Vacation Bible School Curriculum

Primary

The Scottish Sleuths and
The Case of the Puzzling Parables

Vacation Bible School Curriculum

Teacher’s Manual
Kindergarten - 1st Grade

One Story Ministries   VBS02PTM
The Scottish Sleuths and

The Case of

The Puzzling Parables

Vacation Bible School Curriculum

Teacher’s Manual
Kindergarten - 1st Grade
Introduction

Welcome to *Scottish Sleuths* Vacation Bible School curriculum series. Each year, our Scottish Super Sleuths, Angus McTavish and Professor Dabney Thornwell, are called in to solve a Biblical “case” with the help of the VBS children. The detective characters symbolically portray the message that we want the students to learn to become thoughtful investigators of Biblical truth.

This year, our case presents a study of twelve of Jesus’ “Kingdom” parables. Each daily grouping of parables is arranged in such a way to teach the children a particular aspect of the Kingdom of God. The children will learn how God’s Kingdom rules and operates in this world, and what the response of Kingdom-dwellers should be.

**Curriculum Distinctives**

1. Focuses on the verbal transmission of Bible stories (The art of storytelling).
2. Emphasizes class discussion in an open question and answer format.
3. Age-appropriate.
4. Maximizes the small amount of time with profound truths and clear Biblical principles.
5. Reduces the amount of “busy work.”
6. Does not overload with too much content or too many activities.

Vacation Bible School is a ministry that is intended to be primarily evangelistic in nature. Yet since many of your children may in fact be regularly “churched,” it is essential that VBS also be used as an opportunity to teach God’s Word more intensively. Thus, *The Scottish Sleuth* series works hard to be both evangelistic in method as well as discipleship-focused.

This curriculum presents the clear gospel message from God’s Word in the context of loving relationships between teachers and their students. Accordingly, it is vital for each teacher to recognize that VBS is all about:

a) Showing the love of Christ to each one of your students;

b) Faithfully and clearly presenting the Gospel of Jesus Christ from God’s Word; and,

c) Praying for God’s Spirit to do His work in the lives of the VBS children.

Please feel free to use your creative energy to mold this curriculum to your own personality and the make-up of your particular class. Remember that the end goal of all your teaching is to bring students face-to-face with the Gospel of Jesus Christ with full dependence on His Spirit to change hearts and minds.

---

**On Classroom Setup**

The most important thing to remember about your classroom setup is that it should be conducive to learning. Arrange the room in such a way that the students can effectively hear and see the teacher(s) and have classroom discussion. Also, post the Scripture Memory, Application Points and other visual aids that will focus the minds of the children on God’s truths.

Don’t worry about decorating according to the theme—but you are welcome to be as creative as possible. Simply make the room a place which helps the children learn.
Overview of Daily Lessons

Day One
Theme: God’s Kingdom comes by the Gospel Ministry
Bible Text: Matthew 13:1-9, 18-23
Scripture Memory: Mark 1:14b-15

Day Two
Theme: God’s Kingdom Goes After the Missing
Scripture Memory: Luke 19:9-10

Day Three
Theme: God’s Kingdom shows forth His Grace and Mercy
Bible Text: Matthew 18:21-35; 20:1-16
Scripture Memory: Ephesians 2:4b-5

Day Four
Theme: God’s Kingdom demands Giving All of Myself
Scripture Memory: Matthew 22:37

Day Five
Theme: God’s Kingdom is Growing and Multiplying
Bible Text: Mark 4:26-32; Matthew 13:33
Scripture Memory: Review all memory verses
Scripture Memory

Day One: Mark 1:14b-15
Jesus went into Galilee, preaching the good news of God. “The time has come,” he said. “The kingdom of God is near. Repent and believe the good news.”

Day Two: Luke 19:9-10
Jesus said to him, “Today salvation has come to this house, because this man, too, is a son of Abraham. For the Son of Man came to seek and to save what was lost.”

Day Three: Ephesians 2:4b-5
God, who is rich in mercy, made us alive with Christ even when we were dead in transgressions—it is by grace you have been saved.

Day Four: Matthew 22:37
Jesus replied, “Love the Lord your God with all your heart and with all your soul and with all your mind.”

