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Crumbs for the Dogs?

Grace
God's grace transforms us as we trust in Him.

POWER TEXT

"For there is no distinction between Jew and Greek, for the same Lord over all is rich to all who call upon Him. For 'whoever calls on the name of the LORD shall be saved'" (Romans 10:12, 13).

KEY REFERENCES

- Mark 7:24-30
- *The Desire of Ages*, chap. 43, pp. 399-403
- *The Bible Story* (1994), vol. 8, pp. 19-21
- Student lesson on page 72 of this guide

OUR BELIEFS

- No. 11, Growing in Christ
- No. 10, The Experience of Salvation
- No. 14, Unity in the Body of Christ

OBJECTIVES

The students will:

- **Know** that Jesus reached out to all, regardless of race, culture, gender, or any other difference.
- **Feel** called to share Jesus' love with others, regardless of their background.
- **Respond** by seeking ways to share God's grace with others, including those who are different from them.



Jesus calls us to accept everyone as God's precious child.

The Bible Lesson at a Glance

A non-Jewish woman comes to Jesus for healing for her daughter. Jesus gives her an apparently unfavorable response. But the woman lays claim to "the crumbs." Jesus doesn't give the woman just crumbs, He gives her the full blessing from the table: complete healing for her daughter.

This is a lesson about grace.

Jesus teaches the disciples, and us, the principle that all have access to Him and can and will receive the full benefit of His blessings, regardless of their race, culture, or other differences. As we follow Jesus' example we are to accept others irrespective of the differences between us.

Teacher Enrichment

The dog is commonly a symbol of dishonor. Why did Jesus use such a term?

Explanation: The word He used was a diminutive word that described, not the wild dogs of the streets, but the little pet lapdogs of the house. In Greek, such terms are characteristically affectionate. By using this term, he took the sting out of the word. His tone of voice also made all the difference, thus encouraging the woman to press on with her request.

In the days of Jesus the people did not use knives or forks but used their hands and wiped their soiled hands on chunks of bread that were flung to the house-dogs. So the woman replied, "I know the children are fed first, but can't I even get the scraps the children throw away?" In doing this, she demonstrated a faith that would not take no for an answer. "Symbolically she stands for the Gentile world which so eagerly seized on the bread of heaven which the Jews rejected and threw away" (adapted from William Barclay, *The Gospel of Mark* [Philadelphia: Westminster Press, 1975], pp. 176-179).

How am I unconsciously prejudiced in my treatment of any class of people? How could my actions reflect a more grace-filled attitude toward them?

Welcome

Welcome students at the door and direct them to their seats. Ask them how their week has been. Encourage learners to study their Sabbath School lesson regularly, and use several minutes to debrief students on the previous week's lesson.

Ask: **What was the most interesting part of the Bible story? What activity did you find the most helpful? Which activity was the most fun?** Invite students to share their experiences and/or the handiworks they created for Sabbath School during the week. (The leader should be familiar with the previous lesson to be able to direct the discussion.) This is also a good time to have students recite the power text.

Have students begin the Readiness Activity of your choice.

Program notes

LESSON SECTION	MINUTES	ACTIVITIES	MATERIALS NEEDED
Welcome	Ongoing	Greet students at the door. Ask about their week.	
1 Readiness	10-15	*A. "Treating" Others*	Bibles, special treats
		B. The Great Divide	Bibles, paper, pencils
		C. Outside the Circle	Bibles, chairs, musical recording/instrument
* Prayer & Praise	15-20	See page 67. Prayer & Praise may be used at any time during the program.	songbooks, world map, pushpins, offering plate/basket, pictures of people
2 Bible Lesson	15-20	Introducing the Bible Story	Bibles, white/chalkboard, markers/chalk
		Experiencing the Story	Bibles, paper, pencils
		Exploring the Bible	Bibles
3 Applying the Lesson	10-15	*Scenario*	
4 Sharing the Lesson	10-15	*Responding to Differences*	paper, pencils, white/chalkboard, markers/chalk
* Closing		A. Prayer and Closing Comments	
		B. Reminder to Parents	
		C. Coming Up Next Week	

1

READINESS ACTIVITIES

Select the activity or activities that are most appropriate for your situation.

