a set), but that without the heart you couldn't win.

In today's true story from the Bible Jesus taught that the religious leaders were missing something. They looked good on the outside, but on the inside they did not love God. Their hearts were not in the things they did and so they couldn't please him. It is possible for us to fall short as Christians in the same way, even if it looks on the outside like we are doing well.



Discuss and Apply

Return to the visual aid from the lesson and print out the pictures from page 57. During the discussion outlined below, you will need to replace the Israelite with the boy; the temple with the church and the sacrifice with the cross.

Note for leaders: technically a church building does not replace the temple, Jesus replaces the temple as the place where we meet God (John 2:19-21). But a church building does represent the place where God's people meet together for corporate worship.

Start by replacing the picture of the Israelite with the boy. Explain that a Christian is not only someone who reads the Bible, goes to church (replace the temple picture with the church) and prays. A Christian is

someone who trusts in Jesus' death (place the cross where the sacrifice was and place the heart on the boy's chest).

All the other things are like the leaves on the tree. They are signs that there should be fruit, but there is not always fruit. Explain that there are many people who go to church, pray and even read the Bible, but who do not trust in Jesus' death or love him the way they should (point to the heart).

For older children – explore some of the other religious things that Christian people do because they think it will please God.

- Which of these are good things to do?
- Which of them is motivated by faith in Jesus and love for God? How can you tell?
- Is it possible to do any of these things and not trust in Jesus' death?

How should faith in Jesus and love for God affect what we do or don't do every moment of every day? How should it affect our behaviour at home, church and school?

Should there be any difference between things we say and do at school, home and church? Help the children to understand that Jesus was condemning the inconsistent behaviour of people who did whatever they wanted during the week and then ran to the temple thinking God would be pleased with them.

God sees everything we do and he knows everything that we think and say. We cannot fool him by coming to church and looking good on the outside when we don't love him and live for him during the rest of the week.

This is a very challenging concept. It will be helpful to point children to the cross of Jesus and explain that our hearts need to be changed so that we can live for him. Part of living the Christian life is repenting when we live inconsistently and trusting God to change us by his Spirit so that we will live more consistently.



Prayer Idea

From the examples that came up in your discussion ask the children to choose the one that they struggle with most. Perhaps they could write or draw this on a leaf-shaped cutout which they can then stick on a tree outline. Encourage them to pray that God would not allow them to trust in anything other than Jesus. How can they pray that even the good things they do out of love for Jesus will not become empty religion?



Activity

For 3-7s – choose either Activity A (page 59) or Activity B (page 60).

Activity A – print page 59 onto paper (one copy for every child).

The children colour in the picture and embellish it with gold glitter for the temple pillars, cotton wool balls for the sheep and a length of string for the whip.

Remind the children that the reason Jesus chased the animals out of the temple was because the people didn't really love God, they were only pretending.

Activity B – print page 60 onto paper (one copy for every child).

Before the lesson cut the leaves and fig away from the tree along the bold line. Fold as marked so that you can cut out two leaves at a time. Glue the two fig shapes back to back. Place each set of leaves and the fig into an envelope for each child.

The children colour in the pictures. They draw pictures of other things that are good to do and use a little glue as marked to paste the leaves and the fig on the tree. They lift the leaves to see each good deed, but lift the fig to see what Jesus said was most important.

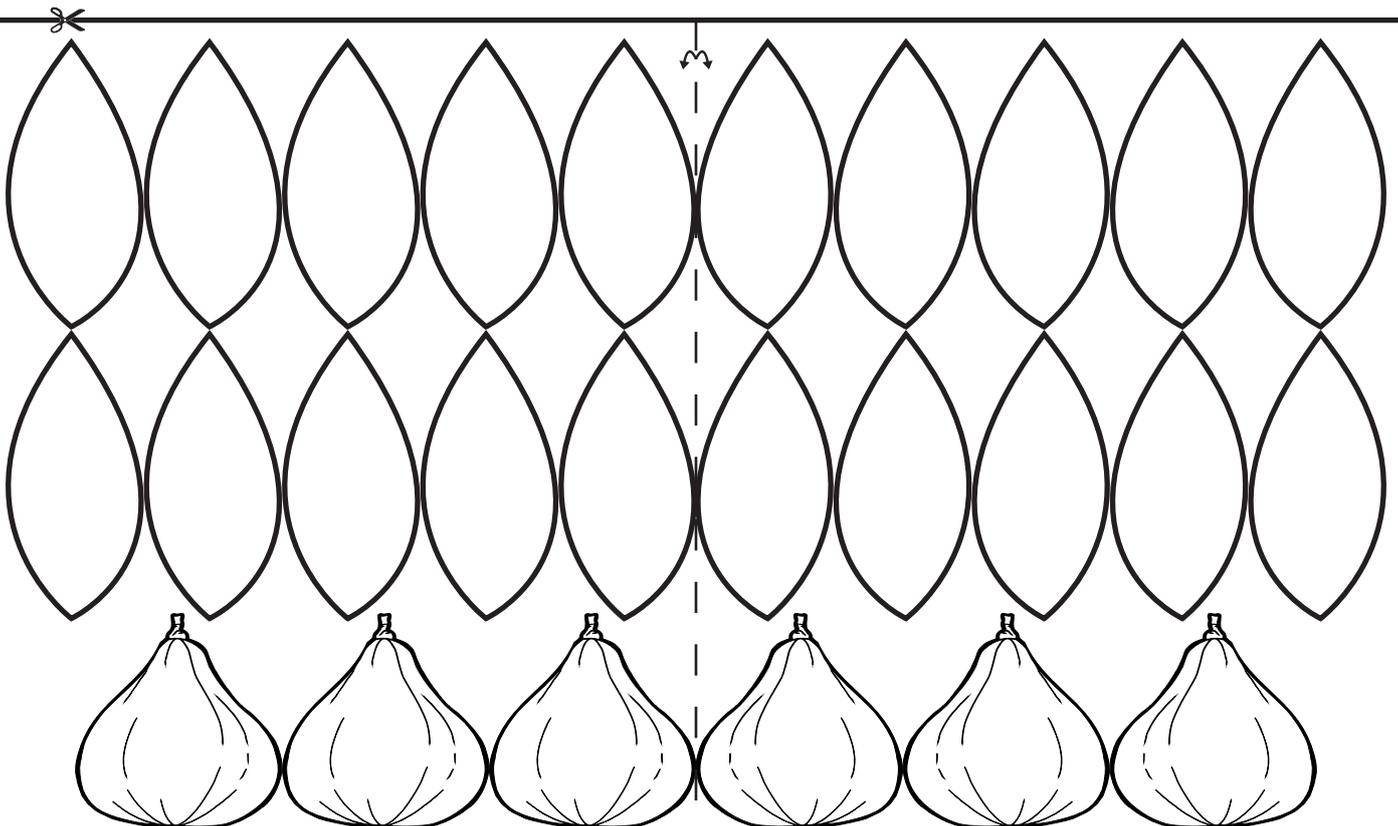
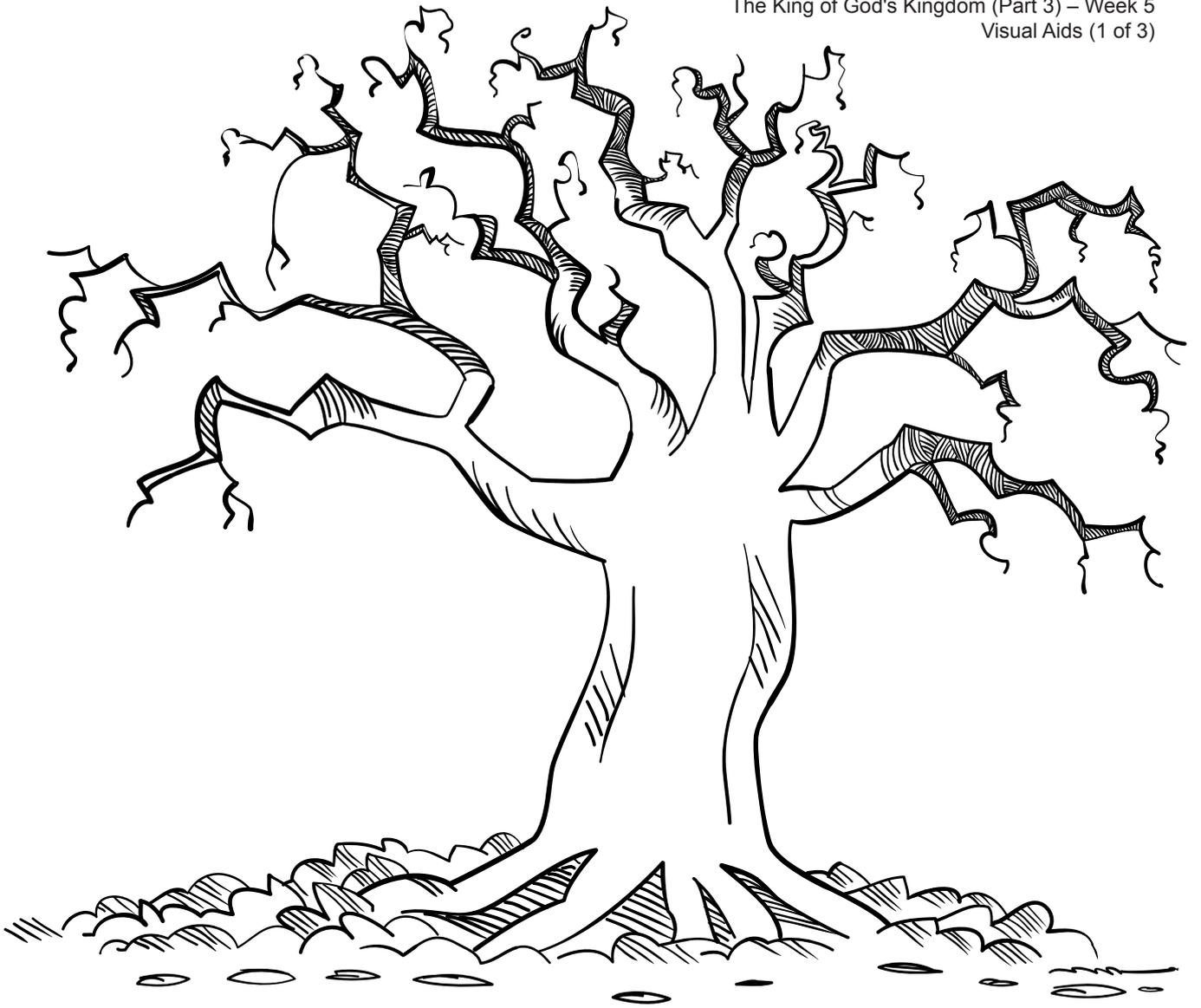
Remind the children that the people in the temple were doing a lot of good things, but they were only pretending to love and trust God.