Day Five: Review all Memory Work
Daily Schedule

9:00 - 9:15    Opening Program

9:15 - 9:45    Welcome/Icebreaker
               Bible Lesson

9:45 - 10:05   Snack Time

10:05 - 10:25  Music

10:25 - 10:45  Crafts

10:45 - 11:05  Bible Application

11:05 - 11:25  Recreation

11:25 - 11:45 **  Bible Memory

11:45 - Noon   Closing Program

**Day Five Only: 11:30 - Noon
   Closing Celebration
God's Kingdom comes by the Gospel Ministry

DAY ONE

Bible Text
Matthew 13:1-9, 18-23

Memory Verse
Mark 1:14b-15

Scripture Truth
The faithful proclamation of the gospel never fails to bring forth fruit for the Kingdom of God.

Lesson Aim
For the students to understand that (1) the gospel builds the Kingdom of God, and, (2) the gospel of Jesus Christ penetrates hearts that have been made receptive by God’s Spirit.
Opening Program

The opening program includes a skit to introduce the day’s theme, a time of singing, and announcements. After the opening program, go with your students back to your classroom.

Welcome

Introduce yourself, your co-teacher(s), and your classroom helpers. Greet the boys and girls warmly, working diligently to memorize their names. Make sure each student has a name tag. Go over any classroom rules.

Icebreaker

[Note: Each day’s icebreaker is intended to prepare the students to learn God’s Word and to encourage interaction between students and teachers.]

Seat the students and get their attention.

Write on the board: “The best gift.” Have several volunteers tell the rest of the class what their all-time favorite gifts have been. Briefly list their answers on the board. Encourage the students to listen to one another.

Transition: These are all great gifts. Have you ever thought that one of the best gifts that we have been given is God’s Word?

Bible Lesson

[Note: The “Bible Lesson” time is intended to: 1) Allow the students to hear God’s Word and gain understanding of what it says; 2) Raise questions in their minds that will be discussed during the “Bible Application” time.]

Materials: Younger children need this storytelling time to be dramatic as well as visual. Feel free to bring in pictures, drawings, flannelboards, puppets, etc., for visual aids. Today’s parable should be told using pictures/images of the various soils (road, rocks, thorns, good soil) as well as the resultant growth in each soil.

Introduction: This week, we will be studying some of the parables Jesus taught while He was on earth. Who knows what a parable is? Allow responses. A parable is a verbal picture or story which teaches an important lesson. Jesus told these stories, taken from real life situations, to teach his followers truths about the Kingdom of God. So let’s be good Bible detectives by listening closely to one of Jesus’ parables.

Read Matthew 13:1-3.

1 That same day Jesus went out of the house and sat by the lake. 2 Such large crowds gathered around him that he got into a boat and sat in it, while all the people stood on the shore. 3 Then he told them many things
in parables, saying: “A farmer went out to sow his seed.

Ask discussion questions to promote good listening and comprehension [Get short, quick answers; save further elaboration for Application Time]: Who was Jesus speaking to? [Large crowds.] How did He manage to teach such a large crowd? [He got into a boat, while the people sat on the shore.] What is Jesus telling a story about? [A farmer who is planting his crops.]

**Read verses 4-9.**
4 As he was scattering the seed, some fell along the path, and the birds came and ate it up (Show picture). 5 Some fell on rocky places, where it did not have much soil. It sprang up quickly, because the soil was shallow (Show picture). 6 But when the sun came up, the plants were scorched, and they withered because they had no root. 7 Other seed fell among thorns, which grew up and choked the plants (Show picture). 8 Still other seed fell on good soil, where it produced a crop—a hundred, sixty or thirty times what was sown (Show picture). 9 He who has ears, let him hear.”

Discussion: What four places did seeds fall on? Hold pictures up as children name them. [The path; rocky places; among thorns; good soil.] What happened to the seeds that fell on each spot? [The Path: Birds ate them; Rocks: Scorched and withered plants; Thorns: Plants were choked; Good Soil: Healthy, abundant crops.] Where was the only place that seeds produced a healthy crop? [The good soil.]

**Summary:** After Jesus told this parable, His disciples questioned Him concerning what parables were all about. Jesus then took the opportunity to not only teach them about parables, but also explain this one to them (and us). Let’s read the meaning of this parable together...

Read verses 18-21.
18 “Listen then to what the parable of the sower means: 19 When anyone hears the message about the kingdom and does not understand it, the evil one comes and snatches away what was sown in his heart. This is the seed sown along the path (Show picture). 20 The one who received the seed that fell on rocky places is the man who hears the word and at once receives it with joy. 21 But since he has no root, he lasts only a short time. When trouble or persecution comes because of the word, he quickly falls away (Show picture).

