

# Teachings of Jesus

**Lesson 6a — The Good Shepherd**

**Lesson 6b — Sower and the Seed**

**Lesson 6c — The Good Samaritan**

**Lesson 6d — The Ten Virgins**

## OVERVIEW

In this unit we will consider four of the parables given by Jesus during His ministry on earth. While Christ did not invent the parable, it is significant that He is the only One who used them in the New Testament. It was one of the main ways He used in speaking to the masses, for He found it an effective method of revealing truth to the spiritual and ready mind while at the same time concealing it from others. Matthew 13:10

These lessons will be taught during the Valentine season, making it appropriate to weave the stories around a heart theme. Possibly classroom bulletin boards and

departmental displays could also tie the theme of the lessons into the framework of the holiday.

The first lesson provides an opportunity for the teacher to bring out that we need Jesus in our hearts before we can be His sheep. The second lesson stresses the importance of having the Word of God deep in our hearts to continue to grow as a strong Christian. The third lesson emphasizes the need for love in our heart if we are to show others that we are a Christian. The last lesson shows us the vital necessity of keeping our hearts ready for the coming of Jesus.

## GAMES FOR REVIEW

Cut nine large pink and red hearts from construction paper and arrange as for Tic-Tac-Toe game. On the back of each heart draw or have a picture of an item that should trigger an idea from the lessons.

Examples:

Christ the Good Shepherd

1. picture of sheep 2. picture of children crossing rickety bridge and an angel watching over them

The Sower

1. picture of plant 2. package of seeds 3. a Bible

Good Samaritan

1. helping hands 2. child having fun playing

Ten Virgins

1. oil lamp 2. sky with clouds 3. watch or clock

There can be many adaptations to this game. Student or team member chooses a heart. If he can name the lesson, idea, or memory verse he gets an "X" or "O." As in Tic-Tac-Toe, try to get three in a row.

## CONTEST IDEAS

Love and Heart Quiz (see Support Material)

Set a goal of how many new children can be brought in

during the month (10, 20?). Make a board with chosen number of sheep, moving a sheep into corral (enclosure, barnyard, etc.) for each one brought. If all sheep get moved, the whole department gets a treat. The missionaries would get whatever they would normally receive as well.

Place on your bulletin board a large red heart with a clear pocket over the lower half (or higher if needed). Have enough smaller white hearts, each with a child's name on it so it can be placed in the pocket (name showing) for each time a student memorizes a Bible verse, memory verse, books of the Bible, learns the story, etc. The child with the most hearts in the pocket wins the contest.

## BULLETIN BOARDS

Place a large heart containing a picture of Jesus in the center of your board. Place a smaller heart in each corner with a ribbon extending toward the large heart. They should have an appropriate picture for each lesson. Print at the top center, "Jesus Wants Me To . . ." Under the appropriate pictures print "Be His Sheep," "Love My Neighbor," "Hide His Word in My Heart," and

"Be Ready When He Comes." The smaller hearts could be double thickness with a door in the outer thickness so that a child could open that week's heart at the right time (like an Advent calendar). One could add the lettering under the smaller heart week by week also.

Place a crossword puzzle on the board. Fill in the answers to create interest or leave blank and have students help fill in during the weeks of this unit (see Patterns).

Across Clues:

4. Jesus is the Good \_\_\_\_\_.
5. Who must be in our heart?
6. What must we read to become stronger Christians?
7. Where must we hide God's Word?

Down Clues:

1. How many virgins stayed ready for Heaven?
2. How do we show love?
3. Whom does the Bible tell us to love?

Make a valentine (see Patterns). Trace pattern on red construction paper. Follow folding directions in numerical order. Heart should pop up when card is opened. Put a picture or sticker on front of card in space marked for it. Print underneath, "To \_\_\_\_\_" (my Parents, Grandma, Sister, Brother, etc.). On inside print, "LOVE ONE ANOTHER." Make a decorative border around the heart.

## CHART IDEAS

Garden of Love. Make four heart-shaped flowers of construction paper or calico cloth (see Patterns). Under each flower print appropriate "love" statements.

Make Heart Books, each page being a heart cut from construction paper. Have children draw what they think would be in a Christian's heart. Bind with yarn. Examples: smiling faces, praying, attending church, sharing, helping, reading the Bible.

Cut hearts from white construction paper and cut out center of each. Glue to red construction paper. Print in the center of the chart — JESUS TEACHES ME (see Patterns). Each Sunday the child adds a sticker to the center of each heart — sheep, Bible, heart "Love" sticker, cross, crown, Jesus' face, or praying hands. A piece of white yarn or rickrack may be added as a bor-

der and hanger at the top. Then the child can hang his chart in his room at home on a nail or doorknob.

Make a wheel chart of two wheels with a brad in the center to keep them together and  $\frac{1}{4}$  section or notch removed from top wheel. Label outside wheel, "Teachings of Jesus." On the bottom wheel, draw a picture of each lesson for the child to color (see Patterns).

Make a little book with the title, "Teachings of Jesus" on the outer cover. Have one page for each lesson. For lesson 6A glue cotton on the sheep. For lesson 6B glue on seeds. For lesson 6C put a Band-Aid on the man's sore leg. For lesson 6D draw a flame on the lamp with orange or yellow felt tip pen (see Patterns.)

Make a puzzle with Jesus in the center (see Patterns). Puzzle pieces around the outside should be pictures of each of the four lessons in our unit. These would be added each Sunday.

Reproduce the large 4-section heart with illustrations for each lesson (see Patterns) for each of your students. On each Sunday help them mount the puzzle piece for that week onto a background on which you have traced the outline of the complete heart.

