

SINGLE-MINDEDNESS

LESSON TEXT

Luke 9:51-62

LESSON OBJECTIVES

- The students will identify obstacles that Jesus faced in staying single-minded.
- The students will explain what it means to be single-minded for God.
- The students will practice single-mindedness in their quiet times and prayer lives.

MATERIALS NEEDED

For each student:

- pen or pencil

For the teacher:

- 1 copy of "Good News from the Kingdom"
- globe or map of the world
- dictionary
- extra Bibles
- a favorite food to share with all the students

Reproducible Pages:

- Page A, 1 copy for each student
- Page B, 1 copy for each student
- Page C, 1 copy for the teacher
- Page D, 1 copy for each student

LESSON PLAN

Getting Ready

Faithful Instruction
 Teacher Focus
 Teacher Tips
 Preclass Activity: My Favorite Food
 Starting Up
 Welcome and Singing
 Opening Prayer
 Victories
 Good News from the Kingdom

Getting into God's Word

Story: "Finish the Work"
 Scripture Study
 Activity: Single-Minded Simon

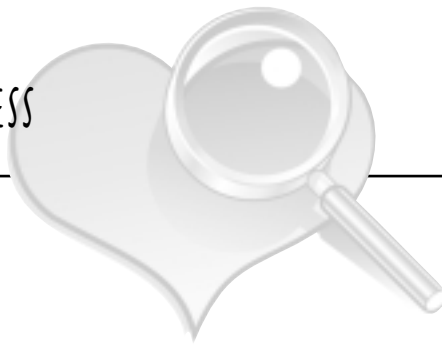
Getting It to Others

Scripture Memory: John 4:34
 Weekly Challenge and Snack time
 Conclusion

SCRIPTURE MEMORY

"My food," said Jesus, "is to do the will of him who sent me and to finish his work."

John 4:34



FAITHFUL INSTRUCTION

TEACHER FOCUS

The focus of this lesson is the single-mindedness of Jesus. Pray before preparing this lesson. Read and meditate on Luke 9:51-62. Consider your life and discipleship to Jesus Christ. What cost did you count when you decided to follow Jesus? What current distraction do you have in your life that could keep you from being as single-minded as Jesus was? Your personal focus on being a disciple of Jesus will have an eternal impact on your students.

TEACHER TIPS

For the Scripture Memory section of the lesson, you will need to bring in one of your favorite foods to share with your class. Be sure that you have enough to share with all your students, and that the food is ready to serve. Remember to bring any paper plates or utensils that will be needed.

NOTE: Be sure to ask your students about food allergies they may have, including allergies to nuts, dairy products and certain fruits. Do not allow any students to eat any of the food you have brought if they may be allergic to it.

PRECLASS ACTIVITY

MY FAVORITE FOOD

Preteens love their favorite foods. They focus on getting that food and eating it. This activity will encourage them to realize what it means to be single-minded and focussed on growing spiritually.

MATERIALS USED

For the student:

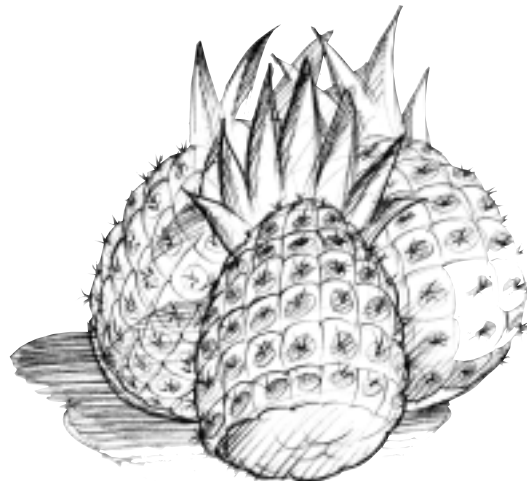
- pen or pencil

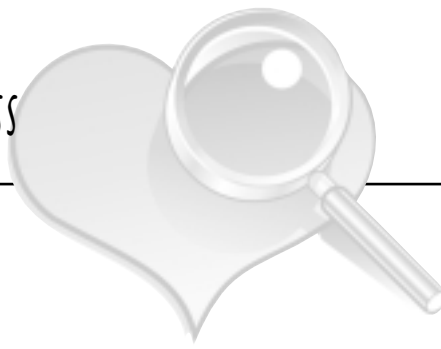
Reproducible Pages:

- Page A, 1 copy for each student

INSTRUCTIONS

1. Distribute copies of Reproducible Page A (My Favorite Food) and a pen or pencil to the students as they arrive.
2. Tell the students to answer the questions on the worksheet by filling in the blanks provided.
3. As time permits, allow each student to share their answers with the rest of the class.





