

Martha and Mary

Scripture

Luke 10:38-42

Memory Verse

Matthew 6:33 “Strive first for the kingdom of God and his righteousness, and all these things will be given to you as well.”

Bible Background

For many, this is a difficult story. We have been taught the positive aspect of hard work and serving others from our earliest days. Mary does not sit well with us. We expect Jesus to say “Mary, get up and help your sister.” We feel for Martha because we know what it feels like to have to take on an unwelcome task and complete it without any help from anybody. If everyone pitched in, wouldn't there be time for both sisters to spend time with Jesus? Jesus' criticism of Martha, and praise of Mary, is a sting to us as well. You mean I've done all this work for Jesus and he doesn't care enough to recognize and thank me? That's not our idea of how things should be, anymore than it was Martha's.

This story fits between two interesting and well known passages. Immediately before is the story of the Good Samaritan, where a Samaritan outsider helps a man in need who is ignored by the establishment. Immediately following is Luke's version of the Lord's Prayer, where the disciples ask Jesus to teach them to pray.

Initially, this story may seem out of place, and odd insertion at this point of the gospel narrative but there are some connections. First consider the idea of Mary, a woman, sitting at the feet of the Teacher and listening to his words. This was a world where women were second class citizens. They weren't allowed into the center rooms of the temple. When there were guests in the home, they were expected to serve, then stay out of the way, eating themselves only when everyone else was satisfied. Women, though clearly an integral part of the culture, were outsiders no less than the Samaritan. David L. Tiede suggests that a parallel can be drawn between the lawyer who wants to narrow his definition of who is a neighbor and Martha who wants everyone to serve the way she serves. “Both are forms of self-justification or self-concern.”¹

Regarding what follows, the story of Martha and Mary can be seen as a first point being made about piety and prayer.

This story only appears in Luke. Martha and Mary are mentioned (along with a brother Lazarus, who does not appear in this story) in John 11:1-12:8. In 12:1-8 Martha serves as Mary pours costly nard (a perfume) over Jesus' feet. (Note: that Mathew and Mark mention that story, but attribute it not to Mary, sister of Martha and Lazarus, but to a prostitute who comes in off the street.) That there appears to be some correlation between

¹ Tiede, David L. “Augsburg Commentary on the New Testament: Luke,” (Augsburg Publishing House: Minneapolis, MN, c 1988) p. 210.

Luke and John, at least as regards Martha's tendency to serve, and Mary's devotion, is extraordinary. Generally either all four gospels coincide, or two or three of the synoptics (Mathew, Mark, and Luke). While the two stories differ greatly, the personalities of the two sisters are consistent in each story.

Tiede also notes this reflects Jesus' feelings about himself being served, as opposed to the one serving. "he has instructed his disciples to expect little and not be a burden on a household (10:4-9), and he will later stress that his role as Son of Man is to serve and not to be served and so is theirs (12:37, 22:27)."² The kingdom we are reminded is a gift, not something we earn through good works.

Teaching this Story to Kids

Busyness – Martha, busy and distracted by many things, and Mary listening to Jesus and focusing on what is most important, have an obvious correlation to the busyness of modern life – particularly modern life as a child. Children are involved in more activities than ever before, at younger and younger ages, often to the detriment of family and spiritual life.

Women – The role of women in Biblical times needs to be addressed. Mary sitting and listening instead of serving, was extraordinary in their day. While things are different in many ways in our society, there are some parallels even today. When is the last time the women in your family sat down to relax and watch football (or whatever) on Thanksgiving Day, while the men prepared dinner or cleaned up in the kitchen? Who in our society do we expect to do the serving? Who expects to be served? What would Jesus say to that?

Work and Service – Is Jesus saying it is wrong to work hard or serve others? Clearly when the service is being done to someone truly in need, as with the story of the Good Samaritan, the answer is "serve others." But when the person being served is Jesus himself, the question is up in the air. Clearly in this passage, Jesus doesn't relish being fussed over. But in John 12:1-8, he accepts it. Perhaps the difference isn't whether or not we serve Jesus (and neighbor) but rather how much love is in our heart when we serve. Is Martha serving because she loves Jesus? Or is she serving because it is what is expected of her reputation? Do we work hard because we see it as a task God has set before us? Or do we work hard to earn glory and possessions for our earthly life?

Lesson Summary

<i>Creation Station</i> -	Children will make "molas" a Panamanian art form that layers fabric – or in this case paper – on in the correct order to create beautiful designs. Focus: Setting priorities.
<i>Fisherman's Net</i> -	Children will read Martha and Mary's homepage and take a look at their house in Bethany. Focus: understanding story details.

² Tiede, p. 211.

- Loaves and Fishes Café* - Children will make fruit tarts using either a very easy or very fussy recipe, and then try to complete a worksheet.
Discussion: Having time for Jesus.
- Mountaintop Movies* - Moderation from the Book of Virtues. Discussion: Getting caught up in too many activities.
- Moved by the Spirit* - Charades review of stories taught the last 9 months.
Discussion: How well do you know your Bible stories? Need to put faith issues first.
- Temple Courtyard* - Games regarding focus and memory verse work. Discussion: What does it mean to strive first for the kingdom of God.

Bibliography

Calvary Chapel Curriculum www.calvarychapel.org/children/site/curriculum_n.htm

Card Inspirations (mola craft) www.cardinspirations.co.uk/tech/mola.htm

Habitat for Humanity www.habitat.org

Sunday Software web-site www.sundaysoftware.com/lessons/martha-lesson.htm

Tiede, David L. “Augsburg Commentary on the New Testament: Luke” (Augsburg Publishing House: Minneapolis, MN, c 1988) 457 pp.

Workshop Rotation web-site www.rotation.org “Ideas and Lessons Exchange”

Martha and Mary – Creation Station

At a Glance

Children will learn about an ancient Panamanian art form called “mola.” They will cut layers of paper over each other to make an image from the story. The picture only looks right if you put the paper in the correct order.

