Overall Objective

The children will hear the parable of The Prodigal Son. By the end of this rotation, the children will understand that The Prodigal Son is a parable told by Jesus to teach his listeners about God’s love and forgiveness. The children will learn:

- God always loves us - even when we do things wrong.
- When we are truly sorry, God forgives us.
- God doesn’t want us to be jealous even when things don’t seem fair.
- God wants us to be thankful for what we have.
- Making bad choices can hurt yourself and others.
- The children will become aware of the importance of the prayer of confession and the assurance of pardon as elements of our worship service.

Biblical Reference

Luke 15:11-32

Memory Verse

Luke 15:31-32

“Son, you are always with me, and all that is mine is yours. But we had to celebrate and rejoice, because this brother of yours was dead and has come to life; he was lost and has been found.”
Biblical Background

The parable of The Prodigal Son is just one of the many parables that Jesus used in his teaching. Jesus used parables (stories) to teach people something about God or about how he wants us to live. This parable is found in the gospel of Luke. This parable may also be called the “Parable of the Loving Father” or the “Parable of the Lost Son”. Jesus is telling the Parable of the Prodigal Son to Pharisees and scribes. In biblical times, if a son denounced his heritage (walks away from his family), as the younger son does in this story, the father would have considered him dead and would never have contact with him again. Jesus was well aware of this normal response, but he challenged the social norm by having the father eagerly await the son’s return, ready to forgive. Jesus uses this story to teach his listeners about God’s love and forgiveness.

Some additional information:

- The Pharisees and the scribes were Jews who obeyed all the laws (like the older brother) but didn’t approve of Jesus’ association with tax collectors and sinners who were outcasts from “decent” society.

- “Prodigal” means wasteful, reckless. Today we might use this word to describe someone who lived a bad life, doing bad things being reckless and wasteful but then decided to change these bad ways and live better – as God would want that person to do better. God doesn’t stop us from making bad decisions, but God is joyful when we return to better ways.

- Under the Jewish inheritance laws, the younger son would be entitled to 1/3 of his father’s property while the older son would get 2/3 of his father’s property. The property would be mostly in the form of land, not money, so the father might have had to split up the family farm in order to give the younger son his share. This might have caused hardship for the family.

- Feeding pigs would be the lowest, most despicable job for a Jew. Pigs were considered unclean under Jewish law.

- The robe was a symbol of honor.

- The ring was a symbol of power of attorney. Wearing his father’s ring, the son could act legally in his father’s name.
Workshop Overview

Thou Art

OVERVIEW
The students will listen to the parable of The Prodigal Son. They will talk about love, grace and forgiveness as it is illustrated in this parable. The children will create sculptures representing the father welcoming home his son or the son being welcomed home.

MATERIAL LIST
- Bibles (students will collect from Bible bookshelf)
- Clay (Workshop Coordinator will provide)
- Decorative materials - beads, craft sticks, toothpicks, cloth scraps, pipe cleaners, paint, etc. (Teacher will collect from supply closets)
- Foam plates for bases (Workshop Coordinator will provide)
- Scissors and glue (Teacher will collect)

ROOM SET-UP
- A gathering area where all the children can listen to the story and have group discussion.
- Tables that accommodate 4-6 children.
- Before the children arrive, set craft materials out on each table.

Fun & Godly Stuff

OVERVIEW
The children will listen to the parable of The Prodigal Son. They will play a game that requires them to recall details from the parable.

MATERIAL LIST
- Bibles - one for each child (students will collect from Bible bookshelf)
- Pictures or toys of pig, ring, robe, fatted calf, sandals, feast foods, etc. to represents parts of story (Workshop Coordinator)
- Game questions (Included in notebook – teacher picks preferred version based on age of students)
- Chalkboard & chalk/Dry Erase board & markers for keeping score (Workshop Coordinator)
- Small prize - enough for all children (Workshop Coordinator will provide)

ROOM SET-UP
- A gathering area where all the children can listen to the story.
- A large, open space where children can stand for the game
The Tabernacle

OVERVIEW
The children will listen to or read the parable of The Prodigal Son. As a group, they will use sequencing statements to review the story. Then they will be sent to various stations in the room to complete a variety of activities that build upon their bible study skills.

MATERIAL LIST
- Bibles (Teacher will collect from cart)
- Sequencing statements enlarged on tagboard (Workshop Coordinator)
- Worksheets (see attached – notice that they are coded for younger/older children)
- Pencils with erasers (Teacher will gather)
- Chalkboards with chalk or Dry Erase Boards with markers and towels

ROOM SET-UP
- A gathering area where all the children can listen to the story and have group discussion.
- At least 4 tables that can accommodate 4-6 children.
- Before class, put worksheets out on table to create workstations that the children can rotate between. (1 facts worksheet, 1 word search/maze, 1 crossword puzzle) You will want Bibles to be available at each table.

Our Acts

OVERVIEW
The children will listen to the parable of The Prodigal Son. They will experience the parable through dramatic interpretation. Finally, they will have an opportunity to reflect on the parable through group discussion.

