

Jesus is the Way

Theme Lesson

PREPARATION

Objective

Students will understand that Jesus is God's sole plan for all people to come into relationship with him.

Outcomes

1. Students will be given an opportunity to receive Christ as their Savior.
2. Students will be given opportunity to pray for people in the world who do not know Christ as Savior.

Directions

1. Mark a "road" on the floor using yarn, paper, or tape for the students to walk along.
2. Fold the "Road Signs" so the picture is on the front and the verse is on the inside.
3. Evenly space the signs along the path. Decorate the space at the end of the road to resemble heaven using either a golden gate or golden streets).
4. Review the "Key Word" hand motions for "Purpose" and "Power."

**PREPARATION: 20 min.****TEACHING: 35 min.**

Materials

- "God's Story Bookmarks" #1-4 (Introduction pp. 23-24)
- "Key Word" pictures for "Purpose" and "Power" (Introduction pp. 7-8)
- "Key Word Definitions and Hand Motions" (Introduction pp. 17-21)
- one copy of "Road Signs" duplexed (pp. 3-14)
- yarn, paper, masking tape, etc. to mark the pathway
- material to decorate heaven (examples: gold colored paper to represent golden streets, a golden spray painted child safety gate decorated with jewels to represent heaven's gate, etc.)
- scotch tape or masking tape (to tape "Road Signs" to walls if desired)
- construction paper (to glue "Road Signs" onto if desired)
- glue

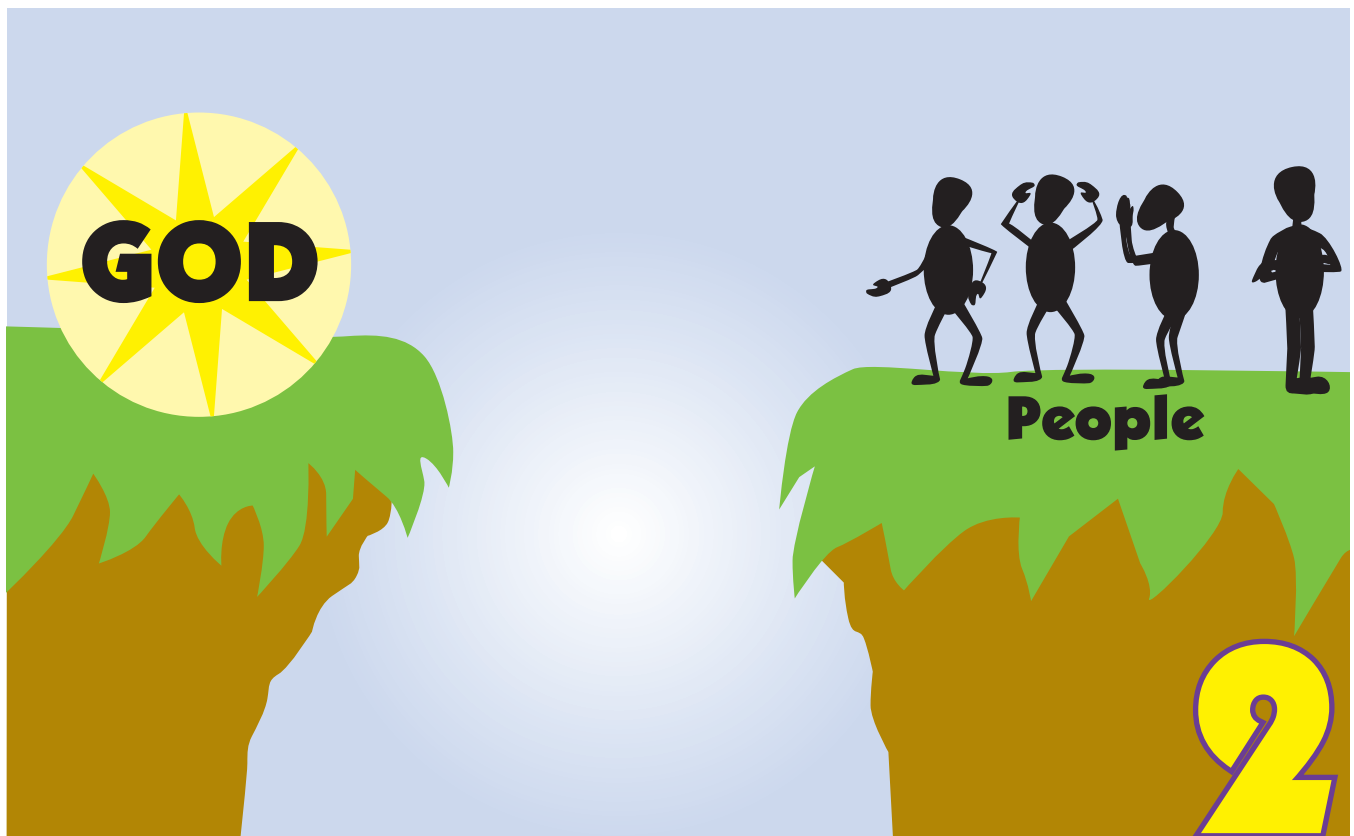
Note: This page is left intentionally blank so that the road signs (pp. 3-14) can be printed duplex.

