

U N I T O N E

Believing in Jesus' Power

Lesson 1

Believing in Jesus' Help



BUILDING ON LAST WEEK'S BIBLE TRUTH: Today, as you start a new quarter, your Primaries will see that Jesus uses His power to help them.

LESSON
1

Overview

Scripture

Jesus heals a rich man's son—*John 4:45-54*

Bible Truth

Jesus uses His power to help.

Life Response Aim

To trust Jesus to help when we need help.

Memory Verse

"With God all things are possible."

Matthew 19:26, KJV

FOCUS

Exploring Trust

DISCOVER

Why We Trust Jesus

RESPOND

Deciding How We Show We Trust Jesus

Materials

- Bible, pencils

Focus

- Sheet 1, *Teaching Resources*
- Tape

Discover

- Bible Ways*, page 3
- Bible Pictures 1a and 1b, Teaching Resources*

Respond

- Bible Ways*, pages 4, 29–30; crayons
- Primary Days* take-home papers
- Primary Days* parent section
OPTIONAL: put each one in an envelope addressed to the parents


*Unless otherwise indicated, all songs are from *Let's Sing! Songs for 6s, 7s & 8s*. Reprints are in this *Teaching Guide*.


Preparing Your Heart to Teach

READ THE TEXT FOR THIS WEEK'S LESSON: JOHN 4:45-54.

- Identify everything—written and implied—that prompted the official to seek out Jesus.
- In verse 48 Jesus made a statement that seems to suggest He was not going to help. But He did help. What do you think was His purpose in saying this? Why do you think it didn't deter the man from his quest for Jesus' help?
- Think about the place Jesus' miracles have in your faith. Do they prompt you to seek Him out? Pray that your students will learn to seek Jesus, who loves them so much and will do wonderful things that demonstrate His love and power.

Exploring Trust

 Ahead of time cut out the large circle from Sheet 1, *Teaching Resources*, and place it on a table or attach it to a bulletin board.


 Begin class by clarifying students' understanding of *trust*. Discuss the following scenario to determine how well students understand the term:

- **If I borrow your bike and say you can trust me to bring it back, what would the word "trust" mean to you?** (e.g., believe, be sure)

- **What other word could be used instead and still mean the same thing?** Synonyms that may be in Primaries' vocabularies include *belief* and *faith* and others used in answering the first question.

Next read off the titles of the people listed on the circle segments of the teaching resource. Ask your students to decide together whether they *know* or *think* they can trust each person named.

As you talk about each person, encourage the children to talk about why they chose to say they *think* rather than *know* they can trust the person named. Then have individuals pin or tape the small symbols on the large circle as shown in the small diagram on Sheet 1.

 • **How much do you need to know about a person before you can trust him or her?**

- **How long do you have to know a person to trust him or her?**

- **How many people do you know you can trust, rather than think you can trust?**

- **Who is the person you trust most in the whole world? Why?**

TRANSITION 'I'm going to tell you about something that Jesus did one time to help people trust Him. Listen carefully to the story to see if you can find any reasons to believe that you can trust Jesus to help you too.

ENRICHMENT IDEAS

ACTION ALTERNATIVE

Adapt the use of Sheet 1, *Teaching Resources*, to help students identify things they would trust these people with. Replace the small "know" and "think" symbols with slips that say things like secrets, money, bike, favorite toy. Provide some blanks for them to identify additional things they might allow people on the wheel to take care of or use.

- **How did you decide what to trust these people to take care of or use?**
- **Why might you trust someone with one thing but not with something else?**
- **What would be the most difficult thing for you to trust someone else to take care of? Why?**

Today's lesson is about a man who trusted Jesus to take care of something very important, the life of his son. Listen to see how you can trust Jesus with the things that are most important to you.

TRUST GAMES

Use one of the following activities to introduce a discussion about trust. Help students see that the better they know someone the easier it is to decide if the person can be trusted.


- Ask an adventurous student to fall backward into your arms.
- Blindfold students and lead them around the room.

PROJECT RESOURCE

For an optional quarter-long project see directions on page 20 for "Tabletop Town." This hands-on activity will provide an outlet for students' creativity and a basis for discussions about how God provides for us daily. It can be used during your Sunday School hour or for a second-hour project.



Why We Trust Jesus

 Show Bible Picture 1a, Teaching Resources, when appropriate.

GALILEANS KNOW JESUS HAS POWER

(John 4:45-49)

Jesus spent much of His time in a part of Israel called Galilee. Everywhere Jesus went, men and women came to ask Jesus for help. Some people were sick and some were disabled. Sometimes a mother or father brought a sick child to Jesus for help. Wonderful things happened when people came to Jesus. Jesus used His power to make sick people well. He made lame people walk and made blind people see. When people asked Jesus for help, He willingly used His great power to help them.

