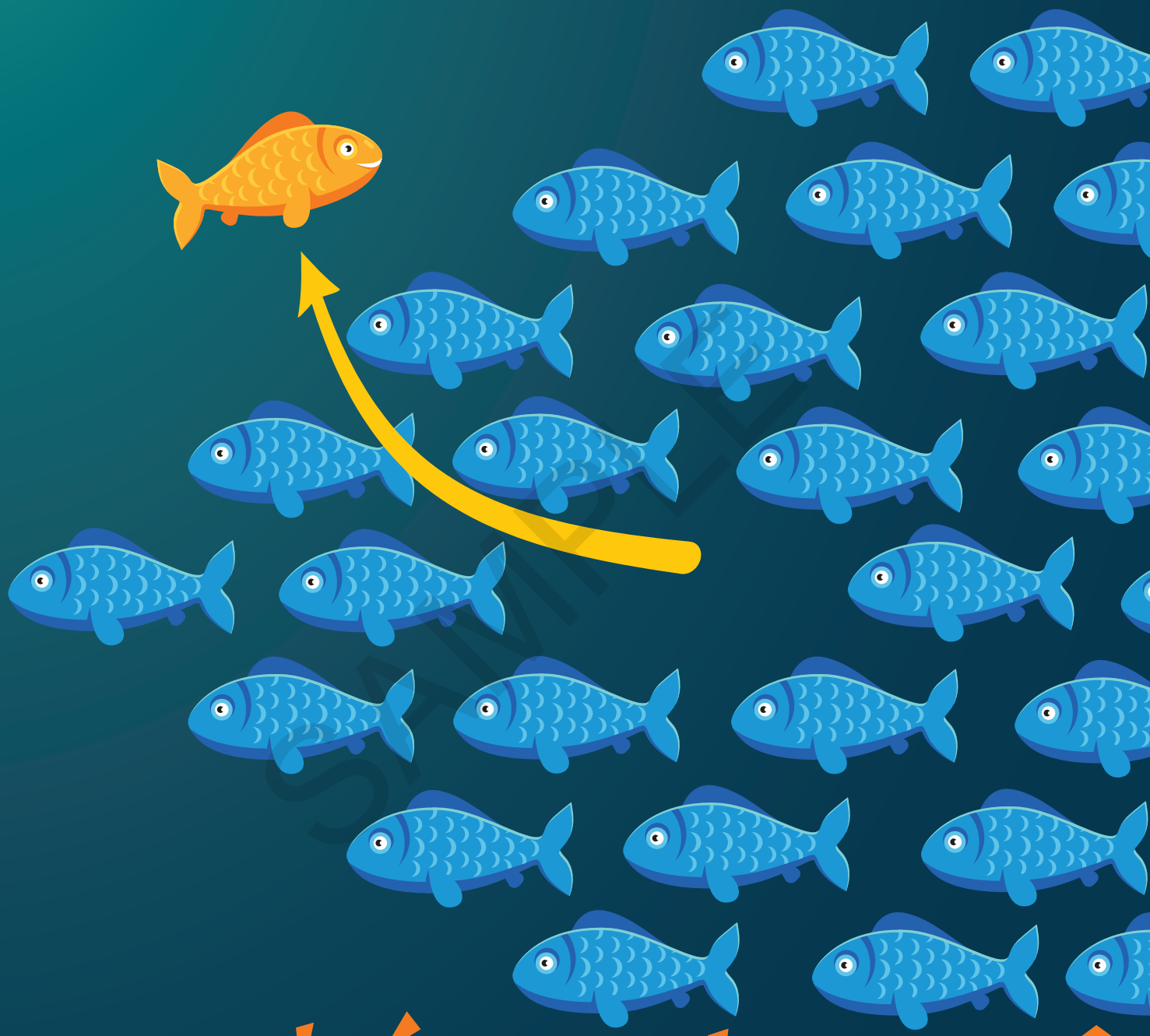
NEW CREATION KIDS



SET FREE!

THE BOOK OF LUKE

SAMPLE

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youthworks media

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Set Free: The Gospel of Luke

Throughout this unit, the children will explore the life of Jesus through the eyes of Gospel author Luke. Luke will take us on an adventure exploring the claims about Jesus being the long-awaited and promised King who sets people free from their sin and suffering. Over the 12 weeks, children will look at the interactions between people and Jesus, and how the kingdom of God comes as God's King lives in the world.