Road Sign 1 – A



Romans 3:23
For all have sinned
and fall short of the
glory of God.

Road Sign 2 – A



Romans 6:23a
For the wages of sin
is death ...

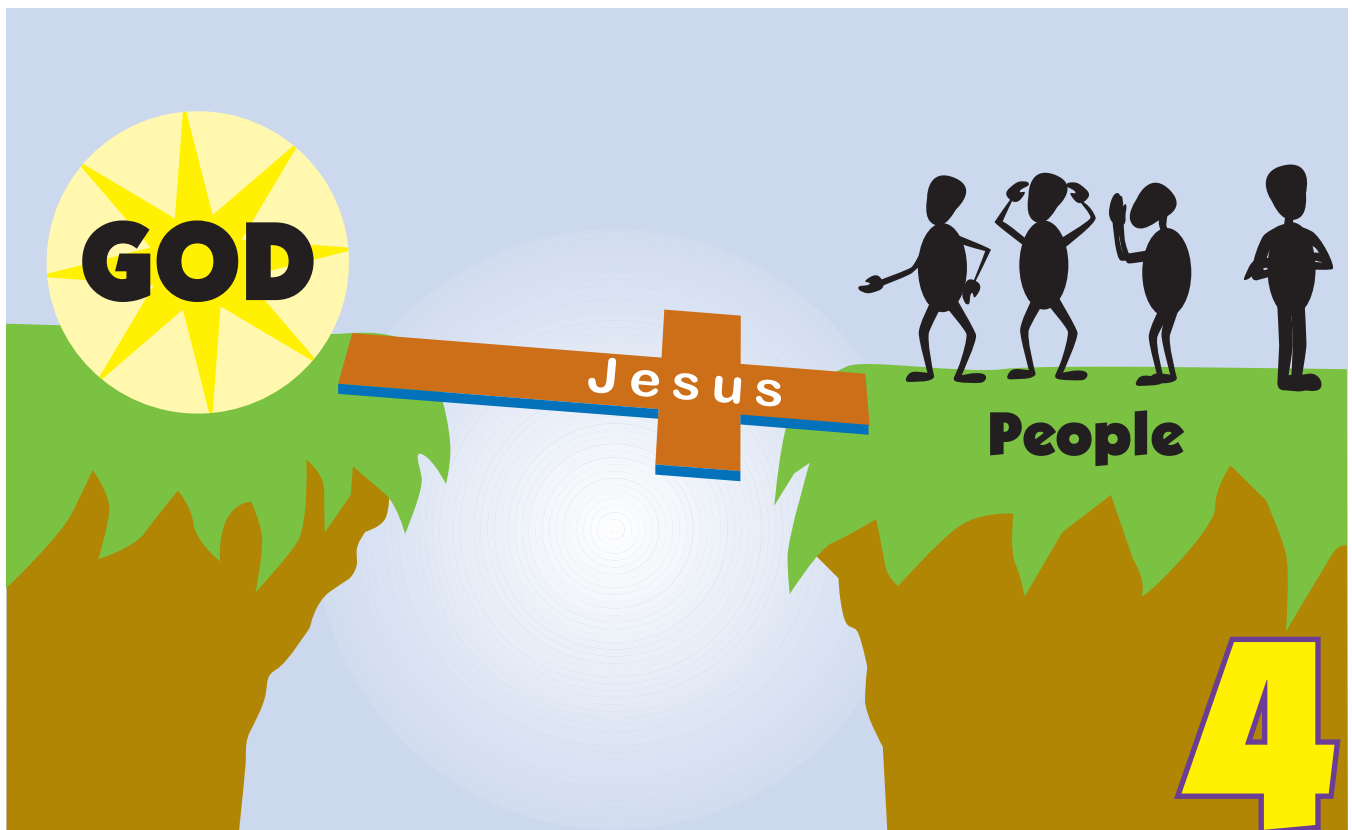
Road Sign 3 – A

3



Romans 6:23b
♦♦ but the gift of God
is eternal life in
Christ Jesus our Lord.

