

A Covenant and a Commission

Theme Lesson

PREPARATION

Objective

Students will understand that God told us to tell others about Jesus.

Outcomes

1. Students will understand that God wants us to tell others who are alike and different, near and far.
2. Students will be able to identify two new “Key Words”: “People” and “Proclamation.”

Directions

1. This lesson comes with an optional video. If you choose this option, watch the DVD and familiarize yourself with the slides.
2. If you are not using the video, collect pictures listed in the “Additional Materials” list.
3. Use masking tape to section off three areas for the “Find Your Group” game (optional).
4. Review “Key Word” hand motions for “Purpose,” “Power,” “People,” “Proclamation,” and “People Moving.”



PREPARATION: 20 min.

TEACHING: 30 min.

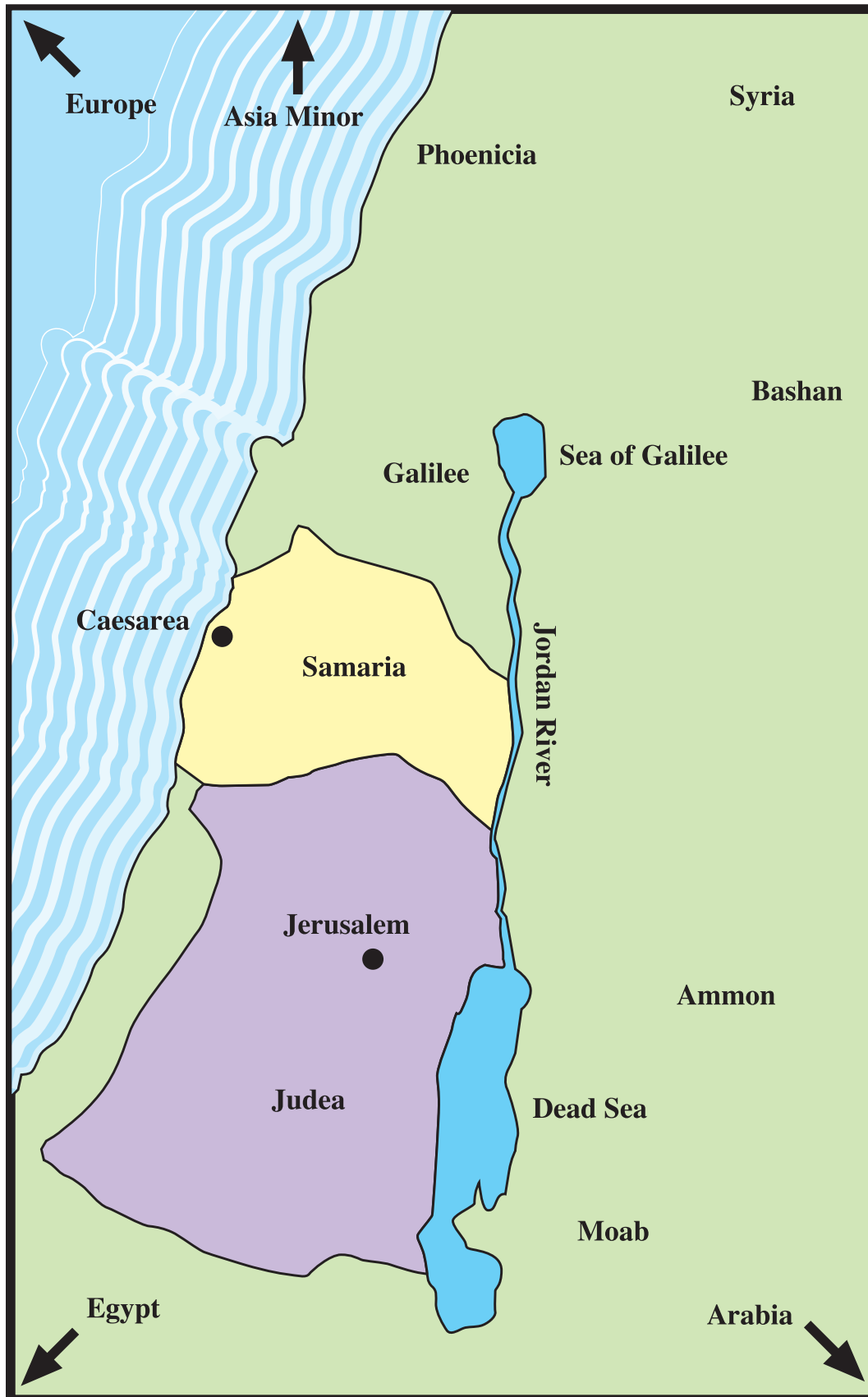
Materials

- “Acts 1:8” video (SS, optional)
- “Key Word” pictures for “Purpose,” “Power,” “People,” “Proclamation,” “People Moving,” (Introduction pp. 7-11)
- “Key Word Definitions and Hand Motions” (Introduction pp. 17-21)
- masking tape to section off areas for groups during game (optional)
- globe
- Bible
- TV/DVD player

Additional Materials (if not using video):

- world map
- map of your state or country
- copy of “Jerusalem, Judea, and Samaria in Jesus’ Day” (p. 2)
- pictures of people, homes, and schools similar to those in your community
- pictures of people of different ethnicity but still culturally close to students (Asian American, Caucasian American, African American, Latino American, etc.)
- pictures of people of different ethnicity living in different parts of the world. These should be very different from your students’ culture (way of life)

Jerusalem, Judea, and Samaria in Jesus' Day



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. Show the picture for “People.” Teach the definition and hand motions. Say, *“This lesson is about some people who love and obey Jesus. They are sometimes called disciples.”*
4. Show the picture for “Proclamation.” Teach the definition and hand motions. Say, *“Jesus tells his disciples to tell or proclaim the good news that God loves people and made a way for them to worship him.”*
5. Show the picture for “People Moving.” Review the definition and hand motions. Say, *“Jesus will tell his disciples to move to near and far places to proclaim the good news.”*

