

BIBLE STUDY MEDIA

CHILDREN'S CHURCH

HEARTS

A GOSPEL LECTIONARY CURRICULUM

ALIVE

YEAR A

WINTER

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WELCOME TO HEARTS ALIVE

In the line of Christian formation resources for children, the *Hearts Alive* curriculum is something brand-new! We have listened to the desire of churches to have a fully integrated weekly worship experience in which children and adults are engaged in exploring the same scriptural texts. Each lesson in both the Sunday school and Children's church curricula is built on one or more readings taken from the Revised Common Lectionary (RCL), a three-year cycle of Bible readings used by churches across denominations and around the world to guide weekly worship. By aligning the lessons of *Hearts Alive* to these common readings, families are able to have cross-generational discussions related to the worship service message, Sunday school, and Children's church teachings.

While *Hearts Alive* is a natural fit for churches in the liturgical tradition that incorporate regular use of the RCL, its appeal is much broader. *Hearts Alive* is evangelical in its interpretation of Scripture and contemporary in its teaching style and life application. By using a sequential approach to Scripture teaching, *Hearts Alive* seeks to help churches train up young disciples in the whole Word of God, emphasizing a high view of scriptural authority and a gospel focus. The weekly age-specific lessons support and even elevate liturgical traditions as well as important observances in the church calendar while using clear and contemporary teaching techniques to present the Word of God in ways that will produce lifelong followers of Christ. *Hearts Alive* is flexible enough to fit any congregation, no matter how large or small, of any Christian denomination.

HEARTS ALIVE IS:

- ▶ Gospel-centered, emphasizing the story of salvation through Jesus Christ in every lesson.
- ▶ Scriptural, teaching the full scope of the Bible over a 3-year span following the RCL.
- ▶ User-friendly, making it easy for teachers and Christian educators to implement.
- ▶ Fun and engaging for children, offering age-appropriate storytelling, crafts, and activities.
- ▶ Family-oriented, providing a Take-Home page so parents and children can apply the lesson with activities throughout the week.
- ▶ Varied, offering both small- and large-group moments so children stay interested and engaged.
- ▶ Cost-effective for both small and large churches, available for quarterly purchase with price adjustments for volume.
- ▶ Downloadable, in a format that is easy to share with a whole team of leaders and volunteers.



What Each Lesson Provides

Each weekly *Hearts Alive* lesson provides two hours of material for children ranging from Pre-K/Kindergarten through Grade 6. The curriculum is divided into two categories: Sunday school and Children's church. These two distinct curricula offer different themes for each week's lesson so that children participating in both programs have fresh, engaging material in each class.

Sunday School Curriculum:

The *Hearts Alive* Sunday school curriculum is designed to be used during the Sunday school or Bible study hour of a church's weekly worship time. It is divided into three separate age groups and perfect for use in classroom-sized group settings. The age divisions are: Pre-K/Kindergarten, Lower Elementary (grades 1–3), and Upper Elementary (grades 4–6).

Children's Church Curriculum:

The *Hearts Alive* Children's church curriculum offers a weekly church experience tailored just for young followers of Jesus. It is intended for a larger, age-inclusive setting for children from pre-K through grade 5 (ages 4 through 11) designed to help them learn the basics of an adult worship service, including Welcome, Worship, Scripture Reading, Lesson, Creed, Prayer, and Offering. The larger group setting encourages children of varying ages to worship together, mirroring the generational integration of the church. At the close of each lesson, an age-specific breakout time ensures that every child, from the youngest to the oldest, can take part in a follow-up game, craft, or activity that will help them apply the week's lesson to their own lives. Many churches hold Children's church during the first part of the adult worship service. After Children's church concludes, there is time to welcome the children into the adult service for the final portion, often the celebration of Communion/the Eucharist.

How To Use The *Hearts Alive* Curriculum

Hearts Alive follows the 3-year cycle of the RCL. Because liturgical dates vary from year to year, specific dates are not assigned to the lessons. Instead, lessons are numbered and an accompanying online chart identifies which lesson falls on which calendar date for that specific year. In the heading of each lesson, you will find the Lectionary Year, Season, and Week number, plus the associated liturgical day (if applicable) and lectionary reading. This information can help you design your entire congregation's weekly worship experience around shared themes all year, providing a fresh unity to your congregation's spiritual focus and growth.

The first page of each Sunday school and Children's church lesson includes Lesson Title, Key Scripture, Big Idea, Memory Verse, and Lesson Overview. The Big Idea summarizes in one or two sentences the main point you want the children to learn from that day's lesson. The Lesson Overview provides a more in-depth explanation of the key points of the lesson.