Road Sign 4 – A



Romans 5:8
**But God demonstrates his
own love for us in this:
While we were still
sinners, Christ died for us.**

Road Sign 5 – A



5

Romans 10:9

**If you confess with your mouth,
“Jesus is Lord,” and believe
in your heart that God raised
him from the dead, you will
be saved.**

HEAVEN

6

**Yet to all who received him,
to those who believed in his
name, he gave the right to
become children of God.**

TEACHING (CORE)

KEY WORDS

Directions

1. Remind the students that they have been learning “Key Words” that explain God’s purpose and how he moves in history to fulfill this purpose.
2. Show the pictures for “Purpose” and “Power.” Review the hand motions and definitions.
3. Say, *“In our lesson, God shows he is powerful through his Son, Jesus. Sending Jesus to earth is part of God’s purpose. Without Jesus, people cannot know and worship God.”*

THEME LESSON: ONE WAY TO GOD

Directions

1. Say, *“I want to begin today by reviewing the first four Bible story book-marks.”* Show bookmark #1. Say, *“In the beginning, God created a strong friendship with people.”* Clasp own hands in front of body. Have the students do the hand motions with you.
2. Show bookmark #2. Say, *“People sinned and broke this friendship with God. People live in darkness.”* Break clasped hands apart and cover eyes with hands. Have the students do the hand motions with you.
3. Show bookmark #3. Say, *“God blessed Abraham to bless the nations. God blesses us so that we can bless the nations.”* Raise arms above head and flex fingers to represent stars. Have the students do the hand motions with you.
4. Show bookmark #4. Say, *“Here is a new part of God’s story. What is the biggest blessing? Jesus takes the punishment for our sin, dying, but then living again.”* Demonstrate the hand motions as you say each phrase. *“What is the biggest blessing?”* Cross fist in front of chest. *“Jesus takes the punishment for our sin, dying ...”* Release arms and extend out to shoulder height. *“... but then living again.”* Lower arms and sweep upwards in front of body, raising hands above head.
5. Say, *“Boys and girls, this lesson is about Jesus and his big blessing. What does this hand motion for the biggest blessing mean?”* Allow for response. *“That’s right, it is about Jesus’ death on the cross and then coming back to life. This is a very important part of the story of the Bible. You will want to listen very carefully today. Everyone, show me your listening ears.”* Have children pull back hair to show their ears to you. *“Good!”*
6. *“Jesus was born a baby a long time ago. Can you show me how Mary and Joseph held baby Jesus?”* Demonstrate rocking a baby or burping one. *“You are all going to make good parents some day! We celebrate Jesus’ birth at Christmas.”*
7. *“However, Jesus did not stay a baby, did he? No. He grew up.”* Have the students stand up tall. *“When Jesus was a man he did miracles that showed people he was God’s Son.”* Instruct the group to follow you in some

Materials

- “Key Word” pictures for “Purpose” and “Power” (Introduction pp. 7-8)
- “Key Word Definitions and Hand Motions” (Introduction pp. 17-21)

Materials

- “God’s Story Bookmarks” #1-4 (Introduction pp. 23-24)
- Bible

actions that demonstrate things that Jesus did.

- *“Jesus healed the sick.”* Lay head sadly to one side and then straighten up with a smile.
- *“Jesus made people whose legs didn’t work to walk again.”* Walk in place. *“Sometimes they even ran and jumped up and down!”* Run and jump in place.
- *“Jesus made the blind to see.”* Cover eyes with hands and then remove hands showing eyes opened wide and a smiling face.
- *“Jesus did lots and lots of miracles and many people believed in him.”* Place hands on heart.
- *“Jesus also taught God’s Word.”* Place hands together in front, as if holding a book.
- *“He taught people to care for one another.”* Have students put arms around the person standing next to them.
- *“Jesus taught people to love God.”* Place hands on heart and look upward toward heaven.