STARTING UP

WELCOME AND SINGING

Call the students together in a circle. Welcome everyone by name, being sure to recognize anyone who is visiting. Let them know how glad you are to see them, and how much you looked forward to being with them. Sing a few great songs.

OPENING PRAYER

Who would like to say a prayer to start today's time together? Let a few students lead the prayer. Encourage the students to mention missing students, special church activities, illnesses and to be especially thankful for the chance to be together.

VICTORIES

Take the time to have the students share about the challenges they were given at the end of last week's class. *Did everyone complete their challenge? How did it go? What fears did you face as you met the challenge to put the lesson into practice? How did everyone do with having consistent quiet times? Would anyone like to share something they learned?*

Praise and encourage all the students' efforts, especially noting any area of significant growth. Offer help and suggestions so they can have even more victories in the coming week.

GOOD NEWS FROM THE KINGDOM

MATERIALS USED

For the teacher:

- 1 copy of "Good News from the Kingdom"
- globe or map of the world

INSTRUCTIONS

Now let's take a few minutes to share "Good News from the Kingdom." Be excited as you read about what is happening around the world. Have a globe or map ready, pointing out the location as you share. Remind your students that the kingdom of God is worldwide and that the victories of our brothers and sisters in others countries can inspire us and spur us on.





STORY

FINISH THE WORK

In this story, two students have the same amount of work to finish. Their different levels of focus lead to dramatic differences in the results.

MATERIALS USED

For the teacher:

- dictionary

Reproducible Pages:

- Page B, 1 copy for each student

INSTRUCTIONS

1. Distribute copies of Reproducible Page B ("Finish the Work") to the students.
2. Read the story to the students.
3. Explain and discuss the story concept.
 - *What were the differences between Ruben and Luke?* (things came easily to Ruben but Luke had to work harder / Ruben worked fast and Luke worked slower / Ruben was familiar with winning but Luke accepted being average)
 - *What do you think motivated Luke to do his best in the science project?* (his love for science / his good attitude)
 - *What does "procrastinate" mean?* (Webster definition: "to put off intentionally the doing of something that should be done")
 - *Why did Ruben procrastinate?* (He was easily distracted. / He was overconfident. / He thought he could win because of past success.)
 - *With which student do you most identify? Why?*
 - *What obstacles did Luke have to overcome to finish his project?*
 - *What are some of the same obstacles you face in trying to follow Jesus every day?* (frustration / laziness / forgetfulness / no accountability)
 - *What can you imitate from Luke's life and success?* (consistency / desire to do a good job / staying focused / keeping priorities / asking for help / following directions)

SCRIPTURE STUDY

Have the students take out their Bibles and turn to Luke 9:51-62. Select a volunteer to read the passage. Select a student to look up the word "resolute" in the dictionary and to read the definition aloud to the class.

- *What did it mean for Jesus to be resolute?* (When Jesus made a decision to do something, he followed through to the end.)
- *What are some things that could have distracted or discouraged Jesus?* (the unwelcoming Samaritans / James and John's response to the Samaritans)

Reread verses 57-58.

- *What was Jesus saying to this man who wanted to follow him?* (Jesus was single-minded and he expected his followers to be single-minded.)
- *Now (and as you get older) what are some things that could distract you from single-mindedly following Jesus?* (friends / possessions / future plans / dating issues / family)
- *What are the results of being single-minded in whatever you do?* (excelling / being influential / knowing you did your best / confidence / things falling into place in your life)



ACTIVITY

SINGLE-MINDED SIMON

The students will play a game that will allow them to see how concentration and listening skills are important in staying single-minded.

MATERIALS USED

For the teacher:

- extra Bibles

Reproducible Pages:

- Page C, 1 copy for the teacher

INSTRUCTIONS

1. Follow the instructions on Reproducible Page C (Single-Minded Simon Game).
2. Lead the game with enthusiasm and fun.

SINGLE-MINDED SIMON GAME

Instructions:

1. Have the students begin the game by standing up.
2. Explain to the students that the command to follow is "Simon says focus on" instead of the usual "Simon says." So if the command is only "Simon says" or only "focus on," the students should not follow. If a student responds without the full command being given, have that student step out of the game.
3. Read the first set of commands.
4. Repeat the activity with the second set of commands.