A BOY'S FATHER COMES TO JESUS

(John 4:46-49)

Once, when Jesus was away from Galilee on a visit to Jerusalem, there was an important government official back in Galilee whose son was very sick. The government official probably had lots of money, and might have paid the very best doctors to help his son. He would have been able to pay for the very best medicines. But none of it helped. The boy had just become sicker and sicker. The father was afraid his son would soon die.

Surely someone can help my son, the father must have thought. But whom can I trust to help? Whom can I turn to? As the boy got worse and worse the father became desperate—there had to be someone who could help!


Then the father heard that Jesus had come back to Galilee. The news that Jesus was nearby gave the father an idea. *Everything I've heard about Jesus shows me that Jesus cares about people and has power to help, he must have thought. I must find Jesus right away and ask for His help.*

Because the father was a wealthy and important man, he had many servants working for him and could have sent one of them to find Jesus. But the father was so worried about his son that he decided to go himself.

We don't know if the rich man walked or if he rode a donkey or horse to the town where

Jesus was staying, but we can be sure he hurried as fast as he could. Along the way, the worried father must have been thinking, *Everyone in Galilee has heard stories about Jesus' power. Everyone knows how Jesus makes sick people well, and helps lame people walk and blind people see. I must reach Him and tell Him about my boy.*

Jesus was in Cana, a town about 20 miles from the father's home in Capernaum. In Bible times that journey took almost a whole day. When the father got to Cana he would have had no trouble finding Jesus. He just had to look for the crowd of people that would be around Jesus. Can you picture the father eagerly pushing through the crowd?


 • And when he got to Jesus, what do you think he said as he asked Jesus to come and heal his son? Allow student responses.

The Bible doesn't tell us the exact words the man used, but Jesus knew how worried this father was. Still, Jesus didn't promise to go see the boy. Instead He said, "Unless you see great miracles, you will never believe." Jesus said this because He wanted the man—and everyone listening—to trust Him even without seeing miracles.

But this father didn't care about seeing miracles first. All he wanted was for his son to be well. So he asked Jesus again, "Sir, please come to my home before my son dies."

JESUS HEALS THE BOY AND SENDS THE FATHER HOME (John 4:50-54)

Jesus was pleased. It was clear that this man really trusted Jesus to make his son well. So Jesus said, "You can go home now—your son is alive and well."

 • What do you think the father did when he realized that Jesus wasn't going to go to his home with him? Allow your students to respond.

The Bible says the father turned around and started back toward his home. This showed that he expected to find something wonderful there. Apparently the father thought something like, *I do trust You, Jesus. I know I can trust You. If You say my son is well, then he is well!*

After the father had traveled for many hours, he saw some of his servants coming

down the road toward him. They were hurrying, and they looked excited. When they got near him, they shouted, "Good news! Your son is well again!"



Bible Ways, page 3

Then the rich official asked his servants when his son had started to feel better. The servants told him the time when the child's fever went away, and the official knew that it was the very same time Jesus told him to go home because his son was well.

When the father got home, do you think he

kept his talk with Jesus a secret? No! He told everyone what had happened. "Jesus said that my son was well—and at that very same time, he began to get better!" His report led his whole family to believe in Jesus too.

• What do you think is the best part of this story?

Show Bible Picture 1a, Teaching Resources, as students give their opinions.


Jesus had used His power to help the man who trusted Him and to heal his son.


Jesus still has power to help us today, and He is glad to help when we trust Him and ask Him for help.

• What did you hear in the story that helps you know you can trust Jesus?


Students might mention:

- The many healings Jesus performed
- The power He displayed
- His willingness to help others
- His power to heal at a long distance

 Lead your students in a simple prayer thanking God for including this story in the Bible so we can know about Jesus' love and power to help others.

 Distribute Bible Ways. Ask your students to describe what is happening in each picture on page 3. Have them number the pictures from 1 to 4 to put them in story order. Use the questions on the page to help your students understand the importance of this story to their lives. Additional discussion questions might include:

- **What two things showed that the father trusted Jesus?**
- **What do you think would have happened if the father had not trusted Jesus?**

 Use the questions at the top of Bible Picture 1b, Teaching Resources, to help students consider the perspective of the healed boy. **During the next few weeks we're going to learn more about Jesus' wonderful power.**

ENRICHMENT IDEAS

ACTION ALTERNATIVE

Have your students act out a contemporary version of the story. Let them customize their version by making choices, such as setting the story in a community near yours; changing the identity of the parent to a mother, best friend, aunt or uncle, or teacher; deciding whether it makes a difference if this person is rich or poor. For the servants, the choice list can include family, friends, neighbors, class. Additional students can be the crowd around Jesus.

