



Bible Point ▶

Jesus wants us to believe in him.

Bible Verse

Believe in Jesus Christ, and love one another (adapted from 1 John 3:23b).

Growing Closer to Jesus

- Children will
- hear about the coming of the Holy Spirit at Pentecost,
 - make headbands decorated to look like flames,
 - help Whiskers understand that he can tell others about Jesus, and
 - celebrate their belief in Jesus with a song.

Teacher Enrichment

Bible Basis

■ The Holy Spirit comes at Pentecost.

**Acts
2:1-12, 38-42**



Fifty days after the Passover celebration, the Jews celebrated the Feast of Weeks, otherwise known as Pentecost. Jerusalem was crowded with Jews from many surrounding areas who had gathered in the holy city for the feast. Many of them spoke languages other than the Aramaic and Greek that were most common in Palestine at that time. God had set the stage for a miraculous display of his power through the Holy Spirit.

What is important to glean from the passage is that the Holy Spirit came upon Christians in a new and powerful way, enabling them to better spread the good news about Jesus. They were filled with God's Holy Spirit.

Somehow the disciples were able to speak so that people from several different ethnic groups could hear them in their own languages. Speaking in a language that the speaker had never learned does not necessarily mean that what is spoken is a message from God. We must remember that the Enemy is a great imitator. In this passage, however, we're given the evidence we need to verify God as the source of the message. The disciples were speaking "about the wonderful things God has done!"







Prayer

- Read Romans 15:13.
- How has your relationship with Jesus caused you "to overflow with...hope"? joy? peace?
- Pray: Lord, give me the confidence to do the job you've set before me. I want to overflow with your...

Before the Lesson

- Collect the necessary items for the activities you plan to use, referring to the Classroom Supplies and Learning Lab Supplies listed on the chart.
- Make photocopies of the “Today I Learned...” handout (at the end of this lesson) to send home with your children.
- Pray for the children in your class and for God’s direction as you teach the lesson.

This Lesson at a Glance

	What Children Will Do	Classroom Supplies	Learning Lab Supplies
Welcome Time	Welcome! —Receive name tags, and be greeted by the teacher.	“Easter Lily Name Tags” (p. 10), scissors, marker, safety pins or tape	
Let’s Get Started Direct children to one or more of the optional activities until everyone arrives.	Option 1: Tongues of Fire —Make colorful flames, and hear how flames like fire appeared on Pentecost.	White construction paper, scissors, plastic tablecloth, water, bowls, food coloring, teaspoons	
	Option 2: Cultural Clothes —Dress up, and hear about other countries.	Ethnic clothes, colorful fabric	
	Option 3: Move It —Try to blow over objects, and learn about a “blowing” sound on Pentecost.	Crayons, pens, pingpong balls, blocks	
	Pick-Up Time —Sing a song as they pick up toys and gather for Bible Story Time.	CD player	
Bible Story Time	Setting the Stage —Speak nonsense words, and learn how people spoke different languages.		
	Bible Song and Prayer Time —Sing a song, bring out the Bible, and pray together.	Bible, CD player	
	Hear and Tell the Bible Story —Hear about what happened on Pentecost.	Bible, CD player	
	Do the Bible Story —Make headbands to show others they believe in Jesus.	“Flame” handout (p. 127), scissors, crayons, heavy paper, glue, red or yellow yarn	
Closing 	Shout It Out! —Tell the story of Pentecost to Whiskers.		
	World Believers —Learn how people in other countries say, “I believe,” and then sing “Believe.”	CD player	

*See the end of this lesson for extra-time ideas and supplies.

Welcome Time

SUPPLIES: “Easter Lily Name Tags” (p. 10), scissors, marker, safety pins or tape

- Kneel down and make eye contact with children as they arrive.
- Greet each child individually with an enthusiastic smile.
- Thank each child for coming to class today.
- As children arrive, ask them how they put last week’s lesson into practice. Use questions such as “What did you tell your family about the special job Jesus has for us?” and “Who did you talk to about Jesus this week?”
- Say: **Today we’re going to learn that ► *Jesus wants us to believe in him.***
- Hand out the Easter lily name tags children made during Lesson 1, and help them attach the name tags to their clothing. If some of the name tags were damaged or if children weren’t in class that week, have them make new name tags using the photocopyable handout.
- Direct children to the Let’s Get Started activities you’ve set up.



