

## Lesson #3-26

### *The Rich Man and Lazarus*

Luke 16:19-31

3<sup>rd</sup>-6<sup>th</sup>

**Key Verse:**

“[Abraham] said to him, ‘If they do not listen to Moses and the prophets, neither will they be convinced even if someone rises from the dead.’”  
Luke 16:31

**The Point:**

God calls us to care for those others do not.

**Making Connections:**

Journey to the Cross

**Bible Nuts & Bolts:**

Translation

**Spiritual Practice:**

Prayer



# Activities a la Carte

## Activities

## Supplies

### Into the Story

#### Story Symbols

Explore the story through symbols.

10 min.

- † Purple robe or cloth
- † Picture of a banquet or party
- † Brown robe or cloth
- † Picture of an empty dish

### Bible Nuts & Bolts

#### Translation

Look at translations of a Bible verse.

15 min.

- † Bibles in different translations
- † Activity Sheet #3-26.A

### Learning the Story

#### The Rich Man and Lazarus

Act out the story.

15 min.

- † Bible
- † Optional: props and costumes

### Living the Story

#### Prayers for Those in Need

Say a prayer for those like Lazarus.

10 min.

- † Mural paper
- † Marker
- † Battery-operated candles

### Additional Activities

#### Helping Those in Need

Begin a service project to help others.

15 min.

- † Small boxes
- † Markers
- † Optional: assorted art supplies

# Activities a la Carte

## Additional Activities

### *Listen to the Prophets!*

Play a game to discover what the prophets tell us.

10 min.

† None

### *Your Own Translation*

Create our own translation of the Key Verse.

15 min.

† Bibles  
† White board or mural paper  
† Marker  
† Optional: paper, pens or pencils

### *Bible Book*

Optional ongoing activity.

5 min.

† Bible Book page (found at end of lesson)  
† Cardstock or plain paper  
† Pens or pencils  
† Markers or crayons  
† Optional: three-ring binders, hole punch

## Sending the Story

5 min.

† Journey to the Cross poster from Lesson #3-23, #3-24, or #3-25  
† Markers or crayons  
† Optional: mural paper and tape

# *Background for Teachers*

## **Making Connections**

Last week, we read in Luke 15:1-32 the Parables of the Lost Sheep, Lost Coin, and Prodigal Son. All three parables in this story paint a picture of repentance and a loving God who seeks us and rejoices when we return to God. In this week's story, we learn about repentance through a different kind of seeking done by God: God seeks to care for those who are poor and neglected in the world.

## **Story Summary:**

### ***The Rich Man and Lazarus***

Jesus tells a parable about a rich man and a man who was poor named Lazarus. The rich man lived extravagantly. Lazarus lived near the rich man but went hungry every day. Lazarus wished for the rich man's table scraps, but the rich man ignored him.

Soon, both men die. When he dies, Lazarus is carried to be by Abraham's side in blessedness, but, the rich man is sent to a place of suffering. He sees Lazarus with Abraham, and asks Abraham to have mercy on him. The rich man wants Lazarus to bring him relief from the agony he is facing. However, Abraham denies the rich man's request, reminding him that, while he was living, the rich man got to experience good things, and Lazarus did not. Now, the situation is reversed: Lazarus gets to experience good things, while the rich man does not.

The rich man asks Abraham to send Lazarus to his father's house, in order to warn his brothers about his situation, to which Abraham says no. Abraham tells the rich man that his brothers have the law and the prophets to listen to, and they should obey them. The rich man tells Abraham that if someone visits them from the dead, they will repent;

however, the story ends by Abraham telling the rich man that if they do not listen to the law and the prophets, then they will not listen to someone who is raised from the dead.

## **The Point**

**God calls us to care for those others do not.** God cares and provides for those who do not have the necessities of life. We are called to take part in what God is doing. Today's story is one of many stories in the Bible that illustrate how those who are in need are cared for by God. As people of faith, we are also called to pray for, serve, and work for justice on behalf of those who feel abandoned and neglected by society.

## **Bible Nuts & Bolts:**

### ***Translation***

We are used to reading the Bible in English or another modern language, but it is important for us to remember that the Bible has been translated from other languages, primarily Hebrew and Greek. In addition, it is important to remember that there are many different translations of the Bible, and that different factors played a role in the creation of different translations. In today's lesson, students will explore the practice of translation and how it affects the way we read Scripture.

