

## Lesson #3-14

### *Isaiah's Prophecy of Hope*

Isaiah 61:1-11

PK-2<sup>nd</sup>

**Key Verse:**

For as the earth brings forth its shoots, and as the garden causes what is sown in it to spring up, so the Lord GOD will cause righteousness and praise to spring up before the nations.

Isaiah 61:11

**The Point:**

God will bring justice and peace.

**Making Connections:**

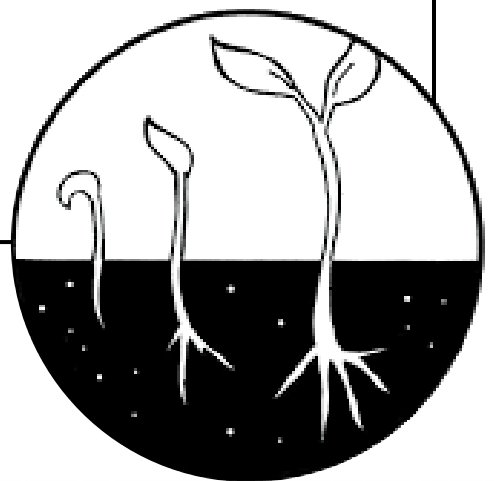
The Hope of the Messiah

**Bible Nuts & Bolts:**

Justice and Peace

**Spiritual Practice:**

Prayer



# Activities a la Carte

## Activities

## Supplies

### Story Centers (PK-K)

15 min.

#### Bandages

Take care of hurts.

#### Three Cheers

Celebrate.

#### Praise Garden

Plant a garden.

- † Gauze wrap
- † Adhesive bandages
- † Dolls
- † Stuffed animals
- † Cheerleader pom-poms or streamers
- † Florist foam blocks
- † Plastic flowers
- † Optional: containers of sand

### Into the Story (PK-2<sup>nd</sup>)

#### Opposites

Find the opposites.

5 min.

- † None

### Bible Nuts & Bolts (1<sup>st</sup>-2<sup>nd</sup>)

#### Peace Be with You

Share peace through words, actions, and prayer.

10 min.

- † None

### Learning the Story (PK-2<sup>nd</sup>)

#### Isaiah's Message of Before and After

Isaiah brings words of hope to people in need.

15 min.

- † Bibles
- † Activity Sheet #3-14.A
- † Poster paper
- † Markers
- † Optional: Masking or painter's tape

# Activities a la Carte

## Living the Story (PK-2<sup>nd</sup>)

### *Prayers for Those in Need*

Pray for people who are brokenhearted, in prison, poor, and weak.

10 min.

† Altar or supplies to make an altar

## Singing the Story (PK-2<sup>nd</sup>)

### *Good News for Every Person*

Sing a piggyback song to the tune of “The Bear Went Over the Mountain.”

5 min.

† Nothing

## Additional Activities

### *Fresh Fruit (PK-2<sup>nd</sup>)*

Choose between old and new fruit.

10 min.

† Old, bruised, or overripe fruit  
† Fresh fruit  
† Napkins

### *Ruins to Life (1<sup>st</sup>-2<sup>nd</sup>)*

Compare ancient ruins and new architecture.

15 min.

† Pictures of ruins and new buildings  
† Optional: Internet-connected device

### *Praise Parade (PK-2<sup>nd</sup>)*

Celebrate hope in a God who keeps promises.

10 min.

† Plastic flowers  
† Optional: Internet-connected device or upbeat praise music and music player

# Activities a la Carte

## Additional Activities

### *Bible Book (PK-2<sup>nd</sup>)*

Optional ongoing activity.

*5 min.*

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

### *Sending the Story (PK-2<sup>nd</sup>)*

*5 min.*

- † Plastic flowers from Story Center

# *Background for Teachers*

## **Making Connections**

After living through nearly five decades in exile, the Israelites are free to leave Babylon. At last, they can return to Jerusalem and start over. Starting over brings its own set of challenges, both internal and external. Joel offered hope to the exiles struggling to set up a new life after captivity by focusing on repentance and the coming day of the Lord. Now Isaiah offers similar hope and more. Isaiah offers a hope that lasts through eternity: the hope of the Messiah.

## **Story Summary:**

### ***Isaiah's Prophecy of Hope***

Isaiah prophesied the good news of deliverance. To the oppressed, broken-hearted, and captives, he announced the Lord's favor. Life as they knew it was going to change. Things were going to get better! God would release and provide for them. Their land would be built up and repaired. God would be faithful and bless God's people. Isaiah's message was that the Messiah, sent by God, would deliver God's people from suffering and oppression.