◀ **BIBLE POINT**

Let’s Get Started

Set up one or more of the following activities for children to do as they arrive. After you greet each child, invite him or her to choose an activity.

Circulate between the activities to offer help as needed and direct children’s conversation toward the point of today’s lesson. Ask questions such as “Did you ever meet someone who spoke a different language?” or “When have you heard the wind blowing loudly?”

■ Option 1: Tongues of Fire

SUPPLIES: white construction paper, scissors, plastic tablecloth, bowls of water, food coloring, teaspoons

Before class, cut sheets of white construction paper in half. You’ll need one half sheet for each student. Cover your work area with a plastic tablecloth.

Set out several bowls of water, and have children help you mix a few drops of red and yellow or orange food coloring in each bowl. Then show children how to tear flame shapes from their construction paper. Set out teaspoons, and let children drip colored water from the spoons onto the flame shapes. Explain that in today’s Bible story, they’ll hear about some people who had something that looked like fire over their heads!



If you can’t find orange food coloring, you can make orange-colored water by mixing drops of red and yellow in the same bowl.

■ Option 2: Cultural Clothes

SUPPLIES: ethnic clothes, colorful fabric

Collect ethnic clothing such as a sombrero, a beret, wooden shoes or clogs, and a poncho. If you can’t find ethnic clothing, bring in brightly colored fabric, and let children make their own ethnic clothing.

As children try on the clothes, explain that these are special clothes that children in other countries might wear. Tell children that ► ***Jesus wants us to believe in him.*** Jesus wants children all over the world to believe in him, too.



◀ **BIBLE POINT**


teacher tips

A trip to the thrift store is a good way to find appropriate clothes for Option 2. If you're having trouble collecting clothes, see if you can borrow ethnic clothing from people in your church.

You can help your preschoolers understand about other countries by bringing in a map or a globe. Point out the spot where you live, and then point out locations of two or three other countries.

■ Option 3: Move It

SUPPLIES: *crayons, pens, pingpong balls, blocks*

Bring in an assortment of objects, such as crayons, pens, pingpong balls, and blocks. Set out the objects one at a time, and let children try to move each object just by blowing on it. If a child can't move an object alone, encourage him or her to ask a friend to help move the object.

As children are blowing the items, explain that today's Bible story is about a time when the sound of a big wind filled a house where Jesus' followers were staying.

When everyone has arrived and you're ready to move on to Bible Story Time, encourage the children to finish what they're doing and get ready to clean up.

■ Pick-Up Time

SUPPLIES: *CD player*



Lead children in singing "Come Along With Me" (track 2) with the CD to the tune of "Come and Go With Me." Encourage children to sing along as they help clean up the room.



**Come along with me and pick up all our things,
Pick up all our things,
Pick up all our things.
Come along with me and pick up all our things
So our room will be clean.**

(Repeat 2x.)

Bible Story Time

■ Setting the Stage

SUPPLIES: *none*

Tell the children you'll turn the lights off and on to get their attention. Explain that when you flash the lights, the children are to stop what they're doing and be quiet. Encourage children to respond quickly so you'll have time for all the fun activities you've planned.

Ask: • **What did you make or do when you came to class today?** (Made flames; dressed up in different clothes; tried to move things by blowing on them.)

Say: **Some of you made flame shapes, some of you blew really hard to make things move, and some of you dressed up in clothes from other countries. You were all learning important things about our Bible story. We've been learning that ► Jesus wants us to believe in him. Today we're going to hear how people from all different countries started believing in Jesus. Let's play a game to help us get ready for that story.**



Form pairs, and number each student a One or a Two. Say: **Raise your hand if you're a One.** Pause. **Raise your hand if you're a Two.** Pause. **When I clap my hands, I'd like everyone who's a One to come up and hear a silly nonsense word. In just a minute, I'll ask the Twos to come up and hear a different silly nonsense word.**

Clap your hands, and have the Ones come up. Gather them around you, and whisper: **Your silly nonsense word is *pakalak*. Can you whisper that word?** Have children whisper the word several times, and then say: **You can go back and sit down. Don't say your word until I tell you to.**

After the Ones have sat down, clap your hands, and invite the Twos to come up. Gather them around you, and whisper: **Your silly nonsense word is *fillawilla*. Can you whisper that word?** Have children whisper the word several times, and then say: **You can go back and sit down. Don't say your word until I tell you to.**

Now you may talk to your partner, but you can only say your silly nonsense word. Keep saying it over and over, and see if your partner can understand you.