## **Spiritual Practice: Prayer**

As Christians, we are called to live lives of prayer. We pray for all people in the world, including those who are neglected and ignored like Lazarus. Prayer is one of many ways in which we can care for those who are on the margins of society. In today's lesson, your class will pray for those in our world who do not have what they need for a healthy life.



# Lesson Plan



## Into the Story (10 minutes)

### Story Symbols

Explore the story through symbols.

*You will need:*

- † Purple robe or cloth
- † Picture of a banquet or party
- † Brown robe or cloth
- † Picture of an empty dish

*Before class:*

1. Find pictures to use during this activity.

*During class:*

1. **Today we are going to hear another parable. Can anyone remind me what a parable is?** *[A story with a surprising twist that teaches a lesson.]*
2. **Like the other parables we have heard, this one was also told by Jesus. In this parable, we hear about two characters: the rich man and Lazarus. The rich man and Lazarus lived very different lives.**
3. Show students the purple robe or cloth and the brown robe or cloth. **One of these cloths represents the rich man, and one represents Lazarus. Which do you think represents the rich man? Which represents Lazarus?** *[The purple cloth represents the rich man and the brown cloth represents Lazarus.]*
4. Hold up the purple cloth. **In the ancient world, purple was traditionally seen as a color of wealth and power because it was very expensive. The rich man in the story would probably wear lots of purple! Hold up the brown. Lazarus did not have wealth and power like the rich man. He could not afford to wear purple.**
5. Show students the pictures of the banquet and the dog. **One of these**

pictures represents the rich man, and one represents Lazarus. Which do you think represents the rich man? Which represents Lazarus? *[The picture of the banquet represents the rich man and the picture of the empty dish represents Lazarus.]*

6. Hold up the picture of the banquet. **In today's story, the rich man has a big banquet! He probably would have had a lot of friends and the money to throw such a big party.** Hold up the picture of the empty dish. **In today's story, Lazarus did not have any food and only had dogs to keep him company. In Jesus' day, dogs were not considered beloved pets. Instead, dogs were seen as dirty animals.**
7. **These symbols show us that these characters are both so different! Lazarus is a person who many would consider unclean, poor, and someone to be ignored. The rich man was someone who had a lot of money and could live a very comfortable life. In today's story, we will hear about what happens to both of these characters.**

## *Bible Nuts & Bolts (10 minutes)*

### *Translation*

Look at translations of a Bible verse.

*You will need:*

- † Bibles in different translations
- † Activity Sheet #3-26.A

*During class:*

1. Hold up one of the Bibles. **The Bible we read today is in a language that we understand, or the language that we speak. Was the Bible originally written in this language?** *[No.]*
2. **No, the Bible was not originally written in English. It was actually written in different languages, mostly Hebrew and Greek.**
3. Show students a copy of Activity Sheet #3-26.A. **Here is a verse from today's story written in ancient Greek. What do you think people did in order to turn the Greek into English?** *[They translated it.]*
4. Show students the different Bibles. **The Bibles that we read today were created through translation. That means that people took the original language and translated the words into English. Because different people can translate the language in different ways, there are many different translations of the Bible. What makes these translations different? Let's find out!**
5. Help students look up Luke 16:19 in the different Bible translations. Ask for volunteers to read each translation aloud.
6. **What differences did you notice between all of the different Bible verses that we just read?** *[Answers will vary.]*
7. **Why do you think people would translate the Bible in different ways?** *[They are translating the Bible for different groups of people, they are translating the Bible in different times, they have different understandings of the Bible, etc.]*
8. **There are a lot of reasons why people translate the Bible in different ways. No matter the reason, translation is important. Because of translation, we can read the Bible in our own language.**



## Learning the Story (15 minutes)

### The Rich Man and Lazarus

Act out the story.

