



**Date:** \_\_\_\_\_  
**Series:** Greatest Stories Ever Told  
Summer Year 1, Lesson 14

# The Rich Man and Lazarus

**Take Home Point:** \*Don't miss your chance for heaven. \*Repeat this phrase throughout the lesson.

**Bible Event:** Luke 16:19-31; Romans 6:23

**Key Verse:** Romans 6:23, "The reward for sin is death, but the gift that God freely gives is everlasting life found in Christ Jesus our Lord."

**We will help kids know:**

- The story that Jesus told about Lazarus and the rich man.
- Heaven and hell are real places. How we respond to the gospel of Jesus determines our eternal destination.
- Now is the time to make sure that we do not miss our chance for heaven. Receive Christ now!

**We will help kids feel:**

- Awe as they consider the eternal destination facing all people and the separation between heaven and hell.
- Security in knowing they can be confident in their eternal destination through faith in Christ now.

**We will help kids do:**

- Play a game called "Who Made the Plane."
- Find comparisons between the story "Who Made the Plane" and Luke 16:19-31.
- Practice sharing the good news of Jesus with each other.

Kingdom Quest Year 1 - Lesson 14- 1

# THIS LESSON'S ROADMAP

DESTINATION	PAGE #	DISCOVERIES ON YOUR JOURNEY	SUPPLIES NEEDED
<b>Small Group Warm-Up</b> 	3	Try some HOT foods as heaven and hell are discussed.	<ul style="list-style-type: none"> <li>• Tabasco® Sauce</li> <li>• small cups with milk</li> <li>• <i>Optional:</i> Hot Tamales® or cinnamon candies</li> </ul>
<b>Large Group</b> 	4  9  12	<b>Overview</b>  <b>Game:</b> “Who Made the Plane?”— Kids play the game Who Made the Plane. The presenter then tells a story of Who Made the Plane.  <b>Teaching Point:</b> Presenter reads Luke 16:19-31. Comparisons between the two stories are made.	<ul style="list-style-type: none"> <li>• director’s costume</li> <li>• paper and pencils</li> <li>• chalkboard, dry erase boards, or large piece of paper</li> <li>• writing utensil for whichever type of board used</li> <li>• small prize such as a piece of candy or small toy</li> <li>• Appendix A (<i>p. 13</i>)</li> </ul>
<b>Small Group Application</b> 	4	Kids are shown a Bridge illustration to help them understand the plan of salvation. Then they practice sharing this good news with each other.	<ul style="list-style-type: none"> <li>• chalkboard, dry erase boards, or large piece of paper</li> <li>• writing utensil for whichever type of board</li> <li>• Appendix A (<i>one for shepherd and each child</i>)</li> <li>• pencils or pens</li> <li>• paper</li> </ul>

**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.

# Small Group Warm-Up: 15 minutes



**Purpose: *Get pointed in the right direction!*** Build relationships and help quests feel at ease. Do the learning readiness activity that will point your group in the right direction for the lesson.

## Summertime Options

**Easier Summer Option:** Instead of having kids in small groups with an assigned shepherd, the kids can meet all together and divide themselves into triads (groups of three). This allows for larger ratios between students and shepherds. Shepherds will monitor the kids' activity as needed by roaming from group to group. The large group presenter gives the questions and directions for all the kids and their groups. If this is used, go to the introduction of large group to introduce the main character used in this series.

**Regular Shepherd Option:** Do the Warm-Up activity as a small group. If you like, you can still divide into triads within your small group. This helps each child participate more.

*Supplies: Hot Tamales<sup>®</sup> or cinnamon candies*

*Optional: Tabasco<sup>®</sup> sauce, small cups of milk*

*Note to shepherds: In today's discussion on heaven and hell, have some fun with your group by serving one of the tastes mentioned in the supply list. If you invite kids to place a drop of Tabasco<sup>®</sup> sauce on their tongue, it might burn slightly. Have milk available to drink as this will sooth the burning. This fits into the lesson when we talk about a man who wanted his burning tongue quenched.*

*The topic of heaven and hell is a sensitive topic since hell is described as such a terrible place. This Warm-Up time is not designed to scare the kids, but rather to listen to what their ideas of heaven and hell are like. We will later teach the full truth about heaven and hell and how we can be assured of an eternal destination in heaven.*

**Who is brave enough to try one of these HOT foods today? We are going to try this while we talk about a topic that sometimes is referred to as a hot or fiery place.**

Let those who would like to taste the hot sauce or hot candy, try it.

