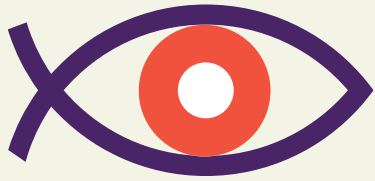


**SEEING
THROUGH
THE EYES OF
JESUS**

**CHILDREN'S
CURRICULUM
SESSION 1**

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SEEING THROUGH THE EYES OF JESUS

Calling us back to
the central focus of
our Christian faith:
**The Risen and
Living Jesus!**

SESSION AUTHOR:
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CHILDREN'S CURRICULUM

SESSION 1 MISSING JESUS

SCRIPTURE:

Matthew 14:27-28

CENTRAL MESSAGE:

We must keep our eyes focused on
Jesus which helps us to follow Him
more closely.



GATHERING TIME

Memory Verse: Matthew 14:27-28 (NRSV)

*But immediately Jesus spoke to them and said, "Take heart, it is I; do not be afraid."
Peter answered him, "Lord, if it is you, command me to come to you on the water."*

Set up three stations/activities and allow students to choose where they want to engage as they enter.

1. Have several Bibles available along with pieces of paper that have the memory reference on it. Have students find the memory verse and read it.
2. Have a computer or other device connected to the internet to the URL blueletterbible.org. Have students look up the memory verse and explore the tools available. They can read it in a variety of versions or look at the Greek text and explore individual words.
3. Before class, print out the memory verse in large text (size 72 at least) and cut out each word individually. Hide these around the classroom and have students find them and arrange them in the proper order. When they are finished, they can re-hide the words and work to find and arrange them more quickly than in their first attempt.



QUESTION CONVERSATION

Begin by asking children what they had for breakfast. (This question will lower the threshold of students' first contribution to a conversation and allow for a light conversation to begin.*)

Your next question can be: "Have you ever been lost?" Allow students to tell stories or experiences. Ask about feelings, memories or associations.

At the end of this conversation, transition to the story by revealing that something that is typically in the room is now missing. (If you are in a room that is not recognizable to the students, take this time to have everyone close their eyes as you remove an item that had been visible in the room). Have the students figure out what is missing; play multiple times, if you wish.

After playing, read the story from Luke 2:41-52. You can either read the whole story or have the students take turns reading verses. (If a student chooses not to read, permit them to pass.) After you read the story, ask the students the following questions to help with comprehension and retention:

- Who are the characters in the story?
- Where are they?
- What happens to Jesus?

- How long was he gone?
- Where was he?
- How do you think he felt?
- How did Mary and Joseph feel?

This next part of the lesson is optional, but connects the lessons to what the other age groups are working on. To make the transition, offer the students the opportunity to talk about what the adults are discussing. You can present it either as an opportunity for further conversation that day or later that week with their family members; or, you can present it as quasi-illicit information as it is in the "adult lesson." If one week your class is not in a place to move beyond the story, this section can be omitted and you can spend more time on the activities.

These questions are meant to inspire curiosity and wonder. Allow students to collaborate and talk through their thoughts. There are not necessarily right or wrong answers, just an opportunity to discuss:

- What does it mean to be Christian?
- What do Christians do or believe?
- How would that be different if there were no Jesus?
- How would your life be different if you didn't believe in Jesus?

***Note:** *If this practice becomes a regular habit, it can also work to inform you of details about your students. If a student regularly does not have breakfast it may inform you of potential food insecurity. If a child typically does have breakfast, but does not one week, it may create a difference in the attention and/or behavior.*



ACTIVITIES/STATIONS

1. Create a station for children to act out the story of Luke 2. If you have costumes, lay them out and allow students to take charge of the story-telling. Use the device from earlier (laptop, phone, tablet) as a camera and allow students to film their stories.
2. Have a number of spot-the-difference puzzles available for students to work on.
3. Have two stations (depending on class size) with miscellaneous items spread out on a table. Students will break into two teams and take turns closing their eyes while the other team hides one of the items. Students must then open their eyes and name the missing item. The item is then replaced and the game continues. After playing for a while, you can scramble the items to reset a little.
4. The following activity will continue for the first four weeks of the unit. The memory verse comes from the story in Matthew 14 of Jesus walking on the water and Peter taking his eyes off him before beginning to sink.

Students will have the opportunity to build a shoebox diorama of this scene using a variety of materials. Provide all materials each week and let students work at their own pace. If possible, you can allow students to request supplies that could be supplied the following week. (potential supplies: shoeboxes, paint, markers, crayons, cotton balls, construction paper, glue, scissors, pipe cleaners, craft sticks, tissue paper, etc.)



CLOSING

At the end of the session, before students leave, offer a blessing (see below). If all students leave at the same time, gather together five minutes before leaving. If students leave one-at-a-time, have them pause at their stations and offer the blessing before allowing them to work until they are picked up.

*God took time to make you of the earth
Jesus came to show how God loves you
and how you can love others
Now, you have the Spirit of God
through the stories of our faith
Among our community
And within you
Go, and love others just as God loves you.*