## SUPPORT MATERIAL

"Love and Heart Quiz" — Page 58, 110 Helps for Teachers, by Carolyn Lehman, Standard Publishing  
"Parables of Jesus" — Pict-o-graph, Standard Publishing

"The Lord Is My Shepherd" — Illustrated Song, Nazarene Publishing

"Harry's Heart Song" — Visualized story, portrays the concept of Christ's dwelling in our hearts. Nine large illustrations with a corresponding story, Gospel Publishing House

"Getting to Know Jesus" — by Angela Carl and June Lang, Children's church programs. Activities, crafts and games, emphasis on Bible memorization, correlated music, Standard Publishing

"Object Talks on the Parables of Jesus" — Standard Publishing

"Jesus Our Savior" — Bible Pictures for Children, Set 2, 16 full color pictures include: birth, childhood, parables, and disciples, G/L Publications

"Parables of Christ" — Flannelgraph by Helen S. Kratavie, Child Evangelism Fellowship Press

# The Good Shepherd

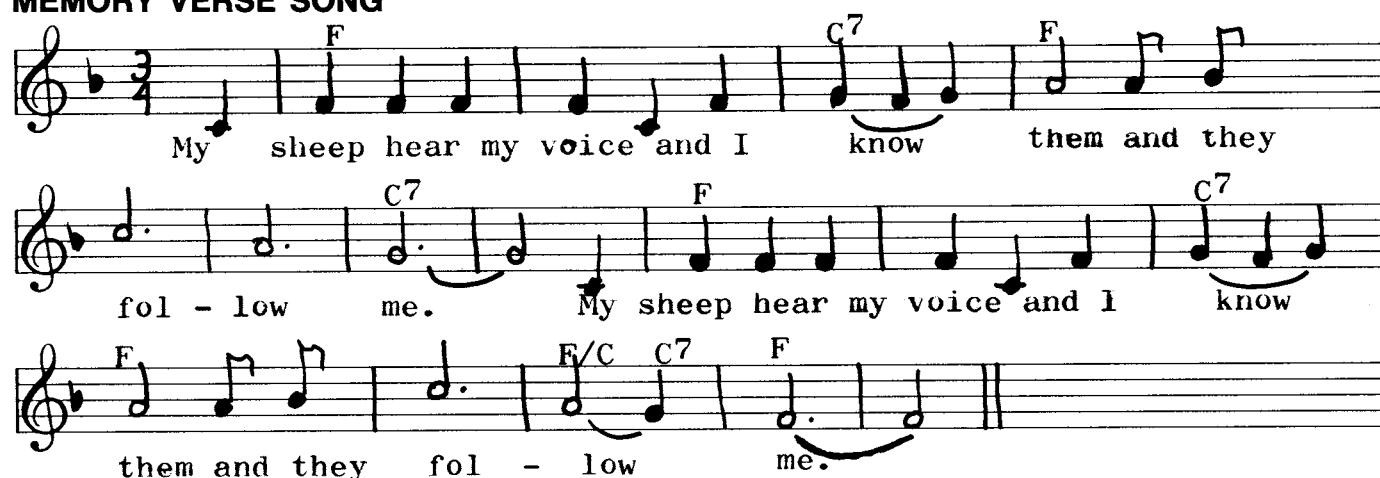
**TEXT** John 10:11-15; Psalm 23

**SUPPLEMENTAL SCRIPTURES** Isaiah 40:11; Ezekiel 34:12; Matthew 18:12; Hebrews 13:20

**OBJECTIVE** The students will be able to rehearse Jesus' characteristics as a Good Shepherd and will understand that He is the One who will take care of us.

**MEMORY VERSE** My sheep hear my voice, and I know them, and they follow me. — John 10:27

## MEMORY VERSE SONG



## MEMORY VERSE IN ACTION

**MY SHEEP** — make scissors with right hand first two fingers, clip wool off left arm

**HEAR** — hand behind ear

**MY VOICE** — hands cupped around mouth

**AND I** — point up

**KNOW** — point to temple

**THEM** — point to others

**AND THEY FOLLOW** — right hand out, palm up, move toward body (beckoning)

**ME** — right middle finger to left palm, left middle finger to right palm

2. He knows all His sheep by name.
3. He cares for them and tends to their needs.
4. He seeks for the lost sheep.

**Climax:** The Good Shepherd is **willing to even give His life for His sheep.**

**Conclusion:** Jesus cares so much for us that He gave His life for us. He cares for us just as the shepherd cares for his sheep.

**Response:** Your students will be able to tell you several ways Jesus is like a good shepherd.

## BACKGROUND INFORMATION

In John, chapter 9, the man born blind and then healed was abused by the Pharisees because it had been Jesus who healed him. The parable of the Good Shepherd that follows was primarily addressed to these Pharisees who, in a sense, were trying to pluck this man from Christ's hand (John 10:28). They had harassed him and his parents, hurled insults upon him and tried to get him to reject Jesus, but the healed man had heard the Voice of the Good Shepherd, become one of His sheep and nothing would stop him from following.

## MEMORY VERSE VISUALIZED

Cut apart the staff with the memory verse printed on it. (See pattern at the end of the lesson.) Put the staff together as the students learn the verse.

## BIBLE LESSON OUTLINE

**Introduction:** Open your class time by showing a picture of Jesus as the Good Shepherd.

1. Jesus tells us that He is the Good Shepherd.

The symbol of a shepherd is a familiar one in Scripture. It is a reference to the Lord who leads His people like sheep, or to one who has the responsibility of leading God's people (Psalm 23:1; Isaiah 40:11; John 10:11; Hebrews 13:20). In Jeremiah 23, Ezekiel 34 and Zechariah 11 the Lord denounces the leaders of the people for being unworthy shepherds who care only for themselves, and promised to send a true Shepherd who would care for the flock of God. These promises were fulfilled in Jesus who was willing to lay down His life for the sheep.

## IN-CLASS ACTIVITIES

Print words or phrases of the memory verse on separate pieces of paper. Then hide them under chairs, etc., and have the students find them. Compare to the Good Shepherd's searching for us, the lost sheep.

Make sheep from spools (see Patterns), to use in telling the lesson, or as a hands-on activity with your class. Gather medium-sized spools which have held sewing thread. Cut two body shapes from cardboard and let children color them appropriately. Then paste them to the ends of a spool, making sure both pairs of feet rest squarely on the table. Trace animal head from colored construction paper, cut out, and paste onto animal. You may add a tail if you desire. Your pupils may want to experiment with their own designs for the heads.