Outcome Objectives

Children will visualize the Bible story.

Children will identify which woman was putting God first.

Children will create an art project whose technique involves putting paper in the correct order.

Children will relate the story of Martha and Mary to the busyness of their own lives.

Supplies Needed

Construction paper (we are suggesting red, yellow, black, & blue to give an ethnic feel)

Scissors (or for older children, *if they are mature and supervised*, exacto knives.)

Glue sticks

Corrugated cardboard for cutting on if using knives

Advance Preparation

Read and know the Bible story.

Keep background color at 9X12

Trim black to 8 ½ X 11 1/2

Trim yellow to 8 X 11

Trim red to 7 1/2 X 10 ½

Have a copy of mola bird construction paper project to help children visualize how they will layer their artwork.

Find information and or pictures of this native Panamanian art form. Have a world map showing Panama, and have some basic knowledge about that country to tell the children.

Opening Activity

Greet children as they arrive.

Ask them to think of things that you do in several steps. (getting dressed, washing the dishes, etc.) What happens if you do the steps out of order? (For example: getting dressed – what happens if you put your shoes on before your socks? Washing the dishes – what happens if you dry the dishes before you wash them?) This is true for our faith as well. Jesus tells Martha and Mary that it is more important to put some things first than others.

If this is not the first week, ask the children to recall the story as best they are able.

Grades 1-2, read or retell the Bible story to children, or use a children's story Bible.
Grades 3 up read the text together.

Aren't we supposed to serve Jesus?
Wasn't Martha serving Jesus?
Did Jesus say she was wrong?
What exactly did Jesus say?

Jesus is telling Martha that it is important to put the most important things first.
What is the most important thing?

Practice saying memory verse together.

Main Lesson

Explain the art form, giving children a little background information on Panama and when where the art is used.

If using knives, give safety instructions and rules for use.

Explain that they are going to make a mola out of construction paper. Ask them first of all to think of the Bible story and decide what part of the story they would like to draw. (Mary listening, Martha working, Jesus talking to the two sisters) Alternatively, they can choose symbols that seem to reflect the meaning of the story (for example, an ear for listening, a bowl of food for Martha's work, a Bible for listening to Jesus' word, etc.) Have them make a sketch on white paper.

Look at the example of mola art made out of construction paper. Have the children look carefully at the red (top) color. Ask them to see how very large shapes are cut out of the red paper. The red paper is then laid over the black paper. Look next at the black paper. Smaller shapes were cut out of the black paper and then laid over the yellow. Finally a few shapes were cut out of the yellow and laid on the blue, just for accent.

Use a pencil to draw the outline of the images in red. Remind them that everything they want in the final picture, must be cut out of the red paper first. Carefully cut the red paper.

Center the red paper on the black. Again, use a pencil to decide what parts of the black should be cut out. Carefully cut out the black.

Continue with yellow paper which will be centered over the background color.

Life Application

Ask children what their mola would look like if they shuffled their papers and put them in a different order? (Let them try) It really only looks right when you place the papers in the right order, doesn't it? Give children a minute to glue down their papers then continue discussion.

How would it have worked if they had cut the yellow first, then the black, then the red?
Would it have been hard to make the yellow and black show up in the right places?

Have children list four or five places/activities that they might go in a given week. Be sure to include church and school. Ask children to place these in the order from most to least important. If any didn't put "church" first ask them what they think Jesus would say to their not putting church first.

Church takes a lot less TIME than school, or even sports practice. Why do you think something that only takes two hours should come FIRST? What effect does it have on your life to put church first? Last?

Journaling

Ask children to reflect on the day's learning through one of the following questions:
When is it important to "put first things first?"
What does it mean to say "God comes first?" How do you show it?
Think and reflect about a time when you let other things take priority over God.

To take home

Martha and Mary Puzzle #1 "Luke 10:38-42

Adjustments for age levels and abilities

Obviously, knives can only be used by older children, and then only by those with the maturity to use them safely.

For younger children, encourage them to use the layering technique, but don't stress making an image that corresponds with the story, which can be too difficult.

Younger children may want to glue each sheet as they go.

If you have extra time...

Have children share their molas and tell what part of the Martha and Mary story they are telling.

If time runs short...

Don't cut final discussion. Children can finish these projects at home if needed.

Be creative

Real molas use a great variety of fabric colors and patterns. You don't have to stick with red, black, yellow, and blue, but those colors will definitely give an ethnic feel to the finished project. Experiment with other colors. Using the internet, look up "mola" on a search engine and see the many beautiful designs that the native Kuna women have created. Print these out on a color printer for children to see.

Martha and Mary – Loaves and Fishes Café (Cooking)

At a Glance

One group will make an easy fruit tart and have time for the lesson, the other will have an impossible recipe and won't have time to do what is "really important."

Outcome Objective

Children will make one of two fruit tarts (easy or complicated)
Children will work on a Bible activity sheet about Martha and Mary
Children will discuss and understand the excuse "being too busy for God."
Children will examine their own schedules at home with their parents

Cooking Supplies Needed

For Easy Tarts

1 ready made tart shell per child
pre-made vanilla pudding, enough for each tart
canned fruit (you can pre-open with can opener to make it easier/safer)
Cool-Whip or other whipped cream
Spoons and trays for preparation

For Complicated Tarts

Butter, graham crackers, and empty muffin tins lined with muffin paper; something for crushing graham crackers.
Instant pudding mix, milk, measuring cups, whisk
Whole fruit, w/ vegetable peeler, cherry pitter, or plastic knife. (ADULT HELPER)
Whipping Cream and Electric mixer
Bowls, spoons, etc. for making tarts.