Next, there is a Lesson Outline chart to help you stay organized. It tells you what happens when. On this chart, you'll find each lesson component along with a time estimate for how long it will take, a list of the supplies you will need, and a list of the things you'll need to prepare before class for that activity.

A unique Bible Background study is provided for each lesson to help you prepare your heart and mind as a leader or volunteer before class. It aims to provide a thorough understanding of the biblical setting of the day's passage along with any helpful information to help you field questions the children may have about the lesson. (Detailed explanations of each lesson component follow below.)

Anything that needs to be printed and possibly copied for each lesson (the "printables") are included in the download of each lesson. They are designed to be effective using simple black and white printing on standard-sized paper.

Finally, each lesson has a Take-Home page designed to be copied and sent home with the child. The resource is directed either toward parents (Sunday school) or children (Children's church). Either way, parents are encouraged to use the resource to talk with their child about the week's lesson. The page also suggests ways to apply scriptural lessons all week through family discussions and activities.

The Children's Church Curriculum

The Hearts Alive Children's Church curriculum introduces children to an age-appropriate version of an adult worship service. Elements include Welcome, Worship, Scripture Reading, Lesson, Creed, Prayer, and Offering. By "mirroring" an adult service, children will learn how a service flows and understand the components of worship. They will recite a creed, sing worship songs, and hear a Scripture-based lesson. They will also discover various ways of serving in the church; with supervision, children play the roles of acolytes, readers, and offertory collectors. At the end of the worship component, there is a small group breakout segment with a craft, game, or activity to give the children a hands-on lesson application experience. Many churches escort children from Children's Church into the remainder of the adult service, just before Eucharist/Communion. Or, you may choose to have parents meet children after the adult service finishes. Either way, by participating in Children's Church, your congregation's young people will be ready to move comfortably into the adult service when the time comes.

Each Children's Church lesson provides a large group "Lesson and Liturgy," which takes about 45–50 minutes, followed by a small group breakout session (divided by age), which takes about 10–15 minutes. We recommend using one large room for the Lesson and Liturgy so that all ages can get used to worshipping and serving together, then moving to smaller rooms for the small group breakouts. If your church does not have a large group space, you can hold Children's Church services in individual rooms for each age group. If you prefer to do everything in one large space, small



group breakouts may be held in different sections of the room. Either way, children will be dismissed from the small group breakout section either to be led into church or to meet their parents after the service.

Elements of the Lesson and Liturgy:

- ▶ **Lesson Introduction** – A group activity to start the children thinking about the Big Idea and its application.
- ▶ **We Gather** – This part of the lesson will be the same every week. You will designate children to participate in that week's service: readers, acolytes, and offertory volunteers. (You may choose children to help lead the songs as well.) Rotate the roles each week so every child has a chance to play each role at some point. Then you'll have your Opening Acclamation and Candle Lighting.
- ▶ **Welcome and Greeting** – This engaging activity gets the children interested in the upcoming lesson while introducing the Scripture theme and Big Idea.
- ▶ **Worship** – Enjoy this section of the service in whatever way works best for your group. Use the recommended songs that fit with the theme or choose others, have live accompaniment, or bring in CD recordings to sing alongside.
- ▶ **Word** – Since the Word of God is an essential element of worship, children will read each week's Scripture passage aloud. We recommend dividing the passage into a few sections for selected children to read.
- ▶ **Lesson** – The Children's Church lesson makes a departure from a traditional adult lesson. These lessons for young ones will be active, with movement and visual aids. Any needed printables are provided in the lesson download.
- ▶ **Discussion** – In this section, you can help children process what they learned in the lesson by asking key questions. If your group is large, we recommend walking around with a microphone so children can answer and be heard, or dividing up into groups so that leaders can hold small group discussions of the questions.
- ▶ **Large Group Closing** – Each week's large group session ends with a Creed, Prayer of Confession, Offering, and Extinguishing of the Candles. You may use the recommended Creed and Prayer of Confession or choose your own. Encourage children to bring in loose change or perhaps a dollar for the offering. Take time to explain why the offering is important and how the church uses it.
- ▶ **Small Groups and Wrap-Up** – After the candles are extinguished, divide children by age—pre-k/kindergarten, lower elementary, and upper elementary—for the small group activity. Small group activities can be held in separate rooms or in



different parts of the large group space. The Wrap-Up is a short closing following the small group activity. At this time, hand out the "Walk It All Week" take-home page and make sure children take any crafts or activity pages home, too.