Make a stand-up figure of the Good Shepherd (see Patterns). To the back of the figure paste a stand (a strip of folded paper) that allows it to stand as well as be moved around as it is held from the rear. The Shepherd is best if mounted on lightweight cardboard for stability.

Use a picture appropriate to the lesson. Cut it across in strips and mix them up. Let the children glue the pieces on construction paper to make the picture as it should be (see Patterns).

Make a sheep and sheepfold (see Patterns) from heavy construction paper. Color rocks and grass, etc. Cut out the sheepfold and around the door. Fold on dotted lines and glue as directed. Cut out stand-up sheep. Use to tell the story of the Lost Sheep. You may put cotton on sheep, set sheepfold in a sand pan. Each child could make his own.

Give each child a paper sheep (see Patterns). Let each child name his sheep. Place a picture of a shepherd on the board. When you call the sheep's name let the child pin it on the board. Point out that the shepherd knows his sheep by name and forgets none of them. Put a picture of Jesus on the board and tell how Jesus knows

His own sheep by name and they know His voice and follow Him.

Make each child a white heart out of construction paper. Explain that only those who let Jesus come into their hearts can be His sheep. They could write, "I love Jesus," or the memory verse on their hearts.

Trace shepherd's staff (see Memory Verse Visualized) onto poster board. On it print the memory verse. Let children cut out and take home as a reminder of the verse. Same idea could be used with a stand-up lamb (see Patterns). Used as a chart, cut staff (or sheep) from brown construction paper and glue onto sheet of blue or green. Add Jesus sticker. Each week child adds a lamb sticker. For stand-up lamb, trace pattern onto white construction paper and cut out. Add features with black marker, color grass green. Glue bits of cotton to lamb. Fold stand and paste behind lamb.

Make a paper bag mask and cover with cotton balls or cotton batting, for each child to wear.

Bring some pictures of puppies and kittens. Ask the children to help you list some of the things that must be done to keep the puppy or kitten happy and comfortable. Relate the care of a shepherd for his sheep to the care the child gives to a pet.

Give each child a sheet of paper with a boy or girl drawn in the center. Ask them to write around the center figure some of the things God can protect the child from and things He provides for us as our Good Shepherd.

Pack a Blessing Basket with items representing the things God provides for us as a Good Shepherd. Include in the basket: Bible, picture of church, article of clothing, a picture or small cardboard house, food, a jar of water, a picture of a family or an adult and child representing love, etc.

## QUESTIONS

Who is the Good Shepherd?

Are all people Jesus' sheep?

How does one become one of Jesus' sheep?

Do we follow because we have to, or because we love Him?

How do we let Him know we love Him?

How do we get His love into our hearts?

Will Jesus lead us to bad or good places?

Name some ways Jesus is a Good Shepherd to you.

## PRE-SCHOOL SUGGESTIONS

Children may cut out lamb (see Patterns) and glue it to paper of a contrasting color. Children glue cotton balls on lamb for wool. The following poem may be on a

Jesus is the Shepherd  
Do you know who I am?  
It's such a lovely secret . . .  
I'm His little lamb!

**Bring stuffed toy lambs for your children to hold.**

## REVIEW IDEAS

Although we cannot see Jesus with our natural eyes, He is always near to help us each day in everything we do. If we are having trouble in school we can whisper a prayer and He'll help us remember or understand; if we have trouble with friends, we can ask Jesus to help us to love them more.

Blindfold one teacher (Teacher A). Teacher B must give Teacher A explicit step-by-step instructions to walk

Use the overhead projector to present the story of the Good Shepherd. Cut out the figure of the Shepherd from a transparency and move the figure into each scene.

## COORDINATING SONGS

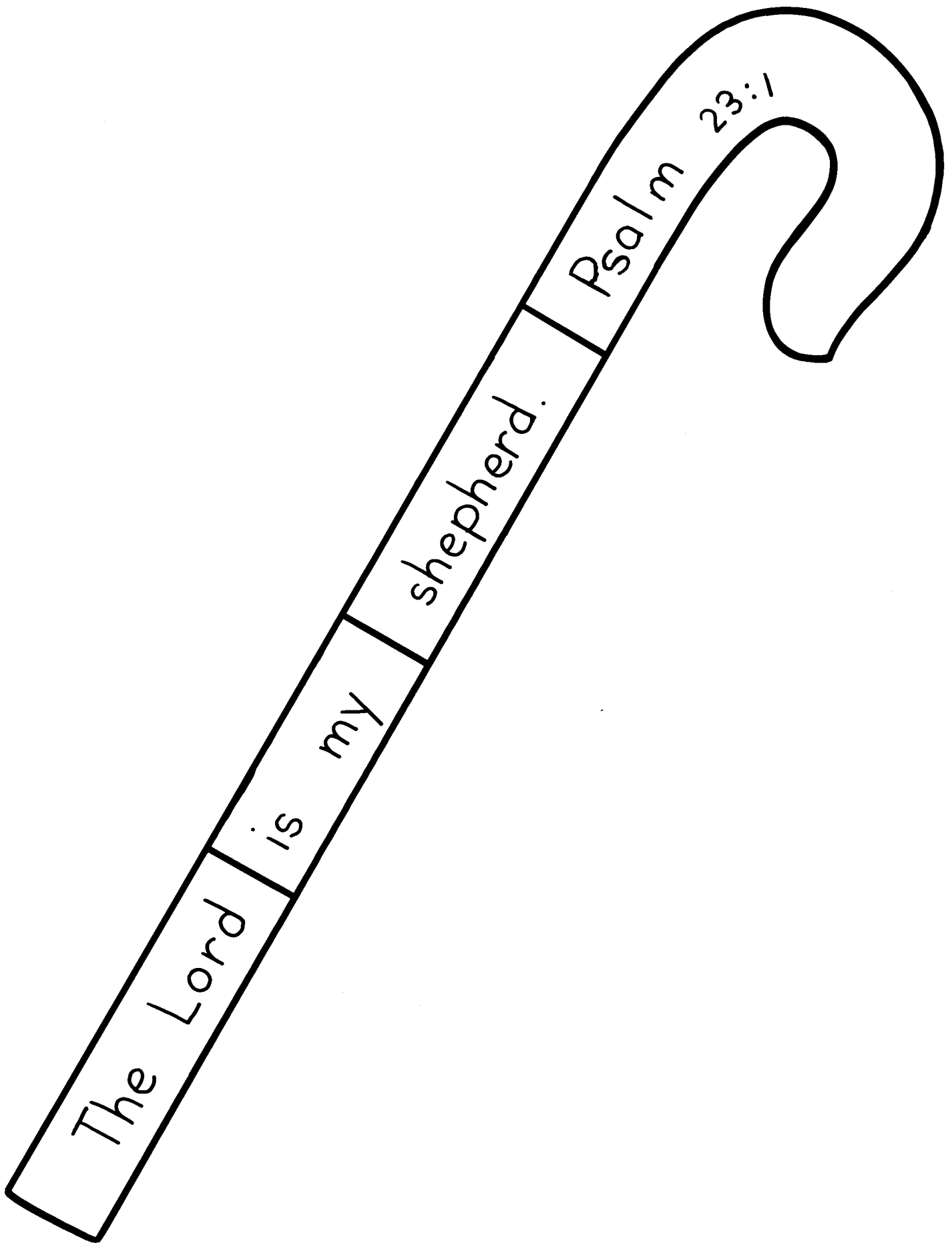
"The Lord Is My Shepherd, I'll Walk With Him Always"  
 "Gentle Shepherd"  
 "Shepherd of Love"  
 "Into My Heart"  
 "Bring Them In"  
 "Follow On"  
 "One Door and Only One"  
 "His Sheep Am I"  
 "Psalm 23" (Round)  
 "My Lord Knows the Way Through the Wilderness"