A

YOU NEED:
- ☐ Bibles
- ☐ special treats

"Treating" Others

Tell the students that you are going to pass out a special treat today, but that all those wearing green will not be allowed a treat. There will be great protests from those wearing green. Tell them that there is no need protesting, because this is just the way it is today. Then pass out a special treat (a piece of fruit, a special eraser, bookmark, or some other small item), but pass it out to everyone, including those wearing green. When someone comments, say that you can't see green today either.

Debriefing

Ask: **How did you feel when you thought you wouldn't get a treat? How did you feel when you thought that you'd get a treat, but others wouldn't simply because they were wearing green? How did you feel when everyone got a treat anyway? How is that like or unlike the way God treats us?** Say: **Let's say together our power text, Romans 10:12, 13:**

"For there is no distinction between Jew and Greek, for the same Lord over all is rich to all who call upon Him. For 'whoever calls on the name of the LORD shall be saved' " (Romans 10:12, 13).

From Jesus' own example we are learning that:

Jesus calls us to accept everyone as God's precious child.

B

YOU NEED:
- ☐ Bibles
- ☐ paper
- ☐ pencils

The Great Divide

Divide the students into groups of four or five. Say: **Make a list of as many differences as you can think of between the team members. In what ways is each member different from all the others? Try to find at least 15. If you have a difficult time finding 15 things, list things that two or three of you have in common, but are different from the others.**

Debriefing

Ask: **How large are the differences? How does it feel to find so many differences even in your group? Let's find and read some verses, Acts 10:34 and Galatians 3:28, 29. How are all these differences you came up with like or unlike God's message in these verses? How does that affect your life?** Say: **Let's say together our power text, Romans 10:12, 13:**

"For there is no distinction between Jew and Greek, for the same Lord over all is rich to all who call upon Him. For 'whoever calls on the name of the LORD shall be saved' " (Romans 10:12, 13).

Today we are learning that:

Jesus calls us to accept everyone as God's precious child.

Prayer & Praise

C

YOU NEED:
- ☐ Bibles
- ☐ chairs
- ☐ musical recording/ instrument

Outside the Circle

Have the students seated on chairs in a circle facing each other. Leave some space between the chairs. Ask two or three students to remove their chairs and have them stand outside the circle. When given the cue to begin, the students will say the power text together. Play some music (from a recording, or with a musical instrument) and have all students move around in the circle. Once the music stops, each student will try to find a chair and sit down. Repeat the activity once or twice with new students outside the circle.

Debriefing

Ask the persons who were outside the circle: **How did you feel being left out?** Ask everyone: **When have you had an experience of feeling left out or of leaving someone else out because of race, sex, religion, or any other line of differentiation? How did you feel?** Say: **Let's say together our power text, Romans 10:12, 13:**

"For there is no distinction between Jew and Greek, for the same Lord over all is rich to all who call upon Him. For 'whoever calls on the name of the Lord shall be saved' " (Romans 10:12, 13).

Today we are learning that:

Jesus calls us to accept everyone as God's precious child.

Fellowship

Report the students' joys and sorrows (pleased and troubled) as reported to you at the door (as appropriate). If they have given you permission, share one or two special items from students' Bible study during the week. Acknowledge any birthdays, special events, or achievements. Give a special, warm greeting to all visitors.

Suggested Songs

"Song for the Nations" (*He Is Our Song*, no. 131)
"Side by Side" (*He Is Our Song*, no. 123)
"Love, Love" (*He Is Our Song*, no. 132)
"It's About Grace" (see music on p. 149 of this guide)

Mission

YOU NEED:
- ☐ world map
- ☐ pushpins

Use *Adventist Mission for Youth and Adults* (go to www.juniorpowerpoints.org and click on MISSION), or another mission report available to you. Using a world map, have the students identify and mark with pushpins the location of the mission story.

Offering

YOU NEED:
- ☐ offering plate/basket
- ☐ pictures of people

Display photographs from magazines of a diversity of people from around the world. Remind students that offerings are frequently collected to help communicate God's love to people in faraway places, all of whom were created in God's image.