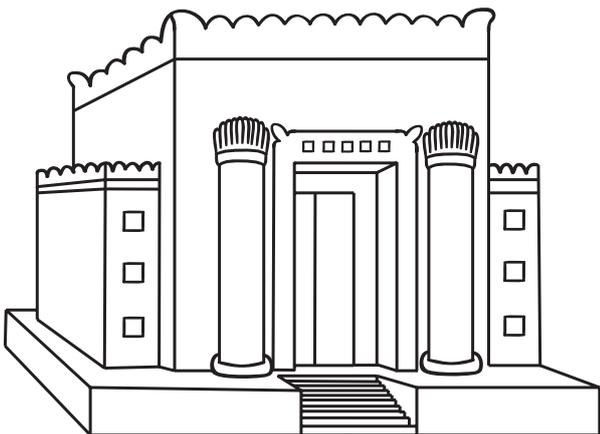
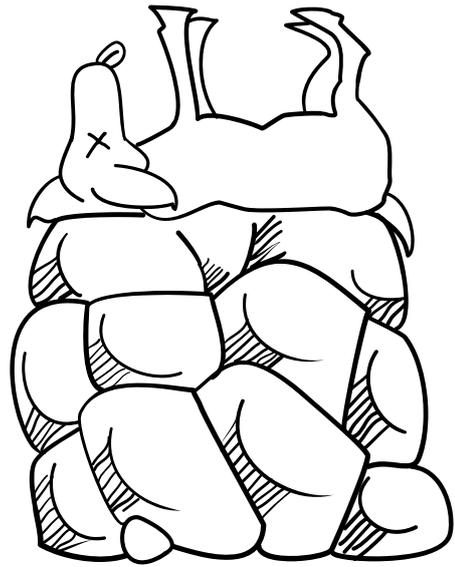
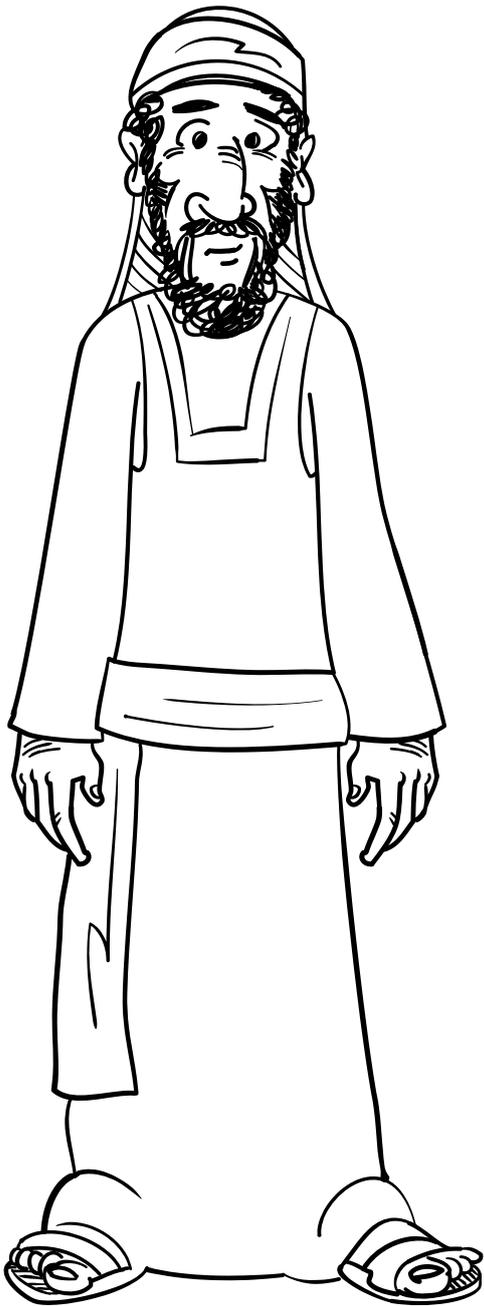
For 7-11s – print either Activity Sheet C (page 61) or Activity Sheet D (page 62) onto paper for each child. Choose whichever is appropriate for your children and use it to reinforce the lesson or as a discussion starter.

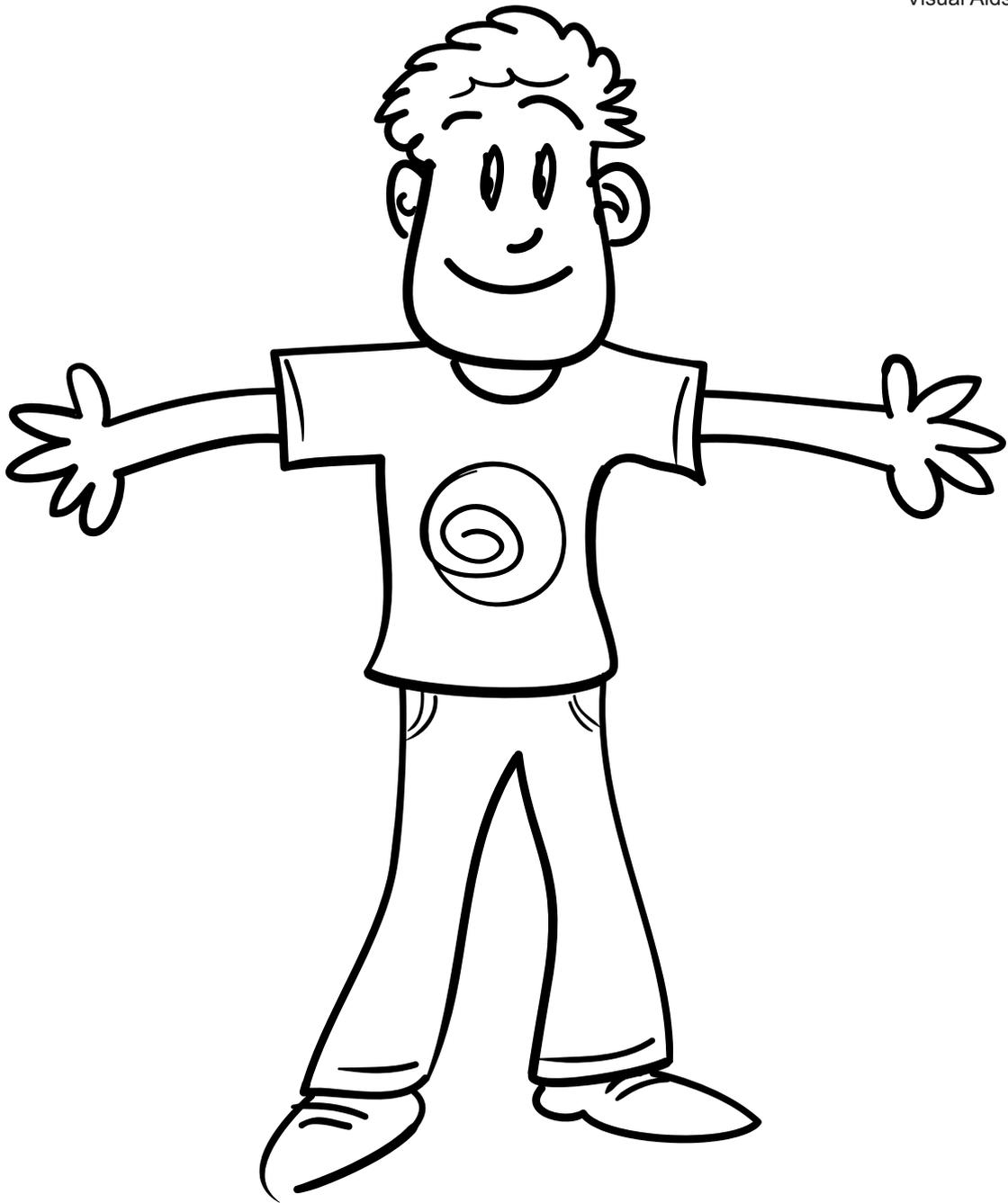


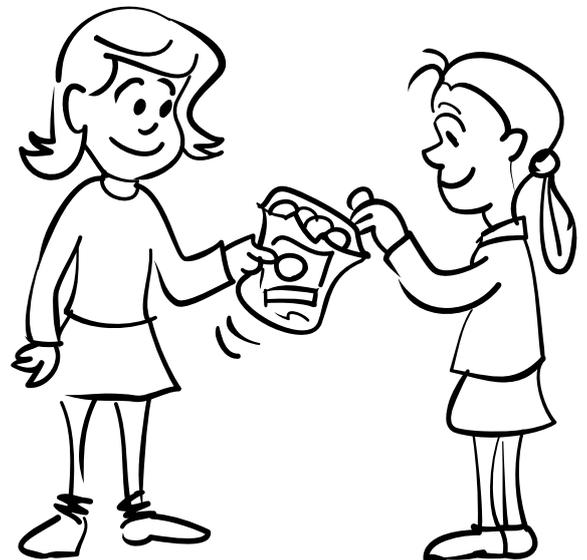
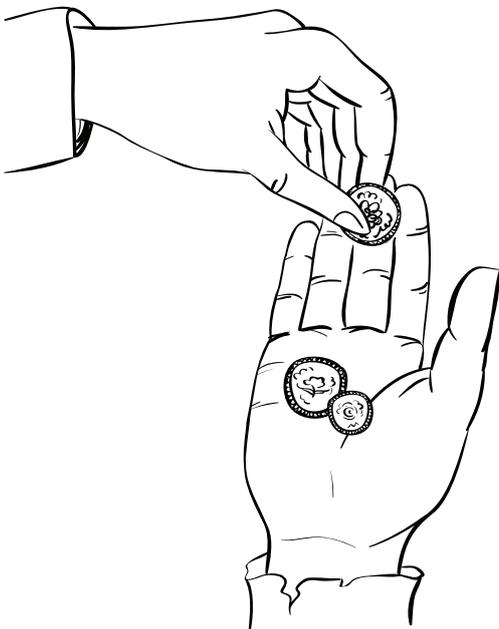
Memory Verse

Mark 10:45 – *For even the Son of Man did not come to be served, but to serve, and to give his life as a ransom for many.* [NIV]