NOTE: Read these concisely and quickly. As you read the commands, act them out even when the students are not supposed to follow. This will make it more imperative that the students listen carefully instead of just watching and following.

FIRST SET:

- Simon says focus on sitting down.
- Simon says focus on standing up.
- Simon says focus on picking up your Bible.
- Simon says trade your Bible with someone.
- Focus on putting your Bible down.
- Simon says put your Bible with someone.
- Simon says focus on putting your Bible down.
- Simon says give someone a high five.
- Simon says sit down.
- Simon says scratch your head.

SECOND SET:

- Simon says focus on touching your nose.
- Simon says raise your arms.
- Focus on raising your arms.
- Simon says sit down.
- Simon says please sit down.
- Simon says focus on opening your Bible to the book of Matthew.
- Simon says look up Matthew 5:1.
- Simon says close your Bible.
- Simon says focus on closing your Bible.
- Simon says focus on sitting down.
- Focus on putting your Bible down.



SCRIPTURE MEMORY

"My food," said Jesus, "is to do the will of him who sent me and to finish his work."

John 4:34

MATERIALS USED

For the teacher:

- a favorite food to share with all the students
- *Reproducible Pages*:
- Page D, 1 copy for each student

PREPARATION

1. Select a favorite food and buy or prepare it for your students. Be sure it is also a favorite with the students.
2. Prepare enough for each student to have a serving.

IMPORTANT: Do not bring any food that would spoil if not refrigerated.

INSTRUCTIONS

1. Explain to the students that this is an activity about our desire for food and about how Jesus looked at God's work as food.
2. Give each student a copy of *Reproducible Page D* (Scripture Memory).
3. Have the students read the scripture aloud as a class twice.
4. Ask the students to take out their completed copy of *Reproducible Page A* (My Favorite Food).
5. Review with the students some of their favorite foods.
6. Place the favorite food you brought in view of the students. Discuss:
 - *What is it like to be very hungry?*
 - *What is the longest amount of time you have gone without food?*

- *What would it be like to eat this food?* (Discuss the food you brought and try to get the students excited about eating it.)
 - *As we consider what food means to us, what does this scripture tell us about Jesus and his love for God?*
 - *How serious was Jesus about God's purpose for his life?*
7. Joke with the students about not getting to eat the food you brought and discuss their reaction. Then, share the food with the students.
 8. Discuss the pleasure and the necessity of food to us, and compare that to Jesus' seriousness and single-mindedness in living for God.
 9. Have the students say the memory verse together aloud again.

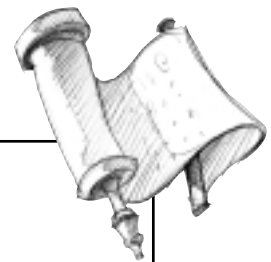
WEEKLY CHALLENGE AND SNACK TIME

If your students bring a snack, allow them to eat while you explain to them the challenge for the week.

Explain that the challenge is for each student to choose a time (preferably the morning, if possible) that he/she will commit to adding ten minutes of extra Bible study and/or prayer to their quiet times. Discuss with the students that it will take single-mindedness to meet this challenge and that Jesus started his day each morning in prayer to the Father. Also discuss what will have to change in their schedules to be successful with the challenge.

CONCLUSION

End the class with a prayer.



WEEKLY CHALLENGE

Practice being single-minded by adding ten minutes to your Bible study and/or prayer time every day this week.

SINGLE-MINDEDNESS

LESSON TEXT

Luke 9:51-62, Matthew 6:28-34

LESSON OBJECTIVES

- The students will identify obstacles that Jesus faced in staying single-minded.
- The students will explain how our security can and should come from God.
- The students will identify three things that can distract anyone from following God.