Prayer

Ask in prayer that each Sabbath School member will have the opportunity to better treat someone whom they may have unfairly misjudged before.

Close with a prayer for the students' joys and sorrows, for the birthday and other special event celebrants, as well as for the visitors.

2

BIBLE LESSON

YOU NEED:
- ☐ Bibles
- ☐ white/chalkboard
- ☐ markers/chalk

Introducing the Bible Story

Call on a volunteer to read aloud to the class Genesis 1:26, 27. As you make notes on the board, have the class suggest what is meant by the expression "in God's image." Say: **Today we're going to be learning about how Jesus treated someone from a different race.** Say: **Let's say together our power text, Romans 10:12, 13:**

"For there is no distinction between Jew and Greek, for the same Lord over all is rich to all who call upon Him. For 'whoever calls on the name of the LORD shall be saved' " (Romans 10:12, 13).

And what is our power point?

Jesus calls us to accept everyone as God's precious child.

Accommodation for students with special needs:
Have students with visual impairments and those with certain learning disabilities who may benefit from proximity to the board to sit near the board for this activity.

YOU NEED:
- ☐ Bibles
- ☐ paper
- ☐ pencils

Experiencing the Story

Distribute Bibles, paper, and pencils. Ask the students to take turns reading aloud Mark 7:24-30. Say: **Imagine that you are a person from a nationality that is not too friendly with people of your own ethnicity.** Ask: **What would be some challenges that you would experience if you would have to ask for help from people who are enemies of your own people? What would you do? Think of an imaginary scenario for a couple of minutes and be prepared to share with the class how you would ask for help from a stranger from another culture/nationality/country. You may jot down your ideas on paper.**

Ask: **What did Jesus mean by feeding the children first? Why did Jesus mostly preach to and heal Jews? Was He being prejudiced?** Explain that Israel was first offered the gospel, but through Jesus everyone can receive God's grace and His blessings. Say: **Let's say together our power text, Romans 10:12, 13:**

"For there is no distinction between Jew and Greek, for the same Lord over all is rich to all who call upon Him. For 'whoever calls on the name of the LORD shall be saved' " (Romans 10:12, 13).

Our power point reminds us that:

Jesus calls us to accept everyone as God's precious child.

YOU NEED:
- Bibles

Exploring the Bible

Organize the students into groups of three or four. Say: **In our Bible story today Jesus says something that seems unkind to someone of another race. Find at least two other examples from Jesus' life that prove He was not prejudiced toward other races, genders, or types of people that others avoided.** (You might suggest lepers—Matthew 8:2, 3; the woman at the well—both as a woman and as a Samaritan—John 4:9; little children—Matthew 19:13, 14.)

When the groups have had time to prepare their answers, have volunteers from each group report what they have found. Ask: **What was the typical attitude of Jews toward Gentiles? How is it like or unlike the way God wants you to treat others?** Say: **Let's say together our power text, Romans 10:12, 13:**

"For there is no distinction between Jew and Greek, for the same Lord over all is rich to all who call upon Him. For 'whoever calls on the name of the LORD shall be saved' " (Romans 10:12, 13).

What difference will this make in the way you respond to others who are different from you? Remember that:

Jesus calls us to accept everyone as God's precious child.

Scenario

Read the following scenario to the students:

Najeeb lives in an area of town where most of the people around him, at school, and on the bus, are different from him. They come from a different culture and ethnic background. They even look different from him. But he's learned that such things don't matter to Jesus, so they don't matter to him anymore either. He wants to share Jesus' love with others regardless of any difference between him and them.

Debriefing

Ask: **How might Najeeb share Jesus' love and God's grace with others who are different from him? If you were Najeeb what would you do? Najeeb already knows that:**

Jesus calls us to accept everyone as God's precious child.

