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Jack and Jenn

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Jack and Jenn videos Download from the church website.

Also Available:
Jack and Jenn Starter Kit. Purchase from Herald House.
Jack and Jenn Director’s Guide. Free download on the church website.
Session Focus
Explore the mission initiatives (Christ’s mission of evangelism, compassionate ministries, and justice and peacemaking) for children ages 6–11. Use the children’s Disciples’ Generous Response principle of being dependable (responding faithfully) to emphasize how kids can help live out Christ’s mission in the world.

Focus Scriptures
Matthew 14:22–32 (Jesus walks on water, calms the storms, helps Peter)
Luke 4:16–21 (Jesus sets the pattern to bring good news to the poor, release the captives, give sight to the blind, let the oppressed go free, and proclaim the year of the Lord’s favor)

Objectives
The learner will ...
• Define what a mission is. Explore what Jesus’ mission of inviting, befriending (being a friend), and being a peacemaker is.
• Experience a scripture story (Matthew 14:22–32) in which Jesus shared as an inviter, friend, and peacemaker with Peter.
• Watch a video of Jack and Jenn who learn what Jesus’ not-so-secret mission is: to invite, care for, and share peace with others.
• Search scripture stories of Jesus in mission and identify who Jesus reached out to, how Jesus reached out to others, and what happened as a result.
• Commit to Mission Possible tasks including saving money for World Mission Tithes.
• Create a superhero “cape” and name that expresses personal strengths.
• Learn a yoga meditation about being “bendable” and “dependable.”
• Be blessed by an affirmation to share in mission with Jesus.

Materials
• A large bright colored piece of fabric like a “cape”
• Smaller pieces of fabric to create one cape per child
• Additional decorations for capes such as other fabrics (felt, satin, silk), markers, stick-on letters, and yarn
• Newsprint, flip chart, or poster board
• Colorful permanent markers or fabric markers
• One small folder per child which includes a copy of one of the Mission Possible sheet sections on the back page (cut apart) and a children’s offering envelope

Resources
• Bible (New Revised Standard Version) or a children’s Bible
• “Jack and Jenn and the Not-so-secret Mission” video—download from www.CofChrist.org/jackandjenn to show using a computer and LCD projector, or get the DVD from your pastor and show on a TV/DVD player
Gather children around a brightly colored sheet of fabric that looks like a superhero “cape.” Place a globe or a world map on it, or tape a print of the world map graphic (at the end of this lesson) to the center. Write “Christ’s Not-so-secret Mission” around the world map graphic.

Discuss:
1. What do superheroes, those who wear capes like this one, do? Tell what you know about superheroes.
2. What IS a mission? (In this class, we use the word “mission” to mean those special tasks that help people in the community.) Have you ever been on a “secret mission”?
3. Would you be willing to go anywhere in the world? Make friends with anybody? Be a peacemaker?
4. Would you need to be a superhero to go around the world, make friends, and be a peacemaker?

Display the cape on a wall in the classroom. Say: Today we’re going to learn about missions, not-so-secret missions, and what it takes to be like Jesus in the world.

Two Stories about Today’s Theme: Community of Christ Mission Initiatives

Story 1: Jesus, Superhero
Read the story of Jesus walking on the water from Matthew 14:22–32. Before class, ask two people to play the parts of Jesus and Peter as you narrate the story from scripture. Other children can sit closely together in chairs, simulating a small fishing boat.

Discuss:
1. Why were the disciples in a boat on the lake without Jesus?
2. What did Jesus do to join them?
3. What happened when Peter wanted to walk on the water like Jesus?
4. What did Jesus do? (Go through the three parts of mission, writing the underlined words on a flip chart or poster board.)
   • Invited Peter to walk on the water to him
   • Was a friend to and cared for Peter by reaching out to lift him out of the sea
   • Was a peacemaker encouraging Peter to have faith, and then calming the wind and the water
5. What did the disciples say to Jesus after this experience?
6. Which part of this story is the work of a superhero: walking on the water, reaching out to a friend, calming the sea, or showing others how to be helpful? Reaching out to friends, caring for them, and being a peacemaker is something that we can do, too. Jesus showed us how.
Story 2: Jack and Jenn and the Not-so-secret Mission
Show the video “Jack and Jenn and the Not-so-secret Mission.” Show it on a computer with a projector or use a TV/DVD player. Discuss after:

1. Who are the main characters of this story?
2. Where have Jack and Jenn just been? Tell one thing that Jack did at camp.
3. Jack thought they were on a “secret mission.” What is the definition of “mission” from the Big Voice in the video? The mission of Jesus is to carry out special tasks that help people in the community and around the world. (You may want to add this to the poster board or flip chart.)
4. Do you remember the three parts of the real mission that Jack and Jenn learned about at camp? (Evangelism: to invite others and tell them about Jesus; Compassion: to be a friend to others, caring for them and bringing hope and help; and Peacemaking: to be a peacemaker and showing others how to live in peace or be peacemakers too)
5. What does being a generous disciple mean? (Sharing your time, your talent, and your treasure with your friends.)
6. What had Jack saved his money for? (To send a kid to church camp, and the kid really loved it!) He responded faithfully (was dependable). People could count on him.

Summarize: Both stories are about the mission of Jesus: to invite others, to care for others, and to be peacemakers. Today we’re exploring Community of Christ mission initiatives. We in Community of Christ want to do what Jesus did, invite and care for others in a big way that can change their lives.

3 Respond
Takes the learner from hearing to doing

Power of Ten
Just as Jesus’ mission was to invite, show friendship, and be a peacemaker, Community of Christ has the same mission. Show kids the Power of Ten website http://giveyour10.org and read the top paragraph entitled “You Are Called to Change a Life.” Scroll down through the initiatives and read the title of each.

This is the not-so-secret mission that we can be part of! This is where we can be superheroes as Jack wanted to do in the Jack and Jenn story.

(If you don’t have access to the web in class, print a copy of the webpage before class for each child to read along with you.)

Mission Possible!
Community of Christ believes that God’s grace is generous and unconditional. We respond to God’s grace by giving generously and we act like Jesus to care for people around the world.

Jack thought that they were on an “impossible mission.” Were they? Or was the mission to follow Jesus and invite, care for, and share peace a very possible mission? Jesus showed us that these missions—though difficult—could really happen.

Divide children into teams of two or three. Give each team a sheet of newsprint, taped to the wall, on which are these questions:

1. Who was Jesus with in this story? __________
2. What did Jesus say or do? __________
3. In this story was Jesus __ an inviter, __ a friend, or __ a peacemaker? (You can choose more than one.)
4. How was this person changed by Jesus? _____

Assign one scripture story to each team by writing the scripture reference only (not what the story
is about) on an index card and giving one card to each team.
1. John 11:1–45 (Lazarus brought back to life)
2. Mark 1:16–20 (Jesus calls fishermen to follow him)
3. Mark 9:33–37 (Jesus teaches his disciples to welcome children)
4. John 9:1–41 (Jesus heals a blind man)
5. Mark 1:30–31 (Jesus heals Simon’s mother of a fever)
6. John 12:1–8 (Jesus defends Mary’s gift of washing his feet with expensive perfume)
7. Matthew 14:22–32 (Jesus helps Peter walk on water)
8. Mark 5:21–24, 35–42 (Jesus heals Jairus’ daughter)
9. Matthew 8:23–27 (Jesus calms a storm and calms his disciples)

Discuss each story by going through the questions and answers together.

Superheroes in Capes
Next to the “cape” banner, provide materials for children to create their own capes. What kind of superhero would they be for Jesus? What are they best at doing? Inviting? Making friends? Caring for others? Being a peacemaker? Have them create a superhero name for themselves based on their best skill, such as “BFF (Best Friend Forever)” or “Inviter–man.” With fabric or permanent markers, they may design their capes. They may also glue on pieces of fabric, self-adhesive letters, buttons or pins, or other small items to create a superhero cape. As they finish, have each child share what superhero they are and what they can do for Jesus. They may either take their capes home or display in the classroom.