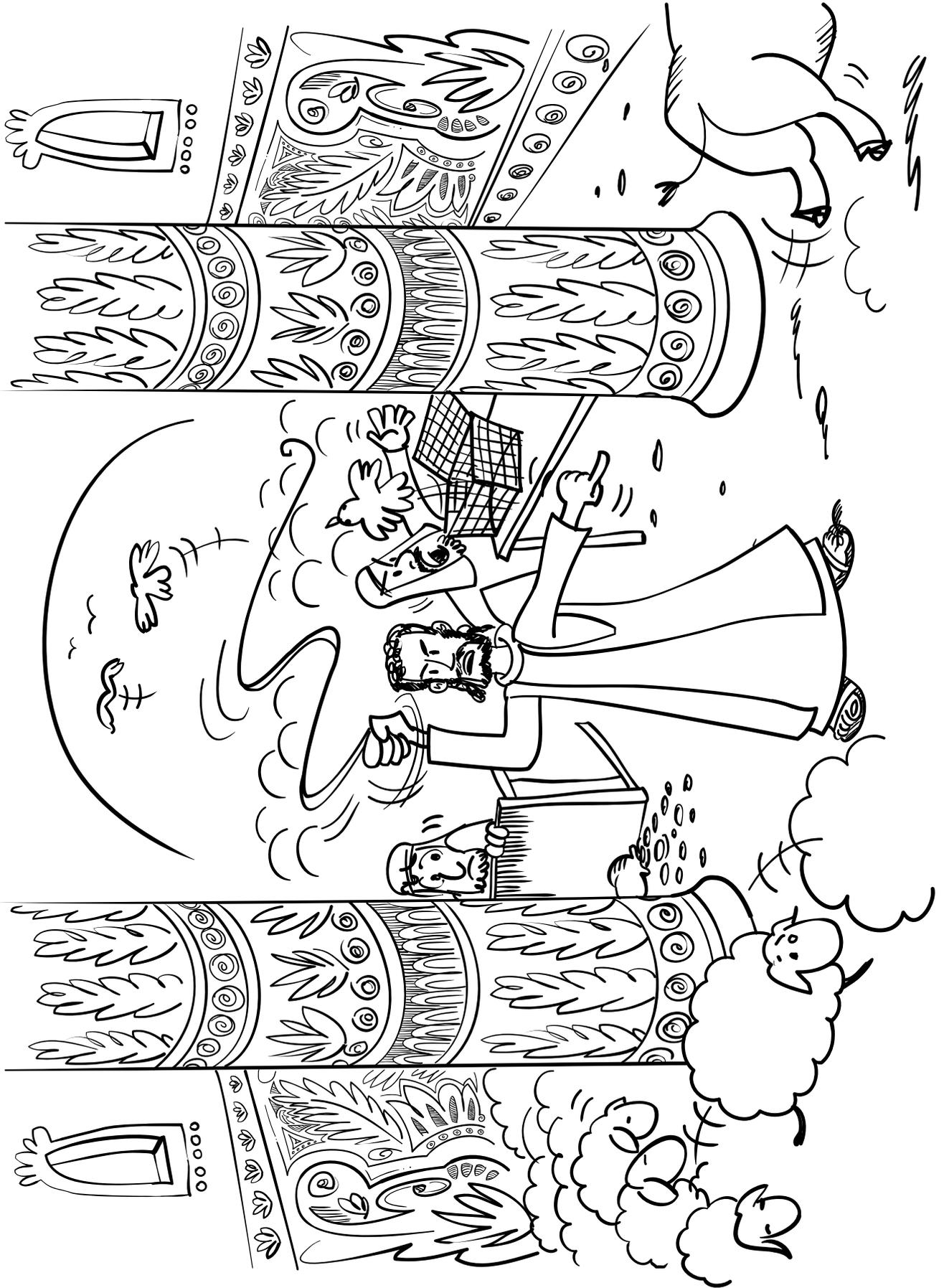






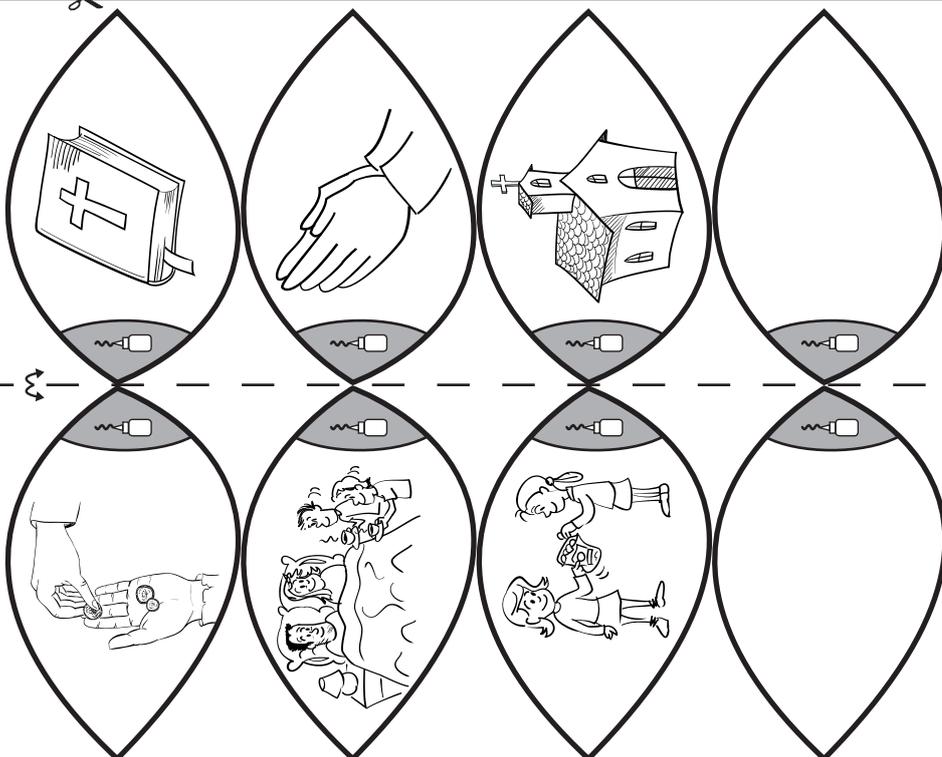
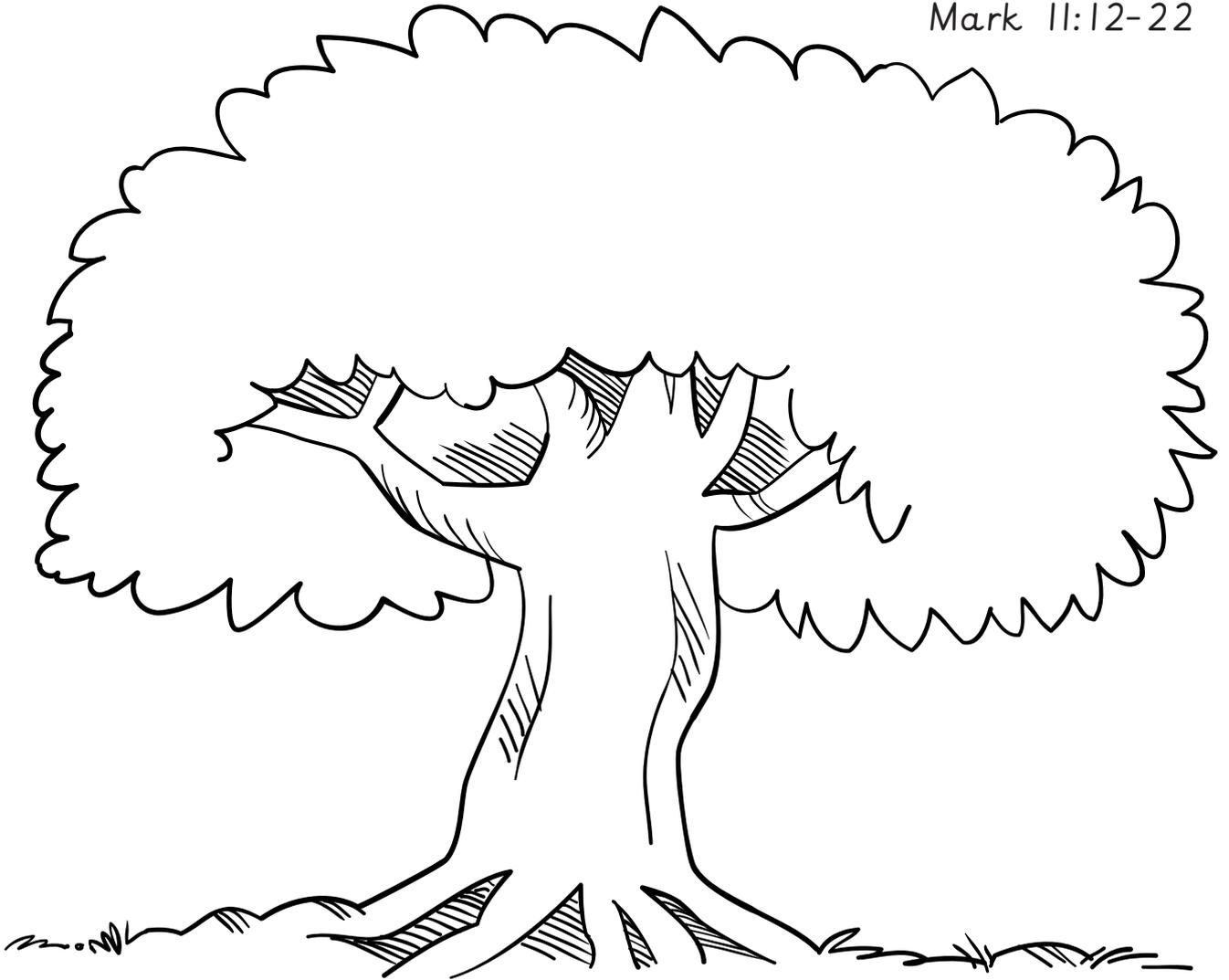
Jesus chased the animals out of the temple because the people did not really love God, they were only pretending.

Mark 11:15-17, Jeremiah 7:1-11



Jesus cursed the fig tree because it had leaves,
but no fruit.

Mark 11:12-22



The King Detests

This true story can be found in Mark 11:1-25

Discover

Where did Jesus go when he reached Jerusalem?
(11:11, 15) Circle the correct answer.

The market

The Mount of Olives

The temple

Bethany

On the way there Jesus saw a fig tree. Why did he curse the tree? (11:13)
Draw a picture in the boxes below.



It had lots of...

It didn't have any...

Jesus used the fig tree as a picture of Israel.

What did Jesus do when he came to the temple? (11:15-17)

1. Drove out those b _____ and s _____ .
2. T _____ over the t _____ and benches.
3. T _____ them from the Scriptures.



Think? Spot

What should Jesus have been able to find on the fig tree?

What should he have found at the temple? Why was he so angry at what he saw there?

DISCUSS

What might Jesus expect to see in people at church?

Jesus told his disciples they needed faith. What do you think is more important: trusting Jesus or reading the Bible, praying and going to church? Why?

Is it possible to have one without the other?

How can true faith in Jesus change the way you live at school, home and church?



The King Detests

This true story can be found in Mark 11:1-25



Discover

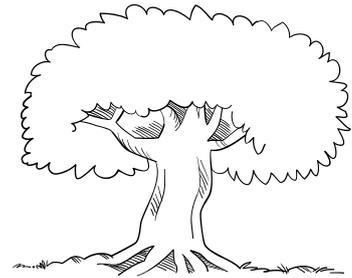
What did Jesus find on his way to the temple? (11:13) _____

Why did Jesus curse the fig tree? (11:13-14)

It had lots of _____, but it didn't have any _____.

Think Spot

What was the fig tree a picture of?
(Look up Hosea 9:10, 16)



What did Jesus do when he came to the temple? (11:15-17)

1. Drove out those b _____ and s _____.
2. T _____ over the t _____ and benches.
3. T _____ them from the Scriptures.



Think Spot

What should Jesus have been able to find on the fig tree?

What should he have found at the temple?
Why was he so angry at what he saw there?

What did Jesus tell his disciples they needed? (11:22) _____

DISCUSS

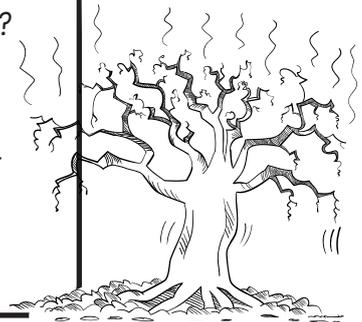
What might Jesus expect to see in people at church?

What do you think is more important: trusting Jesus or reading the Bible, praying and going to church? Why?

Is it possible to have one without the other?

How can true faith in Jesus change the way you live at school, home and church? Why do you do these things?

How can you tell genuine faith from 'leaves'?



The King Will Judge

Mark 12:1-12

Big Idea : Jesus told a parable to show that even though the religious leaders would reject and kill him, God would judge them and make sure that Jesus is king.

Aim : To teach that God will judge those who reject Jesus as king.

The Story So Far

Week 1:

- Jesus told his disciples that as God's promised king he would suffer and die.
- Jesus taught that anyone who wants to follow him must live like him.

Week 2:

- Three of the disciples went up a mountain with Jesus and were shown his glory.
- God told the disciples that they must listen to Jesus because he is God's Son.

Week 3:

- The disciples tried to stop some children coming to Jesus, but Jesus welcomed them.
- A rich man also came to Jesus, but he wouldn't give up his wealth to follow him.
- Jesus taught his disciples that to be part of God's kingdom they must trust God like little children.

Week 4:

- Jesus' disciples knew that Jesus was king and asked him to give them powerful places in God's kingdom.
- Jesus met a blind man called Bartimaeus who also saw that Jesus was king, but he asked instead for mercy.

Week 5:

- Jesus came to Jerusalem as king, but when he went to the temple he found many there who were only pretending to love God.
- Jesus used a fig tree to teach his disciples that true followers of God will bear the 'fruit' of faith.

It's the final days leading up to Jesus' rejection and death. His clearing of the temple (11:15-19) had provoked an angry response from the religious leaders who wanted to kill him. They began questioning his authority because they did not like what he was doing and saying. In response to this rejection Jesus began to speak in parables and Mark records one of them for us. It's a parable of judgment spoken against the religious leaders.

12:1 In Isaiah 5 Israel is described as the vine that is carefully tended by God, the owner of the vineyard. Jesus included other elements also mentioned in Isaiah 5:2 like the winepress and the watchtower which would have left the religious leaders in no doubt that Jesus was speaking about Israel and that the farmers (tenants) were those appointed to take care of his vineyard.

12:2 The owner of the vineyard would have been entitled to a portion of the harvest as a form of rent from the tenants – this was the owner's due. Israel did not belong to the religious leaders, they had merely been appointed by God to take care of his people. What God expected from Israel in return for all that he had done for them was the 'fruit' of faith and obedience. Neither the prophets of old nor Jesus at the temple (11:13-17) had found this fruit in Israel.

12:3-8 God had sent numerous prophets to Israel to call them to repent and turn back to him. Many of these prophets were rejected, poorly treated and killed. This was also true of John the Baptist who announced the arrival of God's Son.