*You will need:*

- † Bible
- † Optional: props and costumes

*During class:*

1. Assign students different parts in the story. Parts include: narrator, the rich man, Lazarus, dogs, angels, and Abraham. If you have more parts than there are students, you may wish to assign more than one student per role.
2. If you are using costumes or props, invite students to dress up in costumes and gather any props to act out the story.
3. If needed, help the narrator look up the story in Luke 16:19-31 in a Bible. Invite the narrator to read the story aloud while the rest of the class acts out the story according to their roles.
4. If you have time, act out the story again, switching roles.
5. **What words would you use to describe the rich man at the start of the story?** *[Extravagant, rich, powerful, wealthy.]*
6. **What words would you use to describe Lazarus at the start of the story?** *[Poor, sad, sick, ignored, etc.]*
7. **What happens to Lazarus after he dies?** *[Angels carry him away to be with Abraham; he experiences a good life with comfort.]*
8. **What happens to the rich man after he dies?** *[He does not experience a good life with comfort; he faces torment.]*
9. **What does the rich man ask Abraham to do?** *[Send Lazarus to comfort him. Send Lazarus to go to his father's house and to warn his brothers.]* **How does Abraham respond?** *[He says no to both requests. The man lived comfortably while Lazarus suffered. There is a great chasm. His brothers should listen to Moses and the prophets.]*
10. **In this story, Lazarus lived a difficult life. He was an outcast who many people in society rejected and ignored. On the other hand, the rich man lived a very comfortable life. The twist in this story comes after both characters die. We see that Lazarus is the one who is cared for and comforted! God loves and cares for those who other people ignore or mistreat. We should love those who are ignored by others, too.**



## *Living the Story (10 minutes)*

### *Prayers for Those in Need*

Say a prayer for those in our world who are like Lazarus.

*You will need:*

- † Mural paper
- † Marker
- † Battery-operated candles

*During class:*

1. Invite the class to sit in a circle. Place the mural paper in the center. Switch on one of the candles and place it on the paper.
2. **Today's story reminds us that there are lots of people in our country and in our world who are like Lazarus—they do not have the food, money, or other resources necessary for a safe and healthy life. As people of God, God wants us to care for each other and show everyone how much God loves them. One way we can do this is by praying for them.**
3. **What are some things people need to live their best life?**
4. Give students a moment to think of some necessities of life. Then, invite students to share their ideas. Guide them to: healthy food, clean water, safety, shelter, education, meaningful work, medical care/health, supportive community, freedom, even play. Use the marker to write their ideas on the paper.
5. **In a moment, I am going to hand each of you a candle. Then, we are going to go around the circle and say a prayer—either silently or aloud—for people who do not currently have something on our list. Once you say your prayer, turn on your candle and place it on top of our list.**
6. Hand out candles to each student. Begin by saying your own prayer, turning on your candle, and placing it on the list.
7. Invite each of the students to say a prayer, turn on their candle, and place it on the list.
8. After everyone has placed their candle, close with a large group prayer. Use the following, or pray your own: **Dear God, thank you for loving and caring for all people. Please bring comfort to everyone in the world who does not have the things they need for a healthy life. Help us love and serve each other, just as you loved Lazarus. In Jesus' name we pray. Amen.**



## *Additional Activities*

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### *Helping Those in Need (15 minutes)*

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Begin a service project to help others.

*You will need:*

- † Small boxes
- † Markers
- † Optional: assorted art supplies

*Before class:*

1. Identify a church ministry or other non-profit organization in your community that would benefit from a change collection.
2. Gather small boxes for your class to use during this activity. Any size box will do, but take-out boxes from craft stores work well.
3. Make a sample box to show the class.
4. Please be aware that there may be students in your class who live in low-income households, do not have enough to eat, or even live in non-permanent housing, whether you are aware of it or not.
5. Even if this is not true, use “person-first” language, such as “families who do not have enough money” rather than “poor families.” This makes a clear distinction between people and their circumstances.

*During class:*

1. Show students your box. **One way we might help those who do not have the things they need to have a healthy life is by collecting money to give to organizations that help them. Some churches collect money that is then donated to a helping organization.**
2. Hand each student their own box. **Today we are going to begin our own service project to help those in need. We are going to make our own coin boxes that we can use to collect money to support a helping organization in our community.**
3. Tell students about the ministry or organization for which you will be collecting money.
4. Hand out art supplies. Invite students to decorate their box with reminders of the story, or symbols of the ministry or organization for which you are collecting.



5. **Today, I invite you to take your boxes home. Put it in a place where you and your family will see it. For the next few weeks, put any money or extra change in the box. In a couple of weeks, we will collect all of our change and donate it.**
6. After class, follow up with families and the ministry or organization with plans for collecting the change placed in the boxes.

## *Listen to the Prophets! (10 minutes)*

Play a game to discover what the prophets tell us.