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UNIT BREAKDOWN

Week 1: Jesus is rejected in Nazareth

This week the children are launching into the unit and seeing that Jesus fulfils God's promises. They will be looking at Jesus in Nazareth, where he reads from Isaiah in the synagogue and then is rejected by the crowd and driven out of the town.

- **BIG IDEA:** Jesus came to set people free.
- **BIBLE:** Luke 4:1–30

Week 2: Jesus heals and calls

This week the children are learning how Jesus heals a leper and a paralysed man, and calls Levi to follow him.

- **BIG IDEA:** Jesus frees sinners.
- **BIBLE:** Luke 5:12–32

Week 3: Faith and doubt

This week the children are learning about the faith of the centurion, Jesus raising the widow's son in Nain and the doubt of John the Baptist.

- **BIG IDEA:** Jesus sets people free from sickness, death and doubts.
- **BIBLE:** Luke 7:1–23

Week 4: Jesus calms a storm and drives out a demon

This week the children are learning how Jesus calms a storm and drives demons out of a man.

- **BIG IDEA:** Jesus frees people from chaos and destruction.
- **BIBLE:** Luke 8:22–39

Week 5: Peter's confession of Jesus and Jesus' Transfiguration

This week the children are learning about Peter's confession of Christ and Jesus' transfiguration.

- **BIG IDEA:** Jesus will set people free by dying for them.
- **BIBLE:** Luke 9:18–36

Week 6: Jesus visits Mary and Martha

This week the children are learning about the time Jesus visited Mary and Martha's home.

- **BIG IDEA:** Jesus says 'listen to me first!'
- **BIBLE:** Luke 10:38–42

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Week 7: The lost sheep, coin and son

This week the children are learning how Jesus told three parables about things that were lost: the coin, sheep and son.

- **BIG IDEA:** God cares deeply for the lost.
- **BIBLE:** Luke 15

Week 8: Jesus heals a man and meets Zacchaeus

This week the children are learning about Jesus healing a blind man and meeting Zacchaeus in Jericho.

- **BIG IDEA:** Jesus came to seek and save the lost.
- **BIBLE:** Luke 18:35—19:10

Week 9: Jesus and Jerusalem

This week the children are learning what happened in Jerusalem the week before Jesus' crucifixion. Jesus is welcomed into the city as the King, teaches about the coming kingdom of God and announces the imminent culmination of history in his death.

- **BIG IDEA:** Jesus arrives in Jerusalem as King, but not everyone will accept him as King.
- **BIBLE:** Luke 19:28–48, 20:45—21:4

Week 10: The night before Jesus' death

This week the children are learning about the Last Supper, Jesus and the disciples in the Garden of Gethsemane, and Jesus' arrest.

- **BIG IDEA:** Jesus prepares to go to the cross.
- **BIBLE:** Luke 22

Week 11: The trial and death of Jesus

This week the children are learning about the trial and death of Jesus.

- **BIG IDEA:** Jesus dies on the cross to free sinners.
- **BIBLE:** Luke 23

Week 12: Jesus after his resurrection

This week the children are learning about those who saw Jesus alive after his resurrection.

- **BIG IDEA:** Jesus is alive!
- **BIBLE:** Luke 24

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UNIT INTRODUCTION

WHERE ARE WE?

We always ask, 'Where are we in the Bible story?' when we come to teach from the Scriptures. As we launch into this unit of lessons from Luke's Gospel, we find ourselves at the high point of the biblical story of the birth, life, death, resurrection and ascension of Jesus.

UNIT VIDEO

This video introducing the unit to those teaching it will take you and your team through the program, exploring how the unit holds together and diving deeper into some of the biblical material. It also introduces some of the children's and family discipleship material that make up this program, plus any extra resources. These are great to use with your team as you prepare to teach this unit in your children's ministry.

Adjusting for the number of weeks of your program

If you need to reduce the number of weeks that you are teaching this program, the following alterations are suggested.

8-WEEK PROGRAM

- Teach week 1–2
- Teach any two weeks of 3, 4, 6, 7, 8, 9
- Teach week 5
- Teach weeks 10–12

10-WEEK PROGRAM

- Teach weeks 1–5
- Teach any two of weeks 6, 7, 8, 9
- Teach weeks 10–12

PROGRAM STRUCTURE TEMPLATE

Use this template (next page) to plan the structure of your program on any given week.