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SHARING THE LESSON

YOU NEED:
- ☐ paper
- ☐ pencil
- ☐ white/chalkboard
- ☐ markers/chalk

Responding to Differences

Allow time for students to share with the class ways they were able to treat those who are different with kindness. Ask: **In what ways were you prejudiced against someone? What did you do to overcome your prejudices? Who can help us overcome our prejudices?**

Divide students into groups of five or six. Say: **Brainstorm for a minute to make a list of categories of people you meet everyday who are different from you.**

When the minute is up, say: **Now brainstorm as many ideas as possible of ways you can accept and help each of the groups of people you listed.**

When the second minute is up, begin a master list on the board, listing the categories of people that each group named. Then create a second list of ways the students could be friendly and accepting toward people in each of those categories. When you are finished, you should have a master list of several categories of people and several suggestions for how you could befriend people in each of the categories (don't forget categories such as "older people").

Debriefing

Ask: **How can you take these ideas and use them? Pick the one idea that you like the best and determine how you can put that into practice. Share it with your group. Look for ways to be accepting and loving toward people who are different from you, because:**

Jesus calls us to accept everyone as God's precious child.

Closing

Prayer and closing comments:

Say: **Dear Jesus, we don't want to be prejudiced against anybody because they are different from us. Thank You for making each of us unique and special. Please help us reflect Your love and grace to those we encounter irrespective of the differences between us. Amen.**

Reminder to parents:

Say: **Check out the student Bible study guide to find Parents' Pages for your use in family worship, or however you wish to use them to spiritually guide your children. You may listen to the podcast of the lesson online at www.juniorpowerpoints.org/podcast.php?channel=1.**

Coming up next week:

Say: **The disciples acknowledge that Jesus is God. We choose to place Jesus first in everything.**

Notes

Student lesson

Crumbs for the Dogs?

Think of a time you wanted something badly but thought you might never get it because someone was prejudiced against you. Today's story is about a woman who had that experience.

Have mercy on me, O Lord, Son of David! My daughter is severely demon-possessed" (Matthew 15:22). The woman's voice rang out time after time as she called to Jesus for help.

Jesus and His disciples needed to get away from the crowds so He could prepare them for their mission of spreading the gospel. He had taken them north of Israel, to the country of Phoenicia, where not many people knew about Him. There they could find peace and quiet, and Jesus would have time to teach His disciples. But even in a foreign country this desperate mother had tracked Him down. In fact, Jesus had purposely gone where she could find Him. He already knew that this mother needed His help. And He hoped to teach His disciples a lesson by the way He interacted with her. But at first He kept walking as if He didn't hear her.

The disciples were frustrated because the woman kept following them. She was a Greek and a heathen—not a Jew who worshipped the true God. Why should Jesus waste His time helping her?

"Send her away," they said to Jesus (verse 23).

But Jesus didn't tell the woman to leave. Finally she came and knelt right in front of Him. "Lord, help me!" she pleaded (verse 25).

"Let the children be filled first, for it is not good to take the children's bread and throw it to the little dogs," He said (Mark 7:27). Jesus was referring to the fact that the Jews considered themselves to be the only children of God. They looked down on the heathen and called them "dogs." But the woman was not discouraged. She knew that Jesus was her only hope. No one else could drive the demons away from her daughter. She could not afford to lose this opportunity!

"Yes, Lord," the woman responded humbly, "yet even the little dogs under the table eat from the children's crumbs" (verse 28). She reasoned that pet dogs still received remainders of the unused food fallen from the masters' table. So even the heathen were entitled to a few "leftover" blessings from God.

Jesus was amazed by the woman's strong faith. He had been testing her to see if she really believed in Him. Even though she'd had very few opportunities to learn about God, she still believed that Jesus could do what she asked. She believed that He cared about her problem. And she wouldn't give up!

"Go your way," Jesus told the woman. "The demon has gone out of your daughter" (verse 29). Jesus' power over Satan is so great that He didn't even need to see the girl to send the demons away.

The grateful mother rejoiced as she hurried home to find her daughter healed, freed forever from demons. The disciples were left with a lot to think about. Jesus tried many times to show His disciples that their attitude toward people from other countries was wrong. But it wasn't until years later, after He went back to heaven, that they finally understood that Jesus loves people from every nation and wants to free all of them from Satan's power. They finally realized they needed to share the good news of the gospel with people in every part of the world.