*You will need:*

† Nothing

*During class:*

1. Invite students to sit in a circle.
2. **At the end of today's story, the rich man asks Abraham if he can send Lazarus to his father's house to warn his brothers about what happened to him. How does Abraham respond?** *[By telling the rich man that his brothers should listen to Moses and the prophets.]*
3. **Why do you think Abraham would say that the rich man's brothers should do this?** *[Answers will vary.]*
4. **The prophets talked to people about how we should care for those who are in need. Let's find out what some of those prophets said.**
5. Whisper one of the following verses into the ear of the person sitting to your right: "...learn to do good, seek justice, rescue the oppressed..." (Isaiah 1:17); **"For he has delivered the life of the needy from the hands of evildoers..."** (Jeremiah 20:13); or **"...to do justice, and to love kindness, and to walk humbly with your God"** (Micah 6:8).
6. Invite the person to your right to whisper what they heard into the ear of the person to their right.
7. Invite students to continue whispering the verse around the circle. When it comes to the final person in the circle, ask them to say the verse aloud.
8. Tell the group the original verse aloud and compare it to final message.
9. **What lesson do the prophets try to teach us through this verse?** *[We should help those who are in need, God cares for those who are abandoned, we can care for those who are abandoned.]*
10. **What are some ways in which you can follow the words of the prophets?** *[Pray for those in need, do an outreach or service project that helps someone, tell others about the needs of the world.]*



## *Create Your Own Translation (15 minutes)*

Create your own translation of the Key Verse.

*You will need:*

- † Bibles
- † White board or mural paper
- † Marker
- † Optional: paper, pens or pencils

*During class:*

1. Do this activity as a large group, or split into smaller groups, especially if you have multiple adult volunteers to lead the discussion. Provide one white board or sheet of mural paper and a marker per group. Each student should have a Bible. You may also choose to split students into pairs. Give each pair a sheet of paper, a pen or pencil, and a Bible.
2. **Today we have talked about translating the Bible. With your partner, you will get to practice some translation yourself.**
3. Invite students to open their Bible to the Key Verse, Luke 16:31. Read the verse aloud.
4. **With your partner, create your own translation of the Key Verse. If you were to put this verse into your own words, what would you say? How would you explain it to a friend? Write your translation of the verse on your paper. In a few minutes, we will share them with each other.**
5. Give students about ten minutes to create their translations. Then, invite them to share their translations with the class.
6. You may also do this activity with one of the verses used in the Listen to the Prophets activity.



## ***Bible Book (5 minutes)***

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Optional ongoing activity.

*You will need:*

- † Bible Book page (found at end of lesson)
- † Cardstock or plain paper
- † Pens or pencils
- † Markers or crayons
- † Optional: three-ring binders, hole punch

*Before class:*

1. Make copies of this week's Bible Book page on cardstock or copy paper for each student.

*During class:*

1. Hand out Bible Book pages.
2. **What are some of the important things we have learned from today's story?**  
*[Answers will vary.]*
3. **On the bottom of your page, please write one or two important things that you have learned from the story today. In the middle of the page, draw a picture from the story or illustrate one of the important things you've learned. Don't forget to put your name on the back of the page, please!**
4. Optional: Collect and three-hole punch the pages, and put them in individual binders for each student to be kept at church until the end of the year. If you wish, you can investigate other options for binding the Bible books through a local print shop at the end of the year instead of using a three-ring binder.



## *Sending the Story (5 minutes)*

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### *You will need:*

- † Journey to the Cross poster from Lesson #3-23, #3-24, or #3-25
- † Markers or crayons
- † Optional: mural paper and tape

### *Before class:*

1. Gather the Journey to the Cross poster you began creating previously during the Sending the Story time. Hang it on a wall or place it in a location where your group can add to it.
2. If you did not start the Journey to the Cross poster previously, begin with a blank piece of mural paper.

### *During class:*

1. Invite students to gather around the poster
2. **Today we continue our journey toward the cross. Over the last few weeks we have started creating a poster that shows different things that we have learned on this journey. Let's add to it with lessons from today's story!**
3. Ask students to think of one thing that they learned from today's story. Ask them to either write or draw this one thing on the paper.
4. Invite a few students who are comfortable doing so to share what they learned.
5. **Today we learned that God cares for everyone, even the people who feel left out. We should care of these people, too.**

### *Prayer*

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Before ending class, make a point to come together to pray. Use the following or say your own prayer.

**Dear God, thank you for loving everyone, especially those who feel abandoned. Thank you for bringing comfort to everyone who needs it. Help us remember and love everyone who needs your comfort and peace. Amen.**





## *Translation*

*Look at translations of a Bible verse.*

Ἄνθρωπος δέ τις ἦν  
πλούσιος, καὶ  
ἐνεδιδύσκετο πορφύραν  
καὶ βύσσον  
εὐφραινόμενος καθ'  
ἡμέραν λαμπρῶς.