I have some “what do you think” questions for you to answer. First of all, what do you think hell is like? How would describe your image of it?

What kinds of creatures are in hell?

Now, how would you describe heaven?

What kind of creatures would you find in heaven?

Today we will hear Jesus tell a story about one man who went to heaven and another that went to hell. Jesus wants us to remember the point: *\*Don't miss your chance for heaven.*

## Large Group Overview: 20-30 minutes



**Purpose:** *Help kids observe what the Bible says. Present the Bible event in creative fashion. Help kids begin to interpret what it means.*

**Game:** “Who Made the Plane?”—Kids play the game, Who Made the Plane. The presenter then tells a story of Who Made the Plane.

**Teaching Point:** Presenter reads Luke 16:19-31. Comparisons between the two stories are made.

## Small Group Application: 20-25 minutes



**Purpose:** *Help kids map out the meaning of the Bible event in their lives. Use the questions to stimulate discussion, but don't feel tied to them. Allow the Holy Spirit to guide you. Include personal examples from your own faith journey. The example of Christ at work in your life will leave lasting impressions of how Christ can work in the children's lives.*

*Use your Bibles! Children need to learn how to look up references and follow along when scripture is read aloud. Allow for quality time of prayer at the close of the lesson.*

### Bridge Illustration

*Supplies: chalkboard, dry erase boards, or large piece of paper, writing utensil for whichever type of board used*

Follow the steps on Appendix A as the presenter or shepherd draws and explains the bridge illustration.

**“To make the plane” or enter heaven is easy. Let me explain.**

Step 1:

On the chalkboard or white board, draw a chasm and write the words "God" on one side and "Man" on the other. Say:

**Here you are on one side of the chasm and God is on the other. Why is there separation? The Bible tells us "*Because all people have sinned, they have fallen short of God's glory.*" (Romans 3:23.)**

Step 2:

**Many people try to earn their way to God through good works, fame, popularity, and maybe money. But, all these things fall short. They will not carry us across the chasm.**

Step 3:

**Romans 6:23 says, "*The reward for sin is death...*" What is a reward? It is something you earn. By sin and rebellion against God, you have earned death: not just physical death, but everlasting death. You will be separated from God FOREVER!**

Write in the words "rewards," "sin," "death."

Step 4:

**Continuing with that verse, God says, "*... but the gift that God freely gives is everlasting life found in Christ Jesus our Lord.*"**

Write in the words "gift," "God," "everlasting life."

**Do you see how these things are opposites? The opposite of reward is a gift. We don't do anything to earn or deserve a gift.**

**The opposite of sin is God. God is perfect. Finally, the opposite of death is everlasting life. God wants to give each of us everlasting life because he loves us so much.**

**How can we have eternal life with God?**

Step 5:

Draw a cross in the middle.

**I drew a cross in the middle of the chasm that bridges the gap between God and us. How does God give us the gift of everlasting life? We get this only through Jesus Christ our Lord. Jesus gave his life for us on the cross, rose again to prove that his gift was triumphant, and invites us to make him our Lord.**

**How do we get from one side to the other?**

Step 6:

Draw an arrow from man to God.

**This is through faith. We need to trust Jesus as our Savior. We do this by saying in our hearts and minds, “Dear Jesus, I trust you as my Savior. Please forgive my sin and live in my life.”**

**Now, discuss this in your triads. When you look at this illustration, where do you see yourself? Are you on one side of the chasm or the other side? Are you waiting to get over? Are you saying, “Maybe tomorrow I will cross over”? Have you already crossed over the bridge?**

**Understand that this is not a matter of living or dying. It is the question of “Do you believe or not?” If you have put your faith and trust in Jesus, you have already crossed the bridge. Where are you?**

Give triads a few moments to discuss. Then say:

**I don’t want any of you to miss the “plane.” God tells us that our days are numbered. We never know when the time will come for us to meet Jesus face to face. He will either say, “Well done, good and faithful servant,” or he will say, “I do not know you.” I do not want you to miss the plane. The choice is yours to make. But don’t wait too long.**