Other Supplies Needed

Bible Activity Sheets for each child
Bibles for those who forgot theirs
"Too busy for God" take home sheets for each child
Large pad of paper and markers
Recipe Cards for each group

Preparation

Assemble all ingredients on a tray in the refrigerator to bring out as needed.
Have easel/paper/Bibles ready for opening discussion.

Opening

Encourage children to put on hats and aprons.
Practice memory verse
Divide the paper on the easel in half. On one half write the word "busy." Ask the children to define what a "busy" person is like, what sorts of things they do, how they feel, etc.
Ask them to name some busy people. On the other half write the word "balanced." What would someone who lives a "balanced" life look like? How are they different from a busy person?

Read the story of Martha and Mary. Ask the children to identify which woman is busy and which woman is balanced and put their names on the easel. Why? What is most important to Martha? What is most important to Mary? (add these comments to the easel)

Main Activity

Explain that the children have 20 minutes (or however long you have to reach 9:50) to complete the activity. The team with the most right answers on their activity sheets when you call time will be the winners. Explain that they must do three things in order:

- 1) Make a fruit tart for everyone in the group.
- 2) Clean up their cooking space to the satisfaction of the teacher.
- 3) Receive Bibles and activity sheets to complete in time allotted.

Divide the group into two sections and give them each a tray and a recipe card. One group will have the “Easy” ingredients and recipe. One group will have a regular recipe, which is much more complicated. (Recipe cards follow lesson plan) Assign a shepherd to the group making the complicated recipe with the instruction that they are to make sure everything is done safely (knives, electric beaters) and relatively neatly (we don’t need to clean whipping cream off the ceiling, but sloshing pudding on the table is a normal part of the activity). They are NOT to help the group work more efficiently by dividing work.

The group with the easy recipe should be able to finish in about 10 minutes and move onto the activity sheets. The group with the more complicated recipe will probably not finish in the allotted time.

Life Application

What was the goal of this lesson? (complete the activity sheets on the Bible story)

How well did you reach your goal?

If we were going to label our recipes as “Mary’s Fruit Tarts” and “Martha’s Fruit Tarts” which recipe would get each name? Why?

Affirm that Martha wasn’t a bad person, and busy people aren’t bad people. But when you are really busy sometimes you get worried and distracted and forget what is most important. What is most important? Brainstorm with children ways that we show that God is most important in our lives and write these on clean sheet of easel paper.

Repeat memory verse, and help children see how it applies to the story.

Pray for help to stay focused on God through all the busy-ness of life.

Enjoy your fruit tarts, complete activity sheets, and give out handouts with instructions to work on these this week with parents and return them next week to shepherds for your journals.

Adaptations

If you have a small group...

Getting frustrated over not having enough time to do the Bible activity sheets is the goal. If you only have a few kids, skip the Easy Recipe and have everyone make recipe #2. At the end bring out the Easy Recipe and tray and ask them if they thought they could have completed their lesson if they had the easier recipe. Continue discussion from there.

For older children...

Consider giving the easy recipe card to the ones with the complicated ingredient list and see if they can figure it out themselves. Stress to adult helpers that they are there to observe safe use of all equipment, NOT to offer suggestions on how to break down tasks and work efficiently.

For younger children

Make the complicated recipe slightly easier by having the graham crackers pre-crushed and an easy to prepare fruit, such as bananas or strawberries and plastic knives. Add an extra adult to supervise safety and perhaps give a little direction.

Younger kids are less likely to be overextended than older children, although (increasingly) this is not always the case. If they themselves aren't busy, help them think of kids or families that are.

If you have extra time...

Begin work on "Too Busy for God" take home sheets" If you have a lot of time, complete them and place them in journals, with another sheet going home to parents.

Go over correct answers to Bible Activity Pages and

If you are running short on time...

Keep an eye on the clock and make sure you are beginning your cooking *lesson no later than 9:30*. This may include summarizing part of the Bible story, actually reading only Jesus' words, or limiting discussion on busyness.

To Take Home

Bible Story 209 "Jesus Visits Martha and Mary" from calvarychapel.org
"Too Busy for God?"

Be Creative...

If the complicated recipe group still manages to complete their tarts easily within the time frame, adjust for following week. How can you increase the ease of one group and add difficulty to the other?

Fruit Tarts – Recipe #1

Ingredients Tart Shells
Pudding
Fruit
Whipped Cream/ Cool Whip

Utensils Tray
Spoons
Can Opener

Directions:

- 1) Place pudding in tart shells to about ¼ inch from top
- 2) Spoon fruit over top of pudding
- 3) Top with whipped cream

Clean up

When you are done, place tray in refrigerator, dirty bowls in the wash sink, and wipe off the counter.

Ask teacher for you Bible Activity Sheets and Bibles. Complete as much as you can in the time allotted.

Fruit Tarts – Recipe #2

Ingredients Graham Crackers
Butter or Margarine
Instant Pudding Mix
Milk
Fresh fruit
Carton of whipping cream

Utensils Measuring cups
Rolling Pin or other crusher
Tray
Muffin Tins and paper liners
Bowls
Wire whisk
Colander (wash fruit)
Peeler, pitter, or knife to prepare fruit
Hand or electric mixer
Spoons and spatulas

Directions

- 1) Finely crush 1 cup of graham cracker crumbs. Mix with 4 T melted butter and line muffin cups with the graham cracker crust mixture.
- 2) Prepare pudding as per package directions. When it is lightly set, spoon into the crusts to about ¼ inch of top.
- 3) Wash and prepare fruit. Place on top of pudding.
- 4) Using hand or electric mixer, whip whipping cream until stiff peaks form. Spoon a dollop on each tart.

Clean up

When you are done, place tray in refrigerator, dirty bowls in the wash sink, and wipe off the counter.

Ask teacher for you Bible Activity Sheets and Bibles. Complete as much as you can in the time allotted.

Too Busy for God?