MATERIALS NEEDED

For the student:

- pen or pencil
- 1 small, smooth stone (2" - 4" in diameter)

For the teacher:

- extra Bibles
- rubber cement
- scissors
- markers
- metallic paint
- small pieces of sponge
- spray can of clear finish (optional)
- newspapers
- felt fabric pieces

Reproducible Pages:

- Page E, 1 copy for each student
- Page F, 1 copy for every 20 students

LESSON PLAN

Getting Ready

Faithful Instruction
 Teacher Focus
 Preclass Activity: Single-Minded Words
 Starting Up
 Welcome and Singing
 Opening Prayer and Review
 Great News Sharing

Getting into God's Word

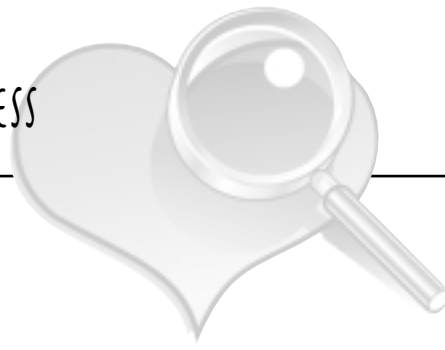
Scripture Study
 Activity: Finish His Work

Getting It to Others

Scripture Memory: John 4:34
 Weekly Challenge and Snack Time
 Conclusion

SCRIPTURE MEMORY

"My food," said Jesus, "is to do the will of him who sent me and to finish his work."
 John 4:34



FAITHFUL INSTRUCTION

TEACHER FOCUS

The focus of this lesson is the single-mindedness of Jesus. Pray before preparing this lesson. Read and meditate on Luke 9:51-62 and Matthew 6:28-34. Consider your life and discipleship to Jesus Christ. Jesus was resolute in his mission and let nothing distract him. How focussed are you on your purpose as a disciple and as a teacher of pre-teens? Is your resolute attitude an example to other disciples and especially to your students?

PRECLASS ACTIVITY

SINGLE-MINDED WORDS

The students will use their Bibles to look up scriptures and complete a word puzzle about single-mindedness.

MATERIALS USED

For the student:

- pen or pencil

For the teacher:

- extra Bibles

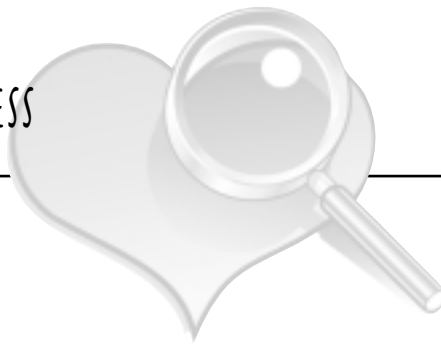
Reproducible Pages:

- Page E, 1 copy for each student

INSTRUCTIONS

1. Distribute copies of Reproducible Page E (Single-Minded Words) and a pen or pencil to the students as they arrive.
2. Help each student to understand the instructions to complete the worksheet.
3. As the students complete the worksheet, have them pair up with another student to compare and discuss their answers.
4. See answer key below:

1. r e **S** o l u t e l y
2. f **I** r e
3. **N** e s t s
4. v i l l a **G** e
5. f o **L** l o w
6. h **E** a d
7. **M** a n
8. f **I** r s t
9. h a **N** d
10. G o **D**
11. d **E** a d
12. r o a **D**



STARTING UP

WELCOME AND SINGING

Call the students together in a circle. Welcome everyone by name, being sure to recognize anyone who is visiting. Let them know how glad you are to see them, and how much you looked forward to being with them. Sing a few great songs.

OPENING PRAYER AND REVIEW

- Open with one of the students praying for each student to understand and practice single-mindedness toward God.
- Have one student recite the memory verse for this lesson: John 4:34.
- Have a student briefly review the previous lesson (Core Lesson).

GREAT NEWS SHARING

Allow several minutes for the students to share great news about their lives. This could be about a family member who became a disciple, someone healed from an illness, someone studying the Bible, great grades, etc. Remind the students to be brief, so that as many as possible can share.