Luke 16:19



# *The Rich Man and Lazarus*

Luke 16:19-31

*I Learned:*

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# *The Story @ Home*

3<sup>rd</sup> - 6<sup>th</sup>

**Living the Word: Teaching Kids God's Story**  
Narrative Lectionary, Year 3 (2020-2021)

**Lesson #3-26**  
Luke 16:19-31

## *Last Week*

Jesus tells three parables. In the first two, when a sheep or a coin is lost, a great effort is exerted to find it. The third is the Parable of the Prodigal Son, where the father rejoices when a wandering son returns (Luke 15:1-32).

## *This Week*

Jesus tells a story of a rich man and a man who was poor named Lazarus. They both die, and while Lazarus is comforted, the rich man suffers. Each experiences the opposite of what happened in their lives (Luke 16:19-31).

## *Bible Nuts & Bolts*

### *Translation*

We are used to reading the Bible in our own language, but it is important for us to remember that the Bible has been translated from other languages, including Hebrew and Greek. There are many different translations of the Bible, and different factors played a role in the creation of different translations. In today's lesson, students explored the practice of translation and how it affects the way we read Scripture.

### *Practice: Prayer*

God calls us to live lives of prayer. We pray for all people in the world, including those who are ignored like Lazarus. Prayer is one of many ways in which we can care for those who do not have the things they need for a healthy life. This week, watch or read the news together and pray for those who are in need.

## *Next Week*

Jesus teaches his disciples that he will soon suffer and die in Jerusalem. He then heals a man who is blind and accepts the repentance of a rich tax collector named Zacchaeus (Luke 18:31-19:10).

## *The Point*

God calls us to care for those others do not.

## *Story Summary*

### *The Rich Man and Lazarus*

Jesus tells a parable about a rich man and a man who was poor named Lazarus. Lazarus went hungry, but the rich man ignored him. Both men die. Lazarus goes to a place of comfort with Abraham, but the rich man is sent to a place of suffering. He sees Lazarus with Abraham, and asks to have Lazarus bring him relief. Abraham refuses because while the man was living, he lived in comfort, and Lazarus suffered. Now, the situation is reversed. The man then asks Abraham to send Lazarus to warn his brothers. Abraham says that they have Scripture to follow. The rich man says that if someone visits them from the dead, they will repent. Abraham tells him that if they do not listen to Scripture, then they will not listen to someone who is raised from the dead.

### Family Discussions

Use the questions below or other questions you think of to discuss today's Scripture reading (listed above) with your family.

- ✝ How do you think Lazarus felt while he was sitting by the rich man's house? How do you think the rich man felt after he died?
- ✝ How does God show love for Lazarus, the one who was ignored and neglected?
- ✝ What is one way you can show love and care to someone who feels abandoned?

### Family Devotions

As you hear and study these stories each week, consider what God has to say to you and your family. What is God's message to us? How should we respond?

#### Sunday—Read Luke 16:19-31

The parable of the rich man and Lazarus reminds us that God loves everyone, especially those who feel abandoned. Make a list of people in your community who might feel abandoned. How can you show love to them?

#### Monday—Read Luke 16:1-13

We are reminded that serving God is important. What is one way you can serve God this week? Plan a small project for your family to do together.

#### Tuesday—Read Luke 16:14-18

We are all encouraged to serve God and live in God's kingdom. Try reading or listening to the Bible passage in a different translation, which you can find online. Is it easier or harder to understand? Why?

#### Wednesday—Read Luke 17:11-19

Though ten lepers were healed, only one—the outsider—praised and thanked God for the miracle. Draw a picture of something you would like to praise and thank God for today.

#### Thursday—Read Luke 18:1-14

Jesus tells two parables. The first is about a widow asking for justice who receives it because of her persistence. The second compares the empty prayer of a self-righteous Pharisee and a repentant prayer of a tax collector. Act out these stories.

#### Friday—Read Luke 18:15-17

Even when the disciples try to turn them away, Jesus blesses the children. Get a bowl of water. Dip your finger in the water and use it to trace a cross on each other's forehead or hand, while you bless each member of your family.

#### Saturday—Read Luke 18:18-30

Sometimes, being a follower of Jesus means giving our whole lives to God. Think of one thing you might be able to "give up" today or tomorrow to help you focus more on God. Use the time you would spend doing that activity for prayer and listening to God.