PRE-LESSON ACTIVITY: FIND YOUR GROUP

This game introduces the concept that we are alike and different from other people in many ways. Students will see how fast they can group themselves according to the categories stated.

Directions

1. Say, *“In this game, you will get together with the other students who are like you. I will say two or three things that describe people. You need to listen carefully to the choices. Then decide which one describes you best and find the other children who are like you.”*
2. For young children, designate specific areas for students to congregate as groups. Older children enjoy finding their “alike” people and deciding themselves where to create their final group. Have a designated area for students to go to if they do not believe they fit in any of the categories given.
3. Do a sample round. Say, *“Look at your feet – do you have tennis shoes or sandals?”* Direct the entire group to divide up into two groups. Children who do not feel like they fit into either category may form a third group.
4. Play a few rounds using some of the following groupings (adapt to suit your students):
 - People who like to eat hot dogs / People who like to eat hamburgers
 - People who like vanilla ice cream / People who like strawberry ice cream
 - People who like to wear shorts / People who like to wear pants / People who like to wear dresses
 - People who like to eat with silverware (fork, knives, and spoons) /

Materials

- “Key Word” pictures for “Purpose,” “Power,” “People,” “Proclamation,” and “People Moving” (Introduction pp. 7-11)
- “Key Word Definition and Hand Motions” (Introduction pp. 17-21)

Materials

- masking tape to section off areas for groups (optional)

People who like to eat with chopsticks / People who like to eat with their fingers

- People who like sour candy / People who like chocolate candy / People who like fruity candy

5. Afterwards, debrief using the following questions:

- *Were the groups people chose wrong or just different?*
- *Did you feel proud when your group was the biggest?*
- *Did any of the groups of people surprise you?*
- *Can you think of any other ways that people are different?*
- *Would you want to be treated badly or laughed at because you belonged to a different group from someone else's?*