Your Mission Possible (Not-so-secret Mission)
Invite each child, one at a time, to come forward and receive instructions from a very serious, stoic adult (ask for a helper before class). This person will hold out a folder to each child, marked with the child’s name on the outside, and say, “This is your mission—if you choose to accept it.” If child agrees, they take the folder back to their seats. Inside, place a children’s offering envelope and a copy of the Mission Possible instruction sheet (on the last page of this lesson). No one else needs to see what their “mission” is. They can take it home and bring back their offering in the offering envelope to the next class. Brainstorm where they can get money (go on a loose coin search in furniture and cars; recycle plastic, cans, or paper for cash; do chores for money; save part of their allowance).

This is a fun way for children to share their monetary blessings with Local and Mission Center Ministries and Worldwide Ministries.

Bendable and Dependable (Respond Faithfully)
Gather children in a circle. Say: Because Jack and Jenn and other children saved their money, kids whose parents didn’t have enough money could now go to camp. That was being dependable, responding faithfully by saving and sharing.

Community of Christ believes in being dependable so others can count on us. But Jack thought Jenn said “be bendable.” Let’s do a yoga move about being bendable that will help remind us to be dependable.
5 Bless
Time of prayer, praise, blessing, and hope

Blessing for Superheroes
Say a blessing for the superheroes in your class. Bless their very achievable, possible, not-so-secret missions. Assure them that Jesus has gone before, shown them what they can do and how people’s lives can be changed. Invite them to pray as they are challenged by their personal missions, and bring back their mission stories to tell the class. Also remind them to be “bendable and dependable” in sharing their monetary blessings so the church can help in mission around the world.

Close by shaking with a “Secret Mission” handshake as Jack and Jenn do in the video. Let the children create one.

Be Bendable …
Eagle Pose (Garudasana)
Stand with feet firmly planted. Lift arms in front of you and cross right arm under the left at the elbow. Bend at the elbow so that fingers point to the ceiling. Try to touch your palms together! If this extra twist at the wrist is too difficult at first, place the backs of your hands together. If you want more of a challenge, try standing on one leg! Look at a fixed focal point for balance and bend your knees slightly. Bring your right leg up and across the left, crossing at the knees like you are sitting in a chair. Now you are really quite bendable!

… to be Dependable
Warrior 3 with partner (Double Virhabadrasana III)
Unwind arms and feet and stand facing a partner. Reach your arms out and touch palms with your partner—make sure your arms are fully extended. Place your weight firmly on your right foot. Reach your left leg long behind you, touch your toes to the ground and look down to fix your gazing point. Begin balancing on the right foot. Hinge at the hips slowly. As you lean forward, let your left leg lift into the air so that your body is a straight line. Be a dependable balance for your partner!
Your Mission Possible (Not–so–secret Mission)
Instructions: Cut this page apart and insert one inside each child’s Mission Possible folder, along with a children’s offering envelope.

Mission Possible!
Your mission (for Jesus) if you choose to accept it:
• Read the story of Matthew 14:22–32. Who was Jesus with? ____________
• Who could you invite and tell about Jesus? __________________
• How did Jesus show he cared about this person? _____________________
• How do you show you care about people? ______________________________
• Tell about a time you were a peacemaker (write on the back of this paper).

My mission: I will save and give $____________ to the mission of Community of Christ.

Mission Possible!
Your mission (for Jesus) if you choose to accept it:
• Read the story of Mark 9:33–37. Who was Jesus with? ____________
• Who could you invite and tell about Jesus? __________________
• How did Jesus show he cared about this person? _____________________
• How do you show you care about people? ______________________________
• Tell about a time you were a peacemaker (write on the back of this paper).

My mission: I will save and give $____________ to the mission of Community of Christ.

Mission Possible!
Your mission (for Jesus) if you choose to accept it:
• Read the story of Matthew 8:23–27. Who was Jesus with? ____________
• Who could you invite and tell about Jesus? __________________
• How did Jesus show he cared about this person? _____________________
• How do you show you care about people? ______________________________
• Tell about a time you were a peacemaker (write on the back of this paper).

My mission: I will save and give $____________ to the mission of Community of Christ.
World Map for Gathering experience
Session Focus
Explore the *Invite Others to Christ* initiative for children ages 6–11. Use the children’s Disciples’ Generous Response principle of *manage your money* to emphasize how kids can help move Christ’s mission forward.

Focus Scriptures
Luke 19:1–10 (Jesus invites himself to Zacchaeus’ home for a meal and to change his life)
Luke 4:16–21 (Jesus sets the pattern to bring good news to the poor, release the captives, give sight to the blind, let the oppressed go free, and proclaim the year of the Lord’s favor)

Objectives
The learner will ...

- Explore Jesus’ mission of inviting others to him, especially those who are considered by others as not worthy.
- Watch a video of Jack and Jenn who learn how to invite people to Christ.
- Be introduced to Community of Christ mission initiatives by seeing the Power of Ten website giveyour10.org and hearing a story about inviting others.
- Brainstorm and create a Power of Ten plan of action for the class.
- Create a bank to share, save, and spend money in a balanced way.
- Create and learn to use the Manage Your Money booklet for planning and recording time, treasure, and talent.
- Experience the challenge of balancing his or her body.
- Participate with others in a community spiritual practice: a prayer for the children.

Materials
- A flip chart or poster board and markers
- Print of the “Invite Others to Christ” cross logo
- Index cards (one per child), tape, coins
- Share/Save/Spend bank supplies (per child): three small jars (such as baby food jars), short wooden board, permanent glue or glue gun, address labels, and colorful permanent markers
- Optional: Generosity Jars (one per child). Order from Herald House. US: 1-800-767-8181, Canada: 1-800-373-8382, or e-mail sales@HeraldHouse.org. Other countries, contact your mission center president.
- Booklet-making supplies (per child): two copies per student of Manage Your Money booklet pages at the end of this lesson, construction paper, stapler, markers or pens, and one small pencil per student

Resources
- Bible (NRSV) or a children’s Bible
- “Jack and Jenn Invite People to Christ” video—download from www.CofChrist.org/jackandjenn to show using a computer and LCD projector, or get the DVD from your pastor and show on a TV/DVD player
Gather
Activates background knowledge, prepares, and motivates

Play an inviting game.

Cross Tag
Play a game of tag, choosing one child to be “IT.” Play in a defined space so children know where the boundaries are. The rules are that “IT” stands in the shape of a cross—with arms straight out, shoulder high. “IT” can run around and tag (touch lightly) whoever they can. Once they tag another, that child becomes another “IT” using the same pose. Every child who is tagged becomes an “IT” until all children in the room are tagged. When the game is finished, ask:

1. Was it easy to tag others when you were in the shape of a cross? This is like inviting others to Jesus.
2. Was it easier when there were many “crosses” tagging kids? When only one of us does it, it is more difficult. But if everyone we invite will also invite others, it’s a much easier game and everyone is invited!

On poster board or newsprint, tape or glue the cross (at end of this lesson) and add the words “Invite Others to Christ.”

Engage
Invites exploration and interaction

Two Stories about Today’s Theme: Invite People to Christ

Story 1: Jesus Invites Zacchaeus
Read the story of Jesus and Zacchaeus from Luke 19:1–10. Before class, ask two people to play the parts of Jesus and Zacchaeus as you narrate the story from scripture. Emphasize that Jesus is inviting Zacchaeus down from the tree and inviting himself to Zacchaeus’ house for a visit. When Zacchaeus decides to give back all that he took from others, have the person playing Zacchaeus give out “I’m sorry” cards to each child, with a small amount of change taped to each card (prepare the cards in advance).

Discuss:
1. What was Zacchaeus’ job?
2. What did he do when Jesus walked by?
3. What did Jesus do?
4. What did Zacchaeus do after Jesus invited him and came to his house? (He promised to give half of all he owned to the poor, and pay back anyone he cheated four times the amount he took.)
5. Can you imagine inviting someone to be your friend, telling them about Jesus, and watching their life change so much because of it?

Story 2: Jack and Jenn Invite People to Christ
Show the video “Jack and Jenn Invite People to Christ.” Discuss:

1. Who are the main characters in this story?
2. What did Jack think he was invited to do at Jenn’s house?
3. What did Jenn really invite him to do?
4. The Big Voice said Jesus wanted us to invite people to do what?
5. When more people are invited to Jesus, what are they excited to share?
6. What does “manage your money” mean? Why did Jack need to remember to manage his money?