Parents: This is an activity sheet for you to do with your children. Please find some time this week to work on this as a family and have your child return *the second page only* to Faith Odyssey next week for their journals. The first page is for your personal reflection.

Scripture Study

- 1) Look up and practice memory verse Matthew 6:33. If you have time, you may wish to compare different translations.
- 2) Read Luke 11:38-42 with your child, encouraging him/her to read as much of the story as possible

Discuss what the word “distracted” means?
What was Mary doing that was “better?”

Faith-Assessment

How do you score on this faith assessment? You can have family members fill this out individually and/or fill it out together as a family.

1. Worship Attendance – How often are you in Sunday worship?
 - A. Every week without fail
 - B. Miss about one Sunday a month
 - C. About every other week
 - D. Once a month or less.
2. Sunday School Attendance – How often are you in a class on Sunday morning?
 - A. Every week without fail
 - B. Miss about one Sunday a month
 - C. About every other week
 - D. Once a month or less.
3. Involvement – How involved are you in the life of the faith community?
 - A. I/we have regular ways we serve the church.
 - B. I/we volunteer occasionally, but have no ongoing commitments
 - C. I/we will help out if asked, but I don’t volunteer.
 - D. I/we try not to get involved.
4. Involvement – If the church offers mid-week activities, how likely are you to attend them?
 - A. Very likely. I/we almost always participate in mid-week study and worship.
 - B. I/we pick the activities that are most meaningful to us, but don’t attend them all.
 - C. I/we might participate some, perhaps during a special time of year.
 - D. In the past year, there have only been one or two times I’ve been at church other than on a Sunday.
5. Distractions – If something comes up on a Sunday how likely are you to skip church and participate in the other activity or event?
 - A. No way. Sundays at church are a priority for me/us and if anyone asks that’s what we tell them.

- B. Only occasionally if the activity is very, very important to me/us.
 - C. Usually. There are commitments that I/we see as equally important as our commitment to church.
 - D. Almost always. God will understand, other people often won't.
6. Vacation – If you are out of town on vacation, which best describes you?
- A. I/we always find a place to worship, or have a family worship service.
 - B. I/we usually look for a church to attend, but don't go to any inconvenience.
 - C. I/we will go to church if with a person/family that goes to church
 - D. Vacation is vacation – no church
7. Perceptions – If an alien from outer space were to come down and observe you/your family for three days, what would they conclude about your faith?
- A. They would definitely conclude that I/we are a Christians.
 - B. If they came over the weekend, they would realize I/we are a Christians.
 - C. They would realize I/we are guided by higher morals, but wouldn't be able to attach Christ's name to me/us.
 - D. They probably couldn't distinguish me/us from a nice atheist.
8. Bible Study – How often do you study the Bible?
- A. I/we are involved in weekly Bible classes with others and read the Bible daily at home.
 - B. I/we do one of the above, but not the other.
 - C. I/we turn to the Bible in times of trouble.
 - D. Bible? I know it's around here somewhere.
9. Prayer – What best describes your prayer life?
- A. I/we pray several times a day in thanksgiving, for help, for guidance.
 - B. I/we say rote prayers at meal time and/or bedtime.
 - C. I/we pray when I/we remember it.
 - D. I/we seldom, if ever pray.
10. Money – Which best describes your giving habits (for adults and employed youth, consider the answers based on salary; for children, consider the answers based upon allowance and special gifts, like birthdays)
- A. I/we tithe 10% of our income to the church.
 - B. I/we give less than a full tithe, but make sure that we give to the church first when we receive income.
 - C. We have a regular church pledge, but will skip it if other expenses are too tight.
 - D. I/we have no regular plan for giving.

Score 10 points for each A
 7 points for each B
 4 points for each C
 1 point for each D

The Highest possible score is 100, lowest score is 10. Do you like where you scored individually/as a family? If you were to make one change, what would it be?

Reflection

Have each member of the family place their name on the line where they think they best fit.

Martha

Worried and
Distracted
by worldly cares

Mary

Always Putting
Jesus First

Covenant

A covenant is a promise that includes God. With God and each other, make a family covenant regarding church participation. Keep this copy and post it somewhere you will see it, such as the refrigerator. Have your child write out another copy and bring it to store in their Faith Odyssey journals.

Martha and Mary – Fisherman's Net

At a Glance

Please note that there are two lesson plans for the first part of the lesson. Older children (grades 3 and up) will use "Bibleland.com." Younger children will use the "Play and Learn Bible." BOTH groups will take a look at Martha, Mary, and Lazarus' house using "A Walk in the Footsteps of Jesus."

Outcome Objectives

1. Children will know the story of Martha and Mary
2. Children will reflect on what Jesus was saying to these two women
3. Children will reflect on the difference between doing *for* and doing *with*.

Supplies Needed

6 copies of Play and Learn Children's Bible OR 6 copies of Bibleland.com
Copy of Bibleland.com questions for each child.
1 copy A Walk in the Footsteps of Jesus
Copy of Walk in the Footsteps for each child (3rd and up)

Tech Notes

All programs require that the disk be in the drive.

When you insert the *Bibleland* disk, it will start on it's own – frequently giving an error message. Instead, close the automatic start and use the desktop icon.

To get to Martha and Mary's homepage, do a SEARCH for PEOPLE, HEROINES

In *Play and Learn* select Bible stories, Jesus Teaches, Martha and Mary

For *A Walk in the Footsteps of Jesus* Click "FINAL WEEK" and look for the icon that looks like the inside of a house. This is Mary, Martha, and Lazarus' House in Bethany -a photobubble shot on location in Bethany.

Advance Preparation

There's no substitution for getting on the computer and learning the programs. Take special notes of how to boot Bibleland.com – you can't simply run it on our computers.

Opening Activity

Greet children as they arrive. Keep monitors turned off and have children turn chairs to face you.

