

## Lesson 32

### *The End of the Beginning*

#### TEACHER PREPARATION

#### KEY CONCEPTS

There is a bigger story having an impact on our lives.

#### OBJECTIVES

By the end of this lesson, students should be able to:

1. revise the representations of who they are which they created in **Lesson 3**.
2. revise the hopes and dreams for their futures from **Lesson 4**.
3. choose for themselves one of the three responses made by the children in the story.

#### KEY TERMS

**Skeptical:** having doubts or reservations

#### BACKGROUND INFORMATION

This lesson will explain to the students that the mysterious Director in the story was designed to represent Jesus. The lesson is presented so you, as the teacher, can remain neutral. The lesson will give some basic information about what Christians believe. It is important for educated students to know the historic teaching of Jesus in the context of Christianity.

#### MATERIALS/PREPARATION

1. For **Discovering the Lesson**, bring to class the drawings your students created about themselves in **Lesson 3**. Have crayons, markers or pencils available for them to make additions to their drawings.
2. For **Applying the Lesson**, you will need pencils and paper for the **older elementary students**; you will also need pencils and the Hopes and Dreams clouds the students wrote in **Lesson 4**.
3. For **Sharing the Lesson**, each student will need a pencil and piece of paper.

## LESSON

### BEGINNING THE LESSON

*[Say to the students:]* **Dugan, Hector and Trish have been learning about the realities of the invisible world. They have finally met the Director and learned of his love and care for them. They discovered the sacrifice *he* made on their behalf and are now thinking about how to respond to *him*.**

### READINESS (5 minutes)

*[Read to the students:]* **Chapter 32 – The Children’s Choice**

Before their walk along the beach with the Director, none of them had seen a sunrise break forth over the Map of Wonders. It was as if their eyes could now behold shades of color they had been blind to before! Such unspeakable beauty! As the light spread across land and sea to finally illumine their faces, they looked at each other with a kind of awe because they sensed the Director looking back at them through each other’s eyes.

Edgar came up to them as they sat on the beach and settled comfortably into the sand.

“Now you know what it is like to meet the Director,” said the Librarian as she walked up behind them.

No one spoke or stirred. They wanted this moment to last forever, to just sit and bask in the wonder of the Director’s love reaching into every corner of the library.

Trish moistened her lips as she looked toward the sunrise, “I had forgotten; I met the Director when I was a little girl. My grandmother introduced him to me. He looked different out there than he does in the library, but it was him all the same. He reminded me I’d taken his hand before. I hadn’t held on as I intended, but he never let go of mine.”

“It was all brand new to me,” said Dugan. “I had no idea there was a bigger story that explained my life. I always thought I didn’t really matter very much. Tell me, what did your grandmother say to you?”

“She was always talking to the Director or about the Director,” laughed Trish. “It was as natural as breathing for her, though he goes by a different name outside the library.”

“But how did she introduce him to you?” persisted Dugan.

“Oh, she introduced him on a first-name basis,” smiled Trish enjoying Dugan’s keen interest in what she had to say. “She said his name was Jesus, and I could meet him right now, if I wanted to.”

“What happened next?” Dugan demanded.

“Well, I already knew the story of Jesus. How he was the Son of God who came to earth a long time ago to save us from all the wrong we’ve done and the ways we’ve hurt others. Just like the Director told us on the beach, he sacrificed himself so we would be free to choose Him as our leader.”

“But what did you do?” persisted Dugan.

“Well, I told Jesus how thankful I was for all he did and asked if I could be part of his forever family. I was flooded with the biggest ‘yes’ you can imagine! It took my breath away!” she laughed. “Funny how I forgot how excited he was I would choose him,” Trish said as her eyes glistened.

“But what happens when we leave the library again?” asked Hector. “Does it all evaporate away: The Director, the sense of home and belonging? Part of me is just afraid it might all disappear, like giving me what I’ve always wanted and then taking it back. I think I’d rather never have known than to lose it. And an invisible Jesus doesn’t sound all that helpful to me.”

“That’s a strange response,” said Dugan.

“Maybe so,” responded Hector. “But that is the way life has been for me up to this point. And I don’t think we can live here all the time.”

“Wow!” said Dugan, and then he didn’t say anything for a moment though it was obvious something important was going on inside. Finally, he spoke, in almost a whisper. “I didn’t think my life mattered much one way or the other. But I do matter. The Director thinks my life is important enough he did something unbelievable just to give me the chance to choose him over everything else!”

Hector looked at Trish and then Dugan. “You both make it sound so wonderful. But I just can’t believe any of this will work once we leave the library.”

“Didn’t you say the library isn’t the solution but the Director is?” offered Trish looking at the Librarian.