It doesn't matter where we live, or what color of skin we have, or who our parents are. All of us need to come to Jesus in prayer and ask Him to save us. We can trust that He will keep His promises as we decide to follow Him. Like the woman in this story, we need to have strong faith in Jesus and trust Him to answer our prayers according to His will.

The lesson the disciples learned that day is a lesson for you and me as well. All around us are people that need the loving touch of someone who cares. It doesn't matter who they are—Black or White, Christian or non-Christian, rich or poor, fellow citizen or foreigner. Jesus can save anyone from the power of sin and Satan. Somebody needs our help today. Somebody needs to hear the story of Jesus. Will we share His love with them?

KEY REFERENCES

- Mark 7:24-30
- *The Desire of Ages*, chap. 43, pp. 399-403
- *The Bible Story* (1994), vol. 8, pp. 19-21
- Our Beliefs, nos. 11, 10, 14

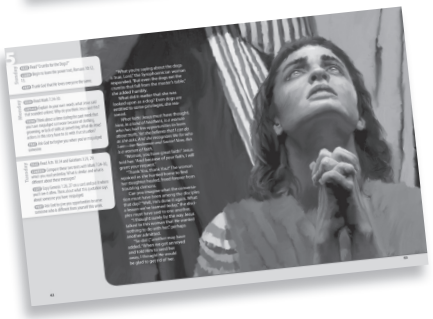
POWER TEXT

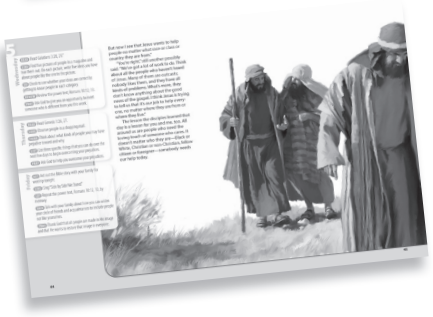
"For there is no distinction between Jew and Greek, for the same Lord over all is rich to all who call upon Him. For 'whoever calls on the name of the LORD shall be saved'" (Romans 10:12, 13).

POWER POINT

Jesus calls us to accept everyone as God's precious child.







Sabbath

DO Do the activity on page 47.

Sunday

READ Read Mark 7:24-26 and this week's story, "Crumbs for the Dogs?"

REVIEW Review the power text, Romans 10:12, 13.

PRAY Thank God that He loves everyone the same.

Monday

READ Read Mark 7:27-30.

EXPLAIN Explain in your own words what Jesus said that sounded unkind. Why do you think Jesus said this?

CARE Treat kindly someone against whom you were prejudiced because of the ways that person is different.

REVIEW Review the power text.

PRAY Ask God to forgive you for misjudging someone.

Tuesday

READ Read Acts 10:34 and Galatians 3:28, 29.

COMPARE Compare these two texts with Mark 7:24-30. What is similar or different about these messages?

COPY Copy Genesis 1:26, 27 on a card and place it where you'll see it often. Think about what this quotation says about someone you have misjudged.

REVIEW Review the power text.

PRAY Ask God for help to serve someone who's different.

Wednesday

READ Read Galatians 3:28, 29.

FIND Find in a magazine five pictures of people and tear them out. On each picture, write your thoughts about people like the one in the picture.

DO Check to see whether your ideas are correct by getting to know people in each category.

REVIEW Review the power text.

PRAY Ask God to give you an opportunity to help someone in need this week.

Thursday

READ Read Genesis 1:26, 27.

THINK Observe people in a shopping mall. Toward what kinds of people are you prejudiced and why?

LIST List three specific things that you can do over the next few days to begin overcoming your prejudices.

REVIEW Review the power text.

PRAY Ask God to help you overcome your prejudices.

Friday

READ Read Colossians 3:11.

ACT Act out the Bible story with your family for worship tonight.

SING Sing "Side by Side We Stand."

SAY Repeat the power text, Romans 10:12, 13, by memory.

TALK Talk with your family about how you can widen your circle of friends and acquaintances to include people not like yourselves.

PRAY Thank God that all people are made in His image and that He wants to restore that image in everyone.