If this is not the first week, ask them to recall details of the story of Martha and Mary. Practice saying the memory verse.

Read the scripture together (3rd grade up) or tell the story in your own words or using a children's Bible storybook.

How do you think Martha felt at the beginning of the story? At the end?

What about Mary?

Is this the outcome to the story that you would expect?

What extra information would you like to know about Martha and Mary?

Main Lesson

Give children instructions for Part 1

Play and Learn for grades 1-2 or Bibleland.com for grades 3 and up (attached)

When children have finished, have them exit their programs and turn their chairs to face you. Go through the questions on the worksheet together.

For Part 2 you will be looking at A Walk in the Footsteps of Jesus together as a group.

A Walk in the Footsteps of Jesus (attached). There is only ONE copy of this program, so all will have to gather around one computer for this discussion. Allow children to take turns looking around the photo bubble and looking more carefully at the surroundings of the room.

Life Application

What is the difference of doing things for someone and doing things with them?

Which did Jesus emphasize? Why?

Think of some examples of doing something for someone. Think of some examples of doing something with someone.

Pass out information from Habitat for Humanity. Their website begins with this statement:

Habitat for Humanity International is a nonprofit, nondenominational Christian housing organization.

We welcome all people to join us as we build simple, decent, affordable, houses ***in partnership with*** those in need of adequate shelter.

Since 1976, Habitat has built more than 125,000 houses in more than 87 countries, including some 45,000 houses across the United States.

Notice that they use the words “in partnership with” not “for.” Why is this important? What difference would it make if they built houses for those in need?

Journaling

Think of something that you have done FOR someone else, and change the experience to doing that same activity WITH them. How would that feel?

To take home

Martha and Mary Puzzle #2 “Priorities”

Adjustments for age levels and abilities

Notice the different programs for younger children.

If you have extra time...

The photobubble can be pasted into the paint program that comes with the computer and a copy printed out for each child. See directions under Kid Pix 3 notes.

If time runs short...

A Walk in the Footsteps of Jesus adds another dimension to the story, but is not the most important learning. It can be abbreviated or cut completely.

Be creative

Use KidPix to journal or Cal and Marty to work on the memory verse.

Today in Fisherman's.net

1. Using Bibleland.com look up the home page on Mary and Martha and answer the questions below.
2. Discuss your answers with the group.
3. Gather around one computer and view together Martha and Mary's home using A Walk in the Footsteps of Jesus. Take turns clicking on the photo bubble to look around and check out the "hot spots."
4. Answer the questions with the teacher.

Bibleland.com

Mary and Martha

Their Interview with Ronda at Bethany Studios:

1. According to Mary and Martha –how are the two sisters different from each other?
2. What did Jesus remind Martha about?

Being...

Dinner Engagement –Mary's Speech (section in B.com)

1. What did Mary learn was important that day she talked with Jesus?
2. Is Jesus saying "don't help prepare dinner or clean up afterwards?"
Yes No I don't know
3. In a sentence: What is Jesus trying to teach Mary and Martha? (What is Jesus trying to teach YOU?)

Play and Learn Children's Bible

Select Bible Stories, Jesus Teaches, Martha and Mary

Divide class so there are two children at each computer. By taking turns, they will hear the story at least twice.

Give each a chance to listen to the story, and click on the "hot spots" which do silly things. After they have done this, ask them questions about the story.

What did the story tell you about Martha?

What did the story tell you about Mary?

Who do you think would make a better friend, Martha or Mary? Why?

What did Jesus tell Martha and Mary? What do you think that means

GAME SUGGESTIONS – Continue the lesson for A Walk In the Footsteps of Jesus, but Leave Play and Learn on the other computers. You can come back to these when the rest of the lesson is done.

MUSIC – Select song "Praise Him, Praise Him" (red box, top row)

Invite children to listen one time, then using only one computer, sing along together. Who do you think might have sung a song like this – Martha or Mary? Why is it important to sing songs to praise God? Where do you sing songs that praise God?

MAZE

Allow children to play a maze or two. What were the animals looking for? Let's imagine instead of a maze where a cat searches for its bed, it is a maze where a person is searching for Jesus. How would you draw that maze? What sort of things might get in the way of someone finding Jesus? Who did a better job of "finding" Jesus – Mary or Martha? Why do you say that? How can kids find Jesus?

A Walk in the Footsteps of Jesus

(Questions to discuss together as a class – not a handout)

Click "FINAL WEEK" and look for the icon that resembles the inside of a house. This is Mary, Martha, and Lazarus' House in Bethany -a photobubble shot on location in Bethany.

1. Listen to the INTRO narration and answer this question.

You have heard the story of Martha getting mad at Mary for not helping. What new part story about Mary did you hear in the Introduction Narration to the photobubble?

What does this new part of the story tell you about Mary and her love for Jesus?

2. Turn around in the photobubble and click on the icon located on the wire frame over the thing which looks like a well.

What is it?

How did they cook meals in the house?

Now roll your mouse looking for the icon against the wall -to the left of the doorway. Double click it and listen.

3. Where did they eat their dinner in this house?

4. Where was the kitchen?

5. Given all that you have learned about Mary & Martha's house, how much work was it to prepare a meal in this space?

6. Was Martha right in complaining? Yes No Sort of I don't know

7. Was Mary right in not helping prepare the meal? Yes No Sort of I don't know

8. What do you think Mary and Martha did after Jesus spoke to them both about the right thing to do?

9. As best friends with Jesus, how could Martha have talked to Jesus about her problem ?

Write your group's answer as a script:

Martha to Jesus:

Jesus to Martha:

Martha's response to Jesus:

Martha to Mary:

10. This story tells you that no amount of important busy-ness is a good enough excuse for not spending time with Jesus. What busy-ness and activities in your life keep you from spending time learning about Jesus, worshipping Jesus, praying to Jesus?