**Summarize:** Both stories are about inviting others to learn about Jesus, and teach something about managing money. Today we’re exploring Community of Christ mission initiatives. We in Community of Christ want to do what Jesus did: invite and care for others in a big way to change their lives.

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3 **Respond**

**Respond** takes the learners from hearing to doing

**Power of Ten**

Just as Jesus’ mission was to invite people like Zacchaeus to be his friends, Community of Christ has the same mission to invite people to Christ. Show kids the Power of Ten website on “Invite People to Christ”:

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giveyour10.org/stories.aspx?initiative=invite
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Read either story as an example of new ways of inviting people to Christ (reaching out with computers in Detroit, or building a church in Honduras). This is the “inviting” mission we can be a part of!

(If you don’t have access to the Internet in class, print a copy of the webpage before class for each child to read along with you.)

**Our Class Power of Ten**

Hang a blank poster or flip chart sheet on the wall and write “Power of Ten” at the top.

Write on the poster the three ways we can give to God, because we have three kinds of gifts: TIME, TREASURE, and TALENT (or print and enlarge the graphic below and tape to the poster).

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If we want to give to the Power of Ten as a class…
…with our TIME, we can donate ten hours of our time to help others, at church, at home, at an animal shelter, cleaning our room, working in our yard, or something else (ask for ideas).

…with our TREASURE, we can donate $10 or ten quarters, or whatever amount we choose as a group.

…with our TALENT, we can invite ten people to come to a church event.

Brainstorm ideas and decide as a class what the kids would like to do. Would the children like to invite ten new people to an upcoming event? Would they like to combine their money and donate $10 to the mission initiatives? Would they like to volunteer ten hours of time helping in the congregation or community? Would they like to do all three, or split up the “10” and invite three people, give three hours of service, and donate four dollars? Brainstorm an idea, make a plan to follow, and write it on the “Power of Ten” poster. Follow through with the students on the plan.

**Manage Your Money: Share/Save/Spend**

**Banks**

Community of Christ believes that God’s grace is generous and unconditional. We respond to God’s grace by generously giving just as Jesus gave of himself to others. We need to manage our money, so that we can help Jesus by helping our neighbors, ourselves, and the world.

Zacchaeus was so transformed by Jesus’ friendship, that he promised to give half of his money to the poor, and to pay back those he had cheated four times as much as he took! Even with his generous giving, Zacchaeus did not give away everything he had. He kept some of his money so he could continue to pay his own expenses, and could continue to give to others.
Jack also knew he shouldn’t spend all his money. He shouldn’t spend it on a party, and definitely not on Silly String. He heard from Jenn and the Big Voice that he should manage his money. That way, he could help give his money for things like invitations to Peace Club and the carnival for neighborhood kids to enjoy.

Provide materials so children can make the Share/Save/ Spend banks: three baby food jars, a short board, permanent glue, address labels, and colorful permanent markers.

Using the baby food jars, ask an adult to help make coin slots in the lids, or substitute cardboard lids. Children may color the board with paint or markers. Using a glue gun, glue three jars to each board. Write “SHARE,” “SAVE,” and “SPEND” on address labels and stick to the jars. Children may add other stickers to the jars.

Optional: Order the Jack and Jenn Generosity Jars at no cost! These are customized for the Jack and Jenn series, designed as an exciting craft for the children and a long-range plan for generous giving. See the materials section on how to order.

When banks are complete, discuss:

1. How do we decide how much money to plan for each thing we want to buy or give to?
2. What if we spent ALL our money on (name one or two other things they spend their money on)?
3. Think about the money you get for your allowance, for gifts, or chores you might do. How could you divide it up this way? Will these banks help you?

These jars remind you to Share, Save, and Spend. They will show you where spend your money, how much money you have saved, and how much you have to share. Balancing your money is the best way to manage it. With this bank, you can quickly see if your money is balanced!

Personal Money Management
Show students the copy of the Manage Your Money sheet (on page 7 of this lesson). Demonstrate how they may record how much money they have, and how they plan to spend, save, or give it. Also demonstrate how they can record sharing their time and talent.

Hand out Manage Your Money booklet pages and construction paper of the same size for students to make a cover. Then staple the cover to the pages. Give each child a small pencil to use with the book.

Encourage them to record how they spend their TIME, TALENT, and TREASURE each week. Under TREASURE, they may make a plan to balance their spending evenly over all three categories: sharing, saving, and spending. Encourage students to bring the book back next week if they would like to share their success in managing their money.
**4 Send**  
Explores ways to share with and to serve others

**Staying Balanced**  
Gather children in a circle. Say: Because Jack and Jenn and other children managed their money, they could invite other children to Peace Club in their congregation and host a carnival for those kids. That was managing their money thoughtfully.

Community of Christ believes in managing our money so others can count on us. We do that by balancing our money so there is enough for everything we need to buy or give to. Let’s try balancing ourselves to help remind us to manage our money.

- Stand on two feet with your arms straight out.
- Lift up your right foot.
- Drop your left arm to your side.
- Put down your right foot.
- Squat down, also dropping your right arm to your side.
- Reach your arms above your head.
- Stand up.
- Lift up your right foot.
- Squat back down.

Discuss: were you always able to stay balanced? It’s not easy, but we can do it with our money as well! Practice balancing your body, and always remember to manage your money as well.

**5 Bless**  
Time of prayer, praise, blessing, and hope

**Blessing for Inviters, Friends, Peacemakers, Sharers, Savers, and Spenders**  
Say a blessing for the children in your class. Bless their commitments as a class and as individuals to be inviters, friends, peacemakers, sharers, savers, and spenders. Assure them that Jesus has gone before, shown them what they can do and how people can be changed. Invite them to pray as they are challenged by sharing their time, talent, and treasure, and bring back their stories to tell the class. Also remind them to “manage their money” so they can share their monetary blessings to help the church in mission around the world.
Manage Your Money Booklet Pages

Instructions: Make two copies per student, cut apart the pages, and staple into a small book. Give kids construction paper to make a cover and a small pencil to record their money management.
Manage Your Money Page
Use to demonstrate how to fill out the Manage Your Money pages.

Time  Treasure  Talent

How much TIME I can give to God and others: _____ hours

How I can share my TREASURE with God and others:

What TALENT I can share with God and others:

My allowance: $__________

SHARE

What I will share this week: $__________

SAVE

What I will save this week: $__________

SPEND

What I will spend this week: $__________
Cross for Gathering experience
Session Focus

Explore the mission initiative to *Abolish Poverty, End Suffering* for children ages 6–11 using the children’s Disciples’ Generous Response principle of *sharing joyfully* to emphasize how kids can make a difference even in overwhelming situations.

Focus Scripture

Luke 4:16–21 (Jesus sets the pattern to bring good news to the poor, release the captives, give sight to the blind, let the oppressed go free, and proclaim the year of the Lord’s favor)

Objectives

The learner will ...

- Imagine what it might feel like to live in poverty by identifying all that they own and then choosing only a few material things to live with.
- Hear what Jesus said his mission was in Luke 4:16–21.
- Watch a video of Jack and Jenn who learn what it means to share joyfully.
- Demonstrate what percentage of people live in poverty locally and globally, and be introduced to how poverty has an impact on their lives.
- Create an umbrella to collect money for the class or congregation.
- Pray a chalice prayer to hold those in need up to God.

Materials

- A large sheet of newsprint or craft paper to create a large poster
- Newsprint or flip chart to record answers to poverty discussion
- Big heart poster (see graphic attached) to represent “abolish poverty”
- Colorful washable markers
- Scroll supplies (per child): one sheet of craft paper, two dowel rods, approximately 10 inch/25 cm long, a pen or marker
- Masking or transparent tape
- Healthy treats in a basket or bowl, packaged so that they can be distributed
- A large, sturdy, light colored umbrella
- Colorful permanent markers or fabric markers
- Computer, access to Internet, overhead projector

Resources

- Bible (New Revised Standard Version) or a children’s Bible
- “Jack and Jenn Abolish Poverty, End Suffering” video—download from www.CofChrist.org/jackandjenn to show on a computer and LCD projector, or get the DVD from your pastor and show on a TV/DVD player
1 Gather
Activates background knowledge, prepares, and motivates

Gather children around a huge paper circle on the floor or on a tabletop. Tape a print of the heart graphic (see illustration on the last page of this lesson) to the center, or draw it in the center. Write “Abolish Poverty, End Suffering” around the heart graphic.