Discussion (Show the pictures of the four soils as you help the students discuss their meaning.): Who is the seed that falls on the path? [A person who does not understand the gospel.] Who is the seed that falls on the rocky places? [A person who falls away because he has no root.]

Let’s read on. Read verses 22-23.
22 The one who received the seed that fell among the thorns is the man who hears the word, but the worries of this life and the deceitfulness of wealth choke it, making it unfruitful (Show picture). 23 But the one who received the seed that fell on good soil is the man who hears the word and understands it. He produces a crop, yielding a hundred, sixty or thirty times what was sown (Show picture).”

Discussion (Continue showing pictures): Who is the seed that fell among the thorns? [An unfruitful person who is choked by the worries of this life.] Who is the seed that fell on good soil? [The Christian who produces fruit.] Yes, only the last soil represents the person who has truly received the gospel and become a Christian.
We will apply this parable to our own lives during our Bible Application time.

Close this time with prayer, thanking God for His Word.

Snack

Snacks will be delivered to your classroom. Have a volunteer lead the class in a prayer of thanks for the food and drink. Make sure the students respect each other while eating and clean up after themselves.

Music

Escort your children to the Music Area. The Music Team will lead the class in a time of singing and learning the various VBS songs. Use this time for a break.

Crafts

Escort your students to the Craft Area. The VBS crafts team will lead your students in a crafts project. Use this time to prepare for Bible Application time.

Bible Application

[Note: The Bible Application time is intended to help the students think about how the Bible Lesson applies to their lives. The focus is on providing a practical emphasis using the key concepts of the lesson. For visual emphasis, post these points in the room throughout the week.]

Refer to the pictures of the various soils you showed during the Bible Lesson time.

Have the children sit on the floor. Hold up Application Point 1 (on poster board) and read it to them.

Application Point 1:
Your response to the gospel depends on the state of your heart

Materials: Pictures of the various soils with descriptions.

In our parable today, remember that the “seed” represents the gospel—the Good News of Jesus Christ—that is preached to all different types of people. The “soils” represent the various types of human hearts.

What did the seed that fell “on the path” represent? [A person who does not listen to the gospel.] We might say that this person has a “hard heart.” Show them the “path” soil with the words “hard heart” next to it. Can seeds grow on a hard path? No, they will just sit on the road and not take root. This is what a person is like who has a hard heart.

What did the seed that fell on “rocky places” represent? [A person who falls away because he has no root.] We might say
that this person has a “shallow heart” with a very “superficial” religion. Show them the “rocky places” soil picture, with the words “shallow heart” next to it. Roots that cannot grow deep will not produce a strong plant, will it? So, why does the “shallow” person not become a true Christian? Help the children talk about how hardship and struggles pull the shallow person away from Christ. The lack of depth prevents any conviction or stability.

What did the seed that falls among the “thorns” represent? [A person who is unfruitful due to being choked by the worries of the world.] Show the picture of the thorny soil with the words “choked heart” next to it. This person looks like a Christian but cannot truly become one because of the worries of the world. What are some worries that prevent people from committing their lives to Christ? Allow time for answers. Give them some of your own examples.

So we see in this parable that the state of our hearts makes all the difference in the world. The gospel, the Good News of Jesus Christ, stays the same. It is preached to all types of people. But, a hard, shallow, or choked heart will not respond to the gospel.

Application Point 2:
A receptive heart will hear and understand the gospel

Materials: Pictures of the various soils with descriptions.

Who here has heard the gospel preached? Where have you heard it preached? Who has taught you the Good News of what Jesus Christ has done for His people? Allow discussion. Direct them to think about their pastors, teachers, parents, church, school, etc.

Now, remember that all the different “soils” or “hearts” heard the gospel. But, what made the “good soil” different? [The good soil represents a person who not only heard, but understood and believed the gospel.] Show the good soil picture with the words “Understands and Believes the Gospel” next to it.

So, a heart that properly receives the gospel is one which understands it. To understand the gospel means that your whole being—your mind, will, and emotions—is affected and changed by the Gospel.

What happens when a heart truly understands and receives the Good News of Jesus Christ? [Spiritual growth occurs.] Yes, just like good soil produces a strong plant, a heart that understands and believes in Jesus will produce spiritual growth. So, according to this parable, how do you know if you really understand the gospel? Lead students to discuss the spiritual “fruit” that is produced—love, joy, peace, patience, kindness, goodness, gentleness, self-control, perseverance, etc.

Application Point 3:
The faithful sharing of the Gospel always produces changed lives

Materials: Card with the words “Gospel” and “Prepared Heart” on it.