MATERIALS (With the exception of the video camera, the Workshop Coordinator will have props in room)
First Graders
- Sticks (1 per child)
- Socks (1 per child)
- Fancy Clothes
- 4 coins per child
- Trash Bags stuffed with “garbage”
- Pig Cut-Outs
Second – Fifth Graders
- A robe
- Ring
- Sandals
- Musical Instruments
- “Fatted Calf”

*It might be fun to videotape the children performing this activity. The church does not have a video camera but if the teacher would like to provide a camera, the*
workshop coordinator, with advance notice, will have a TV/VCR set up in the room so that the children can view their performance.

ROOM SET-UP
This rotation will need to be located in a place with large, open space that can be used as both a gathering area and a “stage”.

Pray-per-View

OVERVIEW
The children will the video “The Prodigal Son” produced by Nest Entertainment, Inc.

MATERIALS
- Video of The Prodigal Son (Workshop Coordinator)
- TV/VCR (Workshop Coordinator)
- Popcorn (Workshop Coordinator)
- Water (Teacher)
- Napkins (Workshop Coordinator)
- Cups (Workshop Coordinator)
- Master copies of extension activities from “The Prodigal Son” activity and resource book from Nest Entertainment (Included in notebook)

ROOM SET-UP
This rotation will need a room that can accommodate the children viewing a movie. It will also need a large, open space where the children can do the “Getting Their Attention” activity. It may also be possible to do the “Getting Their Attention” activity in the hallway.
THOU ART

OVERVIEW
The students will listen to the parable of The Prodigal Son. They will talk about love, grace and forgiveness as it is illustrated in this parable. The children will create sculptures representing the father welcoming home his son or the son being welcomed home.

MATERIAL LIST
- Bibles (students will collect from Bible bookshelf)
- Clay (Workshop Coordinator will provide)
- Decorative materials - beads, craft sticks, toothpicks, cloth scraps, pipe cleaners, paint, etc. (Teacher will collect from supply closets)
- Foam plates for bases (Workshop Coordinator will provide)
- Scissors and glue (Teacher will collect)

ROOM SET-UP
- A gathering area where all the children can listen to the story and have group discussion.
- Tables that accommodate 4-6 children.
- Before the children arrive, set craft materials out on each table.

PROCEDURE
As the children enter the room, invite them to join you in the gathering area. Tell them that you will be reading a story from the Bible. If this is the first lesson of the rotation, you will need to spend extra time providing background information about the parable to the children. After listening to the story, give the children an opportunity to show emotions of joy, anger, and sadness with facial and body language. Tell them that they will be creating sculptures. Encourage them design their own sculpture that shows the father welcoming home his son or the son when he is welcomed home. You might also suggest that the children make a mask focusing on facial expressions of the father and son at a given part of the story. Send them to the tables to create!

As they are sculpting, talk with the children about how Jesus uses this story to teach about God’s love and forgiveness. You may want to include how this story teaches about grace in your discussion with the older children. (Grace is the unearned love and favor that God gives to each of us). Some questions to facilitate discussion include:

1. Who in the story asks for forgiveness?
2. Who shows how to forgive?
3. Who is angry in the story?
4. Did the son who left deserve to be welcomed back?
5. What did the father do to make the son feel welcomed?
6. What does the Bible tell us the father looked like when he saw his son?
7. What do you think the son looked like when he walked back home?

Give a 10-minute warning before class ends.
End the session with prayer. Our church always has a prayer of confession and an assurance of pardon as part of Sunday worship. Include these elements in your class prayer. Ask the children for suggestions. Consider including a time for silent prayers of confession. Be sure to thank God for the gifts of love, forgiveness and grace. Thank Him for sending Jesus and for the parables that Jesus shares with us so that we can understand God’s love for us and learn how God wants us to act.
FUN & GODLY STUFF

OVERVIEW
The children will listen to the parable of The Prodigal Son. They will play a game that requires them to recall details from the parable.

MATERIAL LIST
- Bibles - one for each child (students will collect from Bible bookshelf)
- Pictures or toys of pig, ring, robe, fatted calf, sandals, feast foods, etc. to represents parts of story (Workshop Coordinator)
- Game questions (Included in notebook – teacher picks preferred version based on age of students)
- Chalkboard & chalk/Dry Erase board & markers for keeping score (Workshop Coordinator)
- Small prize - enough for all children (Workshop Coordinator will provide)

ROOM SET-UP
- A gathering area where all the children can listen to the story.
- A large, open space where children can stand for the game

PROCEDURE
Have the children join you in the gathering area. Tell them that they will be playing a game in which they will need to know the parable of The Prodigal Son in detail. Pass out Bibles to the children. Help them locate Luke15: 11-32. Use this as a time to review the organization of the Bible. (It is divided into two big parts – the Old and New Testaments. Each part is made up of books, which are divided into chapters and verses.) Read Luke 15: 11-32. Children grades 2 – 5 should follow along in their Bibles. You may want to use picture/toy cues as you read to the first graders. Use the Biblical Background section to discuss the meaning of the parable.

