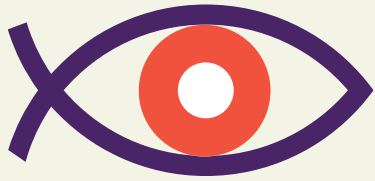


**SEEING
THROUGH
THE EYES OF
JESUS**

**CHILDREN'S
CURRICULUM
SESSION 3**

www.cbf.net/eyesofjesus



SEEING THROUGH THE EYES OF JESUS

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

SESSION AUTHOR:
Harrison Litzell

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CHILDREN'S CURRICULUM

SESSION 3 REALLY SEEING

SCRIPTURE:
Matthew 14:27-28

CENTRAL MESSAGE:
We need not be afraid when we keep
our eyes focused on Jesus.



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."*

For these activities, it may be easier to choose one or to offer them consecutively rather than the typical concurrent format.

1. Have students read the larger story (Matthew 14:22-33) around the memory verse and act it out. If the students do not want to fully act it out, use figures or Lego pieces as the characters and have them recreate the scene on a smaller scale.
2. Write the memory verse in a clearly visible spot and have students select one word as their charade word. The student will then act out that word and have their classmates guess what it is. When the word is guessed correctly, cross it out and keep going until all reasonable words are used.



QUESTION CONVERSATION

Before reading the passage for the day, ask students if they have ever heard someone say that Jesus lives in them or in their heart. Ask what they think that means. Allow for uncertainty and questions. Ask, “Are you comfortable or happy with that saying ‘Jesus lives in my heart?’”

Read Galatians 2:19-20 together. Have each student (who is willing) read it aloud. After everyone has read, ask these questions:

- How can we say these verses in our own words?
- What does it mean to “die to the law”?
- What do you remember or know about the crucifixion of Jesus?
- What does it mean for Christ to live in you?
- What is faith?

These questions are “stretch” questions that may not garner many answers from the students. Allow their curiosity and knowledge to guide the conversation. Remember that wonder, curiosity and questions are the goal here. The central question for the lesson is “who is Jesus to me?” Ask that question as a way to conclude this portion of the lesson. See if students can name how their lives might be different if they didn’t know anything about Jesus.



ACTIVITIES/ROTATIONS

1. Set up a journaling station with lined and blank paper. Supply pencils/pens and something to draw with. Have students write or draw on the prompt, “How is my life different because of Jesus?”
2. Balance activity. Based on the Matthew 14 story, have students try a balancing challenge. Use a stopwatch to see who can balance the longest on one foot with their eyes closed. Mark a spot on the floor with tape and have the student pick up one foot with their eyes open. Once they are stable, have them close their eyes.
3. WWJD (What Would Jesus Do) case study skit: Have students act out a scenario based on the question “what would Jesus do?” Supply one or several of the following prompts, or have students come up with their own!
 - a. A student at school has no food for lunch.
 - b. Your friend says something that is mean about someone who is not in the room and everyone laughs.
 - c. You see someone sitting by themselves and they look sad. You don’t know them, but you have seen them around before.
 - d. There is someone new at church and they don’t know where to go.
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.) 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.



CLOSING

Before students leave, offer a blessing. If all students leave at the same time, gather together five minutes before leaving and offer it. If students leave one-at-a-time, have them pause at their stations as you offer the blessing before allowing them to work until pick-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.*