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Teacher's Note about the Photobubbles: The intro is about Mary putting perfume on Jesus' feet and wiping with her hair. The kids will think that's really odd but will understand how important Jesus was to her. Looking around inside the Bethany house we got a sense of just how difficult Martha's job was --which heightened Jesus' comments to her. She wasn't just looking for help, she had a difficult job cooking for everyone and preparing the small home. Jesus' comments thus tell us even more about how he believed listening and learning to be more important than giving in to busy-ness ---even important busy-ness.

Martha and Mary – Mountaintop Movies

At a Glance

Children will watch the video “Moderation” from the Book of Virtues series and relate Annie’s problems and the stories used to illustrate them to the busyness of their own lives.

Outcome Objectives

1. Children will assess how they spend their time.
2. Children will discuss Annie’s priorities.
3. Children will look at the stories used to illustrate moderation and apply these lessons to think about their own priorities.

Supplies Needed

Video “Moderation” from the Book of Virtues

Advance Preparation

Preview the video and know where the places to stop for discussion are.

Opening Activity

With children, make a list of all the things they have to do this week. Make one master list on the flip chart. Older grades may want to make their own individual lists as well. Prioritize them: most important to least important.

Main Lesson

After Annie views her report card.

Why did Annie’s grades slip?

What happens if you put sports/TV/video games/friends before school work?

What happens if you put sports/TV/video games/friends before church?

After the spider’s two feasts

What would have happened if the spider had gone to one feast or the other?

Have you ever wanted to do two things that are happening at the same time? How did you decide which to do?

After the goose that laid the golden egg:

How important were the things that the farmer and his wife were buying?

Do you ever really want something that isn’t honestly important?

Do you ever really want to do something that isn’t honestly important?

End of video.

In 10 or 20 years, what will Annie’s life be like if she keeps focusing on softball, but fails all her classes?

In 10 or 20 years, what will Annie’s life be like if she puts school work ahead of softball?

Which is more important, school or softball?

Read the story of Martha and Mary. Grades 3 and up use their Bibles. Grades 1 & 2, retell the story or use Bible storybook.

Who is Annie more like – Martha or Mary? Why?

What do you think Jesus would say to Annie if he was talking to her?

Life Application

This story doesn't say anything about Annie and church. ***Do you imagine she is going to church? Saying prayers? Worshipping God? Reading her Bible? What would you tell her about the importance of going to church?***

In 10 or 20 years, what will Annie's life be like if she does her school work, and plays softball, but neglects going to church?

Do you know anyone who doesn't go to church because they are "too busy?" What could you say to them to convince them that church is more important than other activities?

Do you ever let other things get in the way of your coming to church? What other things? How do you think God feels when you choose to do other things instead of coming to worship and Faith Odyssey?

Practice saying your memory verse together. ***What do you think this verse might mean to someone like Annie? What does it mean to you?***

Journaling

How does God feel when I make other things more important than God?

To take home

Things to do this week.

Adjustments for age levels and abilities

Have younger children draw pictures rather than writing words.

If you have extra time...

Watch the opening of the video again, asking children to imagine that instead of school work, it is Annie's faith that has slipped.

If time runs short...

The goose that laid the golden egg can be skipped if time runs short – it is less of a key learning than the other material.

Things to Do this Week

Parents,

With your child, make a list of things to do this week. They can include activities, school projects to start etc. They can also include favorite leisure pastimes – watch a TV show, have dinner as a family, invite a friend over, etc. Ask your child to add to the list some of the “Godly” things we are asked to do: Read our Bibles, go to church, say our prayers, etc.

Read together Matthew 6:33 “Strive first for the kingdom of God and his righteousness, and all these things will be given to you as well.”

Which things on the list could be described as “striving for the kingdom of God?” Mark these things on your calendar/daily planner at the times you plan to do them, to show that they are the most important.

Next, decide what is of secondary importance. Mark those things in blue at the times/dates you need to complete them.

Finally decide what are less important. Write these things down in green.

Was it easy to decide what to put in red? In blue? In green?
Are you and your child happy with the priorities you set?

As you go through your week, check off the activities as you complete them. Did you check off all your red letter items? Blue? Green? How do you feel about how you did?

Things to Do This Week

Red – highest priority

Blue – very important

Green – less important

Monday		
Morning	Afternoon	Evening
Tuesday		
Morning	Afternoon	Evening
Wednesday		
Morning	Afternoon	Evening
Thursday		
Morning	Afternoon	Evening
Friday		
Morning	Afternoon	Evening
Saturday		
Morning	Afternoon	Evening
Sunday		
Morning	Afternoon	Evening

Martha and Mary – Moved by the Spirit

At a Glance

Children will play charades to reinforce the stories learned Sunday and Wednesday since the program began in January. A closing discussion will incorporate the different experiences of children who have come to church every week and have learned the stories, vs. those who don't know the stories.

Outcome Objectives

1. Children will play charades to review past stories.
2. Children will connect the stories of Mary and Martha to their own past participation in church activities.
3. Children will discuss the importance of learning the Bible.

Supplies Needed

Story cards for game of charades.

Advance Preparation

If there are any stories in the review topics that are unfamiliar to you, look them over.

Opening Activity

Greet the children as they arrive.

Read the story of Martha and Mary. Grades 3 and up should read the Bible story with you. Grades 1-2 tell the story using your own words or reading from a Children's Bible storybook.

If Jesus gave Martha and Mary a "pop quiz" to see how well they know what Jesus was talking about, what grades do you think they would each get? Why?

Main Lesson

Explain that today's activity is a pop quiz of sorts. Explain that you will be playing charades. Divide children into partners and give them each a scene or two to act out silently. You may want to have them go to different corners of the room so they don't overhear each other's preparation. (You don't need to keep score – it's just for fun) After a few minutes, call them together and take turns acting out the charade. Decide if you want to encourage children to shout out answers as the charade goes on, or wait to the end and raise their hands if they think they know the answer. Remember, no sounds from the actors.