## **The Point**

**God will bring justice and peace.** While human concerns often reinforce hierarchies and seek to maintain status quo, God is looking out for those at the margins and will turn human society on its head in order to care for all of God's people. The oppressors will be dumbfounded, the oppressed set free. The Messiah, who entered the world through lowly means, is the redeemer for everyone, both the oppressed and the oppressor. He will turn things around and make things new.

## **Bible Nuts and Bolts:**

### ***Justice and Peace***

Justice is not the same as equality, as some have a greater need than others. It means that all people have what they need, and no one is left wanting. It is closely connected with the concept of shalom (peace), which is not just the absence of conflict, but when everyone is safe and has all that they need. It is the world as God intends it to be. Shalom, like justice, is when no one is hungry, scared, thirsty, sick, or suffering in any way.

## **Spiritual Practice: Prayer**

As we wait for the final fulfillment of God's promises, we can stand in the gap and pray for those on the margins of society. People who are often overlooked by society are not overlooked by God. As stewards of God's love, we can reach out through prayer and deed. Who are you aware of, who is not a close friend, that needs help of any kind? Pray for that person. What holds you back from reaching out if you normally do not do so? How will you address questions that the students might ask about why there are still people who are poor or sick if God makes things new and changes things for the better?



# Lesson Plan



## Story Centers (PK-K; 15 minutes)

Story Centers are mini-activities designed specifically for preschool and kindergarten students. Depending on the size of your class, you can set these up as centers for in-class rotations or do them as a whole class one after another. In most preschool and kindergarten classes, these centers along with a snack, the “Learning the Story” activity, and the “Living the Story” activity will fill the education time, but feel free to choose any activity you think would be fun and appropriate for your class.

### *Bandages*

Dolls or stuffed animals get bandages put on them representing God mending those in need. Provide the dolls, stuffed animals, and bandages (gauze wrap, adhesive bandages) and ask the students to take care of their injuries.

### *Three Cheers*

Use cheerleader-like pom-poms or streamers (found at a party store) to express gladness and celebration. Provide the pom-poms and streamers and ask the students to cheer for God.

### *Praise Garden*

Florist foam blocks and plastic flowers are used to plant a garden for the classroom to remind us of God’s power and love and to connect with the memory verse. Arrange the blocks to make a garden either on the floor or a table. Give each child a number of plastic flowers to plant anywhere in the garden. Containers of sand can be used as an alternative to the foam blocks.

## *Into the Story (1<sup>st</sup>-2<sup>nd</sup>; 5 minutes)*

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### *Opposites*

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Find the opposites.

*You will need:*

† Nothing

*During class:*

1. Explain to the students that you are playing a game of opposites.
2. Give them one word at a time and wait for them to give you the opposite: **sad** [*happy*], **weak** [*strong*], **poor** [*rich*], **broken** [*whole or fixed, repaired*], **captured** [*freed*], **sick** [*healthy*].
3. End this activity by saying: **God can take the sad, weak, poor, broken, captured, and sick and turn things around and make things better for them.**

## *Bible Nuts & Bolts (1<sup>st</sup>-2<sup>nd</sup>; 10 minutes)*

### *Peace Be with You*

Share peace through words, actions, and prayer.

*You will need:*

† Nothing

*During class:*

1. Ask the students to jump up and down and make noise (respectful of your neighbors). Tell them that when the lights are turned off they are to get very quiet and still and hold hands with someone near them. If any do not want to hold hands, they can stand close by someone near them.
2. Allow the students to get rowdy but safe.
3. Turn off the lights.
4. **It is peaceful and quiet now.**
5. **Our God is a God of peace. God wants people to get along in a peaceful way. What can you do to be a peacemaker?** *[Answers will vary: do not fight, share toys, say you are sorry, be friendly to everyone, etc.]*
6. **Look around the room at all of your classmates. You are going to shake hands with (or wave to) every one of your classmates and say, “Peace to you.” Keep track and make sure to greet each person in the room. Do not miss anyone.**
7. **Let us practice what we will say when shaking hands. I will say it first and you repeat after me. Shake someone’s hand and say, “Peace to you.” We are giving peace, so we need to be very calm and friendly. We need to shake hands and move around in a peaceful way.**
8. Allow time for sharing the peace.
9. **Peace is more than words. We need to use God’s love in our hearts to help us get along with others.**



## *Learning the Story (PK-2<sup>nd</sup>; 15 minutes)*

### *Isaiah's Message of Before and After*

Discover Isaiah's words of hope for people in need.