Ask: Of all the possessions you have, what are the most valuable to you? Instruct children to write the words or draw a sketch of the following. Read through this list slowly. Move on only when they are ready to answer the next question.

1. What you use the most (bed, home, car, TV, computer, money, clothes, video game, cell phone)
2. What you need in your home to live (food, electricity, fresh water, toilet, bathtub)
3. What your community or country provides that you could not live without (grocery stores, schools, your church, electricity, education, firefighters, local laws)

Ask: Imagine that you have to leave your house quickly, taking only three things with you. What three things will you choose? Decide quickly! Circle those things on your drawing.

Discuss everyone’s choices. How would you survive with only those things? Where would you live? What would you eat? Would you suffer if you didn’t have a certain thing? Poverty is not having what is needed for a healthy, happy life.

Display the poster in class.

2 Engage
Invites exploration and interaction

Two Stories about Today’s Theme: Abolish Poverty, End Suffering

Story 1: Jesus Announces His Ministry
Read the story of Jesus announcing his ministry in Luke 4:16–21. Before class, make a scroll by taping letter-sized paper to two dowel rods (approximately 10 inch/25 cm long) and rolling each side inward. Print the scripture from Luke 4:16–18 on it, or use this adaptation: “The Spirit of the Lord is upon me, because God sent me to bring good news to the poor, to release the captives, to recover sight for the blind, to let the oppressed go free, and to announce the year of God’s shalom.”

Narrate the story from the scripture. Before class, ask someone to play the part of Jesus, standing to read the scroll. Then display the scroll on the classroom wall.

1. What did Jesus say he would do? (emphasize “bring good news to the poor”)
2. What do you think the good news is? What is the good news for those who are poor?

Story 2: Jack and Jenn Abolish Poverty, End Suffering
Show the video “Jack and Jenn Abolish Poverty, End Suffering.” Show it on a computer or with a projector. Discuss after:

1. What did Jack plan on doing that day?
2. What plans did Jack’s mother have for him? How did he feel about it? Was Jack really “suffering” by having to go to the grocery store?
3. How was Jenn helping her community?
4. What was the congregation collecting to help others?
5. What is the definition of “poverty” from the Big Voice in the video? (you may want to add this to the poster)

**Summarize:** Both stories are about making a commitment to help those who are suffering, especially those in poverty. Today we’re exploring a Community of Christ mission initiative called “Abolish Poverty, End Suffering.” We in Community of Christ want to do what Jesus said he came to do: care for others in a big way that can change their lives.

**Who Are the Local Poor? How Are They Suffering?** (Based on 2011 statistics from World Bank)

Ask seven children to stand up (or adapt this amount to match the number of children in class).

In the United States right now, one out of every seven children is living in poverty (13 percent).

Ask one child (or the proportional number based on the correct percentage for your class) to sit down representing the number of children living in poverty. This is how it might affect poor children (these may be written on a flip chart or newsprint):

1. **Hunger.** They don’t have enough food to eat—they might be hungry all day or for many days, even weeks.
2. **Shame.** They might be ashamed because they have ragged clothes, aren’t clean, or have to get free meals at school.
3. **Poor health.** They can’t go to the doctor or dentist when they should. They might not feel well, and their teeth might be decayed.
4. **Sadness.** There is sadness and stress—parents might argue, or not have jobs, or have to work more than one job.

5. **Homelessness.** They may not have heat in the winter or cool air in the summer. They might have lost their home and are living in a car, a shelter, or on the street.

6. **No education.** They can’t get a good education because there is no money for school supplies or tuition. In fact, they often drop out of school and work for minimum wage, which keeps them in poverty.

7. **Crime.** Poverty results in crime: selling drugs, stealing, or other illegal activities.

8. **What other ways might those living in poverty be affected?**

Ask all the children to sit down. Say: Imagine if your friend ___ (whoever sat down) was poor. Would you want to do everything you could, share what you have, help them find what they need, so that they wouldn’t suffer?

**Who Are the Global Poor? How Do They Suffer?** (Based on 2011 statistics from World Bank, UNICEF and Outreach International)

Let’s look at poverty around the world. Ask all children in class to stand up. Say: throughout the world, many more live in poverty. Nearly half the world lives on less than $2.50 a day. (Have half the children sit down.) But 80 percent of the world lives on less than $10 a day. (Have 80 percent of the class sit down.) Imagine that! Even though life is less expensive in many countries, $10 a day is a very small amount for anyone. (Now ask everyone to sit down.)

Imagine if most of you lived in poverty. What problems would you have? Based on the previous discussion (and if you recorded previous answers on a flip chart), children should have some ideas. Write their ideas on a flip chart or board. Add these ideas to theirs:

1. **Hunger.** Many families raise their own food or trade food in local markets. If there’s a flood or drought or destruction caused by insects, they have no food.
2. **Poor health.** Because there is little or no healthcare, it is mostly children and women who die from preventable illnesses. Around the
world, one child dies every three seconds.

3. **No education.** Children spend their days carrying water in huge buckets from miles away, so they have no time to go to school. Most of them want to go to school, but their parents can’t afford tuition and uniforms, because schools are not free.

4. **No or unsafe water.** Most people have no access to clean, safe water. Much of their illness comes from impure river or lake water or water that is contaminated from poor sanitation (no bathrooms or water for cleaning).

5. **Child labor.** To have money for the family, some parents send their children to work or sell them to work for someone else.

6. **No safety or helpful programs.** Governments in many developing countries don’t have laws to protect or provide services to help their own people. There are no food banks or safe houses or many of the helpful services we have.

Yet people everywhere want to live lives of love, peace, and happiness. Jesus came to share the hope of peace with us. And Community of Christ wants to build communities of joy, hope, love, and peace. So what can each of us do?

Ask the two children who were left standing to stand back up. Give them a basket of healthy treats, enough for everybody. Say: Now think about these two children who are standing. They don’t live in poverty. In fact, they have 80 percent of the world’s riches, food, and resources. Have the children give 20 percent of the treats to the other eight children (don’t allow them to eat the treats yet). Ask: Does this seem fair to you? What do you think they should do? (Everyone will respond with a statement like “share equally with everyone.” Ask the two children with the basket to share so that everyone has equal amounts.)

This is how the world should be. It is difficult to change the world to end poverty, but we are called by God who created a beautiful rich Earth, and by Jesus who cared for others, to try. Let’s find ways we can abolish poverty and end suffering.

3. **Respond**

**Power of Ten**

Just as Jesus came to bless those who are poor and suffering, Community of Christ has the same mission. Show kids the website on the Power of Ten [http://giveyour10.org](http://giveyour10.org) and show how Community of Christ (through the photos or by reading one of the stories) is responding to poverty locally and globally. (If you don’t have access to the Internet in class, print a copy of the webpage before class for each child to read along with you.)

**Make a Crucial Point**

This money is not just given to people who are poor. It builds and operates schools and pays tuition. It buys seeds and tools to grow gardens. It sets up medical clinics and trains doctors and nurses. It is invested in their villages and towns to make them safe and secure. It enables people to work together to help themselves out of poverty. And it provides ways for them to hear about God’s shalom and the peace of Jesus.

**Showered with Blessings**

Community of Christ believes that God’s grace is generous and unconditional. We respond to God’s grace by generously giving; we follow Christ by caring for others.
Jack and Jenn and the Mission Initiatives

Use a light colored, large, sturdy umbrella to collect money for the mission initiative Abolish Poverty, End Suffering. Write “Showered with Blessings” in fabric or permanent markers on the umbrella and other descriptors of God and Jesus such as “love,” “peace,” “hope,” and “joy.” Hang the umbrella upside-down in the classroom, or better yet, in a fellowship hall or the sanctuary so that everyone in the congregation may toss coins into the umbrella. As it starts to bulge, exchange some coins for dollar bills to control the weight.