Life Application

Who knew the answers and who did not? Do you think the kids who come to church every Sunday and Wednesday know their Bible stories better than kids who show up now and then? What else can help you learn your Bible stories?

If you were to give yourself a grade for how well you know your Bible stories, what grade would you give yourself? What could you do to improve your grade to an "A"?

Journaling

Reflect on what you have learned in this lesson. Write a story (or draw a picture) of yourself learning about the Bible – not as you have done in the past, but how you would like to behave in the future.

To take home

When will you study your Bible this week?

Adjustments for age levels and abilities

First graders were not in the Faith Odyssey program last January-May, so they won't know those stories. You can adapt the game to be about stories they would know – Jesus is risen, Jesus is born, etc.

If you have extra time...

Have children make a list of all the stories from the Bible that they can think of. Have them be as specific as possible about what they know about the stories.

If time runs short...

Leave at least 15 minutes for closing questions and journaling. Cutting the game short

Be creative

Come up with other story vignettes to use in the game or let children come up with their own ideas of Bible stories to act out.

Story Cards for Charades Review

Daniel continues to say his prayers and is thrown into the Lion's Den.

King Darius is amazed to find that the lions haven't eaten Daniel, and proclaims that everyone will pray to Daniel's God from now on.

The younger son collects all his inheritance from his father, leaves home, and wastes it on "dissolute living" (bad things)

The younger son comes home, ashamed of what he's done and begging his father's forgiveness. The Father welcomes him home and gives him a great party.

Jacob tricks Esau out of his birthright by giving him a bowl of lentil soup. He tricks his father out of a blessing by putting on a hairy chest and pretending to be Esau. He runs away in fear, but years later, meets Esau again and the two embrace and make up.

Jesus appears to the disciples. Thomas was missing and says he doesn't believe it unless he can touch Jesus himself. Jesus comes back another time and invites Thomas to touch him. Thomas falls to his knees.

Mary Magdalene comes to the tomb and finds it empty. She cries. She begs a man who she thinks is the gardener to tell her where Jesus is. Then she realizes it is not a gardener standing there, but Jesus himself.

The Holy Spirit comes into a crowd of people in Jerusalem. Although they are from many countries, they can all understand Peter, who preaches to the crowd.

Samuel comes looking for one of Jesse's sons to be the next king of Israel. God doesn't choose any of the older sons, but instead wants little David who is watching the sheep.

Some Pharisees bring a woman who has committed adultery before Jesus and a crowd to have her stoned to death. Jesus writes on the ground, then tells the Pharisees and people that the person without sin should throw the first stone.

Zacchaeus wants to see Jesus so he climbs a tree to get a better look at him. Jesus calls him down and they go together to Zacchaeus' house.

Nicodemus, a Pharisee, comes to Jesus in the middle of the night and asks a lot of questions. Jesus' answers include instructions that he must be born again.

Act out the words of the Lord's Prayer.

When will you study your Bible?

Parents,

Today in Moved by the Spirit, your child discovered what they have learned, or failed to learn, since FAITH ODYSSEY began in January.

Work together to learn any stories they may have missed or forgotten by reading your Bibles together this week.

Daniel in the Lion's Den – Daniel 6

Jacob and Esau – Genesis Ch 25, 27, and 33

The Prodigal Son – Luke 15:11-32

Mary and Jesus in the Garden AND Doubting Thomas – John 20

Pentecost – Acts 2

Woman Caught in Adultery – John 7:58-8:11

Zacchaeus – Luke 19:1-10

Nicodemus – John 3

Lord's Prayer – Matthew 6:1-18 or Luke 11:1-13

Martha and Mary – Luke 10:38-42

Blessings to you and your family!

Martha and Mary – Temple Courtyard

At a Glance

Children will play a variety of games that reinforce setting priorities and putting God first.

Outcome Objectives

1. Children will understand what priorities are.
2. Children will work on memory verse.
3. Children will apply the concept of priorities to the verse learned.

Supplies Needed

Parachute (in canvas bag on Temple Room shelves)

Approximately 10 foam balls (borrow or buy ahead of time, include one larger one)

Strips of paper for memory verse

Advance Preparation

Review Bible Background material for Main Lesson discussion

Prepare memory verse strips

Opening Activity

Game 1 – Parachute Bounce

Have children sit around the parachute and grab a handle. If there are fewer than six children, adults will need to grab a handle, too.

Sitting on knees, lift parachute up and down in ripples.

Start tossing foam balls on the parachute and explain to the children that you are going to see how long they can keep bouncing the balls without any of them falling off.

Time them, giving them several attempts.

Then, play again using only one single large foam ball. They should be able to keep this going much longer.

Questions: Was it easier to keep the ball from falling off when you only focused on the one ball, or when you bounced all of them? Why?

Have you ever had too many things to do? What did that feel like?

When you have a lot of things to do, does it sometimes help to just focus on one thing? Why? What do you focus on?

Main Lesson

Read the scripture passage together. Using some of the Bible Background notes, *explain to the children the role of women in Bible days and why Mary's actions were unusual.*

Memory Verse Work

Have the words of the memory verse written out on 21 8 ½ X 2 ¾ strips of paper (8 ½ X 11 divided in fourths) with one word on each strip. If the group is large you may want to have two or more sets of this verse written out and divide your class accordingly.

Part 1 – Instruct children to put the memory verse in its correct order. Time children to see how long it takes them. Make corrections, mix up the phrase, then let them try it again to improve their scores. If you have more than one group, and you think they are pretty equal in abilities, you can have them compete against one another.

Discuss the meaning of any words they don't know.