THEME LESSON: THE GREAT COMMISSION

Directions

1. Say, "Boys and girls, we just played a game to help us think about how people are alike and different. God created us to be alike in many ways and different in other ways. He loves every one of us and wants everyone to hear the Good News of Jesus! In fact, after Jesus died on the cross and rose from the dead, he told his followers to tell everyone about him."
2. If using the video, use the pause button to show slide one (title Acts 1:8). Say, *"The book of Acts in the Bible tells the story of how Jesus returned to heaven after he rose from the dead. Just before Jesus rose up into the clouds he told his disciples to tell everyone what he had done on the cross."*
3. If using video, show slide two (quote of Acts 1:8). Say, *"Jesus told them, '... you will be my witnesses in Jerusalem, and in all Judea and Samaria, and to the ends of the earth.' When he said this he was speaking to us too!"*
4. Show video slide three (map of Holy land) or a map of Jerusalem, Judea, and Samaria. Say, *"When Jesus lived on earth, he lived in a different place on the planet from where we live."*
5. On a globe, locate where Israel is compared to where your students live.
6. Say, *"When Jesus spoke to his disciples about where they should go to tell others about him, he used the names of their own cities and places to help them understand what he wanted them to do. For example, Jerusalem is the city where they were staying. Judea was like a state or province. It is a bigger area than their city. Samaria was a region farther away, but the people were a little different and the Jewish people did not like Samaritans. Jesus wanted people in all these places to know him."*
7. Show video slide four (Jerusalem). Say, *"Jesus wants us to tell others about him in the city where we live. (Name of your town or city) is our Jerusalem. This is where we live. He wants us to tell our family, friends, classmates, and people in our neighborhoods. Can you think of some friends and family members who live in name of your town or city who need to know Jesus loves them?"* Allow for some response.
8. Show video slide five (Judea) or pictures of people, homes, and schools similar to those in your community. Say, *"Our Judea is people who are*

Materials

- "Acts 1:8" video (optional)
- globe
- world map
- map of your state or country
- copy of "Jerusalem, Judea, and Samaria in Jesus' Day" (p. 2)
- pictures of people, homes, and schools similar to those in your community
- pictures of people of different ethnicity but still culturally close to students (Asian American, Caucasian American, African American, Latino American, etc).
- pictures of people of different ethnicity living in different parts of the world. These should be very different from your student's culture (way of life).
- TV/DVD player

like us. They speak the same language and live the same as we do. They may be people living in another state or city from us. Do you know someone who lives in another state?" Allow responses and give examples if needed. You may wish to use a United States map here.

9. Show slide six (Samaria) or pictures of people of different ethnicity but still culturally close to students (Asian American, Caucasian American, African American, Latino American, etc). Say, *"Our Samaria would be people we meet who live, dress, talk, and look different than we do. God wants us to tell people of every culture and ethnic group about him. Asian children need to tell Latino children, Latino children need to tell African American children, and African American children need to tell European children, and so on. Jesus is for everyone!"*
10. Show slide seven (ends of the earth) or pictures of people of different ethnicity living in different parts of the world. These should be very different from your student's culture. Say, *"Jesus told his followers to go into the whole world to teach people how to become followers of him. Jesus wants us to go to people who have never heard his name. He wants us to go to people who live in the mountains, deserts, islands, and cities! He wants us to tell people who live in the North America, South America, Asia, Africa, Australia, Europe, Everywhere!"* It may be helpful to show your world map or globe to emphasize everywhere. *"Jesus gave us permission, or a passport, to go to the ends of the earth!"*
11. Show slide eight (partners). Say, *"When we tell others about Jesus, we are his partners. We are helping God! Just as Abraham was a partner with God in blessing the other nations, we are to be a blessing to others by sharing God's love with them."*

IN CLOSING: PRAYER

Directions

1. Have students think of friends and family who need to hear about Jesus.
2. Have a student pick another country on the globe for your group to focus on for prayer.
3. Lead children in prayer time for their friends, family, and children in the chosen country that they would hear about Jesus and follow him.

Materials

- globe



SONG: THEN YOU WILL BE SAVED

Before the Activity Directions

1. Set up the TV/DVD. Cue the DVD to the “Then You Will Be Saved” song. Practice the hand motions.

Directions:

1. Say, *“In our last lesson, we learned that God loves us and sent Jesus to take away our sin.”*
2. *“Let’s listen to this song to find out what we need to believe about Jesus.”*
3. Play “Then You Will Be Saved” on the DVD. Direct students to listen to the words and watch the motions the first time.
4. Ask, *“What do we need to believe about Jesus to be saved?”* (that Jesus is Lord, that God raised him from the dead)
5. Direct students to stand. Play the song again. Direct students to stand up. Play the song again. Invite the students to sing along and try the hand motions.



PREPARATION: 2 min.

TEACHING: 3 min.