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BIG IDEA

LAUNCH

Intro activity

Link

TEACH

Engage

Prayer

LAND

Discuss

Resources

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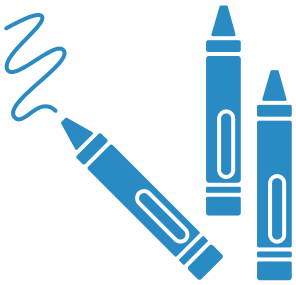
Primary school introduction



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UNIT ACTIVITIES, CRAFTS AND GAMES

Each unit we suggest a collection of games and activities that are suitable and related to the 12 weeks of teaching material. These can be rotated each week, though you may find that the children in your ministry gravitate to a particular style of activity that is then worth repeating.

The games selected for this unit are all drawn from the New Creation Kids game library that includes a much wider range of activities and games suitable for children's ministry programs. Of course, you can use whatever activities that you like beyond these.

We have suggested activities that are likely to align with how the ages of the children in your program are grouped. This will help tailor your programming to suit the children in your group/s. The three structures of groups we provide suggested activities for are:

- Kindergarten to Year 6 (5–12-year-olds)
- Kindergarten to Year 2 (5–8-year-olds)
- Year 3 to Year 6 (9–12-year-olds).

Games

KINDERGARTEN–YEAR 6

- **Stuck in the mud**

  A tag-style game where the person tagged is 'stuck in the mud' (can't move legs) until 'freed' by being touched by another person who hasn't been tagged.

- **Blindfold games (steal the keys)**

  One blindfolded person sits on a chair, with a set of keys under the chair. The group forms a wide circle around the chair. People from the circle try to silently 'steal the keys', getting them back to the circle without the blindfolded person detecting them (pointing).

- **Simple obstacle course**

  This can be outside or inside, depending on the space available, using what is around to create a course. Example: pool noodles to climb over or under, rugs or gym mats rolled up to create a tunnel, etc.

- **Gospel version of Captain's Coming**

  A call-and-response game where the leader calls one of a set list of instructions with increasing speed and the group responds with corresponding actions as quickly as possible. The wrong action or being too slow can get you 'out' (or told to 'try again'). In the traditional nautical game, instructions include 'Climb the rigging' and 'Scrub the deck'. A gospel version might include 'Jesus is risen!' and 'Spread the word'.

KINDERGARTEN–YEAR 2

- **Musical statues**

  The group moves and dances to music until it stops, when they must freeze. Failing to freeze or not being able to stay still is 'out' or 'try again'.

- **Hot/cold game**

  An object is hidden in the room while one person stands outside. When they return, they hunt for the object, with the rest of the group telling them if they are getting 'warmer' (i.e. closer) or 'colder' (further away).

- **Parachute play**

  The group stands around the edge of the parachute and lifts and lowers it slowly. Children can take turns running underneath, or play a game of tag around and under the parachute.

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Craft

In addition to games, there are a number of craft options that suit this unit. These are provided so that you can choose the craft activities that suit your group and use them over a number of weeks during this unit.

- **Jesus mind map**

  Create a mind map with your group by adding new things learned each week. This could be done by writing 'Jesus' or drawing a picture of him in the middle of a large piece of paper and adding notes, drawings or comments surrounding it. This can be a helpful form of revision or reinforcement, and also helps to keep Jesus the focus and not the other characters who come and go in the stories.

- **Newspaper**

  Create a newspaper spread over the term by gradually adding pictures and 'articles' contributed by the children. Depending on the age group, children could write or dictate their summaries or stories, or create drawings or cartoons to add. This could be an individual activity, where each child ends the unit with their own newspaper, or a group activity where one newspaper is made with contributions from all.

- **Colouring pages extensions**

  Simple craft activities can be created by adding extra elements to a lesson's colouring page. Specific ideas are provided within some lessons, but these can be modified and used again in later weeks.

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UNIT MUSIC

Children love music and singing, and this love is a great way to help them engage with what they are learning from the Scriptures each week.

This first suggested playlist will help shape the music you use in your ministry throughout this unit. It can be played in the background, while the children are arriving or used by families at home: New Creation Kids Playlist.