This parable teaches us one more important truth about the gospel and God’s Kingdom. Do you remember what happened when the seed fell on good soil? [It produced a huge crop—100, 60, and 30 times what was sown.]. So, what does this say about the gospel of Jesus Christ? Lead the students
to discuss how powerful it is; how it seems small and insignificant (like a seed), yet produces changed lives, etc.

The important thing to remember, boys and girls, is that it is God who establishes His Kingdom through the ministry of the gospel. The essential combination of the gospel being preached and hearts that have been prepared by the Holy Spirit to receive the gospel produces fruitful Christian lives in the Kingdom! So, what two things are necessary for the Kingdom of God to be produced? Hold up a card with the answer. [The Gospel and a Prepared Heart (good soil).]

Isn’t it great to know that we hear the gospel AND God prepares His children’s hearts to respond to it and grow in grace?

Answer any questions about the parable.

Close in prayer, thanking God for the Gospel of our Lord Jesus Christ that penetrates hearts that are ready to hear and understand the truth.

Begin by teaching the students the importance of memorizing God’s Word:
(1) We “hide it in our hearts” so we will turn away from sin and follow Jesus.
(2) It changes the way we think, focusing on pleasing God instead of pleasing self.
(3) It helps us to know God more and love God more.

If desired, relate to the students how Scripture memory has impacted your life.

Today’s Scripture Memory is found in Mark 1:14b-15
Jesus went into Galilee, proclaiming the good news of God. “The time has come,” he said. “The kingdom of God is near. Repent and believe the good news.”

Write the Scripture memory on the board or on poster board.

Discussion: Today’s Scripture memory reinforces what we learned today about the Kingdom of God coming by the gospel ministry. Jesus preached the gospel, or the “Good News” of the Kingdom and then commanded the people to do what? [Respond by repenting (turning from their sins) and believing the Good News.]

Jesus also calls you and me to turn from our sins and believe in the Good News. When the Holy Spirit prepares your heart, then you will be ready to believe the gospel of Jesus Christ. The Kingdom of God has come!

[Do activity on next page.]
Activity: Memory Stand-up. Divide the class into three groups. Have each group recite one part of the verse, standing when it is their turn (and then sitting down):

* ALL: Mark 1:14b-15
* Group 1: Jesus went into Galilee, proclaiming the good news of God.
* Group 2: “The time has come,” he said. “The kingdom of God is near.
* Group 3: Repent and believe the good news!”
* ALL: Mark 1:14b-15

Switch groups as many times as desired. Continue until you think that the class has memorized the verses, or until time is up.

Hand out Scripture memory reminder cards and encourage the students to spend time in memorization.

Closing Program

Go with your students to the area designated for the Closing Program. Remind them to be respectful of others on their way to and during the Closing Program. Afterwards, escort the students to their pick-up location.

END DAY ONE
God's Kingdom Goes After the Missing

DAY TWO

Bible Text

Memory Verse
Luke 19:9-10

Scripture Truth
God seeks after His lost people, for His own sovereign joy.

Lesson Aim
For the students to know that God seeks to save His lost people, by His sovereign plan; and, that we are also called to seek the lost and show them Jesus.
Opening Program

The opening program includes a skit to introduce the day’s theme, a time of singing, and announcements. After the opening program, go with your students back to your classroom.

Welcome

Greet the boys and girls warmly. Introduce any new students to the rest of the class. Make sure each student has a name tag.

Icebreaker

[Note: See Day One’s note about the purpose of icebreakers.]

Write on the board: “Lost”

Ask the children: Have you ever lost something? What was it? What is the one thing that you would be most upset to lose? Have several students share their answers. Write them on the board. Ask questions about the reasons behind the choices of the students, to get them talking. After about 4-5 minutes, make a transition to the Bible Lesson.

Transition: Today, all of our “puzzling parables” have to do with the loss of some valuable possession. Let’s see what happens when people lose some things that are most important to them.

Bible Lesson

[Note: See note on Day One for the purpose of the Bible Lesson.]

Materials: Visual aids. Pictures or flannelgraph figures that will illustrate the parables of the Lost Sheep, the Lost Coin and the Lost Son. Have the helpers hold up visual aids while you are teaching the parables.

Say: Who is going to be a diligent Bible detective today? Let’s all listen closely and see if we can figure out these puzzling parables of Jesus...