Materials

- “Then You Will Be Saved” 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, “*Let’s practice a finger play we learned about obeying 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



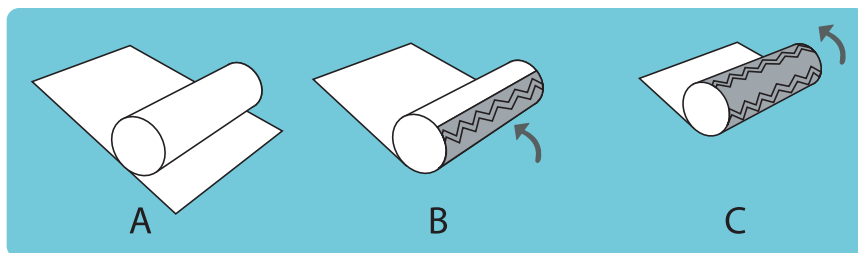
CRAFT: NATIVE AMERICAN DRUM

Before the Activity Directions

1. Read through the “Navajo Background Information.”
2. Pre-cut the construction paper to fit around the kind of container you choose.

Directions:

1. Tell students that drums are used in most Native American nations, especially during celebrations. The drumbeat rhythm often furnishes background for songs and dances.
2. Pass out a sheet of “Native American Designs” to every four students. Let students share comments about what they see.
3. Give each student a piece of construction paper and a pencil. Show them how to turn their paper so the long sides are at the top and bottom. Direct them to write their name in one of the top corners of the page.
4. Tell the students to look at the sheet of designs and copy the ones they like onto their piece of construction paper. This will be the sides of their drum.
5. Pass out the markers and let students color over their designs.
6. When students are finished coloring, show them how to turn their sheet of construction paper upside down.
7. Pass out a container to each student. Have the adult helpers apply glue to the surface of a container. Then turn the container on its side and lay it on the student’s paper, about two or three inches from the end. (See A below.)
8. Pull the end of the paper up around the container and press to help the glue to stick. (See B below.)
9. Wrap the container by rolling it across the paper, gently pressing down on the paper. (See C below.)
10. Allow the glue to dry.
11. During drum construction, have students think of chants that Native Americans could say about Jesus as they play their drums. (For example, “God’s Son is Jesus, God’s Son is Jesus; Jesus loves me, Jesus loves me; Jesus died on the cross, Jesus died on the cross!”)