“Quite true!” said the Librarian. “The library is not nearly as real as the Director! He’s the one who enables you to live out the wonderful things

you've been learning. Hold on to his hand, and you'll have all of the help you will ever need."

"You mean he'll go back to school with us?" remarked Dugan.

"You'd be surprised where he is willing to go just to help you get where you need to be and become who you need to become," smiled the Librarian. "Why look at me! I'm living proof!"

The Librarian laughed and twirled around like a ballerina and she no longer looked "average" in any way – she looked absolutely beautiful!

### **EXPLORE** (10 minutes)

*[Say to the students:]* **In the story, Trish said her grandmother had already introduced her to the Director, but he went by a different name outside the library. Do you remember the name the grandmother called him? [Let one or more students respond.] His name is very familiar in many parts of the world and yet completely unknown in other parts of the world. He was a real historical person who lived about 2,000 years ago in the Middle East. Many religions around the world respect him as a great moral teacher and some believe he was a prophet sent by God. Christians, like Trish's grandmother in the story, believe Jesus was God Himself, who came down to earth in human form, died on a cross in the place of sins of people and offers to forgive anyone of their sins who will place their trust in him as their Savior. [You may want to ask your students:] Have any of you heard about Jesus? Have you heard about someone becoming a Christian from your parents, relatives or friends? If so, would you like to share with the class what you know or have experienced? [Give time for students to share their thoughts.]**

### **DISCOVER** (20 minutes)

*[Say to the students:]* **When we began *DreamMakers-DreamBreakers*, we went on a journey of self-discovery. In Lesson 3, we learned each of us is special and unique. We all created a drawing to describe who we are.**

*[Hand the drawings back to the students and say:]* **Looking back at what you created in Lesson 3, what does it tell you about your own story back then? I want you to Think/Pair/Share and tell one thing you remember about your life then. [Have the students pair up and share what their earlier creation says about their story and who they are. You may want to**

*model this for them before they start. Hold up your drawing and say something like: In my drawing, I was thinking about what made me unique as a person; I was thinking about the relationships in my life, so my drawing centers around who I am as a teacher and as a family member; I remember drawing this music note because music was so important to me, etc.]*

*[Give the students time to share their thoughts about their drawings and then ask:] **Has anything changed in your life since you made your drawing? If so, what changes would you make to it? Are any of the changes you would make because of the DreamMakers-DreamBreakers lessons we've been going through?** [You might want to share some examples like: I started making better choices so I would add a smiley face; I would add a dog because we got a new dog two months ago; I would draw more friends because I am a better friend than I was at the beginning of the year; or I would draw the Director's face because I didn't know anything about him then, but now, I'd like to meet him.]*

**Take a few minutes and make changes to your story in your drawing, if you would like to do so.** *[Walk around the room as the students add to their drawings. Ask two or three students to share about the changes to their stories and what they've learned about themselves.]*

**APPLY** (15 minutes)

*[This activity can be done as a class for **younger elementary students**. Pass out a piece of paper and pencils to the **older elementary students**.]*

*[Say to the students:] **Some parts of our story we can't change like when and where we were born or the color of our eyes. Take the next two minutes to list things you cannot change about your story and who you are.** [For example, their family, size, sex, talents, breaking an arm when he or she was five, etc. Ask for a few to share the things the students thought they couldn't change.]*

**There are other things we can change about our story. Take the next two minutes and list things you can change.** *[For example, they might move to another city when they are older, learn how to play an instrument, play a*

*new sport, make new friends, etc. Ask for a few to share some of the things the students thought they could change.]*

**Do you remember in Lesson 4 when we were thinking about our hopes and dreams for the future? I asked you to write down some of your dreams? Writing your hopes and dreams is how you began thinking about what changes you wanted to make to your story. [Pass out their Hopes and Dreams cloud writings from Lesson 4. Have them compare them to their list of things they can change.] Now that you have learned about DreamMakers and DreamBreakers, would you add anything else to your hopes and dreams? Turn your cloud over and write any additions you would like to include to your hopes and dreams. [Give your students time to complete their thoughts, then invite a few to share. Younger elementary students may need some help with their writing.]**

**SHARE (10 minutes)**

*[Say to the students:] Do you remember the different responses of the three children after they met the Director? What was Trish's response? [Let one or more students reply.] What was Hector's response? How about Dugan? What was his response? [Let the students reply, then add:] Trish said her grandmother had already introduced her to the Director. Hector was skeptical. He had been disappointed in people in the past, and he wasn't sure the Director could make any difference in his life. Dugan was very interested and seemed like he was ready to get to know the Director better. My guess is each of us has one of these three attitudes toward the idea of responding to the real person, Jesus Christ.*

**For Younger Elementary Students**

*[Say to the students:] I'd like each of you to take a piece of paper. You will never need to show this paper to me or anyone else unless you choose to do so. On the paper, I would like for you to draw a picture of your own response to Jesus (the Director).*