We also suggest these songs that are aligned with the unit, which you may use as part of your program or sing together with the children in your group:

Set Free: Luke Songs

- 'High five' by Josh Goscombe
- 'Follow, follow' by Emu Music
- 'Jesus and his friends on a boat on the sea' by Emu Music
- 'Story of the cross' by Rend Co. Kids
- 'Jesus, number one' by Colin Buchanan
- 'Jesus is the King' by Emu Kids
- 'Jesus is the powerful Son of God' by Josh Goscombe
- 'Boss of the cross' by Colin Buchanan
- 'Jesus, strong and kind' by Colin Buchanan and CityAlight
- 'Jesus is my friend' by CityAlight
- 'Totally God, totally man' by Sovereign Grace Kids
- 'All about Jesus' by Sovereign Grace Kids
- 'Everybody needs you' by Sovereign Grace Kids

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MEMORY VERSES

We want to create learning activities that make it easier for children to store and later retrieve God's word. Memory verses are great at helping children have Bible verses in their memory for life. We want the memory verses to go into permanent storage in the minds of the children we work with. In order to do this, the memory verse must be made meaningful to the children. Each unit of New Creation Kids has two suggested memory verses that complement the theme and Bible section being studied.

Memory verses for Luke

'The Spirit of the Lord is on me, because he has anointed me to proclaim good news to the poor. He has sent me to proclaim freedom for the prisoners and recovery of sight for the blind, to set the oppressed free.' **LUKE 4:18**	For the Son of Man came to seek and to save the lost. **LUKE 19:10**

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Suggestions for teaching these memory verses

LUKE 4:18

- Explain the context of this verse: Who said this originally? Who says this in Luke's Gospel? This verse is a great opportunity to explore the concept of prophecy and fulfilment. This verse is part of the passage taught in Lesson 1. It would be good to introduce this memory verse after the main teaching time of Lesson 1 so that children can recall what they have learned.
- There are several big words to explore in this verse: anointed (rubbed with oil to show a person is chosen for a special role), proclaim (shout, speak, tell), oppressed (burdened, weighed down). Even the concepts of 'poor' and 'prisoner' may need to be explained. Some of these words can be found on the Big word posters.
- It can be helpful to show different translations of the verse and talk about how they help us understand it. NIRV, ICB and CEV are good options for children.

LUKE 19:10

- Explore who the 'Son of Man' is.
- What does Jesus mean by 'lost'? Who is lost, and what does it mean to be found? Using the context of the verse, the story of Zacchaeus is helpful in providing a concrete example of 'lost' and 'found'.
- Ask some leaders to share a brief version of their testimony in terms of being 'lost' and found by Jesus.

Memory verse Colouring sheets

These are available with the printables for each lesson and when taken home can serve as an extra reminder of the verse during the week.

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WEEK 6

Jesus visits Mary and Martha

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BIG IDEA

Jesus says 'listen to me first!'

BIBLE

Luke 10:38–42

HOME DISCIPLESHIP

As you prepare this week, the two passages and two questions that the children have been encouraged to consider during the week are:

Children read	Children ask
Luke 9:28–36	What did God say about Jesus?
Luke 11:1–13	What does Jesus say God is like when we pray to him?

NEW CREATION KIDS

LEADER'S PREPARATION

These notes are designed to help leaders prepare. An empty Teaching target template is also available for leaders to use as a first step.

PRAYER	**Prayer** Father in heaven, thank you for your word. Please guide and transform me as I prepare, that I might know, love and obey you more and more. Help me teach clearly and faithfully so that these children might know, love and obey you too. Amen.
CONTEXT	**Context** Jesus is now heading towards Jerusalem, a shift marked in 9:51 (and noted again in 10:38). He has sent out his 72 disciples and they have returned reporting the success of preaching the news (10:1–24). Jesus is now a well-known figure and large crowds appear to be following him. The encounter with Mary and Martha follows Jesus telling the Parable of the Good Samaritan (10:25–37).
STRUCTURE	**Structure** Verse 38: Jesus arrives Verse 39: Mary listens to Jesus Verse 40: Martha's response Verses 41–42: Jesus' response
BIG IDEA	**Big idea** Jesus says 'listen to me first!'