Divide the children into two teams. Have each team line up single file. The first person in line answers the question asked. The teams alternate turns. If the first person in line is uncertain of the answer, he can ask his team for help but he gives the “final answer”. If a person answers wrong, the question goes to the other team. Each player moves to the end of the line after their turn… it doesn’t matter if they’ve given the right or wrong answer. The children can use their Bibles as needed. Each correct answer earns a team one point. See the attached list of questions. Multiple choice questions are included for the younger children. The team with the most points wins. You can decide if you want to give every child on both teams a prize immediately following the game or you may want to tell the winning team that they have won all the prizes. They may then choose to each have two prizes or to share their prizes with the other team.

End with prayer. Remind the children that our church service always includes a prayer of confession and an assurance of pardon. You may want to show the children this part of the weekly bulletin.

Thank you Jesus for giving us the story about the prodigal son who did bad things but was forgiven by his father and by God. Please God, forgive us for the things that we
have done wrong. (You might pause for a silent moment and let the children silently give up their request.) Help us to do better. Thank you God for loving us so much that you will always forgive us if we are truly sorry, just as the prodigal son was forgiven. Amen.
Questions for game (simplified version)

In the parable, how many sons did the man have? (2)

Which son (older or younger) went away? (Younger)

Before he went away, what did the son ask his father to do?
A. Give him a ring and a robe
B. Give him his inheritance
C. Throw him a party

After the son got his share of his father’s property, where did he go?
A. To a faraway country
B. To Jerusalem
C. To Babylon

What did the son do with his inheritance money?
A. Bought himself a farm.
B. Gave it all to the poor.
C. Wasted it.

What happened to make food scarce where the younger son was?
A. There was a shortage of pigs
B. There was a famine
C. The king took all the food for himself

After he ran out of money, what job did the younger son take?
A. Feeding pigs
B. Feeding sheep
C. Feeding lions

What was the pigs’ food?
A. Purina pig chow
B. Pods
C. Table scraps

What was so terrible about a young Jewish man tending pigs?
A. Jews thought pigs were too ugly to touch.
B. Jews thought pigs were too tacky to talk about.
C. Jews considered pigs to be unclean; eating them was forbidden under Jewish law

Why did the son decide to return home?
A. He was homesick and missed his brother.  
B. He was starving.  
C. He wanted to be there for his father's birthday party.  

What did the son plan to say to his father when he returned home?  
A. I am not worthy to be called your son; treat me like one of your servants  
B. I am not worthy to be called your son; treat me like one of your fatted calves  
C. I am not worthy to be called your son; treat me like my older brother  

When the father saw the son coming home, what did he do?  
A. Got on his horse and rode to meet him.  
B. Ran to meet him hugged and kissed him  
C. Called the boy's mother to come and see him.  

Which of these things did the father give the son when he returned home?  
A. A clean shirt  
B. A gold watch  
C. A robe  

Which of these things did the father give the son when he returned home?  
A. A medallion to hang around his neck  
B. A ring  
C. A silk scarf  

Which of these things did the father give the son when he returned home?  
A. Shoes  
B. Money to replace what the son had wasted  
C. A gold cross necklace  

What animal was killed to prepare a feast for the returning son?  
A. A pig  
B. A fatted calf)  
C. A kid  

Where was the older son when his brother came home?  
A. In the house  
B. At his friend's house  
C. Out in the field  

What was the first clue the older son had that his brother had come home?  
A. He heard his father yelling  
B. He heard music and dancing
C. He saw his father running to meet his brother

What did the older brother do when he heard music and dancing?
A. Asked a servant what was going on.
B. Went in the house to find out what was going on.
C. Asked his father what was going on.

How did the older son react to the return of his brother?
A. He was happy and wanted to celebrate
B. He was angry and jealous
C. He wasn’t interested

How did the older son react to the celebration feast?
A. He ran to help cook the fatted calf
B. He ran to join the party
C. He refused to go inside

What did the father do when he saw that the older son refused to come inside?
A. Shrugged and said, “Too bad.”
B. Went out to talk to him
C. Told him to come inside or else.

What did the older son say he had been doing the years while his brother was away?
A. Serving and obeying his father
B. Spending his own inheritance wisely
C. Taking good care of his mother.
What animal did the elder son wish he had been given to share with his friends?
A. A pig  
B. A kid  
C. A lamb  

What did the father say ABOUT the older brother?
A. I love your brother the most.  
B. I love you the most  
C. You are always with me, and all that I have is yours.  

What did the father say ABOUT the younger brother?
A. Your problems are your own fault.  
B. My son was dead and is alive again, he was lost and is found  
C. I love you more than your brother.  

Who told this story?
A. Jesus  
B. A Pharisee  
C. The older brother  

To whom was Jesus talking when he told this story?
A. His disciples  
B. Some scribes and Pharisees  
C. The two brothers  

What is a parable?
A. A story that teaches something about God  
B. A story with a happy ending  
C. A story with a surprise ending  

Which person in the story is like God?
A. The older brother  
B. The father  
C. The servant
Jesus told this story to a group of Pharisees. Who in the story was most like the Pharisees?
A. The father  
B. The younger brother  
C. The older brother

What book of the Bible tells the story of the Prodigal Son?
A. Matthew  
B. Mark  
C. Luke

Is the story of the prodigal son in the Old or the New Testament? (New)

**Total the score.** Tell the winning team that they have won candy. They may choose to have two pieces each or to share the candy with the other team.