**If you are like Trish and already know him, you might draw what you think Jesus looks like.**

**If you are like Hector and are unsure about what you think about**

**Jesus, you might draw yourself with a puzzled or confused look on your face.**

**If you are like Dugan and are ready to invite Jesus into your life, you might draw a picture of yourself with your arms open to Jesus.**

**Remember, this is private, unless you choose to share your drawing with me, your parents or other students.**

*[If you feel comfortable doing so, add:]* **If any of you would like to talk with me about what you've drawn, I'd be glad to do so, today after class, or anytime in the future.**

#### **For Older Elementary Students**

*[Say to the students:]* **I'd like each of you to take a piece of paper. You will never need to show this paper to me or anyone else, unless you choose to do so. On the paper, I would like for you to write one of the following three sentences:**

**I've already asked Jesus to be in my life.**

**I'm not sure whether I want to get to know Jesus.**

**I would like to get to know Jesus.**

**Remember, this is private, unless you choose to share your paper with me, your parents or other students.**

*[If you feel comfortable doing so, add:]* **If any of you would like to talk with me about what you wrote, I'd be glad to do so, today after class, or anytime in the future.**

#### **ENDING THE LESSON**

*[Say to the students:]* **We are going to have a celebration! You have studied hard and learned a lot during our *DreamMakers-DreamBreakers* lessons! I am very proud of you! We need to celebrate! Here are the**

details of what we are going to do for our celebration. *[Share the details of the celebration with your students.]*

**GOING DEEPER** (optional)

*[Say to the students:]* In the story we read today, each of the three children had different responses when they heard they could invite the Director, who was really Jesus, to be part of their lives. Whenever people hear the good news of Jesus, they respond in different ways.

In the book of the Bible called “Acts,” we hear the Apostle Paul speaking about Jesus to a group of men in the Greek city of Athens.

*[Ask a student to read the passage, or for younger elementary students, read the passage to them.]*

“But when his audience heard Paul talk about the resurrection from the dead some of them laughed, but others said, 'We should like to hear you speak again on this subject.' So with this mixed reception Paul retired from their assembly. Yet some did in fact join him and accept the faith” (Acts 17:32-34a, Phillips Translation).

*[Ask the students:]* What were the various responses Paul received? *[You should hear some laughed, some wanted to hear more and others accepted the faith.]*

*[Say to the students:]* I'd like four volunteers to do a skit in front of the class. One of you will play Paul, who is telling the group about Jesus. Who would like to play Paul? One of you will play the skeptic who will laugh at Paul and reject his message. Who would like to play the skeptic? One of you will play someone who is interested and tells Paul he or she would like to hear more about Christ. Who will play that role? And finally, we need someone who will tell Paul they believe in Christ and want to follow him. Who will play that role? *[Encourage the actors to improvise and talk with each other. With younger elementary students, you may need to coach each player and help them with what they need to say. When all four players have spoken, lead the class in applauding for them.]*



**Just like in our little play, you'll find people today don't all react the same way when they hear about Jesus. Why do you think people respond differently to the good news of Jesus? [Let one or more students respond.]** Some people don't understand the gospel. Others were raised in another religion and find it hard to change. Others might not want to admit they need help. It's important for all of us to remember God himself gives each of us the right to choose whether to believe in him or not, and whether we place our trust in Jesus as our Savior. Remember, God loves you and wants you to love him and others, too.

### **PARENT-TEACHER CONNECTION**

Parents send their children to school to prepare them for life's challenges as they grow up. Sometimes parents have specific goals for their children. Most parents want their children to learn basic skills in communication, mathematics, science, technology and thinking. Most parents also have goals for their children that are specific to their own experiences in life and education. For instance, different parents want their children to become business leaders, athletes, doctors, scientists or teachers. All of these ideas and goals are really about what parents want their children to do when they become adults.

In the *DreamMakers-DreamBreakers* curriculum, we have been studying about what children can be and who they can become when they grow up. But we know we are more than what we do, aren't we? So, whatever your child's dreams are for his or her future, our hope is that this curriculum will help inform the decisions that will encourage them to achieve their dreams.

This summary lesson focused on a key relationship, which if developed, will form the foundation for a full life of peace, hope, joy, love, purpose and fulfillment rather than a life of internal conflict, hopelessness, addictive pursuits of happiness, loneliness, chaos and emptiness. This lesson was about a bigger story having an impact on all our lives.

#### **Questions you might ask your child:**

Let's think back on what you learned while studying the *DreamMakers-DreamBreakers* curriculum about life:

1. What are your dreams now? Have they changed this year?
2. How do you think you are different from the way you were at the beginning of the school year?

As we complete this study, please remind your child of your love, your help and your hope that his or her dreams will become reality.