If they want, children may collect money at home and bring it to deposit in the umbrella whenever they wish. When the goal has been met, they can have their congregation financial officer send it to Community of Christ International Headquarters for the Abolish Poverty, End Suffering mission initiative. Brainstorm where they can get money (go on a loose coin search in furniture and cars; recycle plastic, cans or paper for cash; do chores for money; save part of their allowance).

Proclaim Yourself
Jesus proclaimed (announced clearly and publicly) that he would serve others. What will you proclaim about helping others?

Provide materials for all children to make a scroll of their own proclamation, following the story of Jesus in the synagogue. On their scroll, instruct them to specifically write what they will do for others. For example, “I will give one of my backpacks to Billy, who doesn’t have one.” Children may share their scroll with friends, family, and possibly, the congregation.

4 Send
Explores ways to share with and to serve others

Sharing Joyfully
Gather children in a circle. Say: In the story of Jack and Jenn, Jack didn’t want to help others (not even his mother at the grocery store) and he wasn’t very joyful about sharing what he had. Community of Christ believes in sharing joyfully when we help others. It’s a joyful experience to bring joy to others! So let’s form a huddle to “Share joyfully!”

Gather children in a huddle, put hands on top of each other in the center, and yell “Share joyfully!” as they break up.

Chalice Prayer
We’ve learned how many people suffer because of poverty. Let’s pray for those who need God and Jesus to be with them right now.

Model how children can form their hands into a bowl shape. Invite them to imagine holding those who are poor in their hands. As you say a prayer, lift your hands up as children follow your actions. Allow children to add their individual prayers to yours. Close with “Amen.”

5 Bless
Time of prayer, praise, blessing, and hope

Chalice Prayer
We’ve learned how many people suffer because of poverty. Let’s pray for those who need God and Jesus to be with them right now.

Model how children can form their hands into a bowl shape. Invite them to imagine holding those who are poor in their hands. As you say a prayer, lift your hands up as children follow your actions. Allow children to add their individual prayers to yours. Close with “Amen.”
Optional: One Step More
After watching the Jack and Jenn video, children might get excited about and learn most from a hands-on project to provide food for the hungry. Here are some ideas, or you may have others.

1. **Congregation Food Drive.** Help children organize to collect grocery items to donate to a local food ministry. They may create posters and ask the congregation to contribute, or they may collect in a local grocery store or other location. Check out the options and involve the kids.

2. **Shop or Bake for Others.** Shop for fresh fruit at a local vegetable stand or farmers’ market, or bake healthy cookies or snacks, and deliver to an assisted living center, safe house or homeless shelter, or day care center in an impoverished neighborhood.

3. **Join Others.** Volunteer at a local pantry or food service that provides healthy meals or groceries to those in need.

4. **Grow a Meal.** Start an indoor or outdoor vegetable garden and share the harvest with those in need. This is a long-term solution.

Optional: Celebration Worship
As a result of children’s efforts in saving money or providing food locally, plan a worship service to share their experience and results. Children may choose favorite songs about providing food, share favorite stories of Jesus helping others, also read their scrolls at this service.
Session Focus

Explore the mission initiative to Pursue Peace on Earth for children ages 6–11. Use the children’s Disciples’ Generous Response principle of being generous to help kids find ways they can pursue peacemaking.

Focus Scripture

Luke 4:28–30 (Jesus shows how to act as a peacemaker when those who listened to his message in the synagogue are angry and try to throw him off a cliff)

Luke 4:16–21 (Jesus sets the pattern to bring good news to the poor, release the captives, give sight to the blind, let the oppressed go free, and proclaim the year of the Lord’s favor)

Objectives

The learner will ...  
* Put together a puzzle with other classmates to introduce the theme “Pursue Peace on Earth.”
* Hear the rest of the scripture story of Jesus proclaiming his mission in the synagogue, and how he chose a peaceful nonviolent action in response to the angry people (Luke 4:28–30).
* Watch a video of Jack and Jenn who learn how to be generous peacemakers.
* Learn more about Community of Christ’s mission initiative to Pursue Peace on Earth on the Power of Ten website.
* Role-play people in disagreement, and then role-play people resolving their disagreement peaceably.
* Create a poster or bulletin board of people around the world being peaceable.
* Create lilies as symbols of peace and God’s generosity and give those to peacemakers.
* Become familiar with the children’s World Mission Tithes envelope.
* Learn the peace sign to share with others. Sing a peace song.

Materials

* A copy of the “Pursue Peace on Earth” puzzle (on last page of this lesson) printed in color on card stock and cut apart, or download the puzzle graphic from www.CofChrist.org/jackandjenn to print on puzzle card stock
* Peacemaker skits: a candy bar, sports ball, dollar bill, a diary, TV remote control, game controller
* “Pursue Peace on Earth” poster supplies: poster or bulletin board, colorful washable markers, crayons or pencils, newspapers and magazines (including the Herald and Outreach International’s Outreach), scissors, glue, or tape
* Lily craft project: paper, scissors, green and yellow chenille stems (pipe cleaners)
* A Mission Tithes Envelopes for children (get from your Congregational Finance Officer)
* Computer, access to Internet, overhead projector

Resources

* Bible (New Revised Standard Version) or a children’s Bible
* “Jack and Jenn Pursue Peace on Earth” video—download from www.CofChrist.org/jackandjenn to show on a computer and LCD projector, or get the DVD from your pastor and show on a TV/DVD player

Mission Initiatives for Children

These lessons explore Community of Christ mission initiatives as they relate to kids ages 6–11. They emphasize how children can follow the mission of Christ and meet the needs of others.

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Before class, print one of the puzzles at the end of this lesson (the one without lines can be printed on pre-cut puzzle card stock). You may also create your own puzzle on puzzle card stock. Gather children around a table where the “Pursue Peace” puzzle pieces are spread out. Ask: Who is good at putting puzzles together?

Divide the pieces evenly between all children and put the puzzle together. Everyone can help one another. After it is assembled, say:

Today we will explore how to be at peace when other people are not. Many people in our communities and around the world are not at peace; they are fighting in wars, fighting in families. Even national leaders are arguing. Trying to find peaceful answers is difficult, just like putting a puzzle together. But today we’re going to find out what all the pieces are and see if we can make a puzzle for peace!

Display the puzzle in class.

Two Stories about Today’s Theme: Pursue Peace

Story 1: Jesus Proclaims His Mission: The Rest of the Story

Introduce the next part of the story of Jesus in the synagogue. In another class we learned the story of Jesus in the synagogue, proclaiming his mission (Luke 4:16–21). Ask the students to retell that story.

The story doesn’t end there. After Jesus made his announcement, the listeners were pleased. They said “Isn’t this Joseph’s son?” They were proud of their hometown hero. But when Jesus explained more, telling them that he had come to fulfill the prophecy (meaning he was sent from God), they became very angry.

Narrate the scripture story from Luke 4:28–30 (below). Ask someone to play the part of Jesus, with the other children acting as the people in the synagogue. Encourage them to listen closely for their actions, but to be careful that no one gets hurt:

“When they heard this, all in the synagogue were filled with rage. They got up, drove him out of the town, and led him to the brow of the hill on which their town was built, so that they might hurl him off the cliff. But he passed through the midst of them and went on his way.”—Luke 4:28–30 NRSV

Discuss:

1. Why were the people in the synagogue so angry? What did they try to do?
2. In this situation, Jesus chose a nonviolent, peaceful response. What did he do?
3. If Jesus weren’t a peacemaker, how might he have reacted to the angry people? Why was his choice a better way?
Story 2: Jack and Jenn Pursue Peace on Earth

Show the video “Jack and Jenn Pursue Peace on Earth.” Discuss:

1. What were Jack and Jenn doing on “jammy day”?
2. What did Jack want to do when he heard the bullies had teased Jenn? What did Jenn want to do?
3. What is the definition of “peace” from the Big Voice in the video? (you may want to add this to a flip chart or poster)
4. What does “pursue” mean? (the “Big Voice” defines pursue as practice but it also means to seek after, or to seek out)
5. What does “generous” mean? How is God generous?

Summarize: Both stories are about being peacemakers, especially making peace with others who may tease or bully us. Today we’re exploring the Community of Christ mission initiative Pursue Peace on Earth. We in Community of Christ want to do what Jesus said he came to do: care for others in big ways.