“Many things that Jesus said and did are written down in the Bible.”

8. Have the students sit down. Then continue. *“Boys and girls, Jesus taught many wonderful things and he performed mighty miracles, but he didn’t come to just teach and do miracles. He came to save us from a terrible problem, the problem of sin.”*
9. *“To help us learn how Jesus saved us from this problem, we are going to take a special walk on a path. As we walk on our path we will come to road signs that will tell us about Jesus and his very special blessing.”* Show students your Bible. *“All the words on the road signs are God’s words, right out of the Bible. Are you ready to take a walk on the path with me?”*
10. **Note:** If you have a small group you may lead them all on the path but if your class is too large you may want to use a few students to demonstrate.
11. Have the students stand at the beginning of your pathway. As you come to each sign have a student pick up or hold the sign. Discuss the picture on the front of the sign and what it may mean. Turn each sign over, read the verse on the back, and briefly discuss what the verse means. Explain the verse clearly, but do not spend a lot of time on any one sign.

ROAD SIGN ONE

1. Have a student hold or point to the sign. Ask the group to describe what they see on the front. Open the sign and read Romans 3:23: *“For all have sinned and fall short of the glory of God.”*
2. Say, *“Boys and girls, God’s Word says all of us – moms and dads, boys and girls – have done wrong things. The Bible says these wrong things are sin. Can you name some things people do that are a sin?”* Allow response. *“That’s right. Those are all good answers. What do you think it means to fall short of the glory of God?”* Allow response. *“To fall short means we are not good enough to come into God’s presence or to be with him in*

heaven. God is holy and we are sinful. God and sin cannot be together. Let us see what the next road sign tells us.”

ROAD SIGN TWO

1. Have a student hold or point to the sign. Point to the cliffs and then say, *“This picture shows people on one side and God on the other. There is no way for people to get to God. How many of you think this is a really big problem? I agree! God created us to be friends with him but our sin keeps us from God.”*
2. Open the sign and read Romans 6:23a: *“For the wages of sin is death ...”*
3. Say, *“Boys and girls, the word ‘wages’ means ‘payment.’ It is something a person has earned only this is not a good reward. This is our big problem. The payment for one sin is death. That means we cannot be with God in heaven when we die. Every person on earth has this problem.”*

ROAD SIGN THREE

1. Have a student hold or point to the sign. Ask *“What picture is on this road sign?”* Allow responses. *“Yes, it is a picture of a present or gift. A gift is something that someone gives us because they love us.”*
2. Open the sign and read Romans 6:23b: *“... but the gift of God is eternal life in Christ Jesus our Lord.”*
3. *“What did that say? What is God’s gift to us?”* Allow response. *“Eternal life? Who helps us to receive this eternal life?”* Allow response. *“What did Jesus do about our sin? How did Jesus take away our sin?”* Allow brief response and move quickly on to the next road sign.

ROAD SIGN FOUR

1. Have a student hold or point to the sign. *“This picture looks almost like one we saw earlier. What is new on this sign?”* Allow response. *“Yes, this time there is a way to cross over from one cliff to the other. It is like a bridge.”*
2. Open the sign and read Romans 5:8: *“But God demonstrates (shows) his own love for us in this: While we were still sinners, Christ died for us.”*
3. Say, *“The Bible says God sent Jesus to die on the cross for us. Jesus took the punishment for our sins when he died on the cross. Three days after Jesus died, he rose from the dead. Rising from the dead, Jesus proved that only he had the power to forgive our sins and give us eternal life in heaven. This is what we celebrate at Easter.”* Move on to sign five.

ROAD SIGN FIVE

1. Have a student hold or point to the sign. Ask the students what they see.
2. Open the sign and read Romans 10:9: *“If you confess with your mouth, ‘Jesus is Lord’ and believe in your heart that God raised him from the dead, you will be saved.”*

3. Explain, “*Confess with your mouth means to say that something is true. When we tell Jesus we believe in him and ask him to forgive our own sin, God forgives us. Here is what we need to believe about Jesus: Jesus died for our sins on the cross, God raised Jesus from the dead on Easter, and Jesus is the only one who can take away our sins.*” Move to the last sign.

