



Date: _____

Series: God is Our Rescuer
Fall Year 2, Lesson 25

We Are Priceless to God

Primary Scripture: 1 Peter 1:18-19a

Key Verse: 1 Peter 1:18-19a, “Realize that you weren’t set free from the worthless life handed down to you from your ancestors by a payment of silver or gold which can be destroyed. Rather, the payment that freed you was the precious blood of Christ...”

How does this address a need in our kids' lives?

As children move through elementary school, they become more painfully aware of how they measure up with their peers. Who is the best in spelling? Who is the best runner? Who has the best behavior? Who is always in trouble? It is easy for children to assess their own value based on how they compare themselves with one another. This is not only a problem with children but with adults, as well. The scripture is very clear on this point. It is foolish to compare ourselves with one another in finding value. Instead, we find our value in God’s eyes by what he paid for us: the precious sacrificial death of his own son, Jesus. As we look at ourselves through God’s eyes, we discover newfound value and esteem.

How does Jesus fill this need?

Jesus for us: Jesus is the Lamb of God. He was the completely perfect sacrifice who died in our place. He came as true God, chosen before Creation, for his sacrificial love, which would be given on the cross.

Jesus in us: Jesus values us, not only to forgive us, but also prizes us enough to dwell in us through the power of his Holy Spirit. We are his holy temple and the very body of Christ.

Jesus through us: Because of God’s approval of us, we are given a message announcing God’s approval to the world. All who would receive Jesus would receive a life fully valued by him.

Stamp of Excellence:

Remind the kids what excellent worship looks like. We are in God's presence to honor him. Put on your best manners. This might include wearing your name tag, participating eagerly at all times, listening when the leader is talking, raising your hand to speak, not distracting others, playing the learning game with cooperation, singing enthusiastically, and praying reverently. Offer rewards or positive reinforcement to those who worship with excellence.



Worship

Invocation:

Let kids bring forward the worship symbols such as the cross, candles, Bible, and offering plate. Invite God's presence and call by name Father, Son, and Holy Spirit.

Attention Grabber:

Capture the children's attention and help them focus on the worship theme for the day.

Show either play money or real money to help children visualize their estimated value of some objects as you ask the questions:

How much would you pay: Hold up each object as you ask its value.

- ♦ for a paper clip?
- ♦ for a pen?
- ♦ for a wedding band? *(Or some object worth a lot to you)*

Ask for a volunteer to come forward. Ask:

What would you pay for this boy/ girl? One hundred dollars? One thousand dollars? One million dollars? All the money you have?

God says to us, "You are priceless. I will pay for you." He does not pay with money, though. He pays with something even more valuable. He pays with the life of his own son, Jesus. This is what it says in the Bible in 1 Peter 1:18-20.

"Realize that you weren't set free from the worthless life handed down to you from your ancestors by a payment of silver or gold that can be destroyed. Rather, the payment that freed you was the precious blood of

Christ, the lamb with no defects or imperfections. He is the lamb who was known long ago before the world existed, but for your good he became publicly known in this last period of time."

The price that God would pay for us is the price of his own son, Jesus. Jesus was God even before the world existed. He became a person to pay the price that buys us back. When we worship today, we hear God saying to us, "You are priceless to me. I have paid for you with the life of my own son, Jesus." Since we are so precious to him, let us tell him how precious he is to us.

Songs of Worship:

Choose two or three songs. Briefly introduce songs so kids can better understand what they are singing and be drawn into a more focused worship. Keep the attention on God!

Your choice of music.

The Power of the Cross:

Jesus has given his life for us that we might have forgiveness and power to live for him.

Mark several sheets of flash paper with a dollar sign. As you mark each paper, place it into a glass bowl. While doing this, say the following:

The Bible says that there is an empty way of life that has been handed down from generation to generation – from parents to kids to their kids and so on – a way of life that focuses on *money* and *things*. The Bible says this way of life is empty and worthless, because it can be destroyed.

Light a match and toss it into the bowl.

<p>**BE SURE TO STAND BACK FROM THE BOWL WHEN YOU TOSS THE MATCH. PLEASE KEEP KIDS AWAY FROM THE DEMONSTRATION, TOO.</p>

That's how quickly money and earthly things can be taken from us. They do not last.

Remove any ashes from the bowl. Then say:

In contrast, the most important things in life cannot be taken away from us, no matter what... Like God's love. Pour some water into the bowl. **Like Jesus' death on the cross for us.** Pour some more water into the bowl. **Like God's forgiveness for all our sins.** Pour more water. **Like the promise of eternal life.** Pour the rest of the water into the bowl. Strike a match.