## SUPPORT MATERIAL

"The Little Lost Lamb" — Ruth Odor book, Standard Publishing  
 "Jesus Loves Us" — Coloring book, 8 each of 6 pictures, Warner Press  
 "The Lost Sheep" — Palm Tree Bible Series book, Concordia  
 "Parables of Jesus" — Pict-o-graph, Standard Publishing  
 "Snowflake — Little Lost Lamb"  
 Books on the 23rd Psalm

## NOTES

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# Sower and the Seed

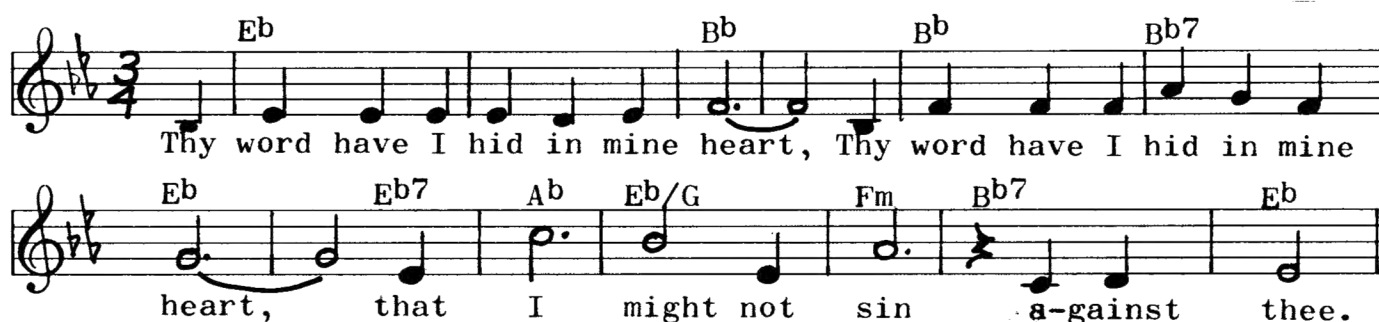
**TEXT** Luke 8:4-15

**SUPPLEMENTAL SCRIPTURES** Matthew 13:23; Acts 2:41; I Thessalonians 2:13; I Peter 2:2; II Peter 1:5,6

**OBJECTIVE** The students will be able to liken the four types of ground to the spiritual receptivity of those who hear the Word of God.

**MEMORY VERSE** Thy word have I hid in mine heart, that I might not sin against thee. — Psalm 119:11

## MEMORY VERSE SONG



## MEMORY VERSE IN ACTION

THY WORD — hands in front like a book  
HAVE I HID IN MINE — bring hands up toward body, touch chest  
HEART — with index fingers draw a heart shape over own heart  
THAT I MIGHT NOT — point to self, shake head “no”  
SIN — make fists with index fingers pointing to each other and then to self, shake your head no  
AGAINST THEE — point up

## MEMORY VERSE VISUALIZED

Make a large heart and print the memory verse on it. Then cut it in irregular shapes and sizes and hide the pieces. Have the class find the pieces and then put the heart together as they learn the verse. Discuss hiding God’s Word in our hearts and how to do so; i.e., reading the Bible, being in Sunday school, etc.

## BIBLE LESSON OUTLINE

Introduction: Begin your class session by showing your

students a handful of seed. Ask them what needs to be done to this seed to make it grow. They will respond that it must be planted.

1. Jesus told a story about seeds and planting.
2. The seeds fell by the wayside, on stony ground, among thorns, and on good ground.
3. The results were dependent upon the type of ground.
4. Jesus compared the types of ground to those who hear the Word of God.

Climax: Those who hear the Word of God and keep it are like the good ground.

Conclusion: If we want to be fruit-bearing Christians, we must be hearers and doers of God’s Word.

Response: Your students will be able to parallel the types of ground to the receptivity of those who hear God’s Word.