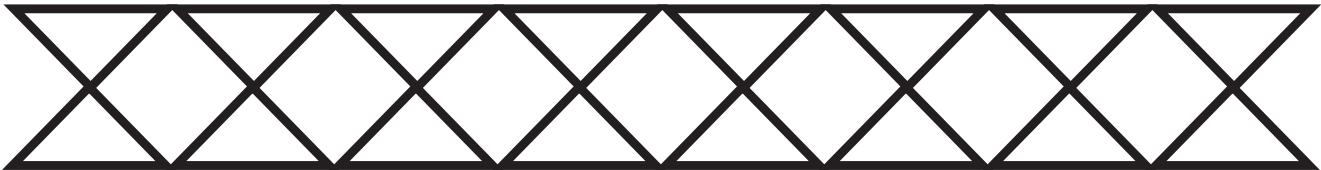
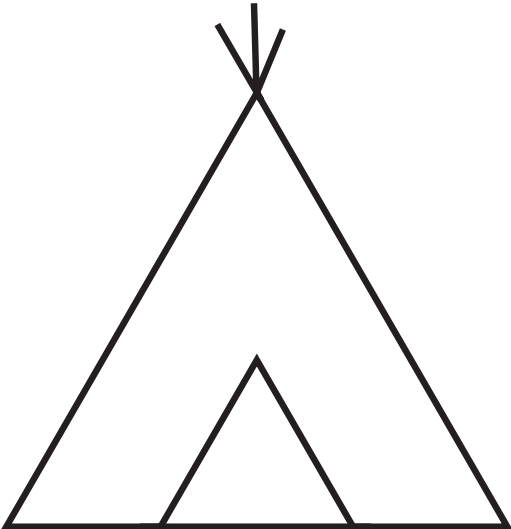
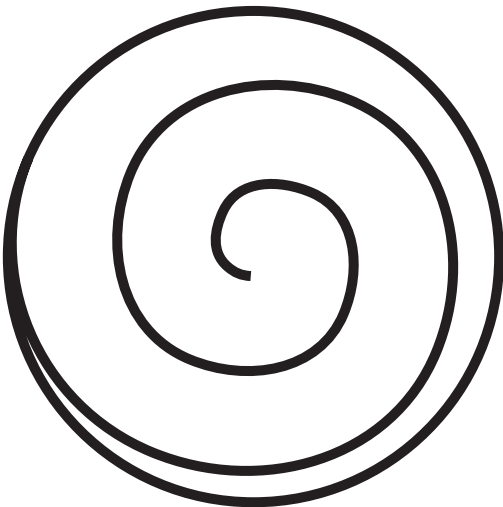
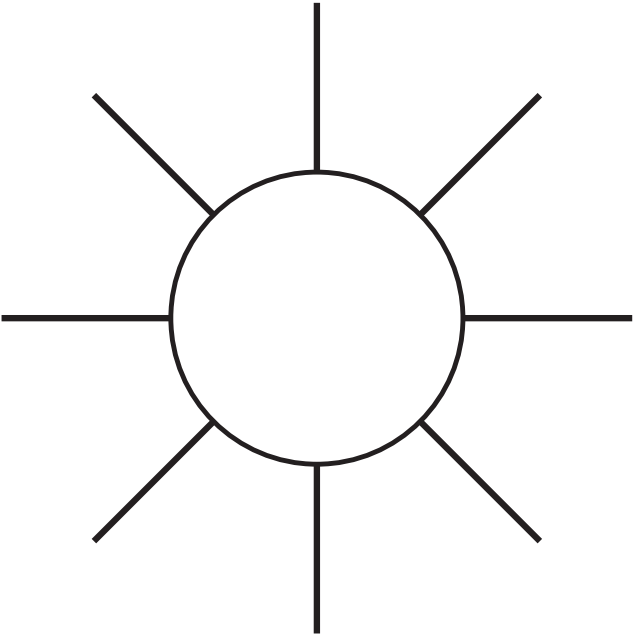
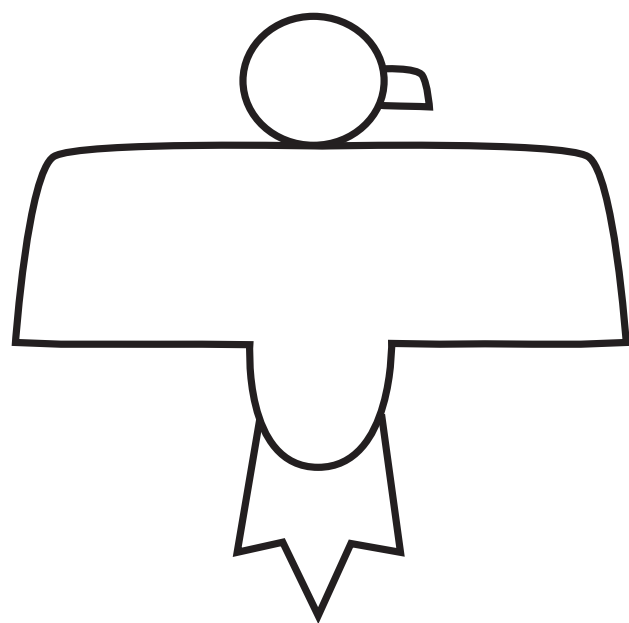
PREPARATION: 10 min.

TEACHING: 25 min.

Materials

- oatmeal boxes, salt boxes, paper ice cream containers, or small Pringles® cans
- one copy of “Native American Designs” (p. 9) for every four students
- one copy of “Navajo Background Information” (p. 14)
- light-colored construction paper
- pencils
- colored markers
- glue or glue sticks

Native American Designs





GAME: NAVAJO BASKETBALL RELAY #1

Before the Activity Directions

1. Use the masking tape, rope, or chalk to make a starting line for each team in the relay.

Directions

1. Divide your students into teams of eight.
2. Line the teams up behind their starting lines. Place a chair at the far end of the room opposite each team.
3. Tell the group that the Navajo boys and girls love to play basketball.
4. Show them how to dribble the basketball down to the chair across from them, around the back of the chair, and back to the starting line for their team. They may use one or two hands to dribble.
5. If their ball rolls away while they are dribbling, they must run after it and begin dribbling from where they are. Model what this would look like.
6. Tell students that when they get back to their team, they must hand the ball to the next person in line and sit down on the floor at the end of the line.
7. The first team that has everyone sitting down is the winner.
8. Give a basketball to the first person on each team. If teams are uneven in number, designate a person who will need to go twice.