A Special Note to Leaders

Congratulations on your role in helping to shape young hearts and minds in the Christian faith. Children's Church is a time-honored tradition of inviting the youngest of Christ's family to get to know their Savior, their church family, and their place in the Kingdom of God through weekly participation in a child-friendly worship service. We have specifically designed the *Hearts Alive* curriculum to be everything you need to confidently lead an engaging time of worship, learning, and fun in the service of Christian formation. Here are a few specifics about the curriculum to help you in your role:

- *Hearts Alive* uses the New International Reader's Version (NIRV) of The Holy Scriptures. While remaining faithful to the original text, this translation is easy for children to read and understand. If you choose, you may use a different version in your lessons.
- We have included a unique Bible Background section specifically to help you get familiar with the background of the week's passage of Scripture. We recommend taking some time to read, pray through, and digest this information to help you be prepared for questions and good discussion.
- Much of the lesson content is bolded and prefaced by words like "Say:" or "Continue:" These sections are designed for you, the leader, to speak aloud. However, we suggest that you use the words as a guide rather than reading directly from the page. The most effective way to communicate with children is by making eye contact. Try reading the lesson several times to get a good idea of what you want to say and the main points of the Bible teaching. You may want to highlight the sections you want to be sure to mention specifically. Put other parts into your own words. Have the lesson handy to refer to on paper or electronic tablet as you go.
- Feel free to adapt the curriculum to meet the needs of your class. If a different approach to the lesson works better, go for it! For example, you may choose to swap out drama for a visual aid in the lesson or vice versa. Use what is written as a guide to present the beauty and power of God's Word to your group of children in the most effective way possible.

Jesus said, "*Let the children come to me.*" What greater calling can there be than to lead precious young souls to the heart of God and the joy, peace, and power of living the Christian faith? We pray that you will find the *Hearts Alive* curriculum an exciting and effective way to bring the message of salvation to the children of your congregation and your community, even as your entire church body unites in the weekly exploration of God's Word together.



HOPE COMES FROM JESUS

Romans 13:11–14

Big Idea:

We can “put on” our faith in Jesus every morning the same way we put on our clothes. Because Jesus conquered sin and will return, we can live with hope.

Memory verse:

“Put on the Lord Jesus Christ as if he were your clothing.” Romans 13:14a

Lesson overview

This week's Scripture talks about how Christians live in Jesus's kingdom of light and do “works of light.” Part of our Big Idea says: Because Jesus conquered sin and will return, we can live with hope. So how do we live with hope and do works of light? The Scripture uses the imagery of getting up in the morning. The first verse says it is time to “wake up from your sleep,” followed by, “The day of Christ's return is almost here” (Romans 13:11–12). The next verse says, “Let us get rid of the works of darkness . . . Let us do the works of light” (v. 13). What do we all do after we wake up? We put on our clothes. Part of the Big Idea echoes the memory verse: We can put our faith in Jesus every morning the same way we put on our clothes. One way to do that is to pray to Jesus while putting on our clothes each morning. When we do that, we're ready to do works of light at home, in our neighborhood, and at school.



Week 1 Lesson Outline	Activity and Supplies	To Prepare
<p>Worship (15 minutes)</p>	<p>We Gather</p> <p>Welcome and Greeting The HUGE Difference Between Light and Darkness</p> <p>Songs</p> <ul style="list-style-type: none"> • Optional: Music player with Web access • Optional: Visit YouTube and search for “What a Beautiful Name” by Hillsong Worship. https://www.youtube.com/watch?v=r5L6QIAH3L4 • Optional: Visit YouTube and search for “Who You Say I Am” by Hillsong Worship. https://www.youtube.com/watch?v=lcC1Bp13n_4 <p>Word</p> <ul style="list-style-type: none"> • Scripture Reading: Romans 13:11–14 • Appoint one or more readers to read the passage from the Bible. 	<ul style="list-style-type: none"> • Queue the songs for class. • Divide the Scripture passage into short sections for selected readers to read aloud.
<p>Lesson and Discussion (20 minutes)</p>	<p>Hope Comes from Jesus</p> <ul style="list-style-type: none"> • Sweater, jacket/coat, and hat 	
<p>Continue to Worship (10 minutes)</p>	<p>Creed Apostle’s Creed (or preferred statement of belief)</p> <p>Prayer of Confession (or another prayer/confession from the prayer book)</p> <p>Offering and Closing</p>	
<p>What It All Means: Small Groups Divided by Age (10 minutes)</p>		
<p>Pre-K / Kindergarten</p> <p>Activity: This Is the Way We Put on Jesus!</p> <p>Materials:</p> <ul style="list-style-type: none"> • Optional: Video player with Web access • Optional: Visit YouTube and search for “This is the Way We Get Dressed” by Super Simple Songs – Kids Songs. https://www.youtube.com/watch?v=1GDFa-nEzlg <p>To Prepare: Queue the video for class. Rehearse the song and motions.</p>	<p>Lower Elementary</p> <p>Game: Find a Match</p> <p>Materials:</p> <ul style="list-style-type: none"> • Different colored/patterned pairs of socks, any size (one pair for each child) • 2 identical large bins or buckets • Masking tape <p>To Prepare: Set one sock from each pair in a separate bucket.</p>	<p>Upper Elementary</p> <p>Activity: “Works of Darkness” versus “Works of Light”</p> <p>Materials:</p> <ul style="list-style-type: none"> • 2 different hats
<p>Wrap Up (5 minutes)</p>	<p>Recap, pray, and distribute take-home sheets</p>	