*You will need:*

- † Bibles
- † Activity Sheet #3-14.A
- † Poster paper
- † Markers
- † Optional: Masking or painter's tape

*Before class:*

1. Place the poster paper on tables or wall.
2. Label one piece "before", and label the other one "after."
3. Make one copy of Activity Sheet #3-14.A for your use.

*During class:*

1. Divide the class into two groups, one that will keep track of "before" and the other that will keep track of "after."
2. Help the students find Isaiah in their Bibles, but refer to the paraphrase on Activity Sheet #3-14.A for this activity.
3. After the students hear opposites, the "before" group will identify what the people were experiencing, and the "after" group will identify what God was going to do to change things around for them. In some cases you may need to explain the words a bit if the students are confused. Write the words on the corresponding paper.
4. Begin reading through the paraphrase on Activity Sheet #3-14.A. Stop after reading number 2.
5. Ask the "before" group what the people were experiencing: **What does this tell us about the people?** *[They were broken hearted.]* **What does it mean to be broken hearted?** *[Very sad, grieving, hurting deeply; very disappointed, feeling let down.]* Ask the "after" group: **What was God going to make happen for those people?** *[They would be healed, things were going to get better for them, their broken hearts would mend.]*
6. Continue reading.



7. After number 3, ask the “before” group what the people were experiencing: **What does this tell us about the people?** *[They were captured.]* Ask the “after” group: **What was God going to make happen for the people?** *[The people would be freed.]*
8. Continue reading.
9. After number 4, ask the “before” group what the people were experiencing: **What does this tell us about the people?** *[They were bound in prison—and they may not have done anything wrong.]* Ask the “after” group: **What was God going to make happen for the people?** *[They would be released or freed.]*
10. Continue reading.
11. After number 5, ask the “before” group what the people were experiencing: **What does this tell us about the people?** *[They were sad about their loss.]* Ask the “after” group: **What was God going to make happen for the people?** *[They would be comforted.]* **What does it mean to be comforted?** *[Helped to make feel better when feeling sad.]*
12. Continue reading.
13. After number 6, ask the “before” group what the people were experiencing: **What does this tell us about the people?** *[They were crying.]* Ask the “after” group: **What was God going to make happen for the people?** *[They would have joy.]*
14. Continue reading.
15. After number 7, ask the “before” group what the people were experiencing: **What does this tell us about the people?** *[Their buildings were knocked down.]* Ask the “after” group: **What was God going to make happen for the people?** *[New buildings would be built.]*
16. Continue reading.
17. After number 8, ask the “before” group what the people were experiencing: **What does this tell us about the people?** *[They were embarrassed.]* **What does embarrassed mean?** *[They felt bad or sad.]* Ask the “after” group: **What was God going to make happen for the people?** *[They would have honor.]*
18. After the exercise is complete, note the opposites. **God took things that were not good and made them better. God gave the people hope.**
19. **What do you want God to turn around for you and change to an opposite?** *[Answers will vary.]*
20. **What do you want God to turn around for someone else and change to an opposite?** *[Answers will vary.]*
21. Close the activity in prayer:  
**God, thank you for giving us hope by showing us that you can take things that are not good and make them good. Please hear our prayer to turn things around and make them better for (list students’ names). We pray for change for those we love, too. Amen.**



## *Living the Story (PK-2<sup>nd</sup>; 10 minutes)*

### *Prayers for Those in Need*

Pray for people who are brokenhearted, in prison, poor, and weak.

*You will need:*

- † Altar or supplies to make an altar

*Before class:*

1. If you do not have an altar in your classroom, use a table and decorate it to match the set up for an altar in your faith tradition.

*During class:*

1. Pray the following prayer while you and the students kneel at the altar. After each line that you pray, prompt them to say, "Please make the bad things good."

God of hope,

We pray for the poor.

**Please make the bad things good.**

We pray for the brokenhearted.

**Please make the bad things good.**

We pray for the prisoners.

**Please make the bad things good.**

We pray for those who have experienced loss.

**Please make the bad things good.**

We pray for those who are sad.

**Please make the bad things good.**

We pray for those who are confused.

**Please make the bad things good.**

We pray for those who do not know your love.