What do you think will happen to those things if I throw this match on them? Drop the match into the bowl before it burns out on its own.

There is nothing in this world that can destroy God's best gifts. He says, "When you believe in me and ask me to fill your life, I fill it up, just like the water in this bowl. I live right in your heart and will help you to think, not just of yourself, but of what I want you to do." Let's pray for that now.

Lead the children in prayer confessing sins of selfishness and striving to fill our bowls by thinking only of ourselves and the things we want. Thank God for the gift of Jesus, who gave his life unselfishly so that our sins could be forgiven. He came and filled our life with his presence so we could be unselfish like him.

Song of Response:

Choose a song to help the children turn to Jesus. Or, you may want to help them celebrate what God has done by singing a song of praise.

Offering:

Teach the importance of giving and talk about the mission activities they are supporting.

Pass out Jesus dollars before collecting the offering (see appendix). Discuss with the kids the blessings that they have: i.e. homes, family, friends, food, clothing, shelter (things a lot of children around the world do not have). Help them see that the greatest blessings they have are not just the physical blessings, but also the spiritual blessing of everlasting life in Jesus. Because he has given us so many blessings, we need to respond with our offerings and say thank you to him.

Invite the kids to bring their offerings forward. Note that the reason we can bring our offerings forward is that he first gave us all we have. He gave us *more* than we are giving him.



The Word

Learning Game:

Some churches dismiss children from the adult service at this time to join Kids Church. The learning game provides a fun kinesthetic activity to help kids connect with each other. The learning point will help reinforce the theme of the day.

Supplies needed: long sections of newsprint or butcher paper, markers, and clickers.

Divide the children into groups of six to eight. Give each group a section of newsprint long enough for a child to lie down on. You may have to tape paper together. Have each group trace around the child lying on the paper to make a silhouette.

Have kids think about, **“What does a perfect kid look like?”** This could include making good grades, being athletic, always willing to pick up one’s room, etc. Tell the children they are going to have a contest to see who can make the “most valuable kid.”

Using markers have the groups label and decorate their silhouettes. Then bring all of the silhouettes to the front of the room and compare what each group considered most valuable. Have the kids vote for their favorite silhouette by clicking the clickers you give them. (This will tie into the story later in the lesson.)

Bible Reading:

Help children pay attention by giving them a word or concept to listen for as you read. Consider letting a child read who could do so with excellence.

Read 1 Peter 1:18-19a again. Call one child forward to make the application and use that child’s name.

Let’s talk again about how much (child’s name) is worth to God. You can often tell how much something is worth because of how much you would pay for it or what you would trade for it. How much would God pay for (child’s name)? A million dollars? A billion dollars? Would he give the whole state of Nebraska (insert your local state) in trade? How about the whole world?

Think about this. What did it cost God to make the whole world? How did he make it? Does anyone remember? All he did was speak the word, and he made the whole world. How much did it cost him to make the whole universe, all of the stars, and all of the other planets? All he had to do was speak the word. He said, “Let there be,” and there was. Would God trade all of that for *(child’s name)*? That is a lot, isn’t it? Believe it or not, he would trade more than that.

What *(child’s name)* needs is more valuable than the price of the earth, the stars, and the planets.

What *(child’s name)* needs is to have the expense of his *(or her)* sins paid for. A holy God cannot accept imperfection or sin. But because God loves us so much, he would pay the cost for our sin. Today’s Bible reading says that we were *not* bought with something like a payment of silver or gold. Instead, we were bought with the precious blood of Christ, the Lamb. Jesus paid for our sin with his life.

Jesus is so valuable because God did not make Jesus like he made the universe. You see, Jesus is God and he was with God even before the world was made. God could never make another Jesus. God the Father and his son, Jesus, are so big that they cannot be made. They are God who made everything. *(This is a hard concept to understand. If any kids want to go deeper point them to John 1:1-14 in reference to Jesus, and Genesis 1:26 where God refers to himself with the plural pronoun.)*

How did Jesus pay? He went to the cross. When he was on the cross, he not only suffered with the nails going through his hands, but he suffered what it was like to be in hell. He suffered what it was like to feel separated from God when God put all of the punishment of the sin of *(child’s name)* on him.