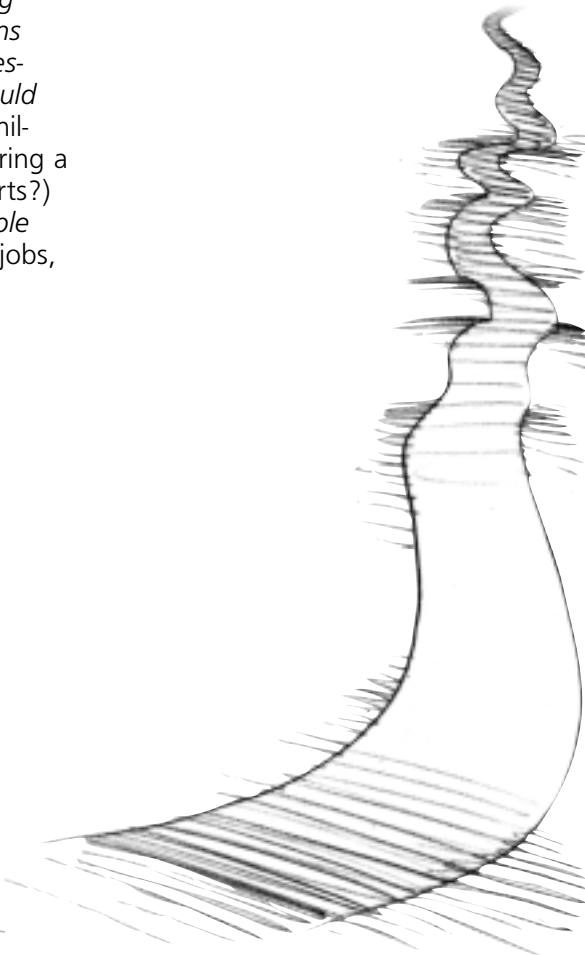
SCRIPTURE STUDY

Ask the students to take out their Bibles and turn to Luke 9:51-62. Select two volunteers to share the reading of the passage.

- *In verse 58, Jesus said, "Foxes have holes and birds of the air have nests." These are their homes. Why would he say the Son of Man has no place to lay his head? (because Jesus' home was wherever he was working for God)*
- *What is there about a home that brings people comfort and security? (familiarity / personal possessions / privacy)*
- *Why do you think Jesus chose not to own a home? (because of the time it takes to care for it / he traveled so much / he was determined to stay among the people)*
- *God wants our security to come from following Jesus—not from how good our accommodations are. If God were about to move you, what questions about your new home/neighborhood would you ask before you moved? (Are there other children? How big will my house be? Will I be sharing a room? Is there shopping? What about the sports?)*
- *What are some things that could distract people from following God today? (family / houses / jobs, etc.—the same things Jesus talked about)*

Have the students turn to Matthew 6:28-34 in their Bibles. Select another volunteer to read the passage.

- *How does this passage help us to understand that our security can be totally in God?*
- *Can you think of anything that you need that God cannot provide...if you focus on him first?*
- *What is the difference between what we "need" and what we "want."*





ACTIVITY

FINISH HIS WORK

The students will make a stone paperweight that will remind them to be single-minded and to finish God's work.

MATERIALS USED

For each student:

- 1 small, smooth stone (2" - 4" in diameter)

For the teacher:

- rubber cement
- scissors
- markers
- metallic paint
- small pieces of sponge
- spray can of clear finish (optional)
- newspapers
- felt fabric pieces

Reproducible Pages:

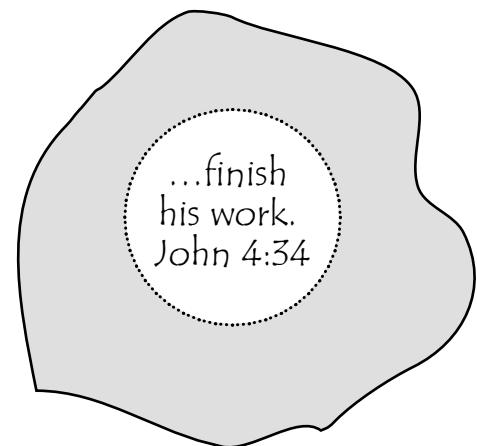
- Page F, 1 copy for every 20 students

PREPARATION

1. Bring a selection of small stones to class so that the students can choose the sizes and shapes they prefer. These stones can be between two to four inches in diameter. Make sure that they are clean and very dry. Try to select rocks that are unique in shape and color so that they will make interesting paperweights. (Also: If you choose to use varnish, be sure it is fast-drying so that the project can be completed in the class time, and be sure that the room is well-ventilated.)
2. Cut up one or two copies of Reproducible Page F (Finish His Work) so that each student will have one decal with the words, "Finish His Work."