**Please make the bad things good.**

In Jesus' name. **Amen.**

## *Singing the Story (PK-2<sup>nd</sup>; 5 minutes)*

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### *Good News for Every Person*

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Sing a piggyback song to the tune of “The Bear Went Over the Mountain.”

Good news for every person,  
Good news for very person,  
Good news for every person,  
God turns our lives around.

God turns our lives around,  
God turns our lives around,  
Good news for every person,  
Good news for every person,  
Good news for very person,  
God turns our lives around.

## *Additional Activities*

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### *Fresh Fruit (PK-2<sup>nd</sup>; 10 minutes)*

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Choose between old and new fruit.

*You will need:*

- † Old, bruised, or overripe fruit
- † Fresh fruit
- † Napkins

*Before class:*

1. Slice fruit.
2. Before serving any food, always check with participants or caregivers for students who have food allergies. Provide an alternative if necessary.

*During class:*

1. Hold up some bruised or overripe fruit (like a banana with a black peel). Offer it to the students. Act surprised when they do not want to eat it. **But I brought this especially for you to enjoy. Why do you not want it?**
2. After talking about the fruit being overripe and bruised and that we do not eat rotten food, take out the fresh fruit. Ask if anyone wants fresh fruit.
3. Serve the fruit.
4. While eating the fresh fruit, say: **God does not do magic tricks and turn old bananas into new ones, but God does make bad things better for people or gives them the strength to handle bad things until they get better.**
5. **People praise God in good times and bad times. They offer a lot of praise when God changes things and makes them better. Let us praise God for fresh fruit.**



## *Ruins to Life (1<sup>st</sup>-2<sup>nd</sup>; 15 minutes)*

Compare ancient ruins and new architecture.

*You will need:*

- † Pictures of ruins and new buildings
- † Optional: Internet-connected device

*Before class:*

1. Gather pictures. If using the Internet, search for “photos demolished buildings”, and you will find a lot of pictures. Also search “photos ruins”. Search for “photos new buildings” for new building pictures.

*During class:*

1. Ask the students to find all that is similar between the old and new buildings. Look for details. Consider sight but also imagine smells and sounds.
2. Ask the students to find all that is different between the old and new buildings. Look for details. Consider sight but also imagine smells and sounds.
3. Ask if they prefer the ancient ruins or the new buildings and why.
4. Ask what it might feel like to be an old ruin and act out their answers.
5. Ask what it might feel like to be an old ruin turned into a new building and act out their answers.
6. **What do you think God can do for a person who feels sad or ruined?** [*Answers will vary.*]



## *Praise Parade (PK-2<sup>nd</sup>; 10 minutes)*

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Celebrate hope in a God who keeps promises.

*You will need:*

- † Plastic flowers
- † Optional: Internet-connected device or upbeat praise music and music player

*Before class:*

1. Locate one or more lively praise songs on YouTube or similar. One suggestion to search for is the song “I’ve Got a River of Life.”
2. If you are not using the Internet for this song, play an upbeat praise song of your choosing.

*During class:*

1. **We are going to march around the room in a praise parade, but we are going to start out hearing sad words, pretending that we do not know the hope we can have in God.** Students will trudge along slowly with heads down, holding flowers behind them. Explain that when they hear the words “spring up,” they should jump up, raise their flowers and march or skip joyfully.
2. Instruct students to begin the sad part of the parade.
3. **Sad. Weak. Poor. Broken. Captured. Sick.**
4. Read Isaiah 61:11. The students will hold up the flowers and start marching joyfully near the end of the verse. Turn on the marching song.
5. When the music stops, ask which part of the parade was their favorite. Tell them that on good days and bad days we can celebrate hope in God who keeps promises because we know that someday God will make everything good.

## *Bible Book (PK-2<sup>nd</sup>; 5 minutes)*

Optional ongoing activity.

*You will need:*

- † Bible Book page (found at end of lesson)
- † Cardstock or plain paper
- † 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. Pass out Bible Book pages.
2. Read the bottom of the Bible Book page aloud, reminding students of what they learned in the lesson.
3. Have them put their names on their pages, and draw a picture of something they particularly liked or remember from story in the middle of the page.
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 (PK-2<sup>nd</sup>; 5 minutes)*

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This is the third Sunday of Advent. Using your faith tradition's color or colors light the candle of Joy (or what the candle represents to the faith tradition).