Let children repeat their silly nonsense words to each other a few times. Then flash the lights to regain their attention.

Ask: • **What was it like when everyone was talking at once?** (Noisy; confusing; loud; fun.)

• **What made it hard to understand what people were saying?** (It was too noisy; the words didn't make sense; I didn't know my partner's nonsense word.)

Say: **Today we're going to hear a story about a time when people from different countries were using different words, just like you and your partner were using different words. People couldn't understand each other because they didn't speak each other's language. But God's special helper, the Holy Spirit, helped Jesus' friends know how to talk to people in words they could understand. ► *Jesus wants us to believe in him.* Let's find out how many people believed in Jesus when they heard about him in words they could understand.**



■ Bible Song and Prayer Time

SUPPLIES: Bible, CD player



Say: **Now it's time to choose a Bible person to bring me the Bible marked with today's Bible story. As we sing our Bible song, we'll pass around our special Bible. The person who's holding the Bible when the music stops will be our Bible person today.**

Lead children in singing "I'm So Glad for the Bible" (track 3) with the CD to the tune of "Give Me Oil in My Lamp." As you sing, pass around the special Bible.



I'm so glad for the Bible,
Keep me learnin', learnin', learnin'.
I'm so glad for God's book today.
I'm so glad for the Bible,
Keep me learnin', learnin', learnin'—
Keep me learnin' all about his way.

Let me hear 'bout God's love—
Keep me learnin', learnin', learnin'.
Let me hear 'bout God's love for me.
Let me hear 'bout God's love—
Keep me learnin', learnin', learnin'.
Let's shine the light for all to see.

(Repeat first verse.)

When the music stops, invite the child who's holding the Bible to bring it to you. Stamp the child's hand with the *cloud stamp*, and thank the child for bringing you the Bible. Then stamp the other children's hands. Return the *cloud stamp* and *ink pad* to the Learning Lab.

Say: **I'm thankful for** [name of child who brought the Bible], **and I'm thankful for everyone in our class today. Let's thank God together for all our friends in this class.**

Lead children in singing "I'm So Glad We're Together" (track 4) with the *CD* to the tune of "Give Me Oil in My Lamp."



I'm so glad we're together:
Keep us prayin', prayin', prayin'.
I'm so glad we're all here today.
I'm so glad we're together:
Keep us prayin', prayin', prayin'—
Prayin' for each other every day.

Lead children in folding their hands and bowing their heads as you continue to sing.

Thank you, Lord, for each one.
Keep me thankful, thankful, thankful.
Thank you for everyone who's here.
Thank you, Lord, for each one.
Keep me thankful, thankful, thankful—
Thankful for our friends both far and near.

■ Hear and Tell the Bible Story

SUPPLIES: Bible, CD player



Open the Bible to **Acts 2**, and show it to the children. Say: **Our Bible story comes from the book of Acts in the Bible. Our Bible Big Book shows us pictures of our Bible story.**



Remind children that each one will get a turn to bring you the Bible as the weeks go by—and be sure you keep track of who the Bible person is each week so that each child has an opportunity to serve in this way.

Show children the picture on page 8, and say: **Let's listen to our story and find out what's happening in this picture.**

Fold back the cover of the *Bible Big Book: Jesus Appears to His Followers*, and invite two children to hold up the picture as you listen to the "Pentecost" segment on the CD (track 16).

After you finish the story, thank your helpers for holding up the book. Then ask them to be seated.

Ask: • **Have you ever been outside when the wind was blowing hard? What was that like?** (Scary; my hair kept blowing in my face; I let go of my papers, and they blew away.)

• **What do you think it would be like if the wind came inside your house?** (It would make a mess; everything would blow around.)

Say: **The people in the house were surprised when they heard the sound of a strong wind. They were even more surprised when they looked up and saw something that looked like little flames of fire over their heads. How would you feel if you saw something that looked like fire over your head?** (I'd stop, drop, and roll; I'd be scared; I'd want to run away.)