**Maybe you will make the decision to put your faith and trust in Jesus today. Do you want to cross over the bridge today? If so, please place your trust in Jesus and pray with me. *\*Don’t miss your chance for heaven.***

**Let’s close in prayer.**

**Dear Lord Jesus, I don’t want to miss going to heaven. Please forgive my sins. Thank you for dying on the cross for my sin. I believe you died for me. Thank you that I can receive you as my Savior. I want you to be my friend. Come and live in me today. In Jesus’ name. Amen.**

*The following questions for small group discussion are optional after the bridge illustration is presented.*

## **Observation Questions: What happened?/ Interpretation Questions: What does this mean?**

Have kids refer to Luke 16:19-31 for the Bible event.

**Does this passage say why the rich man went to a place of suffering while Lazarus went to be with Abraham? Where do you think is the place Abraham dwells? (*Heaven.*) Why do you think so?**

**Describe the difference between hell and heaven according to this passage. (*Luke 16:23-25. Hell is a place of constant torture, suffering in a fire, thirsting but not being satisfied. Heaven is a place of peace.*)**

**How terrible a place do you imagine hell to be if the rich man wanted just a drop of water to touch his tongue?**

**Can a person go from heaven to hell or vice versa? Why? (*Luke 16:26. A wide area separates the people. People can't cross it in either direction even if they want to.*)**

**How is this like the bridge illustration? (*There is a deep chasm of sin that separates us from God.*) What is the only way to cross that chasm? (*Faith in Jesus and what he has done for us. He bridged the gap by defeating Satan on the cross.*)**

**What did the rich man want Father Abraham to send Lazarus to do? (*Luke 16:27-28. To go back to his father's house and warn his five brothers so that they wouldn't end up in hell.*)**

**Why did Abraham say no? (*Luke 16:29. They had Moses' Teachings and the Prophets but didn't listen to them.*)**

**What did the rich man say would change the way they thought? (*Luke 16:30. If someone comes back from the dead to warn them.*)**

**How is this like people who reject Jesus? (*They have the scriptures with prophecy about Jesus, yet they don't believe even after the proof of Jesus coming back from the dead.*)**

## **Application Questions: What does this mean to me?**

**What can you do to help others "make the plane?" (*Pray for them, share the love of Jesus with them.*)**

Application Activity:

*Supplies: copies of the bridge illustration for each child and paper and pencil*

Tell kids they can use the bridge illustration to share the good news of Jesus to friends and family members who don't know Jesus as Lord. Have them practice drawing while telling the bridge illustration to each other.

Closing Prayer:

Thank God for his plan of salvation and sending Jesus to bridge the chasm that sin caused between him and his people. Have kids pray for others who may not have a relationship with Jesus so to give them an opportunity not to "miss the plane" but to have eternal life.

# Large Group Presentation: 20-30 minutes

*Though Jesus makes up the stories, they are taken from slices of real life—such as farming, family, or debt repayment. In other words, they are real life characters. This series will challenge kids to see afresh the truth of these parables by experiencing a parable in a contemporary context. The large group presenter will take the persona of a director of a small theater company called “Great Stories Theater.” The director’s name can be Pembroke Punchline or Penelope Punchline. He/she can even have a megaphone, a director’s beret for a hat and a director’s chair.*

## Opening Game – Who Made the Plane?

*This game will help set up the story presentation, capture the audience’s attention and involve everyone.*

*Supplies: paper and pencils, chalk board, dry erase board or large piece of paper, special prize such as a piece of candy or small toy*

Do not mention this to the kids, but the presenter’s key to “who will make the plane” and who will not is with those who have eye contact with you for 5 seconds in a row. Those are the ones allowed on the plane. Any time a kid looks away from you, the counting must be started over. You will be counting these seconds to yourself and not giving any hint as to why some are being allowed on the plane and others are not.

**We are going to play the game “Who Made the Plane.” I would like all of you to please stand up. The object of this game is to make the plane and not miss this plane.**

**I will watch the entire group and will let each of you know who makes the plane and who does not. When you hear me call your name and say, “You made the plane,” sit down. Try to figure out what is being done to “make the plane.” There is a specific reason why some are being allowed to make the plane.**

**If at the end of two minutes you are left standing, you have missed the plane. Let’s begin.**

As the presenter sees kids who have made eye contact with him/her for 5 seconds, have them sit down. For example, “Anita, you have made the plane, please be seated.” End the game after two minutes.