## BACKGROUND INFORMATION

Prior to the time this parable was spoken by Jesus, He had used word pictures but this was His first complete parable. In fact, from this point in Christ’s ministry until

its end He often spoke to the multitudes in parables. Mark 4:33,34

The crowds of common people had been gathering around Jesus in increasing numbers, and the Pharisees' opposition was now growing more intense. It seems as though the Lord's intent in using this method of teaching was that only the true seekers would be blessed with understanding the truth (Mark 4:10-12). Those who had already responded to the teachings of Jesus would be able to understand the parables, but those who had rejected His truth would lose even the capacity to hear. Mark 4:25

The parable of the sower and the seed needs little explanation because Jesus clearly interpreted it for us. As one commentator said, "The parable needs application, not explanation." Jesus said if you can't understand this parable you will not be able to understand any of them (Mark 4:13). Unless your heart is good ground (Mark 4:20) the parables, or for that matter, any of the teachings of Christ, are meaningless. I Corinthians 2:14

## IN-CLASS ACTIVITIES

Soak beans and start growing them in damp paper towel ahead of time. Help the children plant them in cups containing the various types of soil mentioned in the lesson. Have the children guess which one they think will grow.

Several days or a couple of weeks before class, place a sponge in a shallow dish or tray (a meat tray is good), and add water to the tray. Over part of the sponge, place some foil, plastic wrap, a piece of wood, a flat rock or something to be between the sponge and the grass seed that you sprinkle over the sponge. Place in a sunny window to grow. During class discussion of the sower and the seed show the growing seed to the students and show what happens when seed falls on rocky soil or wayside.

Why do we plant seeds? Can we expect to get a large crop if we don't plant any seeds? People are like that too. We must plant a lot of seeds in our heart — such as Bible verses and songs about Jesus.

Buy four small valentine boxes, glue a piece of black paper across the top or the bottom of the first. Put some small rocks in the second; some thorns or weeds in the third; and some good soil in the fourth. Take a package of seed and print THE WORD across it. Now, open each heart one at a time and plant some of the seed. What happens in each heart?

Make a large stylized flower (see Patterns) from colored construction paper and glue to a background.

Across the top of the background print WE LEARN AS WE . . . on each petal print how we learn — listen to the lesson, read the Bible, pray, sing, listen to our ministers. These could be prepared ahead of class time, then let the children add the petal statements and glue them to the background. This idea could also be enlarged and adapted for use on a bulletin board.

## QUESTIONS

What are some of the thorns that might get into our hearts and choke out God's Word?

How can we grow stronger in the Lord and increase the fruit Jesus is looking for in our lives?

Our lesson today says that Jesus spoke to the people by a parable. What is a parable?

Can that same principle be used today in teaching? Explain.

What is the difference between a parable and some other account or story Jesus told?

Jesus described the different types of soil the seed fell upon. Explain how it might be that a person's heart could be like more than one type of soil.

If we can change and become more receptive, how do we maintain that "good ground" in our heart?

## PRE-SCHOOL SUGGESTIONS

Talk to your little ones about how they act when they come to God's House. Some children sit and listen quietly. They learn their memory verse. They watch the teacher. They sing the songs. Others are not listening, but are wiggling or fussing with the one sitting next to them. Which ones makes Jesus happy?

Put on some big ears made from construction paper to illustrate how we should listen in Sunday school (see Patterns).

Cut out a series of hearts in graduated sizes. Show how we grow in knowing about Jesus by listening and obeying.

Bring a heart balloon to class. (These are available in gift and card shops around Valentine's Day.) Draw a happy face on the balloon. Illustrate Christian growth by blowing it up bigger and bigger as you talk about things that make us grow for Jesus.

Give each child an opportunity to use the bird (see Patterns) to scoop up seeds from a sheet of brown paper (soil).