If *(child’s name)* was the only person in the world who had ever sinned, *(s)he* is still so valuable to God that he would have sent his son, Jesus, just for him *(or her)*. Wow. *(Child’s name)*, you are very valuable, indeed. And the same is true for each one of us.

Application:

“Kingdom of Klicks” *(See appendix.)*

Read the story. Discuss the story “Kingdom of Klicks” with the group using the following questions:

What kinds of things did the Klickers approve of and think were valuable?

What kinds of things do people approve of today and think are

valuable?

Is one person more valuable than another because of what they do?

How does it feel when others approve of you? How does it feel when people do not approve of you?

Would you like to live in the Kingdom of Klicks? Why or Why not?

What was different about the Klick Free Zone?

How did the King of Claps change Kommon Klick?

Who is like the King of Claps? *Help kids make the comparison of the King of Claps and what he did, with Jesus and what Jesus does for us.*



Witness

Witness and Tell:

Give children opportunities to share how God is working in their lives. It is best to use a microphone to ask children interview questions around the theme for the day.

Prayer:

Let the kids pray out loud. If you are using a microphone, invite children to form a prayer line and speak their thanksgivings or requests. If you have portable microphones, you can roam the audience. Kids can also go to prayer stations set up for specific types of prayer.

Blessing:

Speak a blessing prayer over the children. Personalize this to your setting. Use special scripture verse or blessing around the theme of the day.

Song of Sending:

Choose one song. Briefly introduce songs so kids can better understand what they are singing and be drawn into a more focused worship. Keep the attention on God.

Safety and Security: Safety and security procedures are important for each church to carefully define and implement according to their unique needs. The security, safety, illness and accident procedures described in this curriculum are provided for example purposes only and may not be appropriate, applicable or adequate for every situation. Each church is responsible for determining whether any security, safety, illness and accident procedures contained in the curriculum are appropriate, applicable or adequate for its unique situation. The activities described in this curriculum require adult supervision and may not be suitable for each child and each situation. Each church is responsible for ensuring that adequate adult supervision is provided for all activities and for determining whether an activity is appropriate for each child and each situation. Kids Kount Publishing disclaims all liability for the implementation of any procedures or the performance of any activities described in this curriculum.

Kingdom of Klicks

A Participation Story for Children

Materials and people needed:

- King of Klicks
This will be a volunteer from the audience. He or she will need some type of silly hat and scepter. When he holds his scepter at waist level, it will be a cue for the audience to give a very unsatisfactory response, which is rubbing the hands together to make slight noises. When he holds the scepter at shoulder level, the children moderately snap their fingers. When he holds the scepter above his head, the children ecstatically click their clickers. Snapping the fingers is also called *klicking*.
- Four additional characters will be drafted from the audience – Konnie Klick, Kevin Klick, Kyle Klick, and Kommon Klick
They need to be able to pantomime a certain action without any preparation time to consider what to do. Props for their actions: paper, a pencil, and a ball. The king will tell which response it earns from the audience so these characters need to understand they are not to take the responses personally or get their feelings hurt.
- King of Claps.
This Christ-figure should be an adult who can pantomime his hands being nailed to the cross while the sound of a hammer hitting a nail is heard.
- Two raised platforms in the center of the stage.
These could be tables or even chairs that a child can stand on.

Option: use hula hoops or circles of string big enough for a child to stand in. Label one area, "The Klick Zone" and the other, "The Klick Free Zone."
- Chairs
Place three chairs next to the Klick Zone and label "very valuable," "valuable," and "not so valuable." Place another chair next to the Klick Free Zone, and label it "priceless." Underneath this chair place a skateboard also with the sign, "priceless."

The narrator reads the dialogue in story telling fashion, with the freedom to pause and ad-lib as deemed beneficial to the story.

The overall teaching point is that we often equate our value to our performance. Kids are painfully aware of how they stack up to other kids. Self-worth and self-image can be attached to their performance or their appearance. Our relationship with God through Jesus Christ changes all of that. God values us as priceless, far above our ability to do. He values us for whom we are, and he gives us Jesus because he was willing to pay the ultimate price.

Welcome to the Kingdom of Klicks. What kind of kingdom is that, you say? Well, obviously it's a place where there are Klicks and Klickers. That's you.

Did you know that you are a Klicker because here you are in the Kingdom of Klicks? The greatest thing about the Kingdom of Klicks and the Klickers who live there is that they can click when they approve of someone else. This is how you click. (Click your clicker.) When you Klickers approve of something very much, you click like this. (Click loud and rapidly.) When you approve just a bit, you click like this. (Snap fingers moderately and slowly.) When you hardly approve at all, you click like this. (Rub hands together lightly, making a soft noise.)