Note: For Navajo Basketball Relay #2, see p. 11.



PREPARATION: 5 min.

TEACHING: 10 min.

Materials

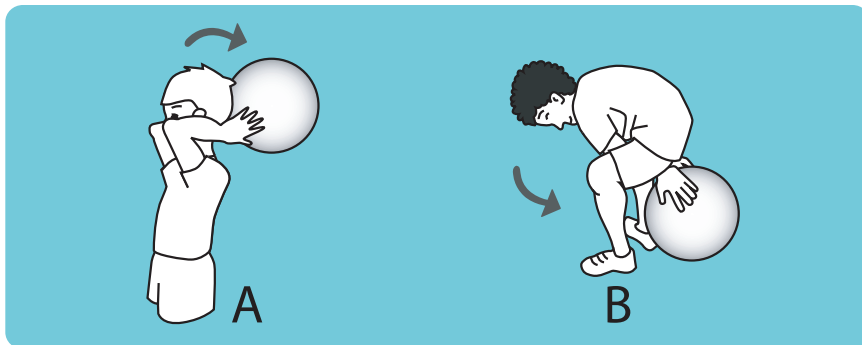
- a basketball for every eight children you anticipate
- a chair for every eight children you anticipate
- masking tape, rope, or chalk



GAME: NAVAJO BASKETBALL RELAY #2

Directions

1. Keep your students in their teams of eight.
2. Line the teams up behind their starting lines. Have the students leave an arm's length of space in front of them.
3. Give the basketball to the first person on each team.
4. Tell the students that in this relay, they will not dribble the basketball. They will use their hands to pass the basketball. The first person in line will hold the ball, raise his arms, and pass the ball back over his head to the person behind him. (See A below.)
5. The person behind him will take the ball, spread his legs, and pass the ball backwards through his legs to the person behind him. (See B below.)
6. The third person will take the ball and pass it back over his head to the person behind him.
7. Students will continue to alternate these motions until the ball gets to the last person in line.
8. If a student drops the basketball, he should retrieve the ball, return to his place in line, and continue the game.
9. When the last person in line gets the basketball, he should run with the ball to the front of the line. Then the whole team should sit down.
10. The first team that has everyone sitting down is the winner.
11. Demonstrate these motions with a few adult helpers or students.
12. Play as many rounds as time allows.



PREPARATION: 5 min.

TEACHING: 10 min.

Materials

- a basketball for every eight children you anticipate



SNACK: NAVAJO FRY BREAD

Makes 10 servings (one serving = one round)

Directions

1. Make the fry bread in advance and keep it warm. Reserve enough batter to demonstrate how to make one batch for the students.
2. In a bowl, stir together the flour, baking powder, salt, and milk.
3. When the dough is mixed, pull off egg-sized pieces, patting and stretching them into $\frac{1}{4}$ -inch thick rounds. The rounds should be about three to four inches in diameter.
4. In a heavy skillet, pour one inch of vegetable oil and heat to 375 degrees on a deep-fat thermometer.
5. Place three or four rounds into the hot oil. When the rounds begin to bubble, turn them over and continue frying until they are brown on both sides. Drain on paper towels.
6. Continue to fry in batches of three to four until finished. Keep warm.
7. When serving it to students, share that fry bread is part of a traditional Navajo meal.



PREPARATION: 30 min.

TEACHING: 2 min.

Materials

- 4 $\frac{1}{2}$ cups of flour
- heavy skillet (cat iron is best)
- 2 tablespoons and $\frac{3}{4}$ teaspoon of salt
- spatula
- 3 tablespoon and 1 teaspoon baking powder
- deep-fat thermometer
- 2 $\frac{3}{4}$ cups warm milk
- paper towels
- 2 $\frac{1}{4}$ cups oil for frying
- platters or serving dishes
- large mixing bowl
- small paper plates