Before they decide--
Read I John 4:11. “Dear friends, since God loved us this much, we must love each other.

Ask–What would Jesus do?
In the parable, how many sons did the man have? (2)

Which son (older or younger) went away? (Younger)

Before he went away, what did the son ask his father to do? (Give him his inheritance)

After the son got his share of his father’s property, where did he go? (To a faraway country)

What did the son do with his inheritance money? (Wasted it)

What happened to make food scarce where the younger son was? (Famine)

After he ran out of money, what job did the younger son take? (Feeding pigs)

What was the pigs’ food? (Pods)

What was so terrible about a young Jewish boy tending pigs? (They were considered unclean; eating them was forbidden under Jewish law.)

Why did the son decide to return home? (He was starving)

What did the son plan to say to his father when he returned home? (I have sinned; I am not worthy to be called your son; treat me like one of your servants --- accept any reasonable answer)

When the father saw the son coming home, what did he do (ran to meet him, hugged and kissed him)
This question occurs three times; require a different answer each time:
Name ONE thing that the father gave the youngest son to wear when he returned home. (A robe, a ring or shoes)

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This question occurs three times; require a different answer each time:
Name ONE thing that the father gave the youngest son to wear when he returned home. (A robe, a ring or shoes)

What animal was killed to prepare a feast for the returning son? (A fatted calf)

Where was the older son when his brother came home? (Out in the field)

What was the first clue the older brother had that his brother had come home? (He heard music and dancing)

What did the older brother do when he heard music and dancing? (Asked a servant what was going on)

How did the older son react to the return of his brother? (Angry, jealous — accept any reasonable answer)

How did the older son react to the celebration feast? (Refused to go inside)

What did the father do when he saw that the older son refused to come inside? (Went out to talk to him)

What did the older son say he had been doing the years while his brother was away? (Serving his father, never disobeying his father)

What animal did the elder son wish he had been given to share with his friends? (A kid)

What did the father say ABOUT the older brother? (You are always with me, and all that I have is yours.)

What did the father say ABOUT the younger brother? (My son was dead and is alive again, he was lost and is found — accept anything close)
Who told this story? (Jesus)

To whom was Jesus talking when he told this story? (Scribes and Pharisees)

What is a parable? (A story that teaches something about God)

Whom does the father represent? (God)

Jesus told this story to a group of Pharisees. Which person in the story was most like the Pharisees? (The older brother)


Is the story of the prodigal son in the Old or the New Testament? (New)

**Total the score.** Tell the winning team that they have won candy. They may choose to have two pieces each or to share the candy with the other team.

Before they decide--
Read I John 4:11. “Dear friends, since God loved us this much, we must love each other.

Ask–What would Jesus do?
Third Set of game questions

Materials–score sheet, pencil, questions, one candy prize for each student

1. Divide the students into two teams. Tell them that they will be playing for a prize. The team with the highest number of correct answers gets the prize.
2. Ask each team to choose a spokesperson to give their “final answer.” The teams should discuss their answers quietly so that the other team does not hear them. If they answer the question incorrectly, then the other team will have a chance to answer the question.
3. Ask each team to choose a number between 1 and 5. (The teacher chooses the “secret answer.”) The team guessing closest to the correct answer goes first.

Questions:
1. In the parable, how many sons did the man have? (2)
2. Which son—the older or the younger went away? (Younger)
3. Before he went away, what did the son ask his father to do? (Give him his inheritance)
4. After the son received his share of his father’s property, where did he go? (To a country far away)
5. Name one thing that the son bought with his money? (Accept one answer—Food, clothing, jewels for himself and his friends)
6. Name a second thing that the son bought with his money? (Accept one answer—Food, clothing, jewels for himself and his friends)
7. Name a third thing that the son bought with his money? (Accept one answer—Food, clothing, jewels for himself and his friends)
8. What happened to make food scarce where the younger son was? (Famine)
9. After he ran out of money, what job did the younger son take? (Feeding pigs)
10. Why would he have been ashamed of this job? (He was Jewish and pigs were thought to be unclean. Eating pigs was forbidden under Jewish law.)
11. What did the pigs eat? (Pods)
12. Why did the son decide to return home? (He was starving.)
13. What did the son think he could do for a living if he returned to his father’s farm? (Be a servant)
14. When the father saw his son coming home, what did he do? (Ran to meet him, hugged him, etc.)
15. What did the son say to his father when he returned home? (I have sinned or I am not worthy to be called your son or I am sorry, etc.)
16. Name one thing that the father gave to his son upon his return. (Robe, ring, sandals)
17. Name a second thing that the father gave to his son upon his return. (Robe, ring, sandals)
18. Name a third thing that the father gave to his son upon his return. (Robe, ring, sandals)
19. What kind of animal was killed to prepare the feast? (Fatted calf)
20. Where was the older son when the younger son returned home? (Out in the field)
21. How did the older brother know that a party was taking place? (He heard music.)
22. What did the older brother ask the servant when he heard the music? (What is happening?)
23. How did the older brother react to the return of his brother? (Angry, jealous, refused to go inside)
24. Where was the older brother while the feast was taking place? (Outside)
25. What did the father do when he saw that the older son was not at the feast? (He went outside to look for him and to talk with him.)
26. What did the older son say he had been doing while the younger son was away? (Serving his father, not disobeying his father, etc.)
27. What did the father say about the older brother? Finish the sentence—You are always______(with me) and all that I have_____ (is yours).
28. What did the father say about the younger son? My son was ____ (dead) and is ____ (alive) again.
29. Who told this story? (Jesus)
30. What does prodigal mean? (Extravagantly wasteful)
31. What is a parable? (A simple story to illustrate a moral or simple lesson)
32. Whom does the father in the story represent? (God)
33. Jesus told this story to a group of Pharisees (religious leaders). Which person in the story could have represented the Pharisees—the father, the older son, or the younger son? (Older son. The younger son had disobeyed the Law of Moses by not honoring his father, but the heart of the law is love.)
34. Is the story of The Prodigal Son in the Old or New Testament? (New)