ROAD SIGN SIX

1. Have a student hold or point to the sign. Let the students take a few minutes to look and describe what they see.
2. Open the sign and read John 1:12: “*Yet to all who believed in his name, he gave the right to become children of God.*”
3. Say, “*When we believe in Jesus, God makes us a part of his family. We become his children. The Bible also says that Jesus is preparing a place for those who believe in him. That place is called heaven. Only those people who are God’s children will be allowed to enter heaven to be with God when they die.*”

PRAYER

1. Have students sit down. Say, “*Jesus came to earth to die for people’s sin, everyone’s sin – yours, mine, mom’s, dad’s, friends’, and people all the way on the other side of the planet. God sent Jesus to do this because God loves us all.*”
2. “*The blessing, or gift, of Jesus is free to anyone who will believe in him. What you heard about Jesus today is true because the Bible tells us it’s true. There is no other way to know God except by believing in Jesus. This is why it is important to tell our friends and others about him. We can be partners with God by telling others about him so they can believe in him.*”
3. Pray that God will give students the opportunity to share the story of Jesus with friends and family.

IN CLOSING: SALVATION PRAYER

This is a good lesson to present an opportunity for students to pray to receive Christ as their Savior. It is recommended to offer this opportunity for children to pray individually with a parent at the end of class.

Sample prayer: “*Jesus, I believe in you. I believe you died for my sins and rose from the dead. Please forgive me for my sins, for the wrong things I have done. Thank you for forgiving me. Thank you for making me your child. In Jesus’ name, amen.*”



SONG: THEN THE WHOLE WORLD WILL KNOW

Before the Activity Directions

1. Set up the TV/DVD. Cue the DVD to the “Then the Whole World Will Know” song. Practice the hand motions.

Directions

1. Say, *“In our last lesson, we learned that God loves to show his power through people who love and obey him. How did God show his power through David when he fought Goliath?”* Allow responses.
2. Say, *“Jesus also loved and obeyed God. God chose Jesus to take the punishment for our sins. Jesus obeyed God by dying on the cross. That was not easy. God showed his power by raising Jesus from the dead.”*
3. *“Let’s sing a song we started learning in our last lesson.”*
4. Play “Then the Whole World Will Know” on the DVD. Direct students to listen to the words and watch the motions the first time.
5. Direct students to stand. Play the song again. Invite students to say the words and try the motions.



PREPARATION: 2 min.

TEACHING: 3 min.

Materials

- “Then the Whole World Will Know” song (MS)
- TV/DVD



FINGER PLAY: I CAN, TOO

Before the Activity Directions

1. Set up the TV/DVD. Cue the DVD to the “I Can, Too” finger play. Practice the hand motions.

Directions

1. Say, *“In our last lesson, we learned a finger play about what we can do to obey God, even though we are not very old or very big yet.”*
2. Play “I Can, Too” on the DVD. Direct students to listen to the words and watch the motions the first time.
3. Direct students to stand. Play the finger play again. Invite students to say the words and try the motions.



PREPARATION: 2 min.

TEACHING: 3 min.

Materials

- “I Can, Too” finger play (AS)
- TV/DVD



VIDEO: KHAMBA KIDS

Before the Activity Directions

1. Preview “Khamba Kids” on the DVD.

Directions

1. Hold up the globe and say, “*The Khamba (**kahm**-buh) are a group of people who live in Tibet, a part of China.*” Show the students the country of China on the globe. Point out the Tibetan region.
2. “*Let’s watch this video to find out more about Khamba families.*”
3. Show the video.
4. Ask, “*How are Khamba children different from you?*” Allow responses.
5. Ask, “*How are Khamba children the same as you?*”
6. Conclude by saying, “*God loves Khamba families and wants them to know and worship him.*”



PREPARATION: 11 min.

TEACHING: 15 min.