Loyal subjects of the Kingdom of Klicks, let me introduce you to your king. Here he is. King Klick of the Kingdom of Klickers. (Draft a child from the audience and give them their royal "crown" and scepter.) It is true that King Klick will often help all the Klickers understand what is valuable or, rather, who is valuable and who is not in the kingdom. This is how. The king will hold this scepter out and when it is just this high (*waist high*), it is not so valuable. Everyone will lightly rub his or her hands. When it is this high (*shoulder height*), it is valuable. All of the Klickers will click, or snap their fingers. When it is this high (*holding above head*), it is very valuable. Then there will be much clicking from the Klickers.

Let's see if you know how it works. (*The presenter will present three different objects of ascending value, such as a small, a medium, and a large piece of candy. Or a pencil, a pen, and a thick marker could be used.*) Ye, noble King Klick and you faithful followers of klickers, judge now the value of this. (*Not so valuable item . . . Help King Klick raise his scepter to waist level.*) Judge the value of this. (*Moderate value.*) Finally, judge the value of this. (*Very valuable.*) Oh yes, a Klicker clicking makes for a happy Klick and a happy, wise and wonderful King of Klick.

Now we begin our story... In the Kingdom of Klicks, in the center of the village, was the most important place. It was called the Klick Zone. Next to it was the Klick Free Zone. Point to the platforms or tables that mark the Zones. One of the favorite activities of the Klickers was to gather around the Klick Zone and see how many clicks people were worth. They were thankful to their wise king for helping them understand exactly how many clicks each person was worth.

In our Klick Zone today we have appearing Konnie Klick, Kevin Klick, and Kyle Klick. (Draft three kids from the audience to come forward.) Let's see how many clicks these little Klickers will get. First of all, we

have Kyle Klick. Kyle Klick can write his name backwards. (Give him a piece of paper and pencil for a quick try.) **As the people gather around to watch Kyle in the Klick Zone, the Klickers wonder how valuable he is because he can write his name backwards. They looked at the king, and he held his scepter this high. (*Waist high.*)** (The Klickers rub hands lightly). **Oh, too bad.** (Have him move to the “not so valuable” chair.)

Next, Kevin Klick stepped into the Klick Zone. Kevin Klick could bounce a ball on his right knee. “Oooh,” the people thought. They eyed the king to see how many clicks Kevin Klick was worth. (Shoulder high. Move Kevin to the “valuable” chair.)

Finally, Konnie Klick stepped into the Klick Zone. There she fluttered her eyes and looked beautiful. The Klickers wondered, “How valuable is that?” Their wise king made it clear. (Scepter above head. Move her to the “most valuable” chair.)

Day after day the Klickers stepped into the Klick Zone to find out how much each person was worth. This day you can tell that Kyle left the Klick Zone feeling pretty sad because he was not worth much. Konnie Klick, though – my, oh, my – she was a real clicking chick.

However, sometimes strange things would happen. The next day when Kyle Klick stepped into the Klick Zone, he put a pencil in his mouth to write his name. Guess what. The Klickers loved it. (*Scepter above the head. . . Wild clicking.*) Kevin Klick bounced the ball on his left knee. (*Moderate clicking.*) Konnie Klick tried to be cute by crossing her eyes and giggling. (Scepter at waist level. Move kids to their new seats.)

So it went in the Kingdom of Klicks day after day. Klickers giving their clicks and people, one by one, stepping into the Klick Zone to see how valuable they were or were not.

Next to the Klick Zone was the Klick Free Zone. This was a place that the Klickers did not understand. For when anyone stepped in there, they did not have to do anything. They just stood there. King Klick, himself, knew not what to make of it. So, he could not judge them. The Klickers could not click. Because they loved to click and judge how valuable people were, they thought the Klick Free Zone was quite useless.

One day Kommon Klick (draft another volunteer from the audience) came and stood in the Klick Free Zone for a long time. The Klick Zone was always hard for him because he so seldom got clicks from the Klickers. He seemed to never be able to do the really exceptional

things. Being in the Klick Free Zone was not too bad for him, though. It was quiet there. He was used to not hearing clicks anyway.

As he listened today, though, he heard a sound. It was faint as first, but it grew louder and louder. He could not really tell where the sound was coming from, but he noticed no one else around.