When the people heard the sound like wind and saw what looked like flames of fire, God's Holy Spirit came and filled the disciples and helped them tell the exciting news about Jesus.

A crowd of people came to see what was happening. When the people heard how Jesus died and came back to life, they were very happy! They each heard the disciples talking in their own language. Thousands of people believed in Jesus that day. ▶ *Jesus wants everyone to believe in him.* God sent his special helper, the Holy Spirit, so people from all over the world could hear about Jesus and believe in him.

This Bible story is featured in *My First Hands-On Bible™*. Order several now for your ministry at group.com.



■ Do the Bible Story

SUPPLIES: "Flame" handout (p. 127); scissors; heavy paper; red, orange, and yellow crayons; glue; red or yellow yarn

Before class, photocopy one "Flame" handout onto heavy paper for each child. Also cut 2-inch strips of heavy paper to be used as headbands. Cut various lengths of yarn for children to add to their handouts.

Say: **In the Bible story, people who believed in Jesus had what looked like little flames of fire resting over their heads. Let's make headbands to wear so we can show everyone that we believe in Jesus.**

Let children begin to color their handouts to look like flames. As children work, distribute several lengths of red or yellow yarn to each child, and set out glue. Show children how to make patterns with glue on their handouts, and then place the yarn on the patterns. As you interact with children, talk about the Bible account and remind them that ▶ *Jesus wants us to believe in him.*

When the children have completed their handouts, help them cut the flames out and staple or tape them to a strip of heavy paper. Then staple or tape the headbands together. Let children wear their completed headbands.



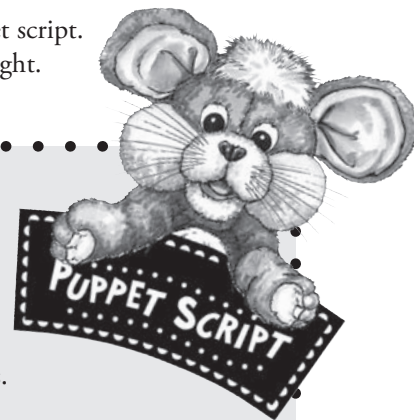


Closing

■ Shout It Out!

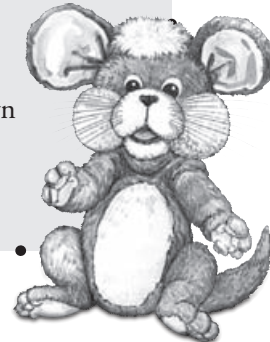
SUPPLIES: none

Bring out Whiskers, and go through the following puppet script. When you finish the script, put Whiskers away and out of sight.



- Teacher:** Whiskers, would you like to come out and talk with your friends today?
(Whiskers keeps his head tucked under the teacher's arm.)
- Whiskers:** *(Nervously)* N-n-no.
- Teacher:** Whiskers, why not? You love talking with your friends in this class.
- Whiskers:** *(Nervously)* B-b-but there's f-f-fire out there!
- Teacher:** Fire?
- Whiskers:** It's over people's heads! I just heard you say so!
- Teacher:** Whiskers, something that looked like fire was in the Bible story we just heard.
- Whiskers:** It was?
- Teacher:** Yes! And it didn't burn anyone, either. Children, we better tell Whiskers exactly what happened in our Bible story. Can you help me do that? *(Have children tell Whiskers about what looked like fire and the sound of wind in the Bible story. Help them explain that God used flames like fire to let people know the Holy Spirit was coming.)* The Holy Spirit is a special helper God sends to people who believe in Jesus. The Holy Spirit helped Jesus' friends tell others about Jesus.
- Whiskers:** Did they tell everyone about Jesus?
- Teacher:** They told everyone who was listening that day.
- Whiskers:** Well...I don't think they told the mouse family that lives on my street. I don't think they know about Jesus.
- Teacher:** Then why don't you tell them, Whiskers? God wants us to tell others about Jesus, just as Jesus' friends did.
- Whiskers:** I don't have to use fire do I? I'm afraid of fire.
- Teacher:** No, Whiskers. You just have to walk down the street and tell them.
- Whiskers:** But what do I say?
- Teacher:** Just tell them what you know about Jesus. Children, what would you tell a friend about Jesus? *(Children might respond that Jesus loves them, that Jesus died and came back to life, or that Jesus wants us to believe in him.)*
- Whiskers:** I think I can say those things! ► Jesus wants us to believe in him, and I can help tell people. Thanks, friends. I think I'll go see if the mouse family down the street is at home today. Goodbye.