(This information was written on the Intro page which everyone read.) Ask questions until one team wins.
Total the score. Tell the winning team that they have won candy. They may choose to have two pieces each or to share the candy with the other team.

Before they decide--
Read I John 4:11. “Dear friends, since God loved us this much, we must love each other.

Ask–What would Jesus do?
The Tabernacle

OVERVIEW
The children will listen to or read the parable of The Prodigal Son. As a group, they will use sequencing statements to review the story. Then they will be sent to various stations in the room to complete a variety of activities that build upon their bible study skills.

MATERIAL LIST
- Bibles (Teacher will collect from cart)
- Sequencing statements enlarged on tagboard (Workshop Coordinator)
- Worksheets (see attached – notice that they are coded for younger/older children)
- Pencils with erasers (Teacher will gather)
- Chalkboards with chalk or Dry Erase Boards with markers and towels

ROOM SET-UP
- A gathering area where all the children can listen to the story and have group discussion.
- At least 4 tables that can accommodate 4-6 children.
- Before class, put worksheets out on table to create workstations that the children can rotate between. (1 facts worksheet, 1 word search/maze, 1 crossword puzzle) You will want Bibles to be available at each table.

PROCEDURE
As the children enter the room, invite them to join you in the gathering area. Tell the children that you will be reading a story from the Bible. If this is the first lesson of the rotation, you will need to spend extra time providing background information about the parable to the children. After listening to the story, pass out sequencing statements to the children. Have the children work together to put the statements into the proper order.

Let the children choose which table they want to go to. You will probably want an adult stationed at the table with the Bible Facts sheet. One adult can monitor both the word search and crossword puzzle tables. As children finish each sheet, they can rotate to tables with open seats. If you have extra time, have the children practice writing the Memory Verse on the chalkboard or dry erase boards.

Give a five-minute warning before clean up. Gather the children for a closing prayer. Offer the children the opportunity to include prayer requests. Consider including time for the children to offer up their silent prayers of confession. End the prayer by thanking God for sending Jesus to us. Thank Jesus for sharing the
parables with us. Finally, thank God for His love for us. Thank him for His willingness to forgive us when we are truly sorry for our mistakes.
THE PRODIGAL SON  
(LUKE 15:11-32)  
1/2

MEMORY VERSE:

“Son, you are always with me, and all that is mine is yours. But we had to  
celebrate and rejoice, because this brother of yours was dead and has come to  
life; he was lost and has been found.” (Luke 15:31-32)

TRUE OR FALSE:

“The younger of them said to his father, ‘Father, give me the share of the  
property that will belong to me.’ So he divided his property between them.” Luke  
15:12

TRUE or FALSE

“…the younger son gathered all he had and traveled to a distant country, and  
there he squandered his property in dissolute living.” Luke 15:13

TRUE or FALSE

CIRCLE THE CORRECT WORDS:

“When he had spent (SOME, EVERYTHING), a severe famine took place  
throughout that country, and he began to be in need.” LUKE 15:14

“So, he went and hired himself out to one of the citizens of that country, who sent  
him to the fields to feed the (PIGS, HORSES).”

TRUE OR FALSE:

“…no one gave him anything.” Luke 15:16

TRUE or FALSE

CIRCLE THE CORRECT WORDS:

“I will get up and go to my father, and I will say to him, “Father, I have sinned  
against heaven and before you; I am no longer worthy to be called your (SON,  
SWINE); treat me like one of your hired hands.” Luke 15:18-19

“So he set off and went to his father. But while he was still far off, his father saw  
him and was filled with compassion; he (WALKED, RAN) and put his arms  
around him and kissed him.” LUKE 15:20
FILL IN THE BLANKS:

“But the father said to his slaves, ‘Quickly, bring our a robe-the best one-and put it on him; put a ring on his finger and sandals on his feet. And get the fatted calf and kill it, and let us eat and celebrate; for this son of mine was ___________and he is ________________ again; he was lost and is found!” Luke 15:22-24

TRUE OR FALSE:

“Now his elder son was in the field; and when he came and approached the house, he heard music and dancing. He called one of the slaves and asked what was going on.” Luke15: 25-26

TRUE or FALSE

And he was excited and went in. Luke 15:28

TRUE or FALSE

FILL IN THE BLANKS:

“Then the father said to him, ‘Son, you are always with me, and all that is mine is yours. But we had to celebrate and rejoice, because this brother of yours dead and has come to life; he was _______________and has been _______________.” Luke 15:31-32
THE PRODIGAL SON
(LUKE 15:11-32)
3/6

MEMORY VERSE:

“Son, you are always with me, and all that is mine is yours. But we had to celebrate and rejoice, because this brother of yours was dead and has come to life; he was lost and has been found.” (Luke 15:31-32)

TRUE OR FALSE:

“The younger of them said to his father, ‘Father, give me the share of the property that will belong to me.’ So he divided his property between them.” Luke 15:12

TRUE or FALSE

“The younger son gathered all he had and traveled to a distant country, and there he squandered his property in dissolute living.” Luke 15:13

TRUE or FALSE

FILL IN THE BLANKS:

“When he had spent _____________________, a severe famine took place throughout that country, and he began to be in need.” Luke 15:14

“So, he went and hired himself out to one of the citizens of that country, who sent him to the fields to feed the ______________________.” Luke 15:15

TRUE OR FALSE:

“…no one gave him anything.” Luke 15:16

TRUE or FALSE

FILL IN THE BLANKS:

“I will get up and go to my father, and I will say to him, “Father, I have sinned against heaven and before you; I am no longer worthy to be called your __________; treat me like one of your hired hands.” Luke 15:18-19

“So he set off and went to his father. But while he was still far off, his father saw him and was filled with compassion; he ______________________and put his arms around him and kissed him.” Luke 15:20
“But the father said to his slaves, ‘Quickly, bring our a robe—the best one—and put it on him; put a ring on his finger and sandals on his feet. And get the fatted calf and kill it, and let us eat and celebrate; for this son of mine was _________ and he is _______________ again; he was lost and is found!’ Luke 15:22-24

TRUE OR FALSE:

“Now his elder son was in the field; and when he came and approached the house, he heard music and dancing. He called one of the slaves and asked what was going on.” Luke 15:25-26

TRUE or FALSE

And he was excited and went in. Luke 15:28

TRUE or FALSE

FILL IN THE BLANKS:

“Then the father said to him, ‘Son, you are always with me, and all that is mine is yours. But we had to celebrate and rejoice, because this brother of yours dead and has come to life; he was ________________ and has been ___________________.’ Luke 15:31-32
A man had two sons.

The younger son wanted his inheritance.

The man gave both sons their inheritance.

The young son left home.

The young son spent all his inheritance.

A severe famine hit the land.

The young son had no way to earn any money and was left penniless.

He found a job feeding pigs.

He went back to his father, intending to apologize and beg for a job as a hired worker.

The father saw his son and ran to him and kissed him.

The younger son apologized.
The father threw a huge party to welcome the younger son.

The father said, “For this son of mine was dead and has come to life; he was lost and has been found.”
OUR ACTS

OVERVIEW
The children will listen to the parable of The Prodigal Son. They will experience
the parable through dramatic interpretation. Finally, they will have an opportunity
to reflect on the parable through group discussion.

MATERIALS (With the exception of the video camera, the Workshop
Coordinator will have props in room)
First Graders                          Second – Fifth Graders
- Sticks (1 per child)                  - A robe
- Socks (1 per child)                   - Ring
- Fancy Clothes                        - Sandals
- 4 coins per child                    - Musical Instruments
- Trash Bags stuffed with “garbage”    - “Fatted Calf
  Pig Cut-Outs

It might be fun to videotape the children performing this activity. The church does
not have a video camera but if the teacher would like to provide a camera, the
workshop coordinator, with advance notice, will have a TV/VCR set up in the
room so that the children can view their performance.

ROOM SET-UP
This rotation will need to be located in a place with large, open space that can be
used as both a gathering area and a “stage”.

PROCEDURE
As the children enter the room, invite them to join you in the gathering area. Tell
them that you will be reading from the Bible. Explain that after hearing the
parable the children will be acting it out. Be sure that the children know what
“parable” means. Select children for parts based on their interests. Remember
that some children may be hesitant to act in front of peers and some may be
hesitant to read aloud. Be respectful of these individual preferences when
assigning roles to children. Children who are hesitant to participate could have
roles as audience members, prop masters, partiers, etc. You may want to
videotape the children’s dramatization after a practice run-through. If time
permits, the children can watch their performance. If there’s not enough time,
save the tape and it can be played at another time. Gather the children for a
group discussion. Use questions included at back of this packet as guidance if
needed. Close with prayer.
FIRST GRADE DRAMA
GETTING INTO SCRIPTURE - BIBLE STORY JOURNEY

Materials needed:
Sticks (one for each child)
Socks or old knee-hi hose (one for each child)
Boys and girls or men and ladies fancy dress-up clothes
(prom dresses, suits, furs etc.)
4 coins (any increment) for each child
Bowl or trash bag of scraps or smelly trash

WHAT THE TEACHER DOES: (To prepare ahead)
In one area of the room place the socks with the 4 coins in each sock. In another area of the room place the sticks. In a third area of the room place the fancy clothing. In a fourth area of the room place the bag or bowl of scraps or trash.

WHAT THE STUDENTS DO:
Have each child play the role of the prodigal son in the story.