(King of Claps will come up behind Kommon Klick and stand there unnoticed. At the sound of the narrator hitting a hammer on a nail, he will extend his arms out and jerk each hand slightly as if in pain when the hammer hits the nail. At the end of the nailing sequence he brings his hands together and claps for the child.)

The sound that Kommon Klick heard was . . . Well, here it is. If you listen closely maybe you can hear it, too.

(A light tapping of a hammer on a nail, growing louder and faster. It will transcend into hand clapping by the King of Claps that is loud and pronounced.)

He was suddenly overwhelmed with a feeling he had never felt before. What was that strange noise? These were not clicks, and the sound did not come from Klickers. He turned around, and there was the man. (At this time, motion for Kommon Klick to turn around and see whom it is.) “Who are you?” he said. “Was that you making that strange noise? It did not sound like a click at all.”

“It was not a click,” said the man. “It was a clap. I am the King of Claps.”

“Whom are you clapping for?”

“I am clapping for you,” the man said.

“But you don’t even know my name,” said Kommon.

“Oh yes, I do. You are Kommon Klick, the priceless one.”

The words seemed to ring in his ears. “Priceless?” thought Kommon Klick to himself. “But I am the most common of Klickers. How could I be priceless?”

“To me you are priceless,” said the King of Claps, “just because of who you are and not what you do. There is only one Klick like you, and you are so valuable to me that I would do anything for you. I would stand up here and clap for you, just like this.” (Claps.)

As Kommon Klick walked away he said to himself over and over, "Priceless. Priceless. Could that possibly be me?" Even when he walked by the Klick Zone and he saw the Klickers clicking, it was almost as if he did not hear their clicks anymore at all. He saw their fingers move and he saw people stepping into the Klick Zone, but something was different now.

The next day he was quick to hurry back to the Klick Free Zone. As he stood there this time he heard it right away. It was the sound. *(Banging of nails while the King of Claps silently approaches from behind.)* Then the clap. *(King of Claps clapping.)* Kommon Klick turned around. He was beginning to understand. The handclap really was for him.

As the King of Claps looked at him he said, "Wow! You are priceless. You are worth everything."

"But I haven't done anything special," he said to the king. "I still do not understand how I could be priceless without doing anything special or valuable."

"Sit down here, and let me explain it to you," the King of Claps said.

Kommon noticed for the first time the chair next to the Klick Free Zone. There he sat down to rest and to think. What had he done to make himself priceless? When he sat in the chair and rested, he could not think of a single thing. Instead, he just *felt* priceless. He felt valuable. He felt loved. There was something about the King of Claps that made him valuable.

He left that day feeling priceless. He walked past the Klick Zone and wondered why he could no longer hear the clicks of the Klickers. Neither did he care, nor would he ever want to step in the Klick Zone again. There was someone much more important giving him a clap and telling him he was priceless.

The next day he went to the Klick Free Zone and visited with the King of Claps while he rested in the priceless chair. He was amazed at how wonderful he felt. He knew he was very valuable, not because of what he did but because of how the King of Claps felt about him. He felt free from trying to gain the approval of other Klickers. He asked the King of Claps if he could take his clap with him. "Sure," said the king. "Check out the skateboard under your chair. *(Skateboard is marked "priceless" just as the chair is.)* Take this with you, and wherever you go you will hear the sound of my clap in your ears and the sound of my voice in your heart. You are priceless just because of who you are and who I am. I am the King of Claps."

As he took his skateboard and skated through the village, he watched the people around him. Some did not think skateboarding was a very valuable thing, so they were rubbing their hands together. No one seemed to be klicking, but he did not care. He was having too much fun. As he was cruising through the town he was making the strangest noise. He was clapping.

Supplies:

Attention Grabber:

- play or real money

The Power of the Cross:

- glass bowl
- pitcher of water
- flash paper
- matches

Offering:

- Jesus dollars for each child

Learning Game:

- newsprint (or butcher paper) taped together in large enough pieces to trace a child's silhouette
- markers
- a toy "clicker" for every child

Application:

- clickers
- silly hat
- scepter
- two raised platforms in center of stage — these could be tables or chairs — labeled "Klick Zone" and "Klick Free Zone"
- three chairs in Klick Zone labeled "Very Valuable," "Valuable," and "Not So Valuable"
- one chair in Klick Free Zone labeled "Priceless"
- skateboard marked "Priceless"
- three objects of ascending value, such as a small, a medium, and a large piece of candy
- paper
- pencil
- large ball
- hammer and nails
- a piece of wood to pound nails into