

Lesson 7.12 - Birth of Christ: Offering Refuge

Topic: Becoming Peacemakers

Subtopic: Offering Refuge

1B. Jesus Christ: God the Son

4F. Peace in the Home and Community

Class: Standard VII (Grade 7)

Objectives: **Knowledge:** Students will know that families who are obedient to God can offer refuge to those in need.

**Attitude:** Students will want to provide refuge for innocent students and strangers.

Materials Needed:

Blackboard and Chalk

Exercise book

Chart: Group Rules

*Optional:* Song to teach the class

References: Matthew 2

Memory Verse: Matthew 22:30

### Teacher Activities

**Introduction:** *Optional Worship.*

Ask : Who was a refugee in our story last week? (Jesus)

Do we have any refugees today?

**Bible Story:** Review the Bible story by having students answer the Questions or by having them act it out as someone reads Matthew 2.

**Application:**

Share a story about helping others.

Discuss the questions together.

Read the Key Concept and Memory Verse

Discussion Groups led by student leaders.

**Evaluation:** Do students show a willingness to help others? Are students being respectful during small group discussions?

### Student Activities

**Introduction:** Discuss questions about refugees.

**Bible Story:** Students review the Bible Story from last week about Jesus' family fleeing to Egypt to escape Herod.

**Application:**

Listen to a story and discuss it together.

*Have student-led discussion in small groups and then write the answers to the questions in their journals.*

1. Why is it important for us to provide refuge to the strangers in our midst?
2. Why is the protection of innocent people from abusive power important for peace?

**Evaluation:** Were students able to answer the questions? Are they showing concern for those in need?

**Extension Activities:** *Worship.* Continue starting class with worship, if possible.

*Memory Verse:* Write the memory verse on the board and have students copy it in their exercise book. If you have time, let them have a few minutes to look at it and try to learn it and then let them say it to a partner or recite it together as a class.

*Drama:* For the Bible story review, you could read Matthew 2 while students act out the story. Possible Roles: Mary, Joseph, Angel, Wise Men, Herod, Herod's Scribes, Herod's Soldiers.

## Notes for Teacher

This term the lessons focus on ways peacemakers demonstrate compassion, mercy and justice. In last week's story, Jesus and his family fled to Egypt for safety. Many times when there is war or violence people will flee from their homes to a place of relative safety. This lesson discusses how God's people will try to help those in need of safe refuge.

Key Concept: God's people help refugees and others in need of help.

Introduction: Help students start thinking about refugees by asking questions. Refugees they might be familiar with include people fleeing violence in Sudan or those in Displaced Person's Camps in Kenya, following the post-election violence of 2007-8.

Bible Story: Review the story of Jesus' birth by playing a "Trivia" game or by having students dramatize the story. *Questions for "Trivia" game to see who remembers the details of the events surrounding Jesus birth.*

1. *What is the name of Jesus' mother? (Mary)*
2. *To whom was Mary engaged? (Joseph)*
3. *What does the word "Emmanuel" mean? (God is with us)*
4. *Why did Mary name her baby Jesus? (he would save his people from their sins)*
5. *How did the angel of the Lord speak to Joseph? (in a dream)*
6. *How did the Wise Men learn about Jesus' birth? (a star)*
7. *Who did the Wise Men first visit? (King Herod)*
8. *Where did Herod's scribes tell him the Messiah would be born? (Bethlehem)*
9. *What gifts did the Wise Men bring to the family of Jesus? (gold, frankincense and myrrh)*
10. *Why did the Wise Men go home a different way? (they were warned in a dream)*
11. *What time of day did Joseph leave Bethlehem? (night)*
12. *Where did Joseph take Mary & Jesus? (Egypt)*
13. *What did Herod do to the students of Bethlehem? (killed the students two years or under)*
14. *What did the angel of the Lord say to Joseph in Egypt? (go back to Israel)*
15. *What part of Israel did Joseph settle his family? (Galilee, a town called Nazareth)*
16. *What was the memory verse for last week? (Proverbs 18:10- "The Lord is a like a strong tower where the righteous can go and be safe.)*

Application: Last week we discussed how students may need to go to a safe place if they feel threatened. In today's lesson we focus on how we can help others who are refugees. Share with the students one of the two stories below or a similar true story.

*Corrie ten Boom.* During World War II, Nazi soldiers from Germany occupied Holland. They tried to round up all the Jews and send them away to be killed. Corrie and her family hid Jews in their house and then helped them get to the homes of Dutch families who would keep them safe until after the war. They also hid people involved in the Dutch resistance movement. It is estimated that they saved the lives of approximately 800 Jews. One day when they had several Jews and two resistance workers hidden upstairs, the Nazis raided their home. They arrested Corrie, her father, her sister, brother and nephew but they did not find the people hidden in a secret room. Corrie's family was all sent to concentration camps where everyone in her family

died except for Corrie. After the war she wrote a book called *The Hiding Place* that tells about her family.

*Abolitionists.* In the United States in the early 1800s there were slaves in the southern part of the country who were forced to work on big plantations. The northern states did not have slaves but it was illegal to help a slave escape. Some people called *abolitionists* helped the slaves anyway. They would hide escaped slaves in their homes or barns. They gave them food, clothing and transportation to the next safe place. They helped the slaves get from the plantations in the south to Canada in the north where they could be free. The abolitionists also worked to change the laws so slavery would be abolished. Finally in 1865, after a bloody Civil War, an amendment to the constitution was passed that made it illegal to have slaves anywhere in the United States.

- Where did Joseph go for refuge? (Egypt)
- Where did the Jews (or slaves) in our story find refuge? (In a home where people provided safety)
- Why did it require courage to help others? (They could be arrested or killed for helping.)
- How can we help refugees today? (*Answers may vary. Possible answers: Provide a safe place for them to stay temporarily, provide food, clothing or other resources for them to survive, )*
- If students know of people who were or are refugees, they might share about their experiences.
- Read the key concept and memory verse.

*Small Group Discussion:* Review the Group Rules. Have students discuss these two questions and then write answers in their journals.

- 1. Why is it important for us to provide refuge to the strangers in our midst?**
- 2. Why is the protection of innocent people from abusive power important for peace?**

If you have time, ask students to discuss in their groups how well they did or did not follow the group rules.