God's final call to repentance and faith came through his Son, but Jesus knew that Israel would refuse to listen. He had already predicted his rejection and death three times to his disciples (8:31-32; 9:30-32; 10:32-34). The murder of the vineyard



Leader's Study Notes

Read Mark 12:1-12 noting what Jesus says will happen to him and how the religious leaders respond.

Use the following notes to help you think about the passage in more detail.

owner's beloved son was intentional – the religious leaders knew what they were doing when they killed Jesus.

12:9-11 The owner's response was more than fair. He had been patient with the tenants and now he judged them for their wickedness. The new tenants are the Church who are given the task of calling a new people of God to him – all who trust Jesus as king. This has happened because Israel rejected Jesus (Acts 13:46; Romans 1:16, 11:11).

Rejection and death were not the end for Jesus. He quoted Psalm 118 to show that after his suffering God would raise him in glory. This was the same message that Peter preached after Jesus' ascension (Acts 4:10-12).

12:12 The irony of the situation is that the religious leaders unwittingly reacted exactly as Jesus had said they would in this parable – they rejected his call to repent and began plotting to kill him.

Reflect

- What do you find most shocking about the actions of the tenants? Do you see your own sin in the same way?
- Are you surprised by the patience of the vineyard owner? In what way has God been patient with you?
- Give thanks to God that he does punish sin in Jesus and that he patiently waits for people to repent.

Session Outline



Review

Review the previous lesson using the questions provided as well as any of the visual aids that were used for the previous lesson. This is helpful for children who may have missed that session.



Introductory Idea

Introduces this week's lesson.

Pose the questions at the end of the Introductory Idea. This gives children something to look out for in the lesson and helps their concentration. These get answered later in the session.



Teaching Plan

The core of the session.

The action of the Bible text is told as a story for younger children and explained. Or the Bible text is taught as a simple Bible study for older children.



Game Idea

Not essential.

Reinforces the lesson aim in a fun way and provides a way of displacing energy!



Review the questions posed in the Introductory Idea.

Discuss and Apply

Not to be missed!

This is where the children can be quizzed on the content and meaning of the Bible story. Questions and discussion are needed to apply this Bible story to the children's everyday lives. They should do most of the talking.



Prayer Idea

Use the prayer idea or just encourage each child to pray about an aspect of the lesson.



Activity

An opportunity to reinforce the lesson. For younger children, Activity A or B will be suitable. For older children, Activity C or D can be used to facilitate the Teaching or the Discuss and Apply section – some children prefer a lively discussion to completing written answers.



Memory Verse

A fun way of remembering the key verse for the series.



Review

Remind the children that the previous lesson was about a man who asked Jesus for help. Can the children answer the following questions:

- Why did Jesus curse the fig tree? [*It didn't have any fruit* (Mark 11:13-14)]
- What did the fig tree represent? [*Israel* (cf. Jeremiah 8:13; Hosea 9:10, 16)]
- What did Israel not have? [*True faith in God* (Mark 11:22)]



Introductory Idea

Option 1: Stubborn Builder. One leader builds a tower carelessly. Use bricks or plastic cups, but be sure it is a safe distance from the children. Another leader needs to keep warning the leader building the tower that if they do it that way the tower will fall down. Ask the children if they think the warnings are true. The tower should eventually fall over and the first leader can act upset.

In today's true story from the Bible Jesus told a parable about some people who kept refusing to listen to God's warnings. [Use the Bridge Questions below to create a link with the lesson.]

Option 2: Marshmallow Challenge. One leader is set the task of eating as many marshmallows as they can in a minute. Another leader holds the timer and hands the first leader one marshmallow at a time. The first leader can inspect each one and then put it aside, explaining that they don't want to eat that one for some reason. The leader holding the timer can keep warning them that time is running out until eventually their chance is gone.

In today's true story from the Bible Jesus told a parable about some people who kept rejecting something – they wouldn't listen to all of God's warnings. [Use the Bridge Questions below to create a link with the lesson.]

Option 3: Have a discussion about crime and punishment.

- Is it right that people are punished when they do wrong?
- Should people first be given a warning?
- How many warnings should they be given before they are punished?

Give some examples of naughty things that a child might do and get the children to decide what an appropriate punishment might be for each.

In today's true story from the Bible Jesus told a parable about some people who kept ignoring the many warnings that God gave them. [Use the Bridge Questions below to create a link with the lesson.]

Bridge Questions:

- Who refused to listen to God's warnings? [*Israel; the religious leaders* (12:12)]
- What will happen to them? [*They will be killed and the vineyard will be given to others* (12:9)]



Teaching Plan

Remind the children that a parable is a story that Jesus made up to teach important truths about himself and God's kingdom. Jesus often used parables to confuse those who weren't really interested or who had already rejected him. He always explained the parables to his disciples. The meaning of this parable is very clear even to those who had rejected him.

Remind the children that Jesus was speaking to the religious leaders who didn't like him and were already looking for a chance to kill him. Tell the story using models or drama.

Using models – these can be made by pasting the pictures from page 69 onto sections of cardboard kitchen roll tubes so that they stand on their own. You can make multiple copies of the prophet and colour him in different colours to make him appear to be the various prophets God had sent to warn Israel. Have the prophets coming and going. Each time repeat the phrase, "The owner has sent me to fetch what belongs to him."

Using drama – have two children to act as the tenants at one end of the room and the rest of the class seated at the other end of the room. You can be the vineyard owner and send one child at a time to the tenants as you tell the story. When each child gets to the tenants they can say, "The owner has sent me to fetch what belongs to him." The tenants pretend to badly treat, to beat and even to kill some of the servants. When there is only one child left to send tell the children that this is your son. Dress him in a robe and send him to the tenants. Tell the rest of the story including the judgement of the tenants.

If you don't have many children to be the servants then let them each go more than once to make the point that the vineyard owner was very patient. The repeated phrase will also help to reinforce the idea that what was being asked was perfectly reasonable.

You might ask at various points what the children would do if they were the owner.

For older children – tell the story using one of the methods outlined above and then use the following questions to get them to think more carefully about the story.

- Could the religious leaders have responded differently in 12:12? How might the story then have ended?

- How is their response a perfect fulfilment of the story Jesus told? What caused them to respond in this way? What does this teach us about sin?
- If the children were the owner in the story, how many servants would they have sent before judging the tenants? Are they surprised that God sent so many over such a long period of time? What does this teach about God?



Game Idea

Option 1: For younger children – before the lesson, print the pictures from page 70 and cut out the cards. You will need roughly one copy for every three children. Make sure that the crowns are towards the end of the pack.

Get the children to sit in a circle on the floor or around a table. Explain that the children are the tenants of the vineyard and that the grapes are worth points. Then slowly deal out one card to each child face up.

When a servant/prophet comes up ask that child whether they want to 'repent' or to keep collecting grapes. If they choose to repent they must hand their cards back to the leader. If not, the game continues.

When a crown comes up it is too late for them to repent – that child must give all their cards to another child and sit out for two rounds.

Deal out the rest of the cards to the children in the same way. Keep going for a few more rounds.

At the end of the game count up all the grapes that the remaining children have. Talk about how the tenants wanted to keep everything for themselves, but the owner of the vineyard gave them lots of warnings. The tenants refused to listen and they were thrown out of the vineyard. It didn't matter how many grapes they had.

Remind them that God is like the owner of the vineyard – he gives us lots of warnings to repent, but one day it will be too late. It doesn't matter how much we have, the winners are those who listen to Jesus and repent.

Option 2: For younger children – have a number of pictures/models of grapes and hide them around the room. Mark out a large circle with rope and place a timer in a box in the middle. Explain that the children are the tenants. They need to collect as many of the grapes as they can for harvest, but if the timer goes off while the children are outside the circle they are out. Don't mention that the grapes are not worth any points and do not tell them how long the timer is set for. You could shout out warnings at different stages during the game that time is running out.

When the timer goes off those inside the circle are the winners. Play a few more rounds with the timer set to different lengths of time. They should pick up on the fact that the grapes do not matter.

At the end of the game, talk about how it didn't matter how many grapes they had – only those who had come back into the circle won. Remind the children that in today's true story from the Bible the tenants of the vineyard were given lots of warnings, but they refused to listen. They wanted to keep everything for themselves, but it didn't matter how much they had. God is like the owner of the vineyard who gives us lots of warnings. We need to repent and trust in Jesus before it's too late because we do not know when he will come in judgement.

Option 3: Before the lesson, print page 71 onto paper and cut out the cards.

The children sit in a circle around a tower of Jenga blocks/pile of building blocks, either on the floor or on a table.

Shuffle the cards and give them to one of the children. That child turns to the one on their left and says, "Listen to Jesus before it's too late." The child on their left then picks a card from the pile. If the card reads 'Yes', they then take the pile of cards and turn to the next child on their left with the same phrase. If the card reads 'No', they must remove one of the blocks from the Jenga tower or stack one block on top of another to make a tower.

The game continues in this way until the tower collapses.

Remind the children that in today's true story from the Bible the tenants of the vineyard were given lots of chances to repent, but they would not listen. God is like the owner of the vineyard. He gives us many warnings; we must trust in Jesus before it is too late because we do not know when he will come in judgement.

Option 4: For older children – place a bucket in the middle of the room with a length of rope around it to make a small perimeter. The children are not allowed to cross this line. Choose three children to 'defend' the bucket and give every other child a ball or scrunched up piece of paper. The children defending represent the tenants of the vineyard – they must try to prevent the other children from throwing the balls into the bucket. The children throwing the balls represent the prophets of Israel.

If the children manage to get a ball into the bucket choose three new 'tenants' to defend. The game can be made harder by increasing the number of tenants defending.

Remind the children that in today's true story from the Bible the tenants of the vineyard refused to repent. God had sent many prophets to Israel, but they had rejected them all. He had given them many chances so he sent his Son Jesus last of all. We must listen to Jesus and repent before it is too late.



Discuss and Apply

The truth of this passage is that God will judge those who reject Jesus as king. It is important that we teach this truth to children, but that we do so in an age-appropriate way. We are not looking to scare children into trusting in Jesus, but rather to help them understand that trusting Jesus as king is the best way to live.

God had been incredibly loving towards Israel and this care comes out in the parable (it's even more explicit in Isaiah 5). God is asking for nothing more (or less) than what is rightfully his. He is also incredibly patient in this passage which spans the entire history of Israel up to the time of Jesus – thousands of years of putting up with stubborn people who will not listen to or heed any of his warnings.

For younger children – help them to understand that sin is not simply the wrong things that they think, feel, say and do. Sin is ignoring God, living as though he is not real. But God made us, we belong to him. He is the one who tells us how we should live. When we ignore God we are no different to the tenants of the vineyard.

Remind them that Jesus died and took the punishment for our sin – the times when we have ignored God. But God has also warned us that the only way we can be forgiven is by trusting in Jesus as king.

Every time the vineyard owner sent another servant, the tenants had another chance to say sorry and to listen, but they didn't. Even the religious leaders who were angry with Jesus when he told this story had the chance to stop being angry with Jesus and trust him as king, but they didn't.

For older children – discuss as with younger children above. You might also want to explore the justice of God's judgement a bit further. Can they see that God is not unreasonable in what he requires? Can they see how unreasonable the tenants and the religious leaders were? In what way is our sin also unreasonable?

You could also explore God's patience and the fact of judgement. Although God has been very patient and has sent many warnings, the time will come when he will return to judge the world. All those who have rejected Jesus as king will be judged.

What do God's warnings look like for the children?

Talk about the fact that we do not know when God's patience will run out or how many warnings we have left. The best time to repent is now.



Prayer Idea

What have the children learned about what God is like from this passage? This might include his justice, his patience or his great generosity in sending his only son. How can each of these be turned into a prayer of praise/thanksgiving?



Activity

For 3-7s – choose either Activity A (pages 72 and 73) or Activity B (pages 74 and 75).

Activity A – print pages 72 and 73 (one copy of each for every child).