Part 2 – Have children use the same words in a different order to create a sentence with a different meaning. Encourage them to use as many words as possible, and to change the order as completely as possible. (Simply exchanging “kingdom of God” and “all these things” can lead to an interesting discussion – but try to encourage more creative mix ups as well.)

Questions

What happens when you put the words out of order? These are still the Bible's words, isn't it? Is this what God wants of us? Why or why not?

What does this memory verse mean?

What does it mean to you to say “strive first for the kingdom of God?” What sort of everyday things come first if you are doing that?

How does this memory verse apply to the story of Martha and Mary?

Life Application

Brainstorm with children about concrete things they can do to show that they are “striving first for the kingdom of God.” Write these things on a large sheet of paper. (For younger children, draw pictures to go along with the words – praying hands with prayer, a book for reading the Bible, etc.)

Encourage children to think of one or two things from the list that they would like to try and change and to sign their name or initials by those things as a sign of their promise for the coming week. Give this to the shepherd when you are done, for discussion before class starts next week.

Journaling

Give children a blank sheet of paper and ask them to copy down the memory verse as best they can. Give them a chance to correct their work

Question: What this verse means to me...

To take home

Memory Verse Work Handout

Adjustments for age levels and abilities

For younger children, you will have to work together to put the verse in order or to mix it up. You will have to read each strip aloud, and have the children suggest to you where they would like to place the verse.

If you have extra time...

Play the Parachute game again. Work with just one ball, then slowly add one more ball. Is it easy to work with two balls? What about 3? When does it become too much? In real life, how much busyness is too much?

If time runs short...

Combine Life Application with the Journaling activity.

Be creative

Look up the games resources in black binder and find another game that you think will work to help illustrate the story and/or help with verse memorization.

Memory Verse Work

Parents,

Below are the memory verses we have used in Faith Odyssey since January this year. Please take some time this coming week to memorize one or more of these verses with your children. All verses are NRSV, the version given to the children by the church.

Consider using the attached chart with stickers or stars to encourage your child to commit more of these verses to memory. You may want to come up with a system of rewards for yourself.

You be the judge of which column you want to emphasize with your child. Some feel it is only necessary to have a general sense of the verse. Others feel it is important to quote it verbatim, including memorize scripture references. Still others place more of an emphasis on their child understanding the meaning of the verse than in their memorization of it. You may want to emphasize all four areas. You as the parent need to decide what is most important to you for your child's spiritual development.

Blessings to you and your family!

Acts 5:29 "We must obey God rather than any human authority"

Luke 15:7 "I tell you there will be more joy in heaven over one sinner who repents than over ninety-nine righteous persons who need no repentance."

Luke 24:5b "Why do you look for the living among the dead? He is not here, but has risen."

John 8:7 "Let the one without sin cast the first stone."

Luke 19:9a "Today salvation has come to this house."

John 3:16 "For God so loved the world that he gave his only Son, so that everyone who believes in him may not perish, but have eternal life."

The Lord's Prayer "Our Father, who art in heaven, hallowed be Thy name. Thy kingdom come. Thy will be done on earth as it is in heaven. Give us this day our daily bread, and forgive us our debts as we forgive our debtors. And lead us not into temptation, but deliver us from evil. For Thine is the kingdom, and the power, and the glory, forever. Amen."

Matthew 6:33 "Strive first for the kingdom of God and his righteousness, and all these things will be given to you as well."

Matthew 6:14 "For if you forgive others of their wrongs, your heavenly Father will also forgive you."

John 20:29 "Have you believed because you have seen me? Blessed are those who have not seen and yet have come to believe."

Genesis 1:31a "God saw everything that he had made, and indeed it was very good."

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Shepherd Notes

Weekly Responsibilities

Your role is to be the group's nurturer, who provides continuity from week to week. Remember that the teachers have different students every week and don't get to know them all very well. That's where you come in. Some suggestions include:

- ❖ Greet children from your group as they arrive to opening time – try to remember specific things about each one of them, and ask them about their week.
- ❖ Take attendance (stamp passports if they are being used)
- ❖ Get complete information on any visitors and give that information to the church office for a mailing. Introduce visiting children (and their parents) to teachers, students, and other church members.
- ❖ Make a note of any children who have missed more than one week and either send them a note yourself, or make a note for the church office to contact them.

In addition you are responsible for:

- ❖ Keeping track of each student's journal and placing journal pages in their journals.
- ❖ Reminding teachers to leave time for journaling.
- ❖ Running errands, i.e. to get more glue or make extra copies.
- ❖ Discipline problems that involve a child leaving the classroom.
- ❖ Escorting children to and from the bathroom.

Specific Responsibilities this rotation

<i>Creation Station -</i>	Supervise safe use of sharp tools <i>Handout:</i> Martha and Mary Puzzle #1 Luke 10:38-42
<i>Fisherman's.Net -</i>	Assist younger children with reading that needs to be done on the screen. <i>Handout:</i> Puzzle #2 "Priorities"
<i>Loaves and Fishes Café -</i>	Provide oversight, but not too much guidance, to group making the complicated recipe. You want to make sure they handle equipment safely and keep whipped cream off the ceiling, but being confused and harried is part of the lesson. <i>Handout:</i> "Too Busy for God" and Bible Story 209 worksheet
<i>Mountaintop Movies -</i>	<i>Handout:</i> Things to do this week <i>Be sure to check in next week to see how well the children put God first.</i>
<i>Moved by the Spirit -</i>	Work with individual group or groups, offering suggestions for charades. <i>Handout:</i> When will you study your Bible? <i>Be sure to check in with students next week to see how well they kept to their Bible reading goals.</i>
<i>Temple Courtyard -</i>	Play games, especially if extra people are needed. Keep track of the paper that the children signed their names to in Life Applications. Next week, bring this out and ask children to find their names and see if they did what they said they'd do. <i>Handout:</i> Bible Memory Work <i>Be sure and ask children next week if they have any memory verses they can tell you.</i>