Paul's epistle to the Roman house churches sets forth both the doctrine of salvation and the practical application of salvation in our daily lives. Today's passage reminds us that we look ahead to the return of Jesus Christ. In order to be ready to meet him, we intentionally "put on" Jesus as our identity. That means we actively choose to share the attitudes and actions of Jesus, obeying God's laws of love and truth. We do this rather than participate in the societal or culturally accepted behaviors that violate the commands of Christ—even if those behaviors are not against the laws of the state.

In verse 11, Paul reminds his reader of Christ's second coming. Included in this admonition is a reminder of the goodness of God's laws, seen in verse 12: the "works of darkness" harm us, while the "works of light" protect us. God's laws are in place for our good, for our peace, and for our health. Paul uses the easily understood idea of getting dressed to illustrate how we make daily behavioral choices. A young child can understand the act of putting on clothing. Likewise, all believers can choose to "clothe" themselves with the goodness of Jesus, through the help of the Holy Spirit. He strengthens us to live for his glory in every place and every culture.

The passage ends with a reminder of the power of our thoughts. With God's help, we can reject desires that contradict his laws. With his help, we can pursue works of light.



Worship

► We Gather

Prepare for Worship

Greet the children and assign or ask children to choose a job for today's service (examples include readers, acolytes, offertory, crucifer, etc.).

Opening Acclamation

With enthusiasm and boldness, the leader says: **I was glad when they said unto me,** and children reply with enthusiasm in unison, "We will go to the house of the Lord!"

Candle Lighting

Acolyte will go up and light the candles on the altar. The Leader and children say:

Leader: What do the candles mean?

Children: The Light of the World.

Leader: Who is the Light of the World?

Children: Jesus!

► Welcome and Greeting

The HUGE Difference between Light and Darkness

Say: **I love the candle lighting we do each week. It reminds us that Jesus is the Light of the World. In Matthew 5:14, Jesus says that we too are the light of the world.**

This week's Scripture, Romans 13:11–14, talks about those who are the light of the world, doing "works of light." It also talks about the "dark night of evil" and those who do "works of darkness."

There is a HUGE difference between living in Jesus's kingdom of light and living in the "dark night of evil."

I hope you don't mind if I turn the lights on and off a few times today. Don't worry. I won't leave the lights off for long.

The first time, I will turn off the lights and count to ten. Turn the lights off. Count **one, two, three.** Pause. Count **four, five, seven.** Quickly count **eight, nine, ten.** Turn the lights on. Smile. **See, that wasn't**



so bad. Pause. I see a few of you shaking your heads. Did I forget to say one number? What? I forgot to say “six.” Good catch!

Today, we will learn about the HUGE difference between doing “works of light” and “works of darkness.” The good news is “works of light . . . protect us.” The bad news is “works of darkness . . . harm us.”

Because Jesus conquered sin and will return, we can live with hope. Jesus didn’t just say, “Darkness, sin, and evil—Go away!” No, Jesus conquered them. By his death, burial, and resurrection, he defeated darkness, sin, evil, and death. Now he rules as the victorious King. And one day he will come again to take us to be with him forever!

Before we dive further into today’s lesson, let’s worship the Lord with music and Scripture reading.

Songs

“What a Beautiful Name”

“Who You Say I Am”

Word

Scripture Reading: Romans 13:11–14

Have reader(s) among the children come to the front and read their designated portion of the passage. At the end, the final reader says: “The Word of the Lord,” and children respond, “Thanks be to God!”