INSTRUCTIONS

1. Place newspapers down on the work areas.
2. After the students have each selected a stone, ask them to choose a "finish his work" decal to be glued onto their stones. The decals may need to be trimmed appropriately for each individual rock.
3. Allow the students to color the decals, using the markers.
4. Before gluing the decal to the rock, take a sponge and lightly sponge a small amount of metallic paint onto the rock to give it a gilded look.
5. Glue the decal onto the stone.
6. Optional: Have the students spray a light coat of finish onto the rocks.
7. Have the students cut out small pieces of felt fabric to glue onto the bottoms of the stones so that they will keep them from scratching wooden surfaces on which they are placed.





SCRIPTURE MEMORY

"My food," said Jesus, "is to do the will of him who sent me and to finish his work."

John 4:34

INSTRUCTIONS

1. Ask the students if any of them can recite the memory scripture for this week.
2. After several have quoted the verse, recite it together as a class two or three times.
3. Discuss why it is difficult sometimes to finish our work. Also discuss why it is sometimes difficult for us to finish God's work.

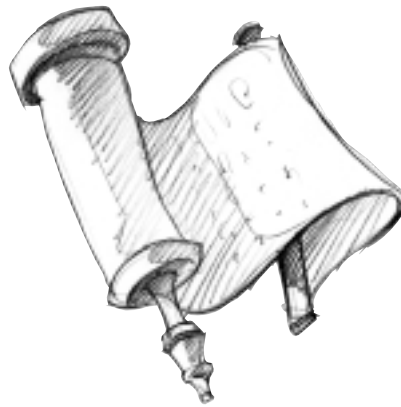
WEEKLY CHALLENGE AND SNACK TIME

If your students bring a snack, allow them to eat while you explain to them the challenge for the week.

Remind the students to complete their weekly challenge before the next class. The challenge was for each student to add ten minutes to their Bible study or prayer time every day this week. Encourage the students who are having difficulty and talk through what they can do individually to meet the challenge.

CONCLUSION

End the class with a prayer.



WEEKLY CHALLENGE

Practice being single-minded by adding ten minutes to your Bible study and/or prayer time every day this week.



MY FAVORITE FOOD

What is your one favorite food?

What do you like about it?

When do you most like to eat this food?

How do you feel after you have eaten it?

How do you feel before you've eaten it, when you are hungry and anticipating it?

How often would you like to eat it?

Who prepares it the best?

(As time permits, share your answers with the other students.)

FINISH THE WORK

Ruben and Luke were in the same Junior High School science class. Ruben was the kind of guy who didn't have to work very hard to succeed in school. Things didn't come quite so easily for Luke, although he had a good attitude about his schoolwork and wanted to do well. Ruben worked quickly and accurately. Luke had a tendency to work at a slower pace with a few more mistakes. Ruben was a procrastinator, but he usually ended up getting his assignments in on time and getting good grades on them. Luke had to work hard at his accomplishments and still only managed to do average in his classes.

During the first week of school, Ms. Murphy the science teacher, announced that science projects would be due at the end of the semester. This gave the students three months to complete the project. Ruben and Luke were excited. They were both science fans and they waited in anticipation to hear the topics they could choose from. Ms. Murphy read the topics aloud and Ruben and Luke, unaware of the other's choice, chose the same topic. The project they chose, Ms. Murphy explained, would involve recording daily data and would take some dedication to get the desired results.

That night Ruben went home, watched a couple of his favorite after-school re-runs and shot some hoops with his dad. He was planning to go out for basketball so he wanted to sharpen his skills. His dad gave him some pointers and he read a great book on strategies for a good season. By the time he finished the book and thought about his science project it was time for bed. "Oh well," he thought to himself, "I can do that project with my eyes closed." So he went to bed without gathering any information, recording any data for the day, or telling his parents anything about the project.

Luke went home that night and immediately began to collect information. The first thing he did was tell his mom and dad about the project and when it was due so they could help him stay focused and remind him of his daily responsibilities. He went to the library and read up on his topic and started, that night, recording data in a notebook. Every day he set aside a few minutes to work on his project and record his findings. The success of his project meant a lot to him. Even if he didn't win the prize that Ms. Murphy had promised the winner, he wanted to be able to say that he had followed the instructions given and finished the assignment. There were times when he got frustrated and wanted to quit. He even forgot to record his data a couple of days, but he continued to work hard until the day the project was due. He turned his work in, feeling he had done the best he could.