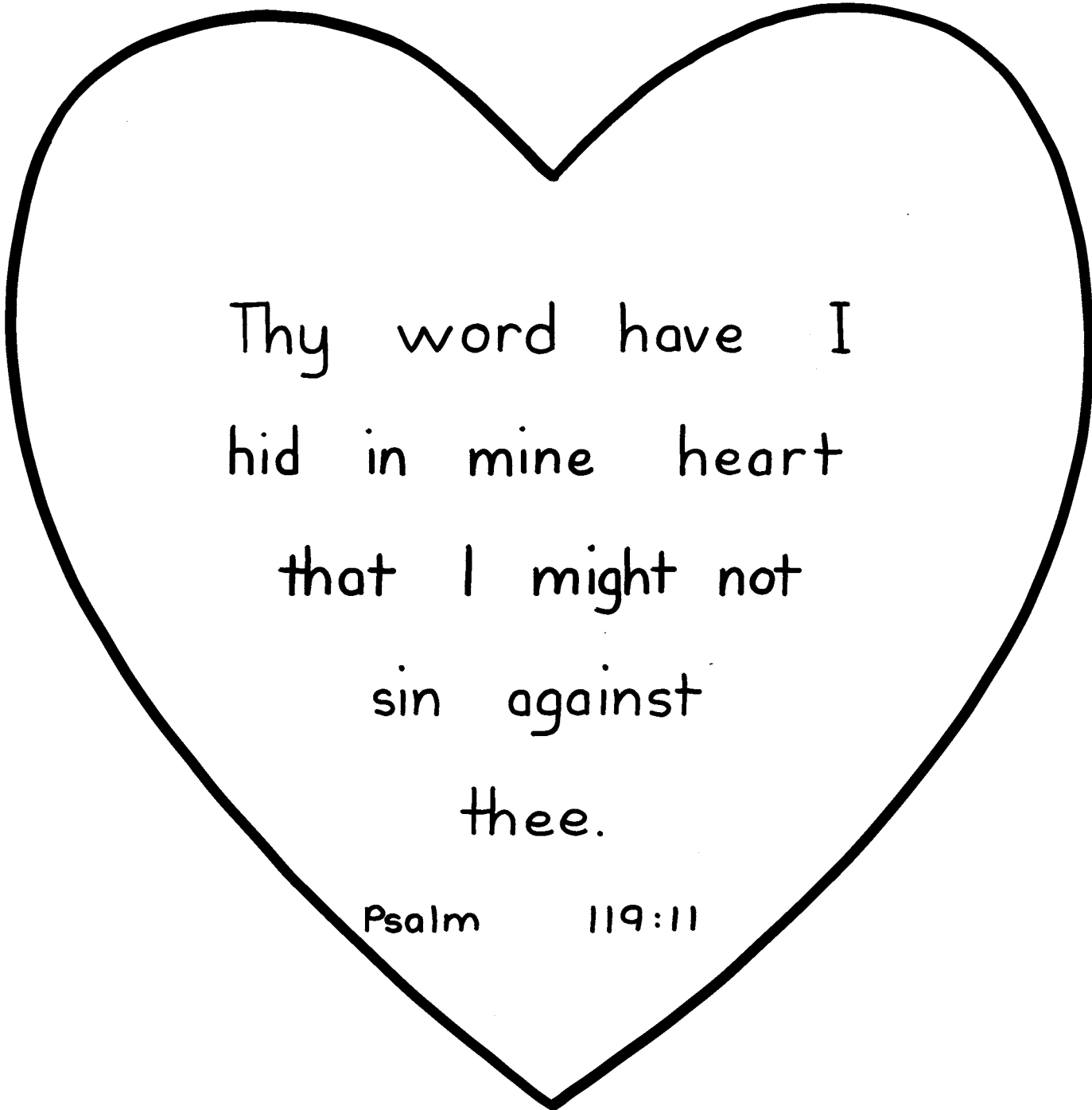
## REVIEW IDEAS

Have several deflated balloons.

"Your life without Jesus is empty, and not very pretty, just like this balloon. When you are saved, or ask Jesus







Thy word have I  
hid in mine heart  
that I might not  
sin against  
thee.

Psalm 119:11

# The Good Samaritan

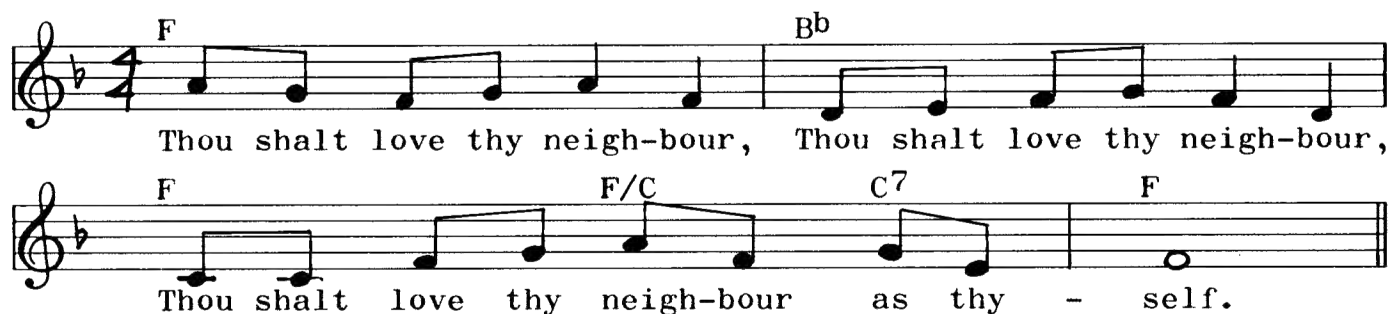
**TEXT** Luke 10:25-37

**SUPPLEMENTAL SCRIPTURES** Leviticus 25:35; Matthew 25:35; John 13:35; Romans 13:10; 15:1,2; I Thessalonians 3:12; I John 4:20

**OBJECTIVE** The students will be able to relate the story of the Good Samaritan and explain how he was a good example of showing love and helpfulness to his neighbor.

**MEMORY VERSE** Thou shalt love thy neighbour as thyself. — Matthew 22:39

## MEMORY VERSE SONG



## MEMORY VERSE IN ACTION

THOU SHALT LOVE — cross fists over heart  
 THY NEIGHBOUR — point to others  
 AS THYSELF — point to self

## MEMORY VERSE VISUALIZED

Cut apart the figure of a child surrounded by hearts and smiling faces. (See pattern at the end of the lesson.) Assemble the puzzle a portion at a time as the students learn the verse.

## BIBLE LESSON OUTLINE

Introduction: Show a picture of a child doing a kind deed. Lead into the fact that Jesus told a story about a man who showed great kindness.

1. A certain man, while traveling, was injured and robbed.
2. A priest and a Levite passed by but ignored his need for help.

3. A Samaritan, who was of a nationality generally despised by the injured man's countrymen, came by and gave aid.

Climax: Jesus indicated that the injured man's neighbor was the one who offered assistance.

Conclusion: We have a responsibility to show kindness to others. Focus on memory verse.

Response: The students will be able to list the things the Good Samaritan did, thus proving he was a good neighbor. They will also be able to mention a number of ways we can show kindness to others.

## BACKGROUND INFORMATION

In the seventh century before Christ, the king of Assyria conquered the Northern Kingdom of Israel and carried away captive the inhabitants of its capital city, Samaria (II Kings 17:6). In place of the Israelites who were dispossessed, the Assyrians brought in foreigners to live in the land. These foreigners mixed their religion with that of the former Israelites (II Kings 17:33). These

people became known as Samaritans. Down through the centuries the Jews looked down on the Samaritans as compromisers and impure. A Samaritan could not be a witness in a Jewish court, they were publicly cursed in the synagogues and considered ineligible for eternal life.

When Jesus gave the parable of the Good Samaritan in answer to the questions posed by this doctor of the Jewish law, it must have come as a great surprise. In a sense, He was saying, "A despised Samaritan who does the will of God is better than a Pharisee who only discusses theology." A man who would please God must be full of more than religion. He must be full of God's love which manifests itself in practical ways. James 2:15-18

## IN-CLASS ACTIVITIES

Have children outline their hands on paper and then list ways they, too, can be Good Samaritans with their hands. Add the memory verse as a caption and let them take the paper home.