Begin by "journeying" to the socks and asking the father for their share of the money. Next, travel to the sticks and tie the socks on the ends of the sticks to represent striking out on their own and leaving home. Third, travel to the area that contains the dress-up clothing. The children choose something fancy to buy and leave their socks of money at this area. Talk about the other ways the prodigal son wasted and squandered his money. Finally, "journey" on to the trash area. Here the children remove their fancy clothes and sit around the trash talking about the sad outcome of the boy's dreams. He has nothing left, what can he do? Where can he go? Have the children return to their seats and talk with them about the love and forgiveness of God.
Second – Fifth Grade Drama

PRODIGAL SON
LOST AND FOUND
By Carolyn Rudenske

CHARACTERS:
Jesus   Father
Older son  Younger son
Employer  Servants
Pharisees/Scribes
Tax Collectors/Outcasts

PROPS: PIGS, MONEY

(TAX COLLECTORS AND SINNERS ARE GATHERED AROUND TO LISTEN TO JESUS)

PHARISEES: This man welcomes sinners and eats with them.

JESUS: There was a father who had two sons who made him proud.

(Father and two sons step forward. Father is in center and the boys on each side. The father puts his arms around each son’s shoulders and smiles.)

YOUNGER SON: Listen Dad, I have had my fill and want my share of my inheritance. I am tired of all this work.

FATHER: Son, If that is what you want, then that is what I will do.
I’ll divide the money. Here is your share.

JESUS: The younger son got together all of his money and all that he had and set out for the big city to have fun. He soon squandered all his money.

(Younger son pays out money to others along the way for fun)

JESUS: After he had squandered all his money, there was a famine and he began to be in need. He hired himself out to a citizen of the city who sent him out to feed pigs.

YOUNGER SON: I have to find food, sir. I am unemployed.

FARMER: Great! You can feed my pigs.

(Cast members can all put on pig noses or have cut out pigs.)
JESUS: He fed the pigs but he was not a happy man.

YOUNGER SON: I am still hungry. My stomach is empty. I am starving.

JESUS: No one would five him any food or drink. He sat down to decide what to do.

YOUNGER SON: These pigs are eating better than I am.

JESUS: Soon he comes to his senses.

YOUNGER SON: My father’s hired men have food to spare. I will go home and tell Dad I have sinned against heaven and him; I am not worthy to be called his son. I will beg him to hire me to be one of his workers.

(Son departs to go back home and his father. He soon sees his home and his father. His father funs out to meet him.)

(The father turns to the servants.)

FATHER: Quick, bring the best robe and put it on him. Put a ring on his finger and new sandals on his feet. Bring a fatted calf and kill it. We will have a feast and celebrate, for my son was lost and now is found. He was dead and is alive again!

(Cast pantomimes having a party.)

JESUS: Meanwhile, The older son who was working in the field hears all the music and dancing. He calls to a servant.

OLDER SON: What is all this music I hear?

SERVANT: Your brother was lost and is now found and your father is having a celebration.

JESUS: The older son becomes angry and refuses to go into the party. His father pleads with him.

FATHER: Please, come in.

OLDER SON: Why should I? All these years I have worked hard for you and never disobeyed your orders. Yet, you never gave a party for me. Never let me have friends over and kill even a goat. But my brother went off and wasted all his inheritance on wicked things and you have a celebration for him!
FATHER: Please, listen carefully. You have been here with me always and everything I have is yours, but we have to celebrate because we thought your brother was dead and now he is alive again.

JESUS: When you have sinned and misbehaved, when you have not lived the way God wants you to live, confess your sins and I will bless you. God sent me from heaven to come and forgive your sins. So please repent and partake of God’s love.

(Jesus ends speech with arms open wide in an invitation.)
PRAY-PER-VIEW

OVERVIEW
The children will the video “The Prodigal Son” produced by Nest Entertainment, Inc.

MATERIALS
- Video of The Prodigal Son (Workshop Coordinator)
- TV/VCR (Workshop Coordinator)
- Popcorn (Workshop Coordinator)
- Water (Teacher)
- Napkins (Workshop Coordinator)
- Cups (Workshop Coordinator)
- Master copies of extension activates from “The Prodigal Son” activity and resource book from Nest Entertainment (Included in notebook)

ROOM SET-UP
This rotation will need a room that can accommodate the children viewing a movie. It will also need a large, open space where the children can do the “Getting Their Attention” activity. It may also be possible to do the “Getting Their Attention” activity in the hallway.

PROCEDURE
The children will start this rotation by doing the “Getting Their Attention – Red Light/Green Light” activity that is included in this packet. Following this activity, the children will listen to the parable of The Prodigal Son as it is read to them from the Bible. They will then watch the video. Popcorn and water will be passed out just before the movie begins. Be sure to check for food allergies. Following the movie, ask the children to compare/contrast the parable in the Bible as compared to the movie version. Consider using the questions included as reference in this packet if you need help moving the discussion along. Close with prayer. Additional worksheets, puzzles and coloring pages (master copies) are included in this section in case you have extra time following the video or if you wish to have a follow-up activity to send home with the children.
GETTING THEIR ATTENTION - RED/LIGHT GREEN/LIGHT

Materials needed:
None (Possibility due to limited space in the room/hallway is busy, use tokens instead of red light/green light)

WHAT THE TEACHER DOES: (To prepare ahead)
There are no advance preparations necessary.