Permission to photocopy this script from Group's Hands-On Bible Curriculum® Preschool granted for local church use.
Copyright © Group Publishing, Inc., 1515 Cascade Avenue, Loveland, CO 80538. group.com



World Believers

SUPPLIES: CD player



Say: **We’ve heard how Jesus’ friends talked to people about Jesus in other languages. Before we sing our Bible verse song, let’s learn how to say “I believe” in some other languages.**

Play the “World Believers” segment from the CD (track 17). On this segment, you’ll hear “I believe” in English, Italian, Portuguese, and French. You may want to listen to the segment before class so you can be prepared to help children pronounce the words.



After you stop the CD, say: **Our Bible verse tell us to believe in Jesus Christ, and love one another. Let’s sing our “Believe” song and tell Jesus we believe in him in our own language. Jesus loves us so much and wants to be our friend. We want to let him know that we believe in him. Since the people in our Bible story had what looked like bright flames over their heads, let’s wave these bright flowers while we sing.**

◀ BIBLE VERSE

Have children take turns waving the flowers from the *flower lei*. Lead children in singing “Believe” (1 John 3:23) with the CD (track 13) to the tune of “A-Tisket, A-Tasket.”



**Believe, believe, believe in Jesus Christ.
Believe, believe in Jesus Christ,
And love one another.**
(Repeat.)



Growing closer to Jesus extends beyond the classroom.

Photocopy the “Today I Learned...” handout (at the end of this lesson) for this week, and send it home with the children. Encourage parents to use the handout to plan meaningful family activities to reinforce this week’s topic.



For Extra Time

If you have a long class time or want to add additional elements to your lesson, try one of the following activities.

■ Lively Learning: Bible Big Book Review



Have children listen to the CD segment “Believing in Jesus” (track 18) as they review the *Bible Big Book*. This segment follows the script on the back cover of the *Bible Big Book*.

After they listen to the CD, let children use the *Bible Big Book* to retell the Bible story to Whiskers. Have children take turns using Whiskers and showing him the pictures in the *Bible Big Book*. Encourage other children to listen and help fill in details from the story. As children review the story, lead them in repeating the Bible Point: ► Jesus wants us to believe in him.

■ Make to Take: Fiery Windsocks



Collect red, yellow, and orange crepe paper; red, yellow, and orange crayons; paper lunch bags; scissors; glue; string; and tape. Before class, cut the bottoms out of the paper bags.

Have children color their bags. Then help them cut strips of crepe paper to glue or tape onto their paper bags. After children have attached the crepe paper streamers, help each of them tape a piece of string onto one end of the bag so they can hold it out in the wind.

As children work, talk about what it might have been like to hear the sound of the wind and see flames that looked like fire when the Holy Spirit came.