Reproduce Glad/Sad Sam (see Patterns). Use Sad Sam to show how the traveler felt when the robbers hurt him and took his money. He was also sad when the priest and the Levite wouldn't help him. Use Glad Sam to show how he felt when the Good Samaritan stopped and helped him.

Make a large heart with lettered sections cut from various colors of construction paper (see Patterns). Glue scraps of flannelgraph paper to the back of each piece. As the lesson is taught, put up each piece of the heart. It also can be used as a puzzle, letting the children take turns putting it together.

Take several hearts and cut each into a puzzle of a broken heart. Place each puzzle in a separate envelope. Let each child put together one of these puzzles. God loves us so much He not only takes care of our physical hurts, but He knows when our hearts need mending.

Bring two apples, one smaller or not as good as the other one. Say, "My friend needs an apple. Which one should I give him? Jesus would want me to give him the best apple for the Bible tells us so in Matthew 22:39. My heart feels really good and my apple tastes really good, too, because I pleased Jesus by helping my friend with the best I had."

Let the children make a sticker heart (see Patterns) to give to someone.

Set up several activities to do that require two people for each. Write these activities on slips of paper and

number each paper. Write the same numbers on the backs of smiling faces you have cut from construction paper. (Have half as many jobs and smiling faces as you have students.) Make each smiling face into a mini puzzle by cutting into two pieces that will fit together. Put all the puzzle pieces into a jar and let students draw one and find its partner. The number written on the back of their smiling face will tell them which activity they are to do together. Use this to discuss helpfulness.

Make a series of flash cards — stick figures are fine — to tell the story (see Patterns).

Use small dolls, a paper road, some large rocks, a money bag, Band-Aids, etc., to portray the story as you tell it to your class.

## QUESTIONS

Who is our neighbor?

How can you show love to a neighbor?

Do you think the lawyer that came to Jesus was sincere in his search for eternal life? Why or why not?

Last Sunday we studied a parable. Tell whether or not the account of the Good Samaritan is a parable.

What do you understand to be the meaning of *compassion*?

Do you suppose the lawyer talking with Jesus was a compassionate man? Why or why not?

In what ways can people ignore the needs of others today and be guilty of the same disregard that the priest and Levite were?

What instruction did Jesus give the lawyer? How did He expect this man would be able to do what He said?

Name some ways you can be a good helper.

## PRE-SCHOOL SUGGESTIONS

Bring a doll to represent the injured man. Let the children rub cream on him (ointment) and put on Band-Aids to make him feel better. Do not go into much detail about how the man was hurt. Especially for the little children, it is best to begin the story just by saying, "Once there was a man who got hurt. He had a bad 'owie.' Did you ever have a bad 'owie'?" or something of this nature.

Be careful of any dramatizations of this story. No matter how it is presented, it seems the man's getting hurt is too vivid for the little ones to accept comfortably. Focus on the nice man that came to help the hurt man. Tell how we can help our friends when they fall, or how we can open doors for the elderly, move things out of the way, and generally be kind to others.

Bring pictures of children doing kind deeds and book related to kindness.

Bring a first-aid kit. Put a Band-Aid on each child. (The

## REVIEW IDEAS

Make cards with pictures (or words) of the following: grocer, teacher, policeman, pastor, aunt, car mechanic, gas attendant, librarian, classmate, horse, dog, airplane, tree, butterfly, pickle, hamburger, shoe. For each picture (card) ask child if it is a neighbor (true or false). If it is a neighbor ask child how we can help that person. Examples: librarian — we should be quiet in the library and take good care of the books; a pastor — we should sit quietly in church and listen to the sermon, also pray for the pastor.

**Present a skit with a parallel plot set in today's terms.**

## NOTES

Write the words, "Good Samaritan" down the center of a chalkboard or a large piece of poster board. Have your group help you make an acrostic by writing in words around the letters which tell ways in which we can be helpers to others.

## COORDINATING SONGS

## “The Old Time Religion”

**“J-O-Y”**

**"I Am a C-H-R-I-S-T-I-A-N"**

## “Lord, Lay Some Soul Upon My Heart”

## “Jesus Loves the Little Children”

### “Make My Life To Be Like a Melody”

## SUPPORT MATERIAL

**"The Good Samaritan" — Palm Tree Bible Series book,  
Concordia**

**"The Good Samaritan" — Arch Book, Concordia**

"Parables of Jesus" — Pict-o-graph, Standard Publishing

This image shows a full page of white paper with horizontal black lines, resembling notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



# The Ten Virgins

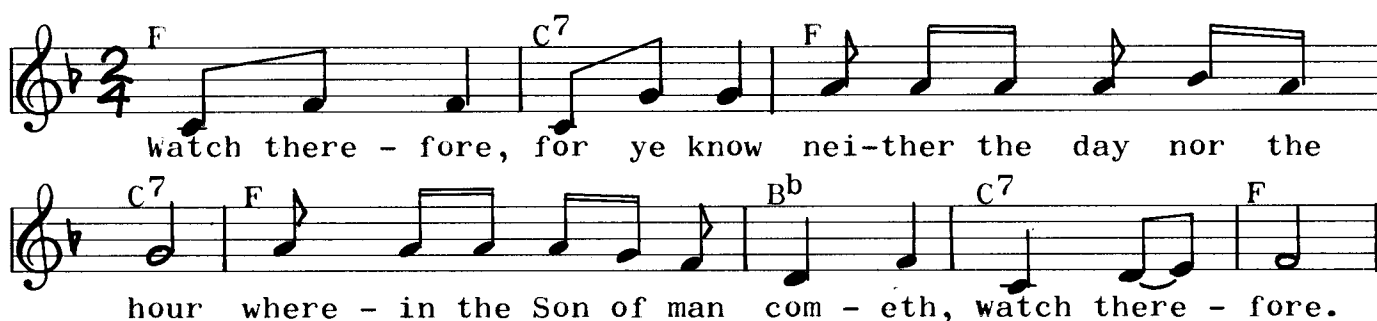
**TEXT** Matthew 25:1-13

**SUPPLEMENTAL SCRIPTURES** Matthew 24:44; 25:13; Mark 13:32-37; Colossians 4:2; Revelation 3:11

**OBJECTIVE** The students will be able to explain the necessity of staying ready for Heaven, and will be able to tell how this can be done.