*Option: Give winners a small candy prize. This award is just for fun and helps kids stay encouraged to participate.*

**Does anyone have any idea why these people sitting down made the plane?**

**The answer is anyone whom had eye contact with me for 5 seconds without looking away made the plane.**

Have all the kids sit down.

**Why was this hard to do? It was a lot easier to look at those around you and try to figure out what they might be doing instead of keeping your focus here. Think about that and see how this might also apply to a story that Jesus told.**

**First, I would like to tell you a story of Who Made the Plane.**

### Story—Who Made the Plane

**Throughout the state of New York, hundreds of thousands of sixth graders entered a back-to-school sweepstakes. The prize was a one-day, all expense paid vacation to Disney World in Orlando, Florida. Yes, the plane fare was also included!**

**Out of all the students in the state, two were selected. They were Richard and Surazal. These two boys lived very different lives. Richard lived in Manhattan and had a lot of money, clothes and opportunities.**

**Surazal, on the other hand, was quite poor. He lived in an area known as the slums. He had very little money, limited wardrobe, and limited opportunities. In fact, he had never traveled out of New York State.**

**Both Richard and Surazal were excited about their opportunity to fly to Florida as the grand prizewinners.**

**Finally, the day of departure had arrived. Richard was driven to the airport in a fancy car that belonged to his father. He had packed one suitcase and a carry-on for the trip. After checking in his bag, his parents gave him an extra \$500 for spending money.**

**Surazal arrived just shortly after Richard. He didn't arrive in a fancy car, but rather he rode the city bus. He only had one suitcase; well, actually it was his backpack with nothing in it but one change of clothes. But, this was all Surazal needed. His parents had given him an extra \$25 to spend however he wished. He was feeling very special.**

**They both entered the airport and were making their way to the gate. Surazal did not know Richard, but he passed him in the airport. Richard had stopped at a specialty store to buy a new shirt. Surazal continued toward the gate, not distracted by anything along the way.**

Richard was enjoying the extra \$500 he had in his pocket. After buying his shirt, he headed toward the gate but decided he was hungry. A specialty hamburger sure sounded good. He sat down and ordered the biggest one available.

Surazal made it to the loading gate and was seated on the plane. Richard on the other hand just finished the great big hamburger and decided he needed an Ipod from the store next door.

Finally, Richard reached the loading gate. He was surprised to find out that the gate was already closed and the plane was on the runway ready to take off. There was no way for Richard to get on the plane. He pleaded with the attendants, "Please hold the plane and let me get on. I have to get on that plane!"

The attendants replied to Richard, "No one else is allowed on. You are too late. You have missed the plane."

This didn't seem fair to Richard. How was he supposed to know that he had to be there right on time?

Richard explained that he didn't know what time the plane was leaving. "Please let me get on the plane," he begged. "How about getting on the next flight to Orlando? Can't I exchange this ticket for another one?"

The attendant looked at the ticket and replied, "Your ticket is non-refundable. The only flight this is good for is the one leaving the airport. This is the only ticket that will work with the sweepstakes that you won. I am sorry, you are too late. You have missed your plane."

Richard continued, "But, I also have a ticket to Disney World. I have to get there." The attendant looked closely at the ticket to Disney World. "I am sorry; this, too, is only for one day and cannot be used any other time. You are simply too late!"

"This isn't fair. You should have called me and told me that I needed to be here on time!" Richard said angrily. The attendant replied gently as she pointed to the ticket, "I am truly sorry, but that information is printed for everyone to read."

Surazal on the other hand was watching the terminal as the plane began to lift off the ground. He could hardly hold back his excitement! A dream vacation now was becoming a reality for him.

Poor Richard walked away from the gate and down the airport corridor with his head hanging low. How could he have missed the plane?

## Teaching Point

### Luke 16:19-31

**Here is a story that Jesus told from the Bible. It is from Luke 16:19-31.**

Read this passage.

### Finding comparisons

**I would like you to divide into groups of three.**

Have the kids get into their groups. Pass out paper and pencil.