Power of Ten

Just as Jesus came to share and pursue peace, Community of Christ has the same mission. Show kids the Power of Ten website http://giveyour10.org and show how Community of Christ (through the photos or by reading one of the stories) is pursuing peace locally and globally. If you don’t have access to the Internet in class, print a copy of the webpage before class for each child to read along with you.

Be a Peacemaker Locally

Form children into teams of two. Give each team an object that might cause a disagreement or fight (a candy bar, sports ball, dollar bill, a diary, TV remote control, game controller). Tell children to think about how that object could cause two people to argue. Have children create a skit and act it out. Then have the children create a skit about how it might be if one of the children decided to be a peacemaker instead.

Let each team practice on their own, then bring the group together and have each team share both their skits (arguing over an object, and then solving the argument) with the whole class. Discuss:

1. What caused the problem between any of the two people? (jealousy, greed, anger)
2. How did the children solve the problem as peacemakers?

Jesus says to be at peace with everyone.

Pursue Peace on Earth

to generously SHARE the peace of Christ with others and unite with others to make PEACE AROUND THE WORLD!
Be a Peacemaker Globally
Jack and Jenn talked about wars and disputes between countries that started with arguments between just a few people. But do you know that many of those could be resolved by peaceable discussions between the leaders of those countries? Peace in our friendships can help keep our world at peace.

Create a poster about how to pursue peace on Earth by finding pictures of people who are getting along, sharing, working together, and being at peace.

Distribute newspapers and magazines (including the Herald and Outreach International’s Outreach magazine), scissors, and glue or tape. Also provide colored markers, crayons or pencils and paper so children can draw pictures of people at peace. At the top of a large poster, or on a bulletin board, write the words “Pursue Peace on Earth.” Allow time for children to find or create peace pictures and add them to the poster.

Peace Lilies
Children may make lilies to remind them of God’s generosity, based on Matthew 6:26–30.

Provide paper, scissors, and pipe cleaners. Try this at home first, (or you may have your own method for making paper flowers). In class, instruct children:

1. Draw around your hand on a piece of paper.
2. Cut out the shape and roll into a funnel, leaving a small hole at the base.
3. Tape or glue the edges. Curl the “fingers” outward.
4. Cut a yellow chenille stem (pipe cleaner) into thirds. Shape one piece into a “U” and curl the tips outward.
5. Wrap the end of a green pipe cleaner around the center of the yellow one. Run the green stem through the hole in the paper so the yellow piece shows at the top of the flower.
6. You may make a lily for all the peacemakers in your life!

Being Generous
Gather children in a circle. Say: In the stories we heard today, we learned how generous God is and how we can be generous too. Community of Christ believes in being generous when we give to and help others. Many people in our neighborhoods and around the world do not have the things they need to live happy, healthy lives.

Show children the World Mission Tithes envelope for children. Read through the line items that identify where children can give generously. There is one for “Pursue Peace on Earth” but also one for “Use where needed most.” If children do not already have offering envelopes, work with your congregation financial officer to ensure that they each get a set now. Send them home with encouragement to think about where they can share generously.
Bless

Time of prayer, praise, blessing, and hope

Peace Sign
Learn the common sign for peace: a V sign with the index and middle fingers making a “V” shape. Model how to make the sign. Invite them to share this sign with friends and strangers this week, and tell people what the sign means. Sing a favorite peace song and close with “Amen.”

Optional: Peace Club
After today’s class, children might get excited about starting a Peace Club. Go to the Children’s Peace Pavilion website to discover how to start a Young Peacemaker’s Club in your congregation or community at www.kidpeace.org.

No More Bullying
The class may want to host a workshop on bullying. See Stomp Out Bullying at www.stompoutbullying.org for ideas. Invite people from your neighborhood and schools. Help your congregation plan to put principles from the workshop into practice.

Peace
Calm and quiet
Harmony with nature
Wholeness, Joy, Freedom, Truth, Justice
Pursue Peace on Earth
Friend
Love
Generosity
Session Focus

Focus Scriptures
Matthew 4:18–22 (Jesus calls fishers to follow him as disciples)

Objectives
The learner will ...
• define what develop means as in “Develop Disciples to Serve.”
• review what a disciple is and does.
• experience a scripture story in which Jesus invited fishers to follow him, which would require learning new skills and using new tools.
• watch a video of Jack and Jenn who learn that building a tree house is similar to developing disciples to serve: it requires a plan, tools, and people willing to learn new skills.
• commit to “Develop Disciples to Serve” tasks including saving money for World Mission Tithes.
• identify how to build discipleship skills in their church life. What tools are available in congregations, camps, retreats, etc.? What tools are available outside the church that help us grow in our discipleship?
• be blessed by an affirmation and prayer.

Materials
• Newsprint or flip chart
• Theme poster made of poster board or newsprint, with lesson theme “Develop Disciples to Serve” and Temple icon on it
• Colorful markers
• Fishing tools or equipment such as fishing poles, nets, picture or model of a fishing boat, lures (be careful of hooks), fishing hat, and more
• Carpentry tools such as hammer, screwdriver, tape measure, safety goggles, a level, hard hat
• Supplies for building a birdhouse. See last page of this lesson.

Resources
• Bible (New Revised Standard Version) or a children’s Bible (NRSV Children’s Bible, Abingdon Press, 2006, ISBN 9780687332458)
• “Jack and Jenn Develop Disciples to Serve” video downloadable from the Disciple Formation Guide at www.CofChrist.org/dfg/lesson.asp or at www.CofChrist.org/jackandjenn to show on a computer and LCD projector, or get the DVD from your pastor and show on a TV/DVD player
Before class, hide fishing equipment around the classroom. Also make a theme poster entitled “Develop Disciples to Serve” with a copy of the Temple icon (found on the last page of this lesson) printed and taped to it.

Hide enough items for each student to find one or two. Challenge students to find the hidden tools and bring them to a center table.

Ask:
- What is each tool used for? Have you used one before? What for?
- Where have you fished? What kind of fish did you catch? Tell about your experience.
- Now show children a group of carpentry tools. What are each of these used for? What could you do with these tools?

Today our lesson is “Develop Disciples to Serve.” Are these the kind of tools we use to become disciples, either the fishing or the carpentry tools? In order to develop as disciples, we need tools to help us learn, grow, and change.

Point to the theme poster made before class. Ask children what the image represents. Say: “This icon represents the Temple at Community of Christ International Headquarters in Independence, Missouri, USA. We’re using it today as a symbol to remind us that our church prepares us to learn and practice being disciples of Jesus Christ. Let’s display all the tools we found” (arrange the fishing and carpentry tools under the poster).

Two Stories about Today’s Theme: Develop Disciples to Serve

Story 1: Jesus, Developer of Disciples
Read the story of Jesus Christ calling his disciples from Matthew 4:18–22. You may have various readers, or invite an artist to illustrate the story as you read.

Discuss:
- Who was fishing at the seaside? (Peter and Andrew, James and John)
- What tools did the fishers use to catch fish? (boat, nets)
- What did Jesus call the fishers to do? (to fish for people)
- Would it be difficult to leave behind your job, what you had become skilled at and done all your life, and learn something new?
- The fishers wouldn’t use nets and boats to be fishers of people. What tools would they use to be disciples of Jesus? What would they need to learn that they didn’t know as fishers? (This question is for a brief overview and will be explored in more depth later in the lesson)

Story 2: Jack and Jenn Develop Disciples to Serve
Show the video “Jack and Jenn Develop Disciples to Serve.” Show it on a computer or with a projector. Discuss after:
- What are Jack and Jenn preparing to do?
- Jack learned from Jenn and the Big Voice that they were going to develop disciples to serve. (You may want to add this to the poster or flip chart). What does develop mean? (from video: teach, transform, improve, grow)
- What is a disciple? (follower of Jesus Christ, a learner)
What do you need to develop in order to be a disciple?

Summarize: Both stories are about developing disciples, by using new tools and learning new skills. Today the Community of Christ mission initiative we’re exploring is Develop Disciples to Serve. We in Community of Christ want disciples to be taught just as Jesus Christ taught his disciples: to follow him, to love God, and to reach out to others.