Before the lesson use a craft blade to cut along the solid lines on page 72 and paste page 72 over page 73 being careful not to get any glue inside the blocks on page 73 which will prevent the flaps from opening.

The children colour in the pictures. Talk them through the story by lifting the flaps in turn and reading the text. Can they tell you the story or tell it to a partner?

Remind the children that God sent many prophets to warn them to turn back to him, but they would not listen. God even sent Jesus, his Son, but they killed him.

Activity B – print pages 74 and 75 onto paper (one copy of each for every child). Before the lesson use a craft blade to make the cuts on page 74 then fold and glue as marked to produce a sleeve.

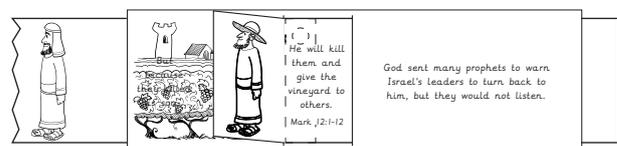
Cut and glue page 75 as marked to produce a long strip of paper that looks like this:



The children colour in the pictures. Help them to slide the strip into the sleeve from the right and weave it through the slits.

The story starts with the left most prophet visible and the edge of the strip of paper sticking out of the left side of the sleeve. The children pull the sleeve to show the other prophets in turn.

Care needs to be taken to tuck the flap in as that portion enters the sleeve. The flap should pop up later and get caught at the left-hand slit so that the new tenant displaces the old one to look like this:



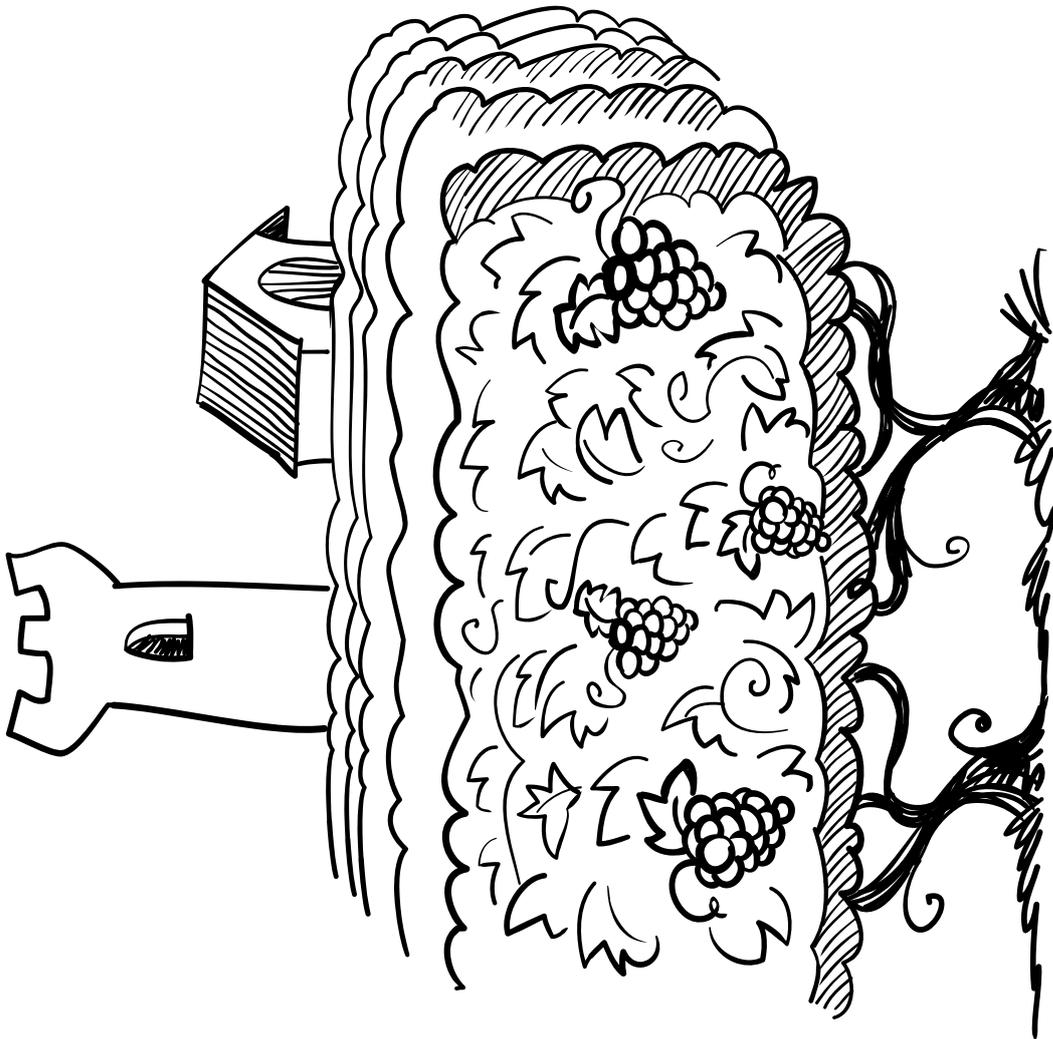
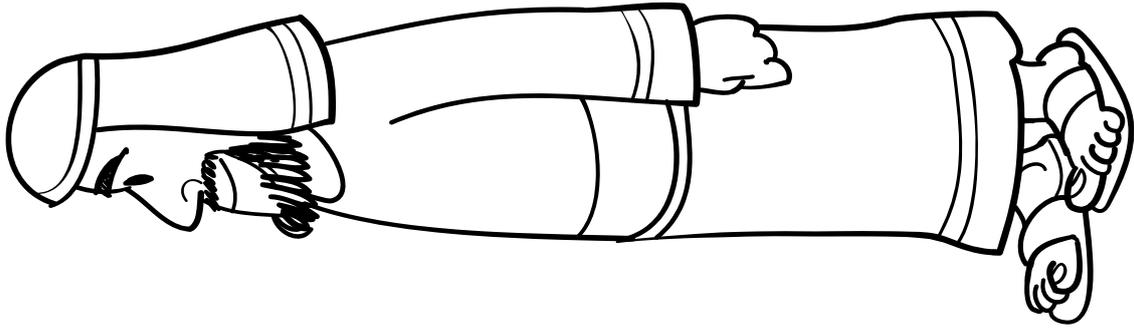
Remind the children that like the vineyard owner God had sent many messengers to warn his people before he punished them.

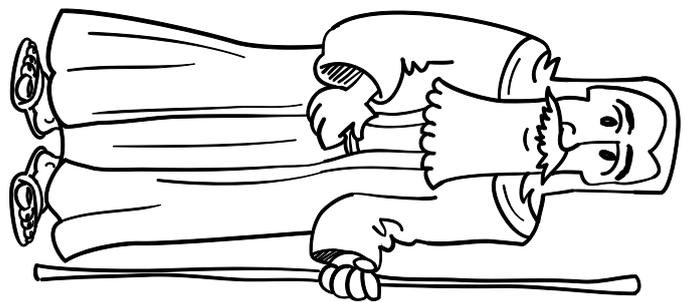
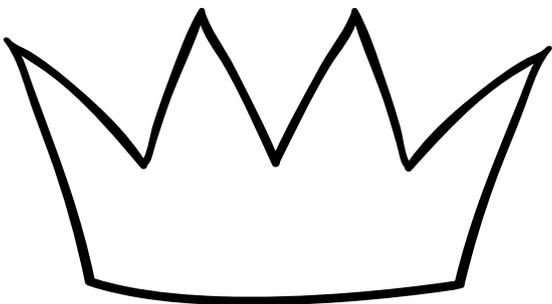
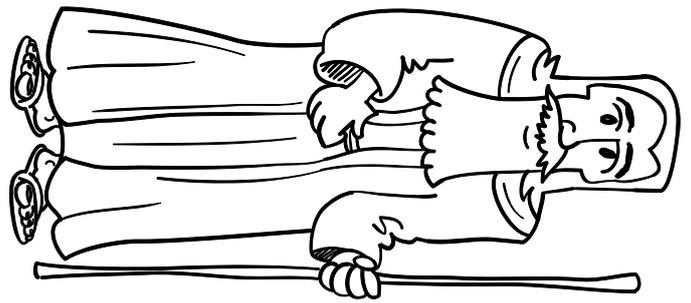
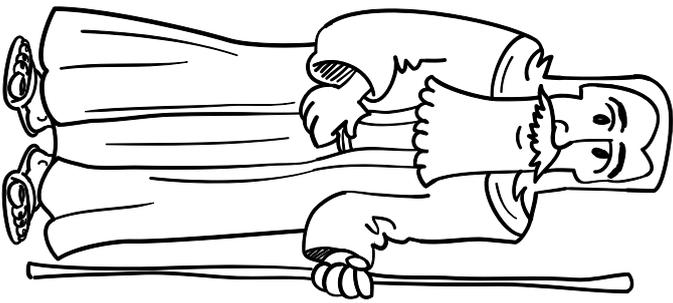
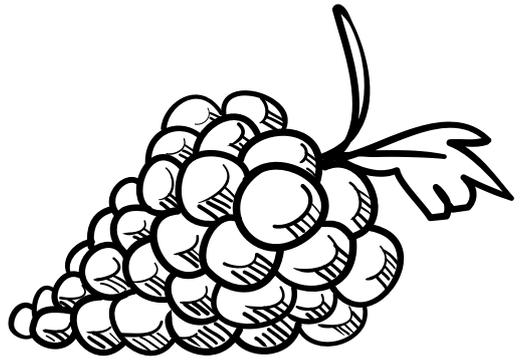
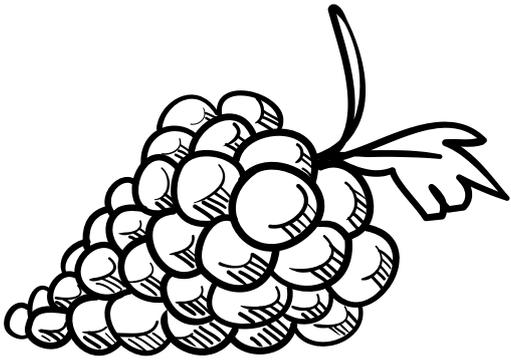
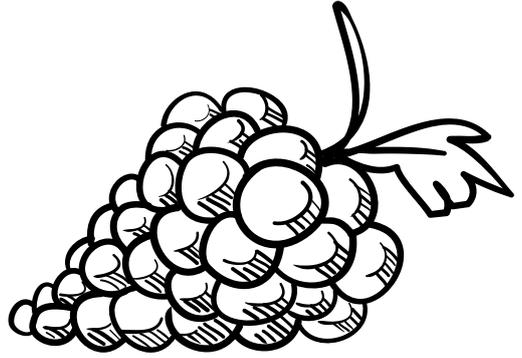
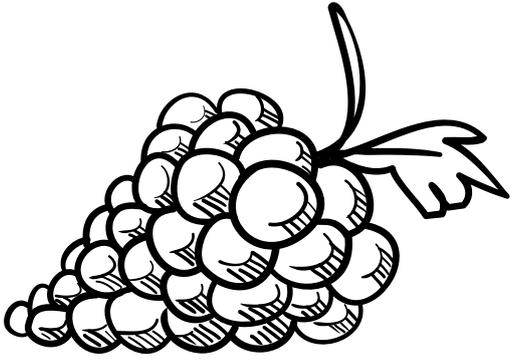
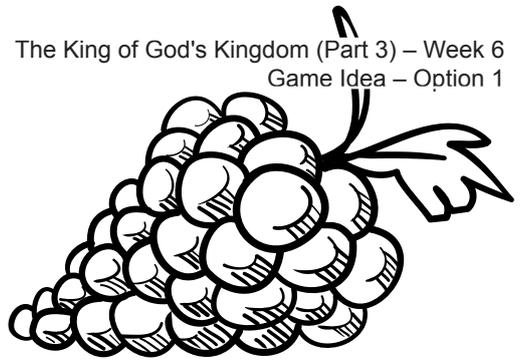
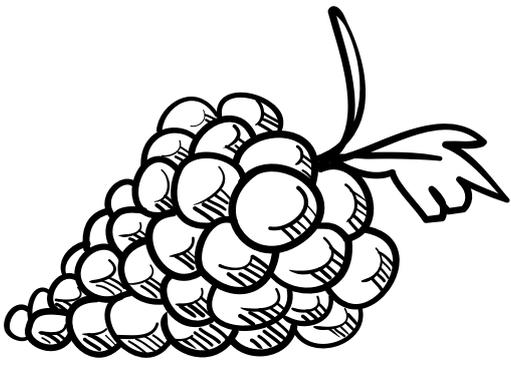
For 7-11s – print either Activity C (page 76) or Activity D (page 77) onto paper for each child. Choose whichever is appropriate for your children and use it to reinforce the lesson or as a discussion starter.