**What did God promise to do for the people?** *[Make things better, send the Messiah.]* **What does it mean to you to have hope in God?** *[Answers will vary.]*

### *Prayer*

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

**God, sometimes bad things happen and we feel angry or sad. During those times, please remind us of the hope we have in you. You love us completely, you will never leave us, and you promise to make everything perfect in the end. In Jesus' name we pray. Amen.**

Using the flowers from the parade, ask the students to walk up to the altar holding a flower, thank God for making things better for people, and leave the flower on the altar.



# *Isaiah's Message of Before and After*

*Discover Isaiah's words of hope for people in need.*

1. God sent Isaiah to speak good news.
2. The people who were broken-hearted (before) would be healed (after).
3. The people who were captured (before) would be freed (after).
4. The people who were bound in prison who should not be (before) would be released (after).
5. The people who were sad about their loss (before) would be comforted (after).
6. Those who were crying (before) would have joy (after).
7. Those whose buildings were knocked down (before) would have new structures built up (after).
8. Those who had shame (before) would have honor (after).



# *Isaiah's Prophecy of Hope*

**Isaiah 61:1-11**

***The Point:***

**God will bring justice and peace.**





# *The Story @ Home*

PK-2<sup>nd</sup>

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

**Lesson #3-14**  
Isaiah 61:1-11

## *Last Week*

The prophet Joel declares to those returning from exile that it is the gracious and merciful nature of God that will see the people through their difficulties, just as God saw Daniel through the lions' den (Joel 2:12-13, 28-29).

## *This Week*

Isaiah proclaims the promise that God will someday restore the people to their land and make life better than it was before, with a specific focus on those who are vulnerable (Isaiah 61:1-11).

### *The Point*

God will bring justice and peace.

## *Bible Nuts & Bolts*

### *Justice and Peace*

Justice is not the same as equality, since equality means that everyone gets the same. Some have a greater need than others. Justice means that all people have what they need, and no one is left wanting. It is closely connected with the concept of *shalom* (God's peace), which is not just the absence of conflict, but is when everyone is safe and has all that they need. It is the world as God intends it to be. Shalom, and justice, is when no one is hungry, scared, thirsty, sick, or suffering in any way.

## *Next Week*

God chooses Mary to be the bearer of the Messiah, and she goes to her cousin Elizabeth's home. Mary sings her gratitude in a song echoing the reversals in Isaiah 61 (Luke 1:26-45 [46-56]).

## *Story Summary*

### *Isaiah's Prophecy of Hope*

Isaiah prophesied the good news of deliverance to those who were oppressed, brokenhearted, and captives. Things were going to get better! They would be freed and provided for. Their land would be built up and repaired. God would be faithful and bless the people. Isaiah's message was that the Messiah, sent by God, would deliver God's people from suffering and oppression.

## *Practice: Prayer*

People who are often overlooked by society are not overlooked by God. As stewards of God's love, we can reach out through prayer and action. If possible, buy one or two extra food items per week. Stack them somewhere and gather near them and pray for people in need. When you have a bag of food donations, pray as a family that God will bless the recipients and make their lives easier. Go together to a food pantry and drop off the food.

### Family Discussions

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

- ✚ What good news is there in this passage?
- ✚ What surprises are in this passage?
- ✚ What does this tell you about God's love?

### 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 Isaiah 61:1-11

This reading brings good news. It is Isaiah's prophesy of hope and deliverance. Family members can share something good that happened to them today. Then, pray for God to bless other families that are not as fortunate as yours.

#### Monday—Read Leviticus 25:8-12

The year of jubilee set people free. Set each other free by forgiving them for the things that annoy you. Make horns out of rolled up paper. March in the house blowing your horns and then stop and hug each other.

#### Tuesday—Read Genesis 1:1-5

The Spirit in creation lights the way. Take turns using a light switch and saying, "Let there be light." Talk about how electricity allowed that to happen, but God just had to speak to make light.

#### Wednesday—Read Isaiah 42:1-9

Jesus is a light to the nations. Go outside or look out the window and identify as many things as you can that are part of God's creation. The same God who made all of this will take care of all people.

#### Thursday—Read Zechariah 9:9-17

Our God and King will save humanity. Make a crown for the king. Use any supplies you may have. Be sure to include a jewel in the crown.

#### Friday—Read Luke 1:5-24

Zechariah was skeptical when the birth of John the Baptist was foretold. See how long you can go without talking. The last one to speak wins. Imagine not being able to speak for as long as Zechariah.

#### Saturday—Read Luke 1:57-80

John the Baptist is born. Look through a photo album reading it like a family tree. Who came first? Then who? Who joined with who to prepare the way for which children to be born?