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SUPPORTING IDEAS	**Supporting ideas** Jesus affirms Mary's choice to sit and listen to him. She is doing more than just listening: she is recognising that Jesus is the priority. Martha is prioritising serving Jesus over listening to his words. Serving Jesus isn't wrong or bad, but listening to Jesus is more important. Jesus is kind to Martha, even as he corrects her. Jesus expected and welcomed women to be part of his wider group of disciples.
APPLICATION THEN	**Application then** Love Jesus more than anything else. Listen to the teaching of Jesus. His words should be the 'loudest'.
APPLICATION NOW	**Application now** Love Jesus more than anything else. This looks like choosing to listen to Jesus rather than others who say something different (you may give examples). Listen to the teaching of Jesus. His words should be the 'loudest'.

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LAUNCH

Choose one of these activities to introduce this week's content. These activities provide connection with the children at the start of the group and introduce an aspect of what they will be looking at in the Bible this week.

1. **Cup and plate stacking** Set up a table and two matching sets of empty paper cups and paper plates (suggested at least 20 of each). Choose two children to compete in seeing how high they can stack the cups and plates in one minute without it falling over. If your group needs to avoid competition, choose one child and encourage the group to cheer them on. Play a few rounds.
    - **LINK** 'In today's Bible passage, there is someone who is very busy with the cups and plates and household work. Let's find out what Jesus says to her.'

2. **Trust challenge** (blindfold) Form a circle of 10–20 children and leaders. Choose two children to come into the middle of the circle. Have two buckets in the circle, one containing 20–30 coloured balls (of at least two different colours). One child needs to wear a blindfold and then listen to their partner as they try to get as many balls of one specific colour into the other bucket in one minute. The partner who can see gives instructions but cannot touch the balls or buckets. To increase the difficulty, ask the children in the circle to also speak so the noise level increases. After the challenge, ask the child moving the balls if it was hard to listen to their partner when everyone was speaking.
    - **LINK** 'In today's Bible passage, there was a woman who was listening to Jesus even though she had other people telling her to do other things. Let's find out what Jesus says about this.'

3. **True/false** Show a series of pictures or photos of people doing different tasks and jobs (such as someone cooking, someone cleaning, someone playing, someone reading, etc). Alongside each one, add a statement that the children can vote as being true or false. For example: It's good to help with the cleaning (true). It's never good to read books (false).
    - **LINK** 'In today's Bible passage, there are two people choosing to do different things, and Jesus has something to say about it! Let's find out more.'

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TEACH

BIG IDEA

Jesus says 'listen to me first!'

Key points to consider as you prepare:

- This is a much shorter passage compared to those of earlier weeks. Use the time to review and link this story to the wider narrative that reveals who Jesus is and what he came to do. Resist the temptation to tell this story as an isolated interaction.
- Continue the theme of listening to Jesus from the previous lesson. Mary had chosen what was better.
- The emphasis in this passage is on listening to Jesus. Martha is not doing the wrong thing by choosing to serve, but listening to Jesus should come first. Jesus has told the Parable of the Good Samaritan just before this passage, showing that obedience is the right response. Here, he conveys that obedience and service flows from listening to Jesus first.

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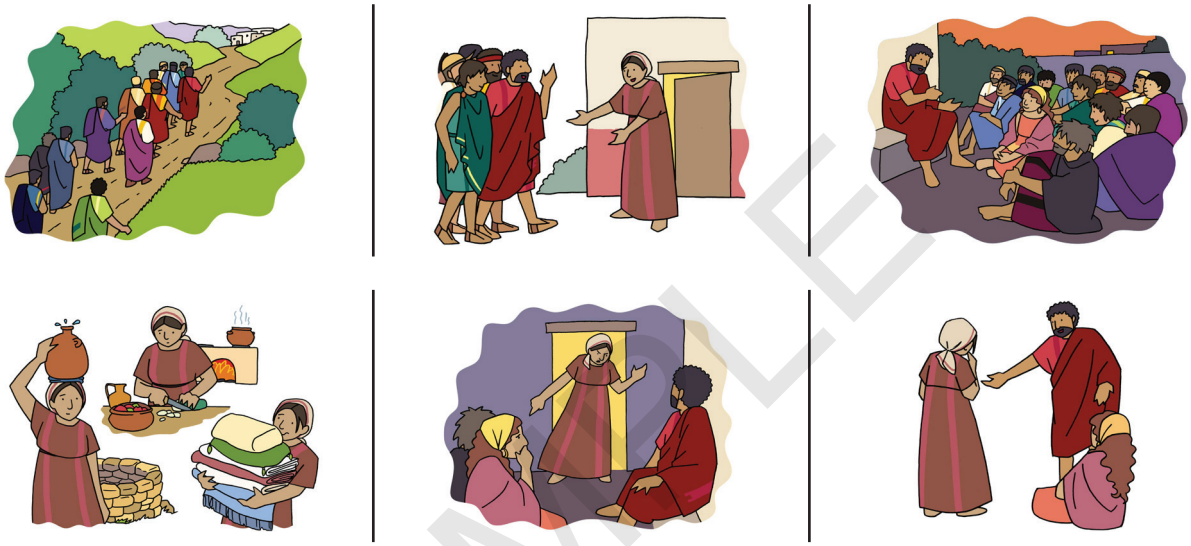
ENGAGE