Memory Verse

Mark 10:45 – *For even the Son of Man did not come to be served, but to serve, and to give his life as a ransom for many.* [NIV]





YES

NO

YES

NO

YES

NO

YES

NO

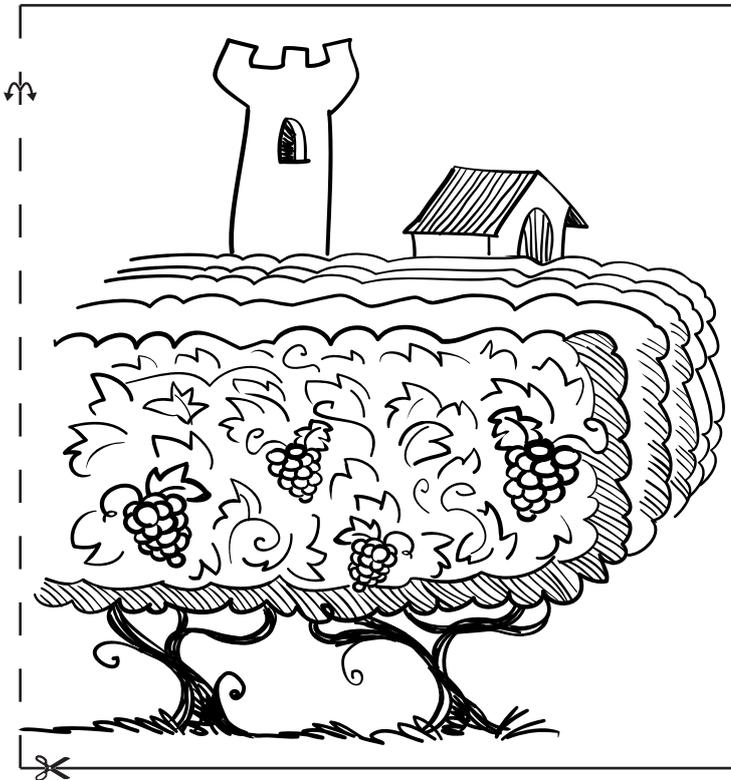
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NO

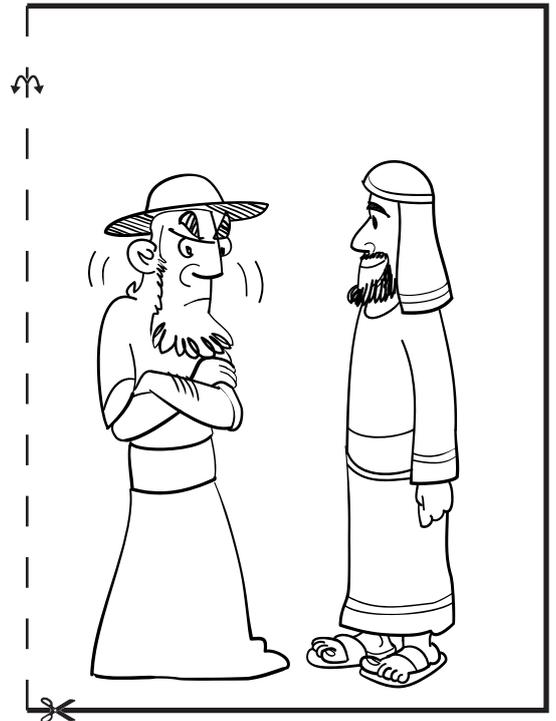
Jesus told a parable about a vineyard.

Mark 12:1-12

The vineyard...



But they would not listen
to the vineyard owner...



They killed the vineyard owner's son...



God will punish everyone who rejects his Son, Jesus.

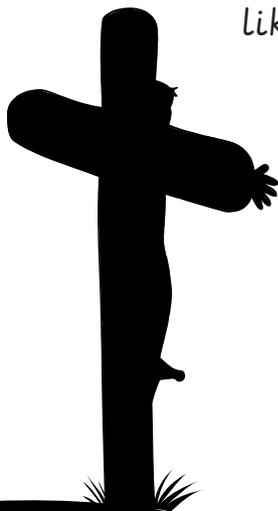
is the people of God. Given to others to care for.



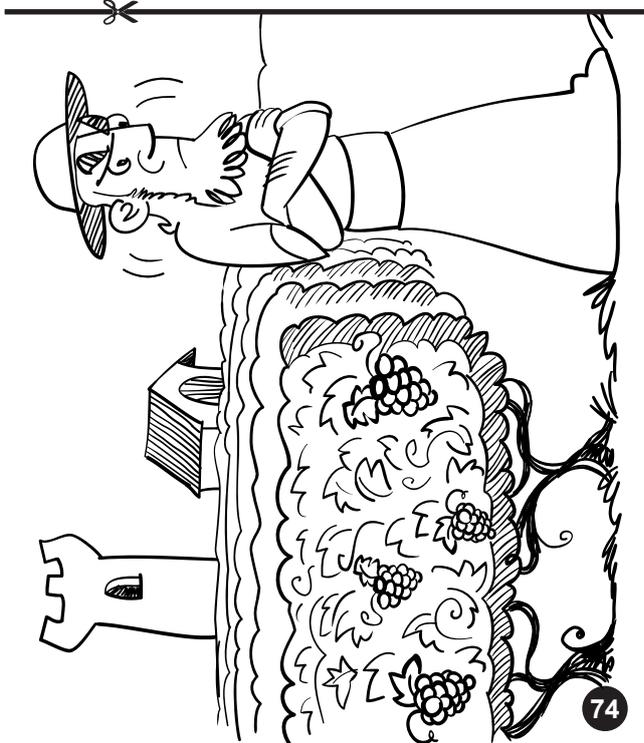
like the Jewish leaders would not listen to God's prophets.

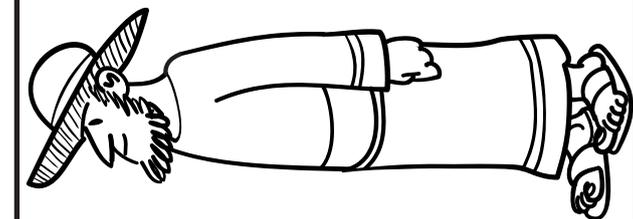


like the Jewish leaders killed Jesus.



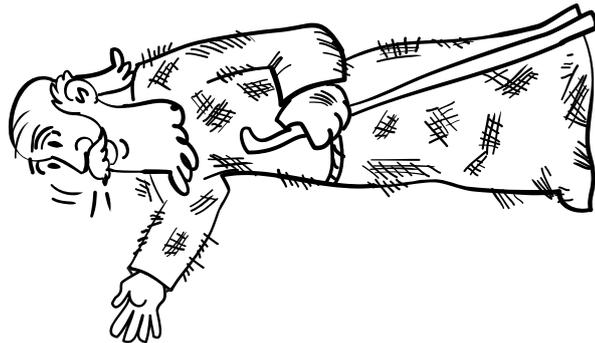
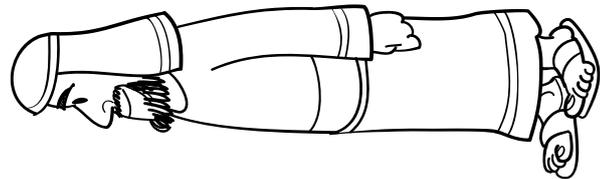
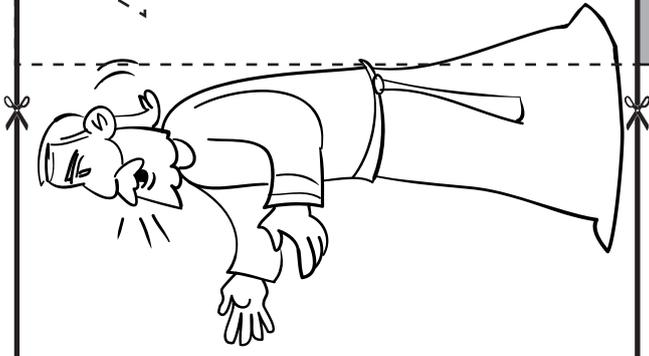
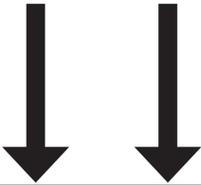
God sent many prophets to warn
Israel's leaders to turn back to
him, but they would not listen.





he will kill
them and
give the
vineyard to
others.

Mark 12:1-12



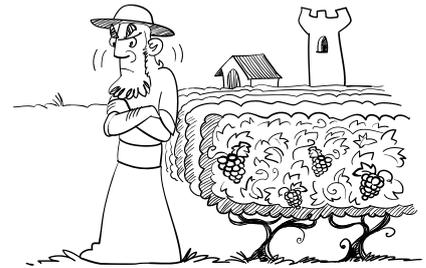
He even
sent his
own Son,

but
because
they killed
him...



The King Will Judge

This true story can be found in Mark 12:1-12



Discover

Who was Jesus telling this parable to? (11:27, 12:1)
Circle the correct answer.

The religious leaders

His disciples

Some tenants

Connect the characters in this story to the people they represent:

Tenants

Vineyard owner

Owner's son

Servants

God the Father

People who reject Jesus

God's prophets (messengers)

Jesus, God's Son

What did the tenants do when the owner sent his servants? (12:2-5)
Tick all the correct answers.

- | | |
|---|--|
| <input type="checkbox"/> Beat some and killed others. | <input type="checkbox"/> Refused to give the owner anything. |
| <input type="checkbox"/> Gave the owner his share of fruit. | <input type="checkbox"/> Would not listen. |

How did they treat the owner's son? (12:7-8)

They k _ _ _ _ _ him and threw him o _ _ _ _ _ the vineyard.

What will the owner finally do to those tenants? (12:9)

He will k _ _ _ them and give the v _ _ _ _ _ to other t _ _ _ _ _ .



Do you think the owner treated the tenants fairly? Why/why not?

What would you have done differently?

Think? Spot

Discuss

What 'fruit' does God deserve from us?

How have we all treated him?

What warnings has God sent to us?

What do we need to do? How have you responded?



The King Will Judge

This true story can be found in Mark 12:1-12

Discover

Who was Jesus telling this parable to? (11:27, 12:1)



Write in the spaces below the people whom the characters in this story represent:

| | | | |
|----------------------|----------------------|----------------------|----------------------|
| Tenants | Vineyard owner | Owner's son | Servants |
| ↓ | ↓ | ↓ | ↓ |
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

What did the tenants do to the owner's servants? (12:2-5)

What didn't they do that they should have done? (12:2-3, 6)

How did they treat the owner's son? (12:7-8)

They k _____ him and threw him o _____ the vineyard.

What will the owner finally do to those tenants? (12:9)

He will k _____ them and give the v _____ to other t _____.



Do you think the owner treated the tenants fairly? Why/why not?
What would you have done differently?

Think? Spot

DISCUSS

What 'fruit' does God deserve from us?

How have we all treated him?

What warnings has God sent to us?

What do we need to do? How have you responded?

Why is it so important that we listen and respond now?



The King's Anointing

Mark 14:1-11

Big Idea : While the religious leaders were plotting to kill him a woman poured very expensive perfume on Jesus to show how much she loved him.

Aim : To teach that some people don't want Jesus in their lives while others will give up everything for him.