LESSON AND DISCUSSION

► Hope Comes from Jesus

Set the clothing items to the side. Say: **Thank you, readers. I love that last verse. In fact, it’s our memory verse for today. Romans 13:14a says: “Put on the Lord Jesus Christ as if he were your clothing.”** Repeat the verse.

Remember how Jesus called his people the “light of the world”? This week’s Scripture talks about us doing “works of light.” It uses the imagery of waking up in the morning. It says, it’s time to “wake up from your sleep.” The next verse says, “The day of Christ’s return is almost here” (v. 12). Then it says, “Let us act as we should, like people living in the daytime” (v. 13).

Think about what you do after you wake up in the morning. Before you head for breakfast and then off to church or school, you do something very important. And it’s very important that you do it as correctly as possible. Let me show you what I mean.

Put the sweater on inside out and backwards, so the tag is showing in front. If kids laugh, say: **Wait a second. I’m not finished getting dressed yet.** Put the jacket



on inside out or, if using a button-coat, button it up incorrectly. Say: **Wait, wait! I'm still getting dressed to go.** Then put the hat on backwards or upside down. Say: **OK, all set. Let's go out.** Pause. **Why are you all laughing and snickering? What's wrong?** Let the youngest children respond. **What? Backwards? Inside out?** Look down at your clothes. Put your hand over your mouth. **Wow! You are absolutely right. I sure don't want to go out like this. It would be very embarrassing! And no one would want to be around me.** Take off the inside-out clothes and set them down.

It sure is embarrassing to imagine heading out dressed the wrong way. Well, did you know it should be much more embarrassing to head out anywhere without putting on the Lord Jesus Christ? It's like forgetting something or not dressing appropriately. That's what our memory verse is expressing. It's like saying, before you do anything in your day, remember *who* you are and *whose* you are, and dress accordingly. You are a child of God and belong to Jesus. Therefore, "Put on the Lord Jesus Christ as if he were your clothing."

Even though it's funny to be dressed the wrong way, it isn't funny if we forget to put on the Lord Jesus and his attitude each day. Instead of being funny, it can actually be hurtful.

How can it be hurtful? Let's think about it. What about children who say they love Jesus, but who bully others? Are they wearing the attitude of Jesus? Let the children respond. No! Bullies aren't putting on the Lord Jesus and his love and kindness. Bullies harass, pick on, smart mouth, push, trip, hit, smack around, or steal from other kids. They are not doing "works of light." What kinds of works are they doing? Let the children respond. Yes, they're doing "works of darkness."

If any of you have bullied other kids, you are being hurtful. You are forgetting to "Put on the Lord Jesus Christ as if he were your clothing."

You might say: "But I'm just doing it for a little fun." Guess what? It's not little, and it's not fun. You're doing works of darkness that hurt others—works you wouldn't want done to you.

Instead, ask Jesus to help you live in his kingdom of light and do works of light. If you live in his kingdom, you are like Jesus. You—and you—and you—and you—and you are the "light of the world." You are light-workers.

Let's think about how we can do works of light this week:

First, at home. Home can be the hardest place to "put on the Lord Jesus" and do works of light because we know our family so well. They can get on our nerves! Can you name one or two ways you could do works of light at home this week? Let the children respond. Good answers! Remember, God the Father loves you and wants the best for you. So, don't settle for less at home. Put on Jesus.

Next, how about in your neighborhood? Is there a way you can put on the Lord Jesus and do works of light where you live? Let the children respond. Those are good ideas! A simple wave to a lonely older neighbor or helping clean up



trash can show love toward those around you.

Finally, how about at school? Your principal, your vice principal, your teacher, your classmates, and others all can see whether you dress yourself to do works of darkness or works of light. How can you do works of light at school? Let the children respond.

What if you know you haven't really been doing works of light at home, in your neighborhood, or at school? What if you know you have been disobedient to your parents, rebellious at school, or just unkind to others? Tell Jesus about the wrong you have done. Ask him to help you put him on like clothing—to help you be like him.

You might ask: "But how do I change?" What does our memory verse say? Pause. "Put on the Lord Jesus Christ as if he were your clothing."

One way to do this is to pray to the Lord while you're getting dressed. Talk to Jesus and say: "Lord, I'm putting on my clothes. Much more importantly, I want to put on you. I want my heart to be like your heart. I want my thoughts and words and actions to be your thoughts and words and actions. Live in and through me today. May I be your hands and feet, your heart and voice, doing works of goodness and light today."