- Pictures that you can use during the talk are in this lesson's folder:



- For Intro activity 1: Have two leaders (or children) act as Mary and Martha, using the cups and plates from the activity. As you recount the story, each one repeats the words or does the actions.
- For Intro activity 2: Ask the children to listen to the story with this question in mind: 'Who do we need to listen to more than everyone else?' You might write it on the whiteboard as a reminder. Use icons like an ear picture if you have a younger group who cannot read.
- For Intro activity 3: Continue with the true/false statements as you tell the story. Does Jesus tell Martha, 'Good job, keep up with the housework'? He doesn't say it is wrong to do the cooking and cleaning but that there is something better.
- Use repetition with the Big idea or just the word 'listen'. Ask children to repeat it when you say it, and use it throughout the story to highlight the Big idea. Example: 'Martha was busying preparing food for Jesus, but Mary sat down to *listen* ('Listen!') to him … Martha loved Jesus and wanted to serve him, and that's good, but first she needed to *listen* ('Listen!') to him … '
- It is always recommended that you read some verses directly from the passage. You may choose more or less verses depending on the age of your group and the particular passage.

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APPLY

Head—Know that listening to Jesus is more important than other tasks or things to do.

Heart—Rejoice! Jesus wants us to know him and love him.

Hands—Explore what it looks like to put Jesus first in different scenarios (personal stories can be helpful here).

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PRAYER

Prayer can be call-and-response, or you may wish to invite a child to come and read the prayer for everyone.

Father in heaven,
Thank you for Jesus and all the wonderful things he did and said.
Please help us to always put him first and love him the most.
In Jesus name,
Amen.

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LAND

DISCUSS THE BIBLE

Keep in mind that during the week children read Luke 9:28–36 and 11:1–13, considered 'What did God say about Jesus?', and thought about how Jesus describes what God is like when we pray to him.

Choose up to six questions from the following options (depending on the size and age of your group, and the time available). Questions are designed to start conversations and allow children to deepen their understanding.

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DISCUSSION QUESTIONS

Context questions	Understanding questions
☐ Who else has said something like, 'Listen to Jesus'? (Remember the Transfiguration.) ☐ What might Mary and Martha already know about Jesus when he visits?	☐ What is Mary doing when Jesus visits? What is Martha doing? ☐ Use some true/false statements for children to vote on, such as: Jesus told Martha off for not listening (false). Jesus told Mary to go help her sister (false). Jesus was kind to Mary and Martha (true). Jesus gently helped Martha to see what was more important (true). Listening to Jesus is important (true). ☐ I wonder what Martha did after hearing what Jesus said. (vv41–42) ☐ What did Mary do and not do that showed what she thought was most important?
Big idea questions	**Application questions**
☐ Even today, there are lots of different opinions about Jesus. Who do people say Jesus is? ☐ Who was Jesus showing love for in this story? ☐ Why do you think Luke included this story in his Gospel?	☐ I wonder what it looks like to put Jesus first in my life. Brainstorm some examples. ☐ What other voices might children listen to? How do you work out who to listen to? ☐ I wonder what it looks like to listen to Jesus above all else. ☐ Share some scenarios where children might need to choose who to listen to.

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ACTIVITIES AND CRAFT

- Choose from the activity options in the unit introduction.
- In the printables folder, there is a **Colouring page** provided for the lesson, with the Bible reference and Big idea included.

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- The Colouring page extension for this week is to add speech bubbles to the picture of Mary and Martha. Write—or ask the children to write—what was said by them and Jesus.