1 Now the tax collectors and “sinners” were all gathering around to hear him. 2 But the Pharisees and the teachers of the law muttered, “This man welcomes sinners and eats with them.” 3 Then Jesus told them this parable (Show pictures as you tell the parable): 4 “Suppose one of you has a hundred sheep and loses one of them. Does he not leave the ninety-nine in the open country and go after the lost sheep until he finds it? 5 And when he finds it, he joyfully puts it on his shoulders 6 and goes home. Then he calls his friends and neighbors together and says, ‘Rejoice with me; I have found my lost sheep.’ 7 I tell you that in the same way there will be more rejoicing in heaven over one sinner who repents than over ninety-nine righteous persons who do not need to repent.

Discussion (remember, you want concise responses at this point): What two different groups was Jesus speaking to? [Tax collectors and “sinners”; Pharisees and teachers of the law.] How did the Pharisees and teachers of the law feel about Jesus
spending time with sinners? [They ridiculed him.] In the parable, what did the shepherd do when he lost one of his sheep? [Left the other ninety-nine and found the lost sheep.] What did he do after he found the lost sheep? [Called his friends, and they all rejoiced together.]

Let’s keep up that good “sleuthing” and read another parable of Jesus.


8 “Or suppose a woman has ten silver coins and loses one (Show pictures as you read the parable). Does she not light a lamp, sweep the house and search carefully until she finds it? 9 And when she finds it, she calls her friends and neighbors together and says, ‘Rejoice with me; I have found my lost coin.’ 10 In the same way, I tell you, there is rejoicing in the presence of the angels of God over one sinner who repents.”

Discussion: What did the woman do when she lost one of her coins? [Searched the whole house for it.] Do you think she really wanted to find that coin? What did she do when she found it? [Called her friends, and they rejoiced together.]

Discussion: So, we have a lost sheep (show picture) and a lost coin (show picture). Let’s read one last parable and see if you can figure out what is lost this time...


11 Jesus continued: “There was a man who had two sons (Show pictures as you tell this parable). 12 The younger one said to his father, ‘Father, give me my share of the estate.’ So he divided his property between them. 13 “Not long after that, the younger son got together all he had, set off for a distant country and there squandered his wealth in wild living. 14 After he had spent everything, there was a severe famine in that whole country, and he began to be in need. 15 So he went and hired himself out to a citizen of that country, who sent him to his fields to feed pigs. 16 He longed to fill his stomach with the pods that the pigs were eating, but no one gave him anything.

Discussion: What did the younger son ask for? [His share of his father’s money.] What did the son do next? [Squandered all the money; ended up in the pig sty.]

Let’s continue. Read Luke 15:17-20a to the students.

17 “When he came to his senses, he said, ‘How many of my father’s hired men have food to spare, and here I am starving to death! 18 I will set out and go back to my father and say to him: Father, I have sinned against heaven and against you. 19 I am no longer worthy to be called your son; make me like one of your hired men.’ 20 So he got up and went to his father.

Discussion: What do you think is going to happen? Do you think that the father will accept him back as one of his hired men? At least the son came to his senses! Let’s see what happens next.


20 “But while he was still a long way off, his father saw him and was filled with compassion for him; he ran to his son, threw his arms around him and kissed him. 21 “The son said to him, ‘Father, I have sinned against heaven and against you. I am no longer worthy to be called your son.’ 22 “But the father said to his servants, ‘Quick! Bring the best robe and put it on him. Put a ring on his finger and sandals on his feet. 23 Bring the fattened calf and kill it. Let’s have a feast and celebrate. 24 For this son of mine was dead and is alive again; he was lost and is found.’ So they began to celebrate.”
**Primary Teacher's Manual**

**Discussion:** How did the father respond to the son? [Ran to meet him; threw him a party.] Did that surprise you? Why wasn’t the dad mad at his son for wasting all his inheritance? [He was just so glad that his lost son was found again!]

We will talk more about all three of these “lost and found” parables during our Bible Application time. Close in prayer, thanking God for His Word.

---

**Crafts**

Escort your students to the Crafts Area. The VBS crafts team will lead your students in a crafts project. Use this time to prepare for Bible Application time.

---

**Snack**

Snacks will be delivered to your classroom. Have a volunteer lead the class in a prayer of thanks for the food and drink. Make sure the students respect each other while eating and clean up after themselves.

---

**Music**

Escort your children to the Music Area. The Music Team will lead the class in a time of singing and learning the various VBS songs. Use this time as your break.

---

**Bible Application**

[Note: See Bible Application Note on Day One for purpose of this time. Remember to post the application points in the room.]