Materials

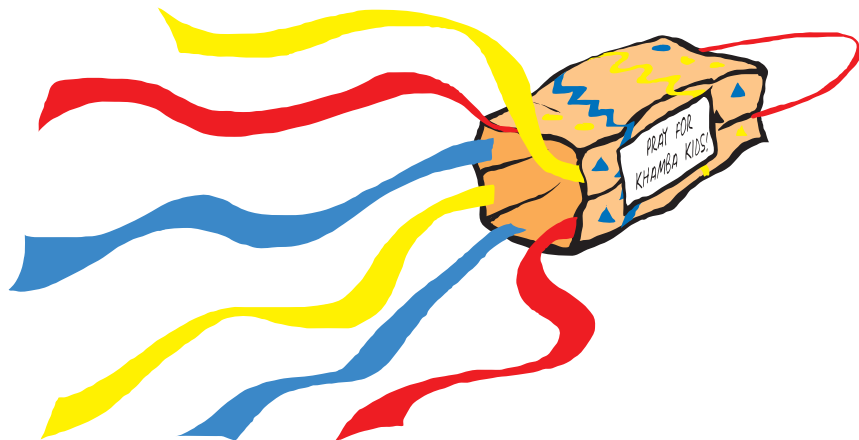
- “Khamba Kids” (VF)
- TV/DVD
- globe



CRAFT: PRAYER FLAG WINDSOCK

Directions

1. Tell the students that the Khamba live in Tibet, a province in the country of China. Locate Tibet on a world map or globe. The Khamba are Buddhists. One way that they pray to their gods is by using prayer flags. They make cloth prayer flags covered with pictures of famous Buddhist figures and with Buddhist scriptures and hang them in groups along a string or rope. The Khamba believe that the wind will carry their prayers to the gods whenever it blows. They believe that looking at a prayer flag will give them merit or good points for their next life.
2. Tell them that the Bible says we should look to Jesus for our salvation and eternal life, not at prayer flags. Add that we do not have to wait for the wind to carry our prayers to God because he hears our prayers wherever we are.
3. Explain that they will be making a “Prayer Flag Windsock” to remind them to pray for Khamba children.
4. Hold up a sample of a completed 3 x 5-inch card. Pass out markers and have students print “Pray for Khamba Kids!” on each card. For younger children, have adult helpers print these cards for each student as they are working on their windsocks.
5. Pass out paper bags and scissors to each student.
6. Show the students how to cut off the bottom of the bag to form a tube.
7. Let them decorate the bag with markers and glitter glue.
8. Have each student glue their 3 x 5-inch card on the side of the bag.
9. Have the students select six crepe paper streamers each. Show them how to glue the streamers around the inside of the bottom of their paper tube.
10. Pass out one piece of red yarn to each student. Help them tape the two ends of the yarn to the inside of the top of the bag to form a handle for hanging (or punch a hole in two sides of the top of the bag, thread the yarn through the holes, and tie each end in a knot to hold).
11. Ask them to hang up their prayer flag windsocks at home to remind them to pray for the Khamba kids.



PREPARATION: 15 min.

TEACHING: 20 min.

Materials

- one lunch-sized paper bag for each student
- glitter glue
- magic markers
- white 3 x 5-inch card for each student
- crepe paper streamers in six different colors (cut into 24-inch lengths), six streamers for each student
- scissors
- white glue
- thick red yarn cut into 24-inch lengths, one piece for each student
- clear tape
- hole punch (optional)
- world map or globe



GAME: THE HANDKERCHIEF GAME

Directions

1. Tell the students that Khamba boys and girls play a game similar to “Duck, Duck, Goose.” Seat them in a circle facing the center.
2. Tell the students that one difference is that the boys and girls sitting in the circle sing a song as they wait. Tell them that they can sing along with the songs on the tape.
3. Choose one person to be “it” and give that person the handkerchief.
4. Explain that instead of tapping children on the head, the person who is “it” will drop the handkerchief behind the person he wishes to chase him. To make the game more fun, he should pretend to drop the handkerchief several times.
5. Review the rules. When the player who is “it” drops the handkerchief, he tries to run back to his spot in the circle without being tagged. If he gets back to his place without the other person tagging him, he wins and the other person becomes “it.” If he is tagged, he must be “it” again.
6. If a seated player sees the handkerchief dropped behind his back, he must chase the one who is “it” and tag him before he gets back to his place in the circle. If he cannot do this, then he becomes “it” for the next game.
7. Play a practice round and allow the students to ask questions about the rules.



PREPARATION: 5 min.

TEACHING: 10 min.

Materials

- a handkerchief or bandana
- CD or cassette player
- CD or tape of praise songs which are familiar to your group



SNACK: TSAMPA

(**zahm**-pah, dough balls), a Khamba staple

Makes six servings (one serving = approximately two dough balls)

Before the Activity Directions

1. Boil water in a teakettle.
2. Place tea bags in teapot or pitcher and add boiling water.
3. Let the tea steep for five minutes. Remove the tea bags and let the tea cool down.
4. Put the flour in bowls for each group.
5. Put the cinnamon-sugar in bowls for each group.