The Story So Far

Week 1:

- Jesus told his disciples that as God's promised king he would suffer and die.
- Jesus taught that anyone who wants to follow him must live like him.

Week 2:

- Three of the disciples went up a mountain with Jesus and were shown his glory.
- God told the disciples that they must listen to Jesus because he is God's Son.

Week 3:

- The disciples tried to stop some children coming to Jesus, but Jesus welcomed them.
- A rich man also came to Jesus, but he wouldn't give up his wealth to follow him.
- Jesus taught his disciples that to be part of God's kingdom they must trust God like little children.

Week 4:

- Jesus' disciples knew that Jesus was king and asked him to give them powerful places in God's kingdom.
- Jesus met a blind man called Bartimaeus who also saw that Jesus was king, but he asked instead for mercy.

Week 5:

- Jesus came to Jerusalem as king, but when he went to the temple he found many there who were only pretending to love God.
- Jesus used a fig tree to teach his disciples that true followers of God will bear the 'fruit' of faith.

Week 6:

- Jesus told a parable to show that even though the religious leaders would reject and kill him, God would judge them and make sure that Jesus is king.



Leader's Study Notes

Read Mark 14:1-11 noting the contrast between the religious leaders' hatred of Jesus (14:1-2, 10-11) and the woman's love for him.

Use the following notes to help you think about the passage in more detail.

This is one of the final scenes that Mark records of Jesus' life, just two days before his betrayal and death. From this point on in Mark's Gospel the tone changes. Everything now moves towards Jesus' crucifixion at the hands of the religious leaders before his triumphal resurrection.

14:1-2 Since the start of Jesus' ministry the religious leaders had been in conflict with him. They had begun planning his death as early as Mark 3:6, but had so far been unable to trap him. Their underhand plotting contrasts sharply with the celebrations going on around them at this time.

14:3-5 It is unclear who Simon was, but a parallel account of this story in John's Gospel names the woman Mary (John 12:3).

The perfume she poured over Jesus was extremely costly; some of those present objected to her generous gift. They argued that the money could have been put to better use. They may have had a heightened sensitivity about the wastefulness of her extravagant act because it was customary at the Feast to give money to the poor. Many poor people could have benefitted from the value of this perfume that she had simply poured away.

14:6-9 What this woman did made no sense to the onlookers, but to Jesus it made perfect sense. Jesus knew that he was about to die which made this anointing of his body prophetic as well as being a beautiful display of her love for him.

Jesus did not mean that looking after the poor is unimportant, but because he was going to leave them soon loving him in this

way was the right thing to do.

Jesus commended the woman for what she had done for him. He looked forward to the time after his death and resurrection when the good news would be told throughout the world and her act of love would be remembered – this is exactly what has happened as we read this passage!

14:10-11 The woman had spent a very precious possession to honour Jesus and show her love for him, but Judas instead betrayed Jesus to enrich himself – what a contrast!

Reflect

- Jesus commended this woman for doing something specifically for him. How can we do the same when Jesus is not physically with us?
- How has your love for and devotion to Jesus caused you to make sacrifices? Have any of these sacrifices caused you to be despised by others?
- Give thanks for the ultimate sacrifice that Jesus made to show his love for you. Ask God to help you respond appropriately.

Session Outline



Review

Review the previous lesson using the questions provided as well as any of the visual aids that were used for the previous lesson. This is helpful for children who may have missed that session.



Introductory Idea

Introduces this week's lesson.

Pose the questions at the end of the Introductory Idea. This gives children something to look out for in the lesson and helps their concentration. These get answered later in the session.



Teaching Plan

The core of the session.

The action of the Bible text is told as a story for younger children and explained. Or the Bible text is taught as a simple Bible study for older children.



Game Idea

Not essential.

Reinforces the lesson aim in a fun way and provides a way of displacing energy!

Review the questions posed in the Introductory Idea.



Discuss and Apply

Not to be missed!

This is where the children can be quizzed on the content and meaning of the Bible story. Questions and discussion are needed to apply this Bible story to the children's everyday lives. They should do most of the talking.



Prayer Idea

Use the prayer idea or just encourage each child to pray about an aspect of the lesson.



Activity

An opportunity to reinforce the lesson. For younger children, Activity A or B will be suitable. For older children, Activity C or D can be used to facilitate the Teaching or the Discuss and Apply section – some children prefer a lively discussion to completing written answers.



Memory Verse

A fun way of remembering the key verse for the series.



Review

Review the previous lesson by reminding the children that a crowd once followed Jesus to a remote place. Ask the children the following questions:

- Who refused to listen to God's warnings? [*Israel; the religious leaders (12:12)*]
- What will happen to them? [*They will be killed and the vineyard will be given to others (12:9)*]



Introductory Idea

Option 1: Ask the children to think of something kind that someone has done for them. Let them share these with the group.

Today's true story from the Bible is about a woman who did something very kind for Jesus. [Use the Bridge Questions below to create a link with the lesson.]

Option 2: Print out some pictures to represent a family member, a friend and a class bully onto paper and stick them on one side of a board in a column. Then print pictures of a sandwich, a toy and a kidney (to represent organ donation) and place these on the opposite side of the board. Talk to the children about what each picture is of and which they would share with the people on the opposite side of the board. Would they share their lunch with the class bully? Would they give a the class bully a favourite toy? Would they donate their kidney to a person like that?

Connect all the people to each of the items they would be willing to give to them using lengths of wool or a whiteboard marker if you've used a whiteboard. It is understandable that we might not be willing to donate an organ to or share our favourite toy with someone who wasn't a close friend or family member.

Talk about how when we love people we are happy to give them things – even if it costs us a lot! Today's true story from the Bible is about a woman who did something very kind for Jesus to show how much she loved him. [Use the Bridge Questions below to create a link with the lesson.]

Option 3: Run an Auction. Give a leader and three children each twenty tokens. Provide four items which they can bid on. Three of these need to be worth bidding for; the other should have no value/use to the children, but should be very helpful to the leader running the Intro Idea e.g. the lid to their pen or the notes for their lesson (but this should simply look like some used paper).

Present the items one by one and auction them off. Tell those bidding that they can bid on more than one item to encourage them not to bid everything all at once. The leader in the auction needs to spend all of their tokens on the 'useless' item.

What did the children think about the leader spending everything on something so useless?

The leader then reveals that the item is actually very important to the leader running the auction and so he was willing to give everything he had to give it to the other leader. Today's true story from the Bible is about a woman who spent a surprising amount on a special gift for Jesus. [Use the Bridge Questions below to create a link with the lesson.]

Bridge Questions

- What did the woman do for Jesus? [*Anointed his body with expensive perfume (14:3)*]
- What did others think of what she had done? [*It was a waste of money (14:4-5)*]
- Why did Jesus say it was the right thing to do? [*It was a beautiful thing to do because she loved him (14:6-8)*]



Teaching Plan

Tell the story using either models, pictures or drama.

If done dramatically you could have the children all reclining on the floor around a low table and provide them with some snacks to eat as you act out this scene. The leader plays the role of Jesus and appoints one child to be the woman and another to be Judas. Have a picture of the chief priests and teachers of the law on a wall at one end of the room and a pouch of coins next to the picture.

Set the scene as in 14:1-2. Help the children to understand the hostility of the religious leaders. provide the child playing the part of the woman with some perfume or cologne to pour on you as you tell the story. Help the children to understand the expense and ask them to think about what objections they might have to this wasteful act. Try to tease these out of them as you tell the story.

At the end of the story, the child appointed to be Judas goes to the teachers of the law and chief priests to betray Jesus and collect the money.

For older children – you could use the same dramatic method as above, but get a child to read 14:1 and another to read 14:4-5 aloud. Help the children to think about the meaning of this scene by asking some of the following questions:

- What did the chief priests and teachers of the law think of Jesus? What did they want to do to him?
- How did the woman treat Jesus? What does this show about what she thought of him?
- What did the others present think about what she had done? How did they treat her? What were they most concerned about?
- What did Jesus say about what the woman had done? Why did he commend her?
- How did Judas react to what had happened? Why is this so surprising? What does it show about what he thought of Jesus?



Game Idea

Option 1: For younger children – divide the group into two teams. You will need one plastic bottle with a lid per team and also two buckets per team, one of which is filled with water.

The teams each form a line. Place the bucket filled with water at the front of each line and the empty one at the back of each line. You will need one leader per team whose job it is to constantly fill the bottle with water. Fill the bottle and screw on the lid for each team before the game begins.

When the game starts, the bottle must be passed to the back of each line by being passed alternately over the head of one child and between the legs of the next child. When the bottle gets to the child at the back of the line, they must open the bottle, pour the contents into the bucket and then run to the front of the line where they hand the empty bottle and lid to the leader to be refilled and closed before being passed in the same over/under manner as before.

The first team to completely empty their bucket wins. Have some old towels available to mop up any spills and prevent the children from slipping.

Remind the children that in today's true story from the Bible a woman poured expensive perfume on Jesus to show how much she loved him, but others thought it was a waste of money.

Option 2: Divide the group into two teams and place two stable chairs at opposite ends of the room. Each team nominates one player to stand on a chair, one player is 'Jesus' the other 'Judas'. Also have two balloons, one pink (perfume) and the other grey (silver coins). You can also simply draw coins on any colour balloon using a marking pen. Have some spare balloons available in case one pops during the game.

The object of the game is for the children to get the right balloon into the hands of the right child on the chair (perfume to Jesus and coins to Judas). They will also need to prevent the opposing team from managing this. They score a point every time they manage to get their balloon to the right child on the chair. Set a time limit for the game.

For younger children – play a version of the game above, but with only the one child standing on a chair to represent Jesus and the pink balloon. One team will need to try to prevent the other from getting the pink balloon into Jesus' hands.

Remind the children that in today's true story from the Bible a woman brought a jar of expensive perfume to Jesus and poured it over him. Some people didn't want her to because they thought it was a waste. The woman gave up much because she loved Jesus, but Judas betrayed Jesus for some money instead.

Option 3: For older children – play a version of the game 'Cat and Mouse'. Choose a child to stand at one end of the room to act as Jesus. Three children stand at the opposite end of the room with a plastic bottle to be the alabaster jar of perfume. The rest of the children join hands to form a chain in the middle of the room.

The children with the bottle of 'perfume' have to try to get it to Jesus at the opposite end; the children forming the chain try to prevent them from reaching Jesus by moving around, but they cannot break the chain. The children with the bottle try to run through gaps in the chain and can pass the bottle between them. They must make at least four passes before getting the perfume to Jesus.

Remind the children that in today's true story from the Bible a woman brought a jar of expensive perfume to Jesus and poured it over him. Some people didn't want her to because they thought it was a waste, but Jesus knew that she had done this for him because she loved him.



Discuss and Apply

This passage contains three responses to Jesus – the religious leaders (and Judas) who wanted Jesus dead; the onlookers who were happy to be around Jesus, but didn't show their appreciation for him; and the woman, who made a great sacrifice to express her devotion to Jesus.

The woman's actions contrast sharply with the other two groups. Only her actions are commended by Jesus which places both the other two groups in the same category – a wrong response to Jesus. This is important because it is clear that the only appropriate response to Jesus is whole-hearted devotion and sacrificial service. We find it easy to see how active hostility towards Jesus is wrong, but the passive indifference of the onlookers to the person of Jesus and their harsh treat of this woman is also wrong.

Most children will not be actively opposed to Jesus, but many may be indifferent towards him. How can you help the children you teach to see that the only appropriate response to Jesus is whole-hearted devotion?

For younger children – help them to understand that the way we treat people shows what we think of them (you could remind them of Intro Idea Option 2 of you used that one).

- What did the religious leaders think of Jesus? What were they planning to do to him?
- What did the onlookers do for Jesus? What did they think of what the woman had done for him? What did this show about what they thought of Jesus?
- What did the woman do for Jesus? What did she think about Jesus?

How we treat Jesus shows what we think about him. Some people hate Jesus and want him out of their lives. Others like to be around Jesus, but don't think he's very special. Other people, like this woman, love Jesus very much and think he is amazing. Nothing they do for him is too costly or too much trouble. Can you think of practical ways in which the age group you teach might be able to show their love for Jesus?