**Application Point 1:**

God seeks out His lost people

When you lose something, does IT look for you or do YOU look for it?

That’s right, any item you lose—just like the coin and the sheep in our first two parables—does NOT look for you. The OWNER always looks for what he has lost. So what does this say about God? Allow time for discussion. Help the students talk about how God is a God who seeks after what is lost.

What about our third parable, the parable of the “lost son”? Didn’t the lost son seek after his father (who represents God in the story)? Teach the children that, if they listened carefully, they would remember that the lost son did not actually seek after a relationship with his father. Not understanding His father’s love for him, the son was simply asking to be his slave. It was the father who ran to meet him, restoring the lost son back to himself.
Remember what the father said: “Let’s have a feast and celebrate. For this son of mine was dead and is alive again. He was lost and is found.” This is the heart of God—seeking after all His lost children.

If it is God who seeks us and not we who seek after God, how does that make you feel? Why? Get specific answers.

**Application Point 2:**
Heaven rejoices when a sinner repents

Do you remember what happened at the end of each parable? What was it? [When the lost “thing” was recovered, the “owners” rejoiced and had celebrations.]

This tells us that the biggest celebration that happens in heaven is when someone repents of his sins and becomes a Christian. Who can tell me what REPENTANCE is? [Turning away from your sins, and turning to Christ in new obedience.] Explain that it is not just feeling sorry for your sins, but an actual turning from sin to God.

So how important is it to God that His lost people are found? Does He ever stop seeking to save that which is lost? [No, never.] Why do you think there is such great rejoicing over just one person who becomes a Christian? Allow students to share their thoughts. What about you—are you happy when someone repents of his/her sins? Allow discussion.

Remember that Jesus showed His love for sinners when He walked on the earth. He ate and drank with sinners. He preached the gospel to sinners. He went to the cross to save His sinful people. There is no greater joy in heaven than to see a sinner repent!

**Application Point 3:**
We are to show God’s love to those who are spiritually lost

Raise your hand if you have any friends or family members (or enemies) that you don’t think are Christians. Do you know that, without Christ, they are spiritually lost forever? How do you feel about people who are not Christians? Allow students to share their thoughts. Help them see that they should learn to be more aware of other people who are not Christians.

According to these parables, what should you and I be doing about people who are lost? Help them answer. [Seeking out the lost, to show them the love of God; rejoicing if someone repents and becomes a Christian; persisting in seeking after those that are lost.]

God’s Kingdom goes after the missing. Christ’s whole mission for coming to earth, as fully God and also fully man, was to seek and save that which was lost.

If you are one of Christ’s lost sheep, then He is looking for you. Isn’t that good news?

If He has already found you and you have committed your life to Him, then He calls you to have God’s heart for other lost people.

How can you show God’s love for other people? Allow students to share their thoughts.

Answer any questions about today’s parables.

Close in prayer, thanking God for seeking to save His lost people.
Recreation

Go with your children to the Recreation Area. The Recreation Team will be responsible for your students during this time. Enjoy your break time or prepare for Bible Memory.

Bible Memory

Review the importance of memorizing God’s Word [See Day One].

Review yesterday’s Scripture Memory [Mark 1:14b-15] with the class. Get volunteers to say it from memory. Also spend a minute or two checking if they remember the main point of the verse.

Today’s Scripture Memory is found in Luke 19:9-10
Jesus said to him, “Today salvation has come to this house, because this man, too, is a son of Abraham. For the Son of Man came to seek and to save what was lost.”

Write the Scripture Memory on poster board. Have the children read it a few times together.

Say: This Scripture reinforces what we learned in our lesson today—that Jesus seeks to save His lost people. Remember that it is not we who seek to find God, but God who goes after those who are missing from His Kingdom.

Activity: Memory Rhythm. Help the children make a “rhythm” or a rhyme to make memorizing today’s verses easier. Encourage them to be creative in the process, including handclaps, finger snaps, chants, etc.

Example:
Jesus said to him (clap)
To—day (clap, clap)
Salvation has come
To this house (snap, snap)
Because this man, too
Is a son of A-bra-ham (clap, clap)

Review the Scripture passage a number of times. Ask individual students if they want to demonstrate their own personal rhythms for the class, if time.

Hand out Scripture memory reminder cards and encourage the students to spend time in memorization.

Closing Program

Go with your students to the area designated for the Closing Program. Remind them to be respectful of others on their way to and during this time. Afterwards, escort the students to their pick-up location.

END DAY TWO