Directions

1. Divide students into groups of six, each with an adult helper. Have them sit in a circle.
2. Spread a plastic tablecloth on the floor or table for each group.
3. Set the teacups on the tablecloth and add a 1/2 pat of salted butter to each cup.
4. Place the bowls of flour and cinnamon-sugar in the center.
5. Explain that the most common food of the Khamba (**kahm**-bah) is called *tsampa* (**zahm**-pah), a mixture of tea, yak butter, and barley flour. It is made right at the table.
6. Pass out wet wipes and have students clean their hands.
7. Pour tea (half cup) into each teacup to cover the pat of butter. Have students sip a little of the tea to try it.
8. Pass out spoons. Have the students add spoonfuls of flour to their tea gradually, mixing it with their fingers until it forms a stiff dough.
9. Show them how to pull off a small piece of the dough, roll it into a ball with their fingers, and dip it into the cinnamon-sugar to coat.
10. They should then pop it into their mouth and enjoy this famous Khamba treat.
11. Pull off another small piece of dough and continue the process.
12. Use the wet wipes for cleaning hands at the end of this activity.



PREPARATION: 15 min.

TEACHING: 15 min.

Materials

- 3 cups decaffeinated tea
- 3 pats of salted butter (cut in half)
- 3 cups barley flour (or wheat flour)
- 2 cups cinnamon-sugar mixture
- two serving bowls
- six tea cups
- six plastic spoons
- wet wipes
- plastic tablecloth



PRAYER ACTIVITY: KHAMBA PRAYER WHEEL

Before the Activity Directions

1. Copy the “Prayer Request Strips” on two sheets of paper. Using the markers, color each sword’s blade on each page a different color.
2. Cut the “Prayer Request Strips” apart and attach requests with a paper clip.

Directions

1. Tell the students that they will be praying for the Khamba using prayer wheels.
2. Hold up a game spinner to show them.
3. Explain that the Khamba use prayer wheels, but the prayer wheels look different than the Turks. They have wooden handles and look similar to large rattles. Prayers are written and put into a can-shaped container at the top.
4. Explain that the Khamba pray by saying the same words over and over or sometimes making a string of sounds with no meaning called a *mantra* (**mahn**-trah). They do not talk to their gods like we would talk to our heavenly Father. Instead they just say prayers as a way of gaining merit or good points. Sometimes they do not even pray, but just spin the prayer wheel around and around.
5. Show the students the prayer request strips and explain how the colors of the sword blades match the colors on the prayer wheel (game spinner).
6. Lay the prayer request strips on a table or on the floor, face up.
7. Choose a volunteer to spin the prayer wheel. Have the student spin the wheel, watch where the arrow lands, and announce the color.
8. Choose a second student to find a request that has the same color and hand it to you or an adult helper. Read the request and pray. When finished, turn the completed strip of paper face down.
9. Have students take turns spinning the prayer wheel until all the requests have been used. If a child lands on a color with no matching strip, he should spin again.



PREPARATION: 10 min.

TEACHING: 20 min.

Materials

- a six-color game spinner, available at teacher supply stores in the math section
- “Prayer Request Strips” (pp. 26-27)
- set of washable markers with the following colors: red, orange, yellow, blue, purple, and green
- scissors
- paper clip

Prayer Request Strips



Dear Lord, change the laws of China that make it against the law for missionaries to teach about God.



God, send Christians who speak languages most like the Khamba's to work with them in Tibet.



Dear Lord, let Tibetan people who live in other countries hear the gospel and bring the news about Jesus back to their friends and family living in China.



God, help Christians to translate the *Jesus* film into the Kham language so that the Khamba can watch this movie about Jesus.



God, help workers to translate the Tibetan Bible into words that Kham families speak and hear every day.



God, let gospel tapes be sent to Tibet so that the Khamba can listen to God's Word in their own language.

Prayer Request Strips, continued



Some Kham families are afraid about what will happen to them after they die. God, help them to know how they can worship you in heaven forever.



God, show Kham families that you sent Jesus to die for their sins and that they cannot get rid of sin by themselves.



Dear Lord, make the few Khamba who are Christians brave enough to tell their family and friends about Jesus.



God, show Buddhist leaders that the Bible is true and help them to teach people who follow them about Jesus.



God, help missionaries to study hard to learn how to speak the Kham language.



God, send Christian doctors, nurses, and teachers to help Kham families who live far away from towns or cities.