Your discussion as you make choices can include questions such as these: For whom might they go to Jesus to ask for this special help? Who might go for them if they were sick? How do we "go to Jesus" with our concerns?

STORY REVIEW ACTIVITIES


Word Game: Use the word game described on Bible Picture 1b to help your students review important parts of today's Bible story.

Pictures: Provide drawing supplies and ask students to draw pictures of what they liked best in the story. When they are done, ask them to show their pictures and explain why they chose those parts and how those parts help them know they can trust Jesus.


MAP STUDY


If you have a simple (not too much detail) map of Israel, show your students where Galilee, Cana, and Capernaum were. If they are familiar with states or provinces, relate the areas on the map to such governmental areas. Remember that September first graders will have limited experiences with maps.

Deciding How We Show We Trust Jesus

 The father in our story knew he could trust Jesus.

- **Have you ever trusted Jesus to help you with your problems?**
- **How have you shown Jesus you trust Him?**

 Have your students turn to page 4 in *Bible Ways*. Read the directions together. Distribute crayons (some markers will bleed through the paper) and let the children start to work on their drawings. Be ready to help anyone who has difficulty thinking of ways God might answer a prayer for help.

 When the students finish their drawings, read together the memory verse at the bottom of page 4. Challenge those who have already memorized it to recite rather than read. Point out to students that knowing Jesus can help means trusting Him to help in the way He knows is best, which may not be the way we expect Him to help.

To record your students' memory work progress, use the Memory Verse Tree project described on pages 29–30 in *Bible Ways*. This project would make a nice classroom display for the quarter.

You may also want to display the children's page 4 drawings around a picture of Jesus. Title the display "Jesus Has Power to Help." Encourage children to sign their work.

AT HOME THIS WEEK

When you distribute *Primary Days* papers this week, remember to send home the cover wrap for parents. You might want to place it in an envelope along with a personal note of encouragement about the child. Better yet, mail them directly to the parents, including those of absent students.



Bible Ways, page 4

God helps Jacob make a hard decision in today's feature story, "Broken!" Your students may enjoy sharing some hard decisions that God has helped them make. Encourage your students to ask their parents to read the story with them.

ENRICHMENT IDEAS

HAND IN HAND

Before class trace an outline of your hand on a sheet of paper and make a copy for each child. In class have the children trace one of their own hands on a piece of paper as well. (If you wish, let the children use colored paper to match their own skin color.) Give each child one of your hand tracings and let them cut out their own hand patterns and yours. Place one hand-cutout on top of the other with the thumbs interlocking; then glue them together. Have students write the name of an adult they trust on the big hand and their own name on the little hand. Talk about what it means to hold that adult's hand (safety, trust, love). Point out God has given this person to them to trust. As an alternative, let them write "Jesus" on the big hand to help them remember they can trust Jesus.

 See the beginning of "Tabletop Town" on page 20 of this manual.

WORSHIP IDEAS

Music

"Jesus Loves Each Girl and Boy" is a good theme song for this unit. The music is on page 9 of this Teaching Guide.

MEMORY VERSE MEMORIZATION

This activity will help your students learn the memory verse while praising God. Have the prayer leader say the line in bold letters and the rest of the worshipers respond with the answer.

Who can help when we are sick?

Jesus can. "With God all things are possible."

Who can help when we are sad?

Jesus can. "With God all things are possible."

Who can help when we are lonely?

Jesus can. "With God all things are possible."

Who can help us take a test?

Jesus can. "With God all things are possible."

Let the children make up their own questions that can be answered with the repeated memory verse phrase. Combine their ideas with the above.

Jesus Loves Each Girl and Boy

G. N.

GERTRUDE NYSTROM
Arr. by ELLEN R. THOMPSON

G D⁷ G

1. Je - sus loves each girl and boy, Wher - ev - er you may
2. Je - sus loves each girl and boy, He tells you, "Fol - low

D⁷ G Gm $\frac{D}{A}$

be. Je - sus gave His life to save you:
Me." He will help you if you ask Him

Em⁷ A⁷ D D⁷ G

His sal - va - tion's free. If you are rich, If you are poor,
He'll be your best friend. If you are big, If you are small,

C G $\frac{C}{D}$ D⁷ G

Je - sus will save you -- His love is sure.
Je - sus will help you -- He loves us all.

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