**MEMORY VERSE** Watch therefore, for ye know neither the day nor the hour wherein the Son of man cometh. — Matthew 25:13

## MEMORY VERSE SONG



## MEMORY VERSE IN ACTION

**WATCH THEREFORE** — index fingers to eyes, then point out

**FOR YE KNOW** — point to temple

**NEITHER THE DAY NOR THE HOUR** — right index finger pointing up, left hand on right elbow, drop right arm down on left arm

**WHEREIN THE SON OF MAN** — right middle finger to left palm, left middle finger to right palm

**COMETH** — right hand out, palm up, move toward body (beckoning)

## MEMORY VERSE VISUALIZED

Cut apart the lamp with the memory verse written in and around it. (See pattern at the end of the lesson.) Assemble the puzzle a piece at a time as the students learn the verse.

## BIBLE LESSON OUTLINE

Introduction: Bring an oil lamp and illustrate what hap-

pens when there is no fuel. (You may wish to use two lamps if available.)

1. Jesus told a parable using lamps burning or not burning as an example.

2. In the story, 10 virgins had lamps.

3. Five neglected to take oil with their lamps, and when the bridegroom came their lamps had gone out.

4. When they went to buy oil, the bridegroom came. Those who were ready went into the marriage.

Climax: The ones who neglected to keep oil were not able to go to the marriage.

Conclusion: We must stay ready for Heaven. Making a start is not enough but we must continue to follow the Lord.

Response: The students will be able to relate ways we can stay close to the Lord and continue following Him.

## BACKGROUND INFORMATION

Marriage and wedding customs were often used as illustrations of spiritual truths in the New Testament. When a wedding was going to take place the bride-

groom and his friends would leave his father's house, often late at night, and go to the house of the bride's father to claim the bride. The bridegroom would then lead the wedding party back to his father's house. On the way, however, a group of young women, friends of the bride and bridegroom would join in the procession. Festivities were then entered into at the house of the bridegroom's father, these often lasting for several days. The ceremony was complete when the bridegroom led the bride into the bridal chamber.

The message of the parable in Matthew 25:1-13 seems clear. The procession led by the bridegroom could pass at any time. Knowing that, those who were genuinely concerned made ample preparation. Those who had their thoughts on other things failed to prepare, and thus offended the bridegroom by their indifference. Jesus gave this parable following a prediction of His return (Matthew 24:36-42) to judge the wicked and reward the righteous. Just as the wise virgins prepared for the appearance of the bridegroom while the foolish were occupied with other thoughts, those who make their relationship with God a priority will be prepared when Jesus returns, and those who are distracted will be left here.

## IN-CLASS ACTIVITIES

Using the drawing provided under PATTERNS, have one lamp drawn for each child. As you talk about how we must keep oil in our vessels, let them paste oil and a flame on the drawing.

Bring some half-done jobs to illustrate that obeying part way or only doing part of what God tells us to do is not enough. Some suggestions: a dish washed on one side, a piece of wood sanded on one side, a nail pounded partly through.

Illustrate the lamps on a chalkboard. Use colored chalk to fill five lamps. Leave the other lamps empty.

Give each child a project — for example, a picture to color. Tell them you are setting a timer, but they don't know how much time they will have. How much can they color before the timer goes off? Liken this to the fact that we do not know when the Lord will come but we know that it will happen.

Pack a backpack or a suitcase, discussing what you need to be ready for a trip and comparing it to what we need in our lives to be ready for the Lord's return.

## QUESTIONS

How can we have a light (lamp) in our heart?  
How do we keep it burning?  
What must we do to get ready for Heaven?

Does your heart get ready all by itself? What do you do?

Does your heart stay ready all by itself? What must you do?

If your heart gets naughty things in it, how do you get rid of them?

Does Jesus hear us when we say we are sorry? How do we know?

## PRE-SCHOOL SUGGESTIONS

Bring two hearts with sin-spot stickers. Both hearts pray and the sin stickers are removed. One keeps on praying and doing kind things, etc., and the heart stays clean. The other forgets to do right, stops listening to Jesus, and soon is doing naughty things again. Sin spots go back into that heart and it is no longer ready.

Show your children two tiny oil lamps, one empty and one full. Relate oil to doing the things that make Jesus happy. If oil lamps are not available, use drawing of lamps (see Patterns).

Focus of this lesson for Beginners should be "Things I can do to make Jesus happy."

## REVIEW IDEAS

Illustrate the fact that we have to clean our room or do the dishes regularly or the place becomes a mess. If we want Jesus to live in our heart, we must continue to read the Bible and pray to keep our hearts clean (show a dustmop or dirty dish). We must keep eating the right foods for our bodies to grow big and strong. We must read the Bible and pray each day to keep our hearts strong.

Have several cut-outs of people, all with magnets on them (see Patterns). On the good people have such names as "Suzy Share," "Katie Kindness," "Henry Helper," and on the bad people such names as "Charlie Cheat," "Sassy Sammy," "Tommy Thief." (Be careful not to use names of students in your group on the negative names.) Have a figure representing Jesus (possibly just a white poster board cut-out or maybe even a doll, with a magnet attached), and pass Him over the people, picking up the good people. On the bad people, put a piece of tape or something over the magnet so it won't pick them up and then explain how they all had a magnet but the bad people let something come between them and Jesus so they weren't ready to go. (Practice this first.)

Present a present-day skit bringing out the importance of being ready. Have two children that are to be picked up for a church camping trip. One fools around (reads magazine, sets hair, or whatever) instead of packing. Mom mentions several times that the driver of the van



“Oh, Be Careful”  
 “Stand Fast Therefore in the Liberty” — 401 Choruses  
 “Behold, Behold!”

## SUPPORT MATERIAL

**“Listen to Jesus/Parables” — Dot-to-dot book, Standard Publishing**

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