Does that excite you? Does it make your heart pump faster? Let's practice saying this prayer together. Repeat it after me, phrase by phrase:

Lord, I'm putting on my clothes.	Children repeat.
Much more importantly,	Children repeat.
I want to put on you.	Children repeat.
I want my heart to be like your heart.	Children repeat.
I want my thoughts and words and actions	Children repeat.
to be your thoughts and words and actions.	Children repeat.
Live in and through me today.	Children repeat.
May I be your hands and feet,	Children repeat.
your heart and voice,	Children repeat.
doing works of goodness and light today.	Children repeat.

Great job listening. Now, I have a few more questions for you.

► Discussion

- We say it every Sunday: Who is the Light of the World? (Jesus)
- Jesus said that we are what? (The light of the world, as well)
- What is the opposite of a work of light? (A work of darkness)
- After you wake up in the morning, what is an important thing to do? (Get dressed)



- ▶ **While you put on your clothes for the day, you can talk to Jesus. What are some things you could say?** (Let the children respond with various parts of the prayer you recited with them.) Then reread the prayer to them.

CONTINUE TO WORSHIP

▶ Creed

(Leader may choose preferred statement of belief.)

The Apostles' Creed

I BELIEVE in God, the Father almighty,
creator of heaven and earth.

I believe in Jesus Christ, his only Son, our Lord.
He was conceived by the power of the Holy Spirit
and born of the Virgin Mary.

He suffered under Pontius Pilate,
was crucified, died, and was buried.

He descended to the dead.
On the third day he rose again.
He ascended into heaven,
and is seated at the right hand of the Father.
He will come again to judge the living and the dead.

I believe in the Holy Spirit,
the holy catholic Church,
the communion of saints,
the forgiveness of sins,
the resurrection of the body,
and the life everlasting. Amen.

▶ Prayer of Confession

(Leader may also choose a prayer/confession from the prayer book.)

Leader: The Lord be with you.

Children: And also with you.

Leader: Let us pray. Heavenly Father, thank you for giving us your Word so that we can understand your will and grow close to you. Right now, we ask you to forgive us the things that we have done wrong. We are sorry and are willing to



change. We also ask you to help us forgive those who have done unkind things to us. We forgive them. Thank you, Lord, for loving us so much! We pray in Jesus's holy name. Amen.

► Offering

Leader asks for the offertory volunteer to come up. The volunteer walks around with the basket, collecting the offering. The child then brings the basket back to the altar and bows, then returns to sit down. If desired, leader may play music or lead a song during offertory.

► Closing

Put Out the Candles

Leader calls the Acolyte to come up and extinguish the candles.

Leader: Go in peace to love and serve the Lord.

Children: Thanks be to God. Hallelujah! Hallelujah!

What It All Means

Divide children into age groups for follow-up activities.



What It All Means

Pre-K / Kindergarten

Activity: This Is the Way We Put on Jesus!

Materials:

- *Optional: Video player with Web access*
- *Optional: Visit YouTube and search for "This is the Way We Get Dressed" by Super Simple Songs - Kids Songs. <https://www.youtube.com/watch?v=1GDFa-nEzlg>*

To Prepare: *Queue the video for class. Rehearse the song and motions.*

Have the children sit on the floor. Say: **Today we talked about getting dressed—the right way! It’s important, isn’t it? Let’s watch a fun video about getting dressed. Then, we’ll add our own words to the song!**

Play the video.

Assemble the children into a big circle. Teach them the new words to the song:

**This is the way
we put on Jesus,
put on Jesus,
put on Jesus . . .**

**This is the way
we put on Jesus—
We show love
every day!**

Have the children hold hands and sing the words with you, while walking slowly to the right. When they get to “We show love, every day!” have them stop, cross their hands over their heart and turn their shoulders from side to side.

Alternatively, experiment with changing the last line of the song, and adding motions:

We obey our parents.	Shake heads “yes.”
We say kind words with love.	Hand to lips and then on heart.
We pick up all our toys.	Pretend to pick up toys.
We pray for those in need.	Set hands together in prayer.
We’re kind to those at school.	Smile and extend hands in wide circle.

Close with singing the original last line: **“We show love every day!”**

If time permits, have the children take their seats and together recite the memory verse: “Put on the Lord Jesus Christ as if he were your clothing” (Romans 13:14a). You can play “popcorn,” where you divide the group, giving each group a phrase of the verse. When it’s their turn, they stand and say it, then sit down quickly. Get faster and faster, like popcorn.