PRAYER ACTIVITY: NATIVE AMERICAN PRAYER

Directions

1. Have the students sit in a large circle. Tell students, *“The Navajo people are Native Americans who live in the southwestern United States: Arizona, New Mexico, and Utah. Children in Navajo families love to play basketball.”* Put the whistle around your neck and ask, *“What do we call the person who is in charge of a basketball team? This person trains the players, watches them practice, and shouts words of encouragement to his team during the game.”* (coach)
2. Then say, *“Jesus is like a coach for his followers. He gives us the game plan of going into all the world to tell all nations about God.”* Hold up the Bible. *“In what book can we read about Jesus?”* (the Bible) *“This is God’s Word, it has his story and his plan for bringing all nations to him in worship. Every coach has a book that has the plan for how to win the game. God is our coach and the Bible is his game plan book.”*
3. *“When two teams play basketball, when do you know who won – at the beginning of the game or at the end?”* (the end) *“That’s right. The team that has the highest score, the most points at the end of the game is the winner.”* Hold up the Bible again. *“By reading God’s game plan, we can know right now that God’s team will win. We don’t have to wait until the end of history. The Bible says that people from every nation will be worshipping him in heaven – that includes the Navajo nation!”*
4. *“So we know that God is the coach, the Bible is his game plan, and his team will win. Who are the players on God’s team?”* Let the students give suggestions. Then say, *“God has a large team. Boys, girls, men, and women who believe in Jesus are on God’s team. If you believe in Jesus, you are on God’s team. One thing that God wants his players to do is pray for people around the world who do not know about Jesus. Let’s pray for Navajo children right now.”*
5. Stand in the center of the circle with the basketball. Call out the name of a student in the circle. Roll or bounce the ball to that student. Have him carry the ball into the center of the circle and hold it. Pray, or have that student pray, using one of the suggested requests at the end of this lesson.
6. Have the student in the center call out the name of a student in the circle, then roll or bounce the ball to that student. This new student catches the ball and trades places with the student in the center. Pray for a second request. Continue until all requests have been used or time is up.

Suggested prayer requests:

- Pray that Navajo families will worship Jesus instead of many other gods in their culture.
- Pray that the Bible will be translated into more Native American languages.
- Pray that Native American Christians will go as missionaries to other Native American nations who don’t know Jesus.
- Pray for Native American believers to walk with the Lord in their daily lives.
- Pray that Navajo parents who are Christians will share Jesus’ love with their children.
- Pray for Native Americans to find jobs to provide for their families.



PREPARATION: 5 min.

TEACHING: 15 min.

Materials

- whistle on a lanyard or chain
- Bible
- basketball

Navajo Background Information

The *Navajo* (**nah**-vuh-hoh) are a Native Americans group that live in a part of the United States called the Four Corners. This area covers parts of northern Arizona, southern Utah, and western New Mexico. You may wish to show students this area on a globe or United States map.

Some Navajo families live in mobile homes or houses. Others still live in the traditional homes called *hogans* (**hoh**-guhnhz). A hogan is a one-room house with wooden walls made from logs or plywood boards. Hogans have a rounded shape and a dome-shaped roof. In the past, roofs of hogans were made out of dried mud. Today, many roofs are covered with black tar paper or shingles. Inside a hogan, a wood burning stove heats the room and is used for cooking. A pipe goes from the stove up through a smoke hole in the middle of the roof. Some hogans have furniture, electricity, and indoor plumbing. Other hogans do not.

Navajo women wear full skirts and long-sleeved brightly colored blouses. Around their waist, women wear a colorful, cloth sash. Men wear jeans, pullover shirts, belts or sashes, and boots. Both men and women wear their long hair pulled back and twisted into a double bun called a “Navajo knot.” Both men and women wear turquoise and coral jewelry. Boys and girls dress like most children in the United States.

Traditionally, the Navajo were sheep herders. Many still raise sheep today. Navajo families protect their sheep from coyotes and wild dogs by keeping them in corrals at night. During the day, herders let their sheep graze on grass and other plants. The wool from sheep is used to make wool thread. The Navajo use this wool thread to weave beautiful rugs. The Navajo are famous for their weaving and also for making silver jewelry.

Many Navajo families have gardens where they grow corn, potatoes, melons, and squash. A typical meal would be vegetables, beef or mutton (meat from sheep) stew, and fry bread. Fry bread dough is cooked in a skillet like pancakes.

Navajo children go to school, help their families take care of the animals, and tend the garden. In the past families used horses and wagons to do their work and for travel. Today some families still have horses, but pickup trucks are the most common form of transportation. Navajo children love to have fun. Basketball and volleyball are popular sports. Navajo children also love going to the rodeo. String games like “Cat’s Cradle” are also popular.

Although some missionaries are working among the Navajo, many Navajo families do not know about Jesus.