Respond

Takes the learner from hearing to doing

New Tools for Fishing

Jesus Christ invited fishers to follow him and said, “I will make you fish for people!” (Matthew 4:19 NRSV). Simon, Andrew, and the others gave up their boats and nets and followed Jesus. What new tools did Jesus provide them?

Divide children into teams of two or three. Assign one scripture story to each team by writing the scripture reference only (not what the story is about) on an index card and distributing. Have each team look up one of the following scriptures and discover tools Jesus provided his disciples.

Matthew 18:21–22 (Jesus teaches to forgive)
Matthew 6:9–13 (Jesus teaches how to pray)
Matthew 22:37–40 (Jesus taught the greatest commandment: to love God and to love others)
Matthew 5:43–48 (Jesus taught us to love our enemies)
Luke 12:15 (Jesus taught us to not be greedy)
John 8:21–32 (Jesus promised that we are his disciples if we follow his teachings)

On a flip chart or newsprint, write the scripture reference, and ask each team what Jesus taught in their story. These were the new tools Jesus provided his disciples: couldn’t they use the “tool” of forgiveness many times? Didn’t they need to know how to use the tool of prayer, and how to pray? Didn’t they need to learn to use the tool of loving their enemies? These teachings taught the disciples how to be fishers of people, how to reach out and “catch” others in a loving embrace of community, and of knowing about God and Jesus Christ. Jesus Christ taught much more than this. He taught the disciples how to share his good news; he taught them how to heal and perform miracles. And he told them that they would do everything he did, and much more.

Power of Ten

Just as Jesus Christ’s mission was to invite, show friendship, and be a peacemaker, Community of Christ has the same mission. Show children the website on the Power of Ten (http://giveyour10.org) and click on “Develop Disciples to Serve.” Read stories about disciples who are “developing.” (If you don’t have access to the Internet in class, print a copy of the webpage before class for each child to read with you.)

Read the vision statement for this initiative in the left-hand sidebar: “To truly give and receive God’s grace is to dedicate yourself to the cause of service in his name and mission, while also preparing others to chart a similar course.”

Discuss:

• What tools do we have in our church and congregations to help us learn to develop as disciples? (Write the answers on the flip chart. Answers may include ideas such as classes, worship services, opportunities to feed others, opportunities to care for others.)
• What are you learning in school that can help you be a disciple of Jesus Christ (ideas such as, learning how to read and write, seeing people who are in need and learning how to help them, learning about the world, exercising and learning about nutrition to stay healthy).

• What do we do to teach and develop others to follow Jesus Christ, in our congregations, camps, and classes? Ask children to call out ideas of how and what they can learn at school and in church to become better disciples. Ideas can include:
  • go to Sunday School and attend worship services
  • learn to receive the Disciple’s Generous Response (offering) during worship services
  • learn to be a better reader and writer at school
  • learn to cook to make healthy snacks and good meals for others
  • learn to sing or play an instrument to share beautiful music with others
  • go to camp, retreats, or reunion to learn how to follow Jesus Christ
  • join a club to learn skills taught in Scouting, in a peace club, or other programs
  • take classes to become a better computer user, dancer, carpenter, swimmer, or to learn a new skill
  • help with church potlucks and other events

Did you know that by giving your Disciple’s Generous Response, by giving to the church, that you are helping others learn how to be a disciple? Your money helps pay for church buildings, books, videos and other resources, campgrounds, and everything needed for the church to teach how to follow Jesus Christ. You individually or we as a class may wish to consider sharing with the church so it can continue to be a place where we learn everything Jesus Christ teaches us. We can Be Generous, Share Joyfully, and Save Wisely to help others learn about Jesus Christ.

Develop as a Tree House (Birdhouse?) Builder

Jack and Jenn learned that to develop disciples to serve meant more than going to Sunday school and helping at peace club. They learned that it meant

• Learning
• Practicing
• Working Together to be friends and followers of Jesus!

It’s MORE

gathering the right tools and working together.

Give out wooden craft sticks or tongue depressors and markers or pens. Ask each student to take three and write three different ideas from the flip chart (previous activity) of how they can develop (grow) as disciples on the craft sticks. Or, they may write new ideas of how to develop as disciples.

Students may help build a “log” birdhouse following the birdhouse pattern in this lesson. Organize students to work in teams to build several smaller birdhouses or they may build one large birdhouse that everyone contributes to. Use the pattern for the birdhouse at the end of this lesson, or create your own. Ensure each child has safety glasses. A carpenter may be asked to help with or direct this project, teaching students the proper use of wood glue, sawing, and using a screwdriver.

Students may wish to make this birdhouse to hang outside
the church building; to take home; or to donate to a school, community center, or safe house. Students could also convert the birdhouse to a bank in which they can collect donations to the mission initiative Develop Disciples to Serve.

Alternative: enlarge the drawing of the birdhouse on a photocopier, and have students glue the wooden craft sticks on it, as if they were “hammering” wood slats onto the sides and roof. Again, their ideas of developing as disciples should be written on the craft sticks.

4 Send
Explores ways to share with and to serve others

Give children birdhouse plans to take with them so they can build a birdhouse at home. Encourage them to look for opportunities this week to learn how to be disciples, and be prepared to tell about it in the next class.

5 Bless
Time of prayer, praise, blessing, and hope

Blessing for Builders and Developers
Say a prayer of blessing for the builders and developers in your class. Bless their very achievable, possible, development as disciples of Jesus Christ. Assure them that Jesus Christ has taught and shown us what we can do and how people’s lives can be changed. Invite them to pray as they are challenged to learn, care, and share their monetary blessings so the church can help develop disciples around the world.
"Log" Birdhouse

SUPPLIES:
- wood glue, screws, screwdriver (cordless or manual)
- safety glasses (for all workers)
- balsa or recycled wood:
  - 13 pieces of 1" x 1" x 6" (1 for roof beam)
  - 12 pieces of 1" x 1" x 8"
  - 2 pieces of 1" x 1" x 2"
  - 2 pieces of 1" x 1" x 3"
  - 1 piece for the base of 1" x 8" x 12"
  - 2 pieces of 1" x 6" tall x 8" wide with 6" end cut 45-degrees
- at least 16 wooden craft sticks for roof shingles

**Conversion:**
- 1 inch = 2.54 centimeters

1. Onto the base, glue an 8" plank of wood on the front and back, and 6" wood on the sides. Lay out before gluing. Then stack up two boards all around. Any boards can be carefully screwed in place for a sturdier birdhouse.

2. DOOR: To make a 2" x 2" door opening, first glue the 3" boards on the front, then stack the 2" boards on top of those. Keep stacking regular-sized boards until finished.

3. ROOF: Glue the two 45-degree pieces of wood to the front and back of the birdhouse. Glue or screw a wooden "beam" between the top pieces. Line up wooden craft sticks along this beam to create a roof. Be sure to lay tightly together and glue all spaces to keep the interior dry. Leave a slight space between two beams on top if this birdhouse is used as a bank.

4. The birdhouse can be hung from a tree or nailed on top of a post or fence. TO HANG: Drill small holes at the top of the pitch, at the front and back, and run a wire through it.

5. Additional perches can be placed on the “front porch” of the birdhouse. If painting, use a non-toxic, low VOC latex paint or natural stain. Do not paint inside or around the entrance. Choose natural camouflaged colors so the house will provide safety for the birds from predators. Allow paint or stain to dry several days.

Temple icon for Gathering experience.
Session Focus

Focus Scriptures
Mark 6:7–13 (Jesus calls his disciples to follow him)
Mark 6:30–44 (Jesus cares for his disciples, and the larger community by healing, teaching, and feeding them)

Objectives
The learner will ...
• make congregational signs which proclaim the best quality of the congregation.
• experience a scripture story in which a community formed around Jesus and learn how he taught, healed, and fed others (Mark 6:30–44).
• watch a video of Jack and Jenn who learn what it means to experience congregations in mission.
• identify how their congregation moves in mission using an architectural floor plan.
• create a bank designed to look like the congregational building for the class use to save money for mission.
• commit to “Experience Congregations in Mission” tasks including saving money for World Mission Tithes.
• be blessed by an affirmation and prayer.