Meanwhile, Ruben continued to put basketball and other interests ahead of his project. In fact, he didn't even start on it until Ms. Murphy announced in class one day that the projects were due in one week. All of a sudden, Ruben became very interested in his topic and began trying to cram 3 months of research and data recording into a week. He worked really hard and was quite sure he could pull this off without his teacher or his parents finding out the real truth. In fact, he was pretty sure he could even win the prize. He always got the best grade in the class. Why should this time be any different?

On the day of the judging Ruben felt confident and sure of himself based on his past successes. If history repeated itself, Ruben would win the prize. Luke, on the other hand, was feeling rather anxious. He knew his project probably wouldn't win. He just hoped he had understood the instructions and had finished the project according to Ms. Murphy's expectations.

Finally, the winner was announced. It was Luke! Ruben couldn't believe he had lost to an average student. Ruben and Luke learned a valuable lesson that day. The prize doesn't always go to the smartest and the fastest. Sometimes it goes to the one who works slowly, steadily and consistently. Luke stayed focused, followed the instructions, finished the work and won the prize.



SINGLE-MINDED SIMON GAME

Instructions:

1. Have the students begin the game by standing up.
2. Explain to the students that the command to follow is "Simon says focus on" instead of the usual "Simon says." So if the command is only "Simon says" or only "focus on," the students should not follow. If a student responds without the full command being given, have that student step out of the game.
3. Read the first set of commands.
NOTE: Read these concisely and quickly. As you read the commands, act them out even when the students are not supposed to follow. This will make it more imperative that the students listen carefully instead of just watching and following.
4. Repeat the activity with the second set of commands.

FIRST SET:

- Simon says focus on sitting down.
- Simon says focus on standing up.
- Simon says focus on picking up your Bible.
- Simon says trade your Bible with someone.
- Simon says focus on trading your Bible with someone.
- Focus on putting your Bible down.
- Simon says put your Bible down.
- Simon says focus on putting your Bible down.
- Simon says give someone a high five.
- Simon says focus on giving someone a hug.
- Simon says sit down.
- Simon says scratch your head.

SECOND SET:

- Simon says focus on touching your nose.
- Simon says raise your arms.
- Focus on raising your arms.
- Simon says focus on raising your arms.
- Simon says sit down.
- Simon says please sit down.
- Simon says focus on opening your Bible to the book of Matthew.
- Simon says look up Matthew 5:1.
- Simon says close your Bible.
- Simon says focus on closing your Bible.
- Simon says focus on sitting down.
- Focus on putting your Bible down.

SCRIPTURE MEMORY VERSE

"My food," said Jesus, "is to do the will of him who sent me and to finish his work."

JOHN 4:34

WEEKLY CHALLENGE

Practice being single-minded by adding ten minutes to your Bible study and/or prayer time every day this week.



SINGLE-MINDED WORDS

Look up the following scriptures and find the word that fills in the blank correctly. Then fill in the blanks at the bottom with the correct words to complete the puzzle.

1. Luke 9:51 ...Jesus _____ set out for Jerusalem.
2. Luke 9:54 ...they asked, "Lord, do you want us to call _____ down...?"
3. Luke 9:58 "Foxes have holes and birds of the air have _____."
4. Luke 9:56 ...and they went to another _____.
5. Luke 9:59 He said to another man, " _____ me."
6. Luke 9:58 "...has no place to lay his _____."
7. Luke 9:58 ...but the Son of _____ has no place to...."
8. Luke 9:59 ...the man replied, "Lord, _____ let me go and bury my father."
9. Luke 9:62 "No one who puts his _____ to the plow...."
10. Luke 9:60 "...but you go and proclaim the kingdom of _____."
11. Luke 9:60 Jesus said, "Let the _____ bury their own dead...."
12. Luke 9:57 As they were walking along the _____

1. ____ **S** _____
2. ____ **I** _____
3. ____ **N** _____
4. ____ **G** _____
5. ____ **L** _____
6. ____ **E** _____
7. ____ **M** _____
8. ____ **I** _____
9. ____ **N** _____
10. ____ **D** _____
11. ____ **E** _____
12. ____ **D** _____

"FINISH HIS WORK" PAPERWEIGHT

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his work.
John 4:34

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