What It All Means

Lower Elementary

Game: Find a Match

Materials:

- Different colored/patterned pairs of socks, any size (one pair for each child)
- 2 identical large bins or buckets
- Masking tape

To Prepare: Set one sock from each pair in a separate bucket.

Have the children take off their own shoes and socks and line them up against the wall in an orderly fashion. Then, have the children sit on the floor. Say: **What is something we often put on our feet before our shoes?** Let the children respond. **Yes, our socks! Today we are going to put on some socks . . . but there's going to be something funny about these socks. I want you to come up here one at a time and close your eyes and pull one sock—just one—out of each bin. Then take your two socks, sit back down, and put them on!**

As they are doing so, say: **Wow! You sure have some interesting looking feet! What is unusual about all these socks on our feet?** Let the children respond. **You're right. They don't match. Would we want to go out with socks like this?** Let children react. **No! I have an idea. Let's all stand up. Now, when I say Go, I want to see how fast you can find someone who has one sock that matches yours and get that one, and then give your other sock to someone who needs it for their match. At the end, everyone needs to have a matching pair of socks on their feet! Any questions? Ready . . . Go!** If desired, time the children on your phone or watch to see how long it takes.

Great job! Putting on matching socks is kind of like "Putting on the Lord Jesus," as our verse talks about. It makes sense. It feels good to have socks that are the same size and thickness. It helps us walk and run better. When we put on the attitude of Jesus, we walk as God wants us to walk.

Now let's work on our memory verse. Set the bins or buckets in the middle of the room. Have the children line up several feet from one of the bins/buckets. Mark the line with tape. Have the children remove their socks and fold them together. When it's their turn, they will recite one phrase of the verse as they try to toss their socks into the bin or bucket. If they succeed, they will sit down. If they don't, they have to pick up their sock ball and go to the back of the line. Divide the verse this way:

- First person: **"Put on . . .**
Second person: **the Lord Jesus Christ . . .**
Third person: **as if he were . . .**
Fourth person: **your clothing."**

Continue this process until all the children have successfully tossed their sock ball into the bin and said their part of the verse.



What It All Means

Upper Elementary

Activity: “Works of Darkness” Versus “Works of Light”

Materials:

- 2 different hats

Say: **As we talked about in our lesson today, it’s not funny when someone forgets to “Put on the Lord Jesus Christ as if he were your clothing.” Instead of being funny, it can be very hurtful to you and others. We can end up doing works of darkness instead of works of light as Jesus wants us to.**

This can especially be true in your school or at home. Today, we’re going to talk about works of darkness and works of light.

Explain that first you will be asking the children to give examples from home. Have the children line up at one end of the room. Set two hats (one to represent works of darkness and one to represent works of light) at the other end of the room.

Explain: **When I say Go, the first person will walk as fast as they can to the end of the room and put on the works of *darkness* hat. They will then share one work of darkness we sometimes do at home. For example, they might say: “Ignoring my chores.” They will then take off the hat, set it down, and return back to the line as fast as they can. The next person will then walk to the hats, put on the works of *light* hat and give a *positive* example. For example, they might say: “Doing my chores happily.” The goal is to do this as fast as you can. Remember, these are examples about home. Ready? Go!**

Replay the same game, this time with examples from school.

Then say: **Great job! Let’s all ask for God’s help this week to move toward the light and do works of light. The good news is: We don’t have to do it alone. When we know Jesus as our Lord and Savior, his Holy Spirit lives in us. He will help us walk in the light, as he is in the light.**

Say: **Now let’s work on our memory verse.** Have the children make a giant circle and stand arms’ width apart. Set the “works of light” hat on one of the children’s heads. They will go first. They will recite the first phrase of the verse, then remove the hat and hand it to the next child who will put it on and recite the second phrase, and so on all the way around the circle. Then, reverse and go the other way, trying to say it faster. Repeat as time allows. The verse can be divided into the following phrases:

- First person: **“Put on . . .**
Second person: **the Lord Jesus Christ . . .**
Third person: **as if he were . . .**
Fourth person: **your clothing.”**
Fifth person: **Romans 13:14a**