Materials
• Newsprint or flip chart
• Colorful markers
• Cardboard pieces, one for each student
• Scissors
• Poster board for this class’s theme poster
• Supplies for activity: Inside and Outside Our Congregation—large paper such as newsprint to create an architectural floor plan of the church building. Box, cardboard base, and other materials to create a 3-D model of the church building
• “My Mission Tithes” offering envelopes for each child
• A copy of “My Worship Experience” for each student in class (at end of lesson)

Resources
• Bible (New Revised Standard Version) or a children’s Bible (NRSV Children’s Bible, Abingdon Press, 2006, ISBN 9780687332458)
• “Jack and Jenn Experience Congregations in Mission” video downloadable from the Disciple Formation Guide at www.CofChrist.org/dfg/lesson.asp or at www.CofChrist.org/jackandjenn to show on a computer and LCD projector, or get the DVD from your pastor and show on a TV/DVD player

Mission Initiatives for Children
These lessons explore Community of Christ mission initiatives as they relate to kids ages 6–11. They emphasize how children can follow the mission of Christ and meet the needs of others.
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Independence, Missouri, USA
Before class: make a poster with the “swirl” (artwork can be found at the end of this lesson) printed or taped onto it, with today’s lesson theme, “Experience Congregations in Mission.”

Provide cardboard and colorful markers for each student. As they gather in class, have them make a sign for the congregation, with a headline about what their congregation does to serve and help others, such as:

**Faithful Followers Congregation**
*Follow Jesus Christ with Us!*

The headline can reflect a missional emphasis, such as providing a pantry or after school care, or joining other denominations for a community project. It can show the loving nature of the congregation’s members. Or it could show how the congregation offers classes for peacebuilding, conflict resolution, Bible study, or lifelong learning. Examples are:

- **Cornucopia Congregation**
  *Our Love Is Overflowing!*

- **Good News Congregation**
  *Get the Word!*

- **Green Garden Congregation**
  *Planting Seeds of Hope!*

When students have completed their signs, have each share and explain its meaning.

Welcome students and explain that today’s lesson is “Experience Congregations in Mission.” Our congregations are the places where we gather, where we learn more about Jesus Christ, where we care for one another, where we reach out to those who need our help, and where we stand for justice in the world. Our congregations show us and others that we love and follow Jesus Christ. Your signs show this!

Point to the poster made before class. Ask children what the image represents. Say: “This icon represents the shape of the Temple at Community of Christ International Headquarters in Independence, Missouri, USA. We’re using it today as a symbol to remind us that our church allows us to work together in congregations so that we can share the mission of Jesus Christ.”

Display all the students’ congregational signs around the poster. (You may later wish to move their signs, so the entire congregation can view them, to a hallway wall or gathering hall display area).

**Two Stories about Today’s Theme:**
*Experience Congregations in Mission*

**Story 1: Jesus in Community**
Background: Jesus taught his disciples how to follow him and do the things he did—share the good news, heal, preach, teach, care for, and talk with others. He called twelve disciples and sent them out two by two to nearby towns (Mark 6:7–13).

Now read the story from Mark 6:30–44. An illustrator could draw the story as it is read.

Invite the children to retell the story in sequence as you write the events on a flip chart.

This story tells of Jesus in a “community,” similar to a congregation. The disciples learned from him, and then they traveled to the areas around to teach, bless, and heal others. When the disciples returned, weary and hungry, Jesus Christ cared for
their needs by having them go to a quiet place to rest.

Then Jesus Christ taught the crowds who wanted to learn more about God. He cared for them because they were like “sheep without a shepherd.” After many hours, Jesus and the disciples, like our congregation might do in mission, found a way to provide food for them. In this story, Jesus showed how a community and congregation could become a group of people who are blessed and cared for; who together learn God’s ways, and who share their resources with one another.

Discuss:
• How did Jesus care for his disciples?
• What did Jesus and the disciples do for the people? (taught them, blessed them, fed them)
• Is this like your congregation? How?
• How or where do you learn the teachings of Jesus Christ in your congregation?
• How does your congregation teach its members? How does it teach and feed others?

**Story 2: Jack and Jenn Experience Congregations in Mission**

Show the video “Jack and Jenn Experience Congregations in Mission.” Show it on a computer or with a projector.

Discuss:
• What are Jack and Jenn preparing to do?
• Jack learned from Jenn and the Big Voice that they were experiencing congregations in mission. (You may want to add this to the poster or flip chart). What does experience mean? (from video: see, feel, and understand something that happens to you)
• Do you think congregations need to learn how to follow Jesus Christ, just as the disciples did? Why?

**Summarize:** In Community of Christ, we want to do what Jesus taught: to learn about the Living God: God, Jesus Christ, and the Holy Spirit, and to encourage others to know about Jesus Christ, too.

**Power of Ten**

Every follower of Jesus Christ needs a congregation, a community of their own. A place where people care for each other, feed each other, teach each other, and get us ready to go out in the world. Our congregation is a place to invite our friends and guests. It is a place where others can see just what our family stands for, believes in, and lives out.

Show students the website on Power of Ten (http://giveyour10.org) and click on “Experience Congregations in Mission.” Read the stories about congregations. (If you don’t have access to the Internet in class, print a copy of the webpage before class for each child to read with you.)

Invite students to tell about something the congregation does that’s similar to one of the congregations they read about on the Power of Ten website.

**Inside and Outside Our Congregation**

Ask students what activities occur in the congregation to help us prepare for mission. Answers may include ideas such as classes, worship services, potlucks or community meals, collecting food or needed items for groups in need (orphans, homeless, hungry, poor, elderly), and more.
Set out supplies for two projects. Students may divide into teams based on their interest in either project.

**Inside:** Take a tour of the church building and create an architectural floor plan of the building. Write within the spaces what learning or worship activities occur in each space. Students may even draw people in the various spaces learning, cooking, teaching, preaching, worshipping, singing, sharing pastoral care. Also draw what occurs on the outside of the building (picnics; hunger walks; trips to retreats, camps, community events).

**Outside:** Create a 3-D model of the church building. Take photos or go outside to make sketches of the church building, signs, and outdoor spaces. Use cardboard, a box, and other materials to recreate the building. Include a coin slot so that the 3-D building can become a bank. Invite children to share their Disciple’s Generous Response today and any day so that they and their congregation can continue to share in mission.

Show children a “My Mission Tithes” offering envelope. Explain that the “My Church at Home” side (left-hand side) is for giving to their home congregation, and that the “My Church in the World” side (right-hand side) is for the work of the church around the world. “Experience Congregations in Mission” involves giving in both places, and they should try to share equally between local and worldwide ministries.

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**Send**

**Exploring ways to share with and to serve others**

Worship in our congregations is an experience to help us feel and express the love of Jesus Christ. It is an important part of “Experience Congregations in Mission.”

As a group, attend a worship service together. Give each student a copy of the “My Worship Experience” handout (on next page) to record their feelings, thoughts, and experiences. Review it with them before they go into worship. They may fold it and hold it within a worship bulletin. Look for an opportunity (perhaps a future class) to discuss the students’ impressions.

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**Bless**

**Time of prayer, praise, blessing, and hope**

**Blessing for Disciples**

Say a prayer of blessing for the disciples in your class. Bless their very achievable, possible, development as disciples of Jesus Christ. Assure them that in their congregations, they can learn about Jesus Christ, be cared for by others, and can help others.
My Worship Experience

Check the different parts of this worship:

☐ choir singing ☐ congregational singing
☐ soloist singing ☐ instruments
☐ Disciple’s Generous Response
☐ testimonies ☐ prayer
☐ stories ☐ sermon
☐ art or video ☐ poetry
☐ what else? _______________________

Who is involved?

☐ children ☐ ministers ☐ parents ☐ teens ☐ visitors

When did you feel Jesus Christ’s love and peace?

_______________________________________

When did you experience God’s presence?

_______________________________________

Would you invite someone to worship sometime?

☐ yes ☐ no

Who would you invite? _____________________

When? __________________________________

FAVORITES:

Favorite part of today’s worship: _____________
Favorite part of any worship: __________________
Favorite time of year for worship:

☐ Christmas ☐ Easter
☐ summer ☐ children’s services
☐ other: ____________________________________

Favorite place for worship:

☐ camp or retreat (which one?) ______________________
☐ family worship
☐ other: ________________________________________