WHAT THE STUDENTS DO:
Have the children line up in a horizontal line across the back of the room. Explain to them that the game they’re going to play is similar to red light/green light.

Every time you read a green light statement that applies to them, they may move forward the allotted steps. Every time you read a red light statement that applies to them, they have to retreat the allotted steps.

1. (Green light) Move forward 5 steps if you’ve told your mom or dad you love them.

2. (Red light) Move backward 4 steps if your mom or dad has gotten on you for talking back to them.

3. (Green light) Move forward 3 steps if you’ve remembered to thank your mom or dad for something they’ve given you or done for you lately.

4. (Red light) Move backward 5 steps if your parents have ever gotten on you for not being thankful or appreciative of what you have.

5. (Green light) Move forward 8 steps if you’ve done your jobs at home lately without complaining and whining.

6. (Red light) Move backward 5 steps if you’ve been fussed at because you don’t do things cheerfully and without being told.

7. (Green light) Move forward 2 steps if you’ve helped your parents out by watching a little brother or sister while they got some work done. (If you don’t have siblings, have you helped someone else out with their children?)

8. (Red light) Move backward 3 steps if your parents have complained about the way you treat your brother or sister.

Most of the children will not have advanced very far. Talk with them about their discouragement over how every time they seemed to make progress they fell
backwards again. (You may have children who will even be unable to admit and confess that they have fallen backwards from time to time)

Jesus tells a story in our lesson today to help us know what to do when we have those backwards times. A young man makes several bad choices that lead him backwards instead of forwards. What lesson does Jesus want to teach us from this young man? GO STRAIGHT INTO THE BIBLE STORY.
Unscramble the letters to find the words in our

Prodigal Son
Anagram

adgilopr

aeftihrt

aceehiinart

afilmy

ghnruy

gips

ehmo

abceelrt

eefginorssv

dfnou
Help the Prodigal Son find his way home.

The Parable of the Lost Son
Luke 15:11-32
ADDITIONAL DISCUSSION QUESTIONS FOR ANY ROTATION

❖ Who is the father in the story like?

❖ How is the father like God?

❖ The younger son in the story thought he didn’t need his father and went his own way. Do we ever act that way toward God?

❖ What are some things we do when we wander away from God?

❖ What does God want us to do when we do something wrong?

❖ Why was the older son upset?

❖ Do you ever feel that things aren’t fair because somebody else is getting something that you deserve more?

❖ Suppose you know somebody you think has been living a very bad life and they feel sorry and ask God for forgiveness. How does God want us to treat that person?

❖ What should the Pharisees have learned from this story?

❖ What have you learned from this parable?

Additional questions can be found in the Tabernacle and Fun & Godly Stuff sections of this rotation.
ADDITIONAL FILLER ACTIVITIES
(These activities are added to this packet as fillers of reference ideas for future use. The workshop coordinator will not be providing materials for these activities during the 2005 rotation.)

GETTING INTO SCRIPTURE

- Materials needed:
  - Write/on-wipe/off board
  - Markers to use on board
  - Bibles

WHAT THE TEACHER DOES: (To prepare ahead)
There are no advance preparations necessary.

WHAT THE STUDENTS DO:
Have the students look up the memory verse in their Bibles.
Let them take turns printing the verse on the write/on-wipe/off board. Read it and repeat it together several times. Take turns erasing words from the verse and repeating it together again.
Talk about how Jesus erases our sins just like we're erasing memory verse words. The best part is that even though we are trying to remember the words that were there, Jesus does not remember our sins once we have confessed them and He has forgiven them.
See if you can get all the words erased and the whole verse repeated.

ACTING ON SCRIPTURE - GOD'S ERASER FORGIVENESS

Materials needed:
Large plain rectangular erasers (1 for each child)
Small fine-tip black markers

WHAT THE TEACHER DOES: (To prepare ahead)
There are no advance preparations necessary.

WHAT THE STUDENTS DO:
Give each child an eraser and a marker. On their eraser have them print something that reminds them of Jesus; forgiveness. (Example: Jesus can erase all my mistakes. OR My mistakes are in the Master Eraser's hands.) Encourage
the children to be able to share their faith about God's forgiveness when they share their eraser with their classmates at school.

REFLECTION: “Starting Over”:
Pulling it all together (closing discussion):
The Message: Have children decide what picture you should draw with the Etch-A-Sketch. When finished drawing the picture, have children rate your drawing. If you’ve ever used an Etch-A-Sketch, you know that drawing a picture with curves is almost impossible. As you look at the picture you’ve drawn, express your unhappiness over your artwork. Then explain to the children that one of Etch-A-Sketch’s greatest features is its erasing ability. Turn the Etch-A-Sketch upside down, and give it a big shake.

Say: I made mistakes on my drawing. The Etch-A-Sketch lets me start over. Sometimes we make mistakes in life. God lets us start over too!

Tell the story of the prodigal son from Luke 15:11-32. Then read aloud 1 John 1:9. Ask: What is sin? What does it mean to confess our sins? What happens when we confess our sins?