For older children – explore the various responses to Jesus as for younger children above, but you may want to explore the indifference of the onlookers a bit further using the following questions:

- How is the response of the onlookers different from the religious leaders? How is it the same?
- How do the woman's actions here show that the other two responses are wrong?
- Is it possible to be 'neutral' towards Jesus?
- What would the actions and words of the onlookers look like in the daily life of the children in your group?
- Have they ever been the subject of harsh rebuke because they expressed their love for Jesus publicly? How did that make them feel? How is this passage an encouragement?



Prayer Idea

Ask the children to imagine that Jesus was with them as he was with the woman and the onlookers in this story, sitting around a table. What would they do to show Jesus what he means to them? Encourage them to pray a prayer that expresses how they feel about Jesus.



Activity

For 3-7s – choose either or Activity A (page 83) or Activity B (page 84).

Activity A – print page 83 onto paper (one copy for every child).

Before the lesson use a craft blade to remove the shaded area as marked.

Also prepare a small zip lock plastic bag for each child containing about two tablespoons of water with some glitter added to it. If you can find orange food colouring that won't stain clothing then add this as well since nard is an amber coloured perfume.

The children colour in the picture. Help them to secure the plastic bag behind the picture so that it can be seen through the section that was cut away. As they tilt the picture the liquid looks like it is being poured out of the jar.

Instead of using bags and water, you could also simply supply each child with a piece of orange cellophane to secure behind the opening.

Remind the children that the woman poured the expensive perfume on Jesus to show how much she loved him.

Activity B – print page 84 onto paper or card (one copy for every two children). Each child will also require one kebab/garden stick.

Before the lesson fold as marked and cut out the pairs of perfume bottles. The children decorate the two sides of the bottle with glitter, jewels and felt tip markers.

Help them to paste the two sides of the bottle back to back with a stick in between and down the middle of the two jars. The one side of the jar has money on it to show that the onlookers thought what the woman did was a waste of money; the other side has a heart on it to show that the woman did what she did out of love for Jesus.

The children rub their hands together with the stick in between to make the jar rotate side to side. Remind the children how Jesus was treated by the women and the disciples in today's true story from the Bible.

For 7-11s – print either Activity C (page 85) or Activity D (page 86) onto paper for each child. Choose whichever is appropriate for your children and use it to reinforce the lesson or as a discussion starter.



Memory Verse

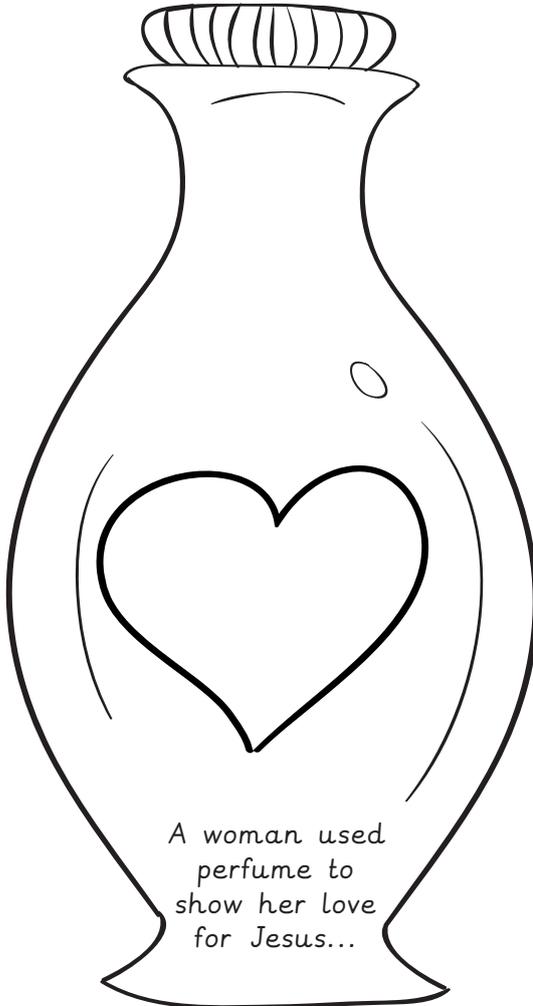
Mark 10:45 – *For even the Son of Man did not come to be served, but to serve, and to give his life as a ransom for many.* [NIV]

A woman showed how much she loved Jesus by pouring very expensive perfume on him...

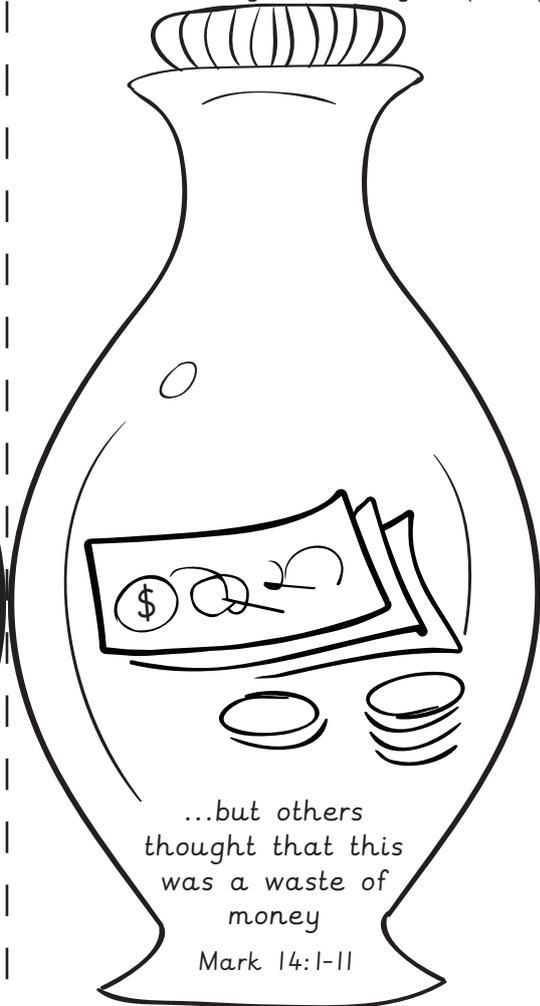


... but some of those present thought this was a waste of money.

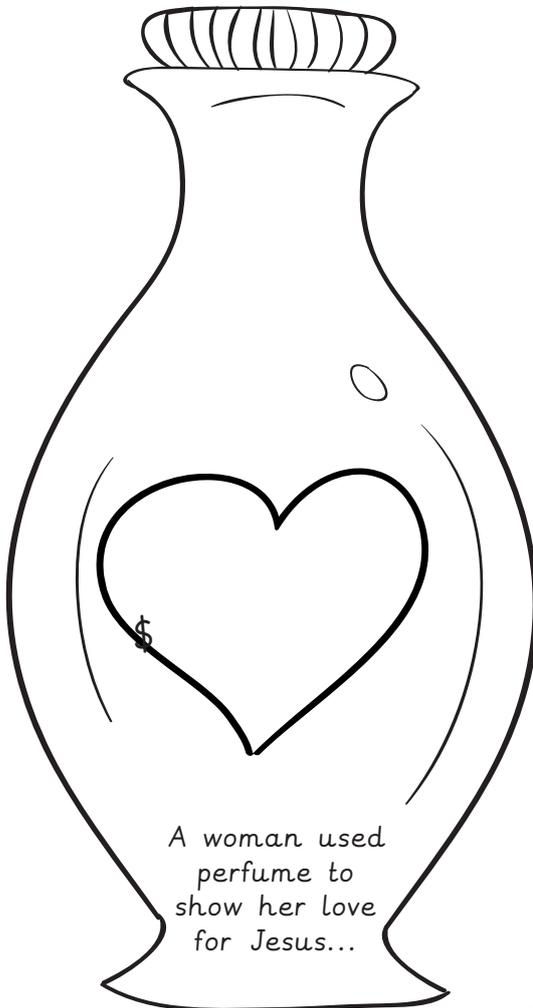
Mark 14:1-11



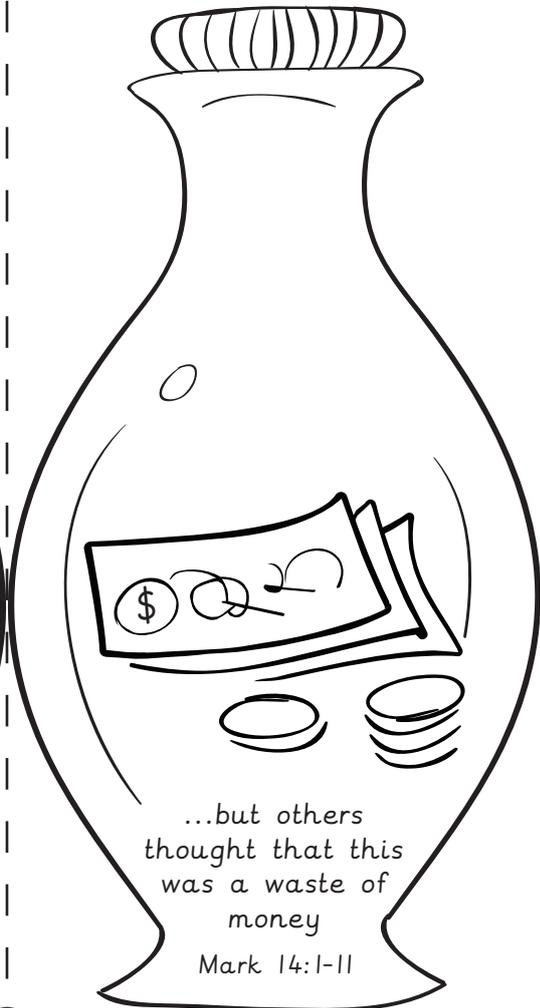
A woman used perfume to show her love for Jesus...



...but others thought that this was a waste of money
Mark 14:1-11



A woman used perfume to show her love for Jesus...



...but others thought that this was a waste of money
Mark 14:1-11

The King's Anointing

This true story can be found in Mark 14:1-11



Discover

Whose house did Jesus go to for dinner? (14:3) Circle the correct answer.

Simon Peter's

Simon the Leper's

Simon the Pharisee's

Who joined them while they were there? (14:3)

A w _ _ _ _ with a j _ _ of very expensive p _ _ _ _ _ .

How did those who were present treat Jesus?

Draw lines to match the different groups of people to the things they did.

The woman

The religious
leaders and Judas

Others who were
present

Plotted to betray and
kill Jesus (14:1, 10-11)

Anointed Jesus' head
with perfume (14:3)

They did nothing
at all



Think? Spot

Which of these three
showed love for Jesus?

What had the other two got wrong?

Why were the onlookers angry at what the woman had done? (14:4-5)

Tick the correct answer.

- It was a waste It made them look bad They didn't like the smell

Who did Jesus say was right? Why? (14:6-8)

The w _ _ _ _ because she showed that she l _ _ _ _ Jesus.

Discuss

How did the woman show that she loved Jesus?
How can we show that we love Jesus?

In what ways do you ignore Jesus?

Which of these three groups of people are you most like?

How do Jesus' words encourage us to keep loving him?



The King's Anointing

This true story can be found in Mark 14:1-11



Discover

Whose house did Jesus go to for dinner? (14:3) _____

Who joined them while they were there? (14:3) _____

How did those who were present treat Jesus?
Write in the boxes below what each group of people did.

The woman (14:3)

The religious leaders and
Judas (14:1, 10-11)

Others who were present
(14:4)



Think? Spot

Which of these three
showed love for Jesus?

What had the other two got wrong?

Why were the onlookers indignant at what the woman had done? (14:4-5)

How did Jesus respond to them? (14:6-8) _____

DISCUSS

How did the woman show that she loved Jesus?
How can we show that we love Jesus?

In what ways do you ignore Jesus?

Which of these three groups of people are you most like?

Can you think of people you know who treat Jesus as
the onlookers or religious leaders did? If you love Jesus
how can you expect to be treated by them? How are
Jesus' words an encouragement?