■ Treat to Eat: Cheese Flames

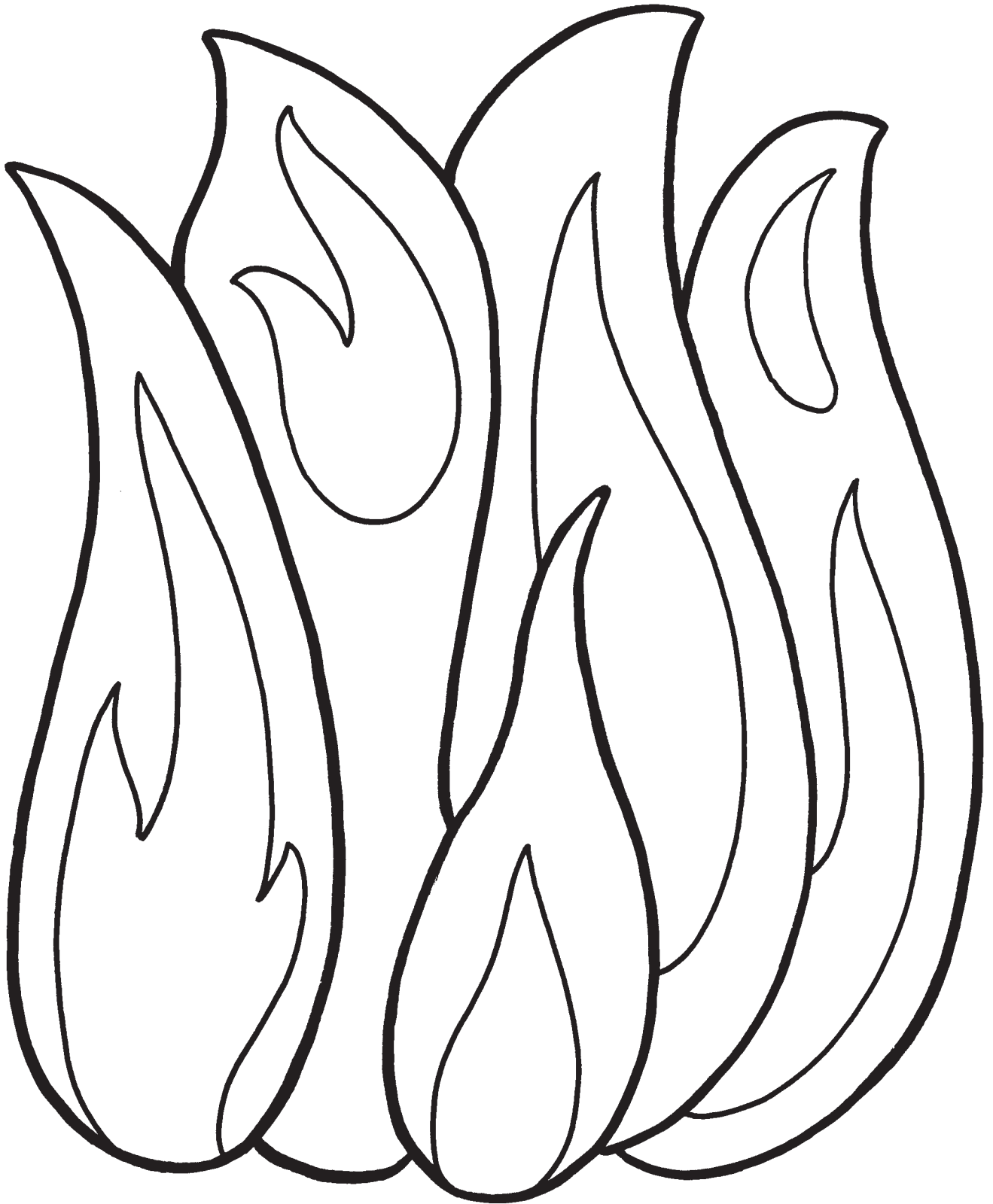
Set out individual servings of cracker sticks and cheese spread. Have children clean their hands with baby wipes or at a nearby sink. Have children dip their cracker sticks into the cheese and see if they can make the cheese spread look like little flames. As they eat, remind them of the Bible story and the flames that looked like fire.



■ Story Picture: The Holy Spirit Comes

Set out scraps of red, yellow, and orange tissue paper and glue sticks. Give each child a copy of the “Today I Learned...” handout. Show children how to glue the scraps of tissue paper over the people’s heads to make flames, and then have them color their pictures. As they work, review how flames like fire appeared when the Holy Spirit came.

Flame



Today I learned... Jesus wants us to believe in him.

Help me learn this:

Believe in Jesus Christ, and love one another
(adapted from 1 John 3:23b).

Ask me:

- Who helped Jesus' friends speak in different languages?
- What happened when the Holy Spirit came?
- How can our family help people in other countries learn about Jesus?

Lesson 9
Today your child learned that **JESUS WANTS US TO BELIEVE IN HIM**. Children discovered that people heard about Jesus in their own languages. They learned to say "I believe" in other languages.

Family Fun

- Learn a few words of a different language. Practice using them around the house or in your neighborhood.
- Light a candle, and have a family worship service. Read the story of Pentecost from Acts 2:1-12, and then sing a favorite praise song and thank God for sending the Holy Spirit.



The Holy Spirit Comes (Acts 2:1-12, 38-42)