Wrap Up

Say: **In today's Scripture we read about how Christians live in Jesus's kingdom of light and do works of light. We also read about works of darkness. The good news we learned is that "works of light . . . protect us." The bad news is "works of darkness . . . harm us." Part of our Big Idea today said: Because Jesus conquered sin and will return, we can live with hope. So how do we live in hope and do works of light? Our Scripture uses the imagery of getting up in the morning: "Wake up from your sleep . . . The day of Christ's return is almost here . . . Let us act as we should, like people living in the daytime." What do we all do after we wake up? We put on our clothes. We can "put on" our faith in Jesus every morning the same way we put on our clothes. One way to do that is to pray to Jesus while putting on our clothes each day. When we do that, we're ready to do works of light at home, in our neighborhood, and at school.**

Let's pray. Dear Lord, we thank you so much for inviting us to live in Jesus's kingdom of light and do works of light. Thank you that we can live in hope because Jesus conquered sin for us. Please help us remember to put on our faith in Jesus each morning while we put on our clothes. May we do works of light at home, in our neighborhood, and at school. In Jesus's name, Amen.

Children line up to meet their parents. Hand them a "Walk It All Week" take-home page and lead them into church.



WEEK 1

WALK IT ALL WEEK

Hope Comes from Jesus

○ **Scripture:** Romans 13:11–14

○ **Big Idea:** We can “put on” our faith in Jesus every morning the same way we put on our clothes. Because Jesus conquered sin and will return, we can live with hope.

○ **Memory Verse:** “Put on the Lord Jesus Christ as if he were your clothing.” Romans 13:14a

Table TALK

At dinner, ask your family to share times when they have been blessed by works of light. These can include blessings from within your immediate family, extended family, and friends and neighbors. See how many you can recall!

Remember

What do we all do after we wake up? We put on our clothes. We can “put on” our faith in Jesus every morning the same way we put on our clothes. One way to do that is to pray to Jesus while getting dressed each day. Then we’re ready to do works of light at home, in our neighborhood, and at school.

Try This

Our memory verse says: “Put on the Lord Jesus Christ as if he were your clothing.” This week, as you’re getting dressed, say this prayer aloud. You might want to tape it to your wall:

Lord, I’m putting on my clothes.

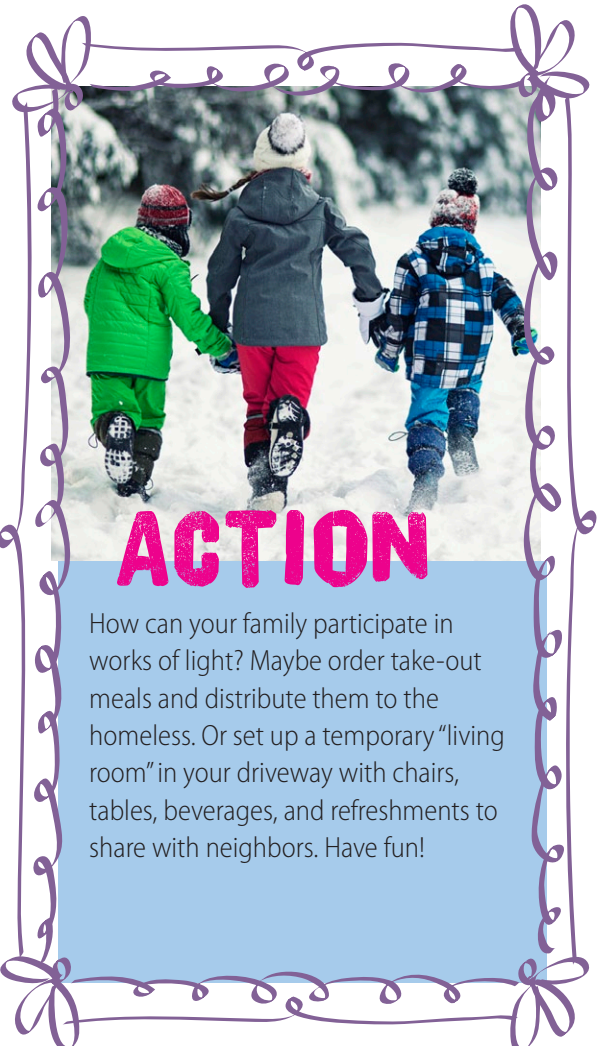
Much more importantly, I want to put on you.

I want my heart to be like your heart.

I want my thoughts and words and actions to be your thoughts and words and actions.

Live in and through me today.

May I be your hands and feet, your heart and voice, doing works of goodness and light today. Amen.



ACTION

How can your family participate in works of light? Maybe order take-out meals and distribute them to the homeless. Or set up a temporary “living room” in your driveway with chairs, tables, beverages, and refreshments to share with neighbors. Have fun!