**In your triads, please discuss and write down what was similar between the story that Jesus told and the story about Richard and Surazal. I also have a special prize for anyone that can discover the special significance of Surazal's name.**

See if the kids can find out that Surazal is Lazarus spelled backwards. (You may award a prize if someone guesses. It might help to write Surazal on the board or paper.) Give the kids time to brainstorm comparisons.

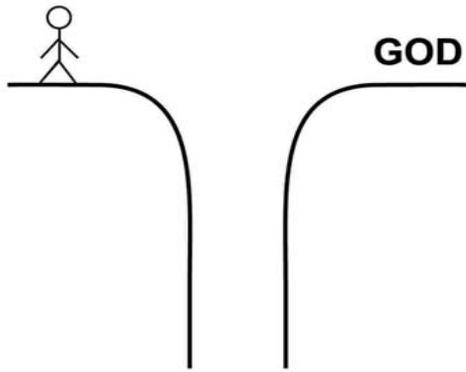
### **What are some of your comparisons?**

List these on a board or large piece of paper. Some of these points might include: *rich man and a poor man; both go on a journey; the rich man missed the trip because he was so busy enjoying the good things that he could buy; it was impossible to make the trip after they had missed it; one was excited and one was in agony; both of the rich men wanted an extra warning but refused to listen to the clear instructions already given (the law and the prophets in Jesus' story and the time specifications in the boarding policy).*

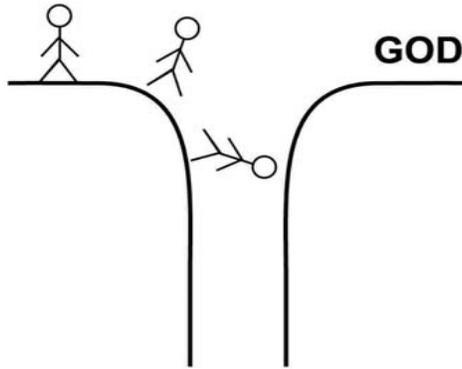
**Which one of these two can you relate to...the rich man who had his eyes focused on things of this world, or the poor man who had his eyes focused on heaven? *\*Don't miss your chance for heaven.***

*The small group application of this lesson can either be done in small group or keep the triads together and have the large group presenter go through the bridge illustration with everyone. (See p. 4.)*

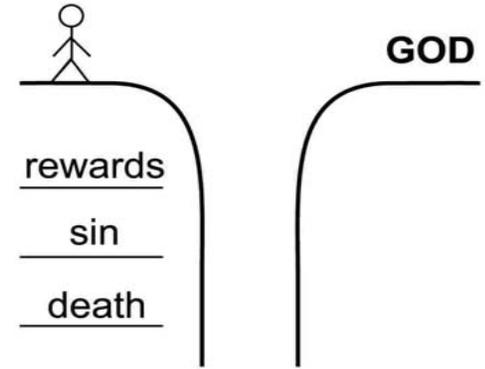
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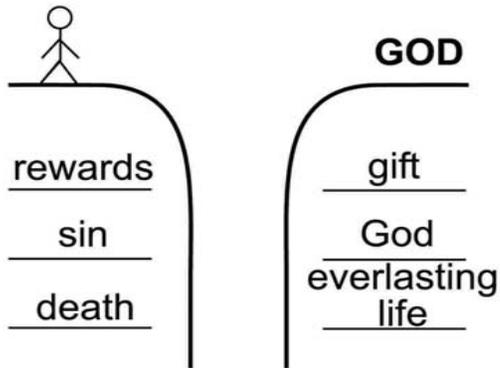
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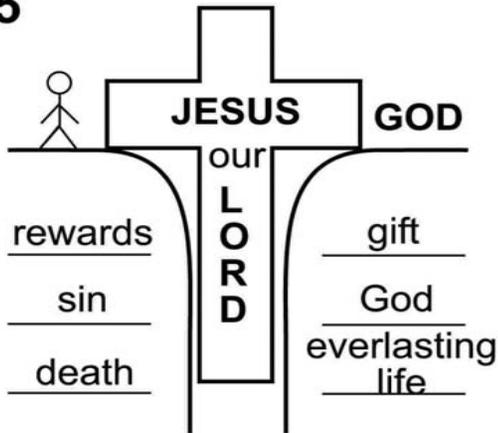
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