

The following lesson was used in my Grades 3-5 class using Bibleland.com and [A Walk in the Footsteps of Jesus](#) CD. We have four computers and had two copies of each program running. The kids switched to the other program on another computer when done with first one. Class began away from the computers and we read the story. Then we went into the computer software. After answering the questions below, we gathered again for debriefing. We are using the Workshop Rotation Model, so the kids are learning the story for several weeks in a row. If you are only doing one class on the story, you may want to add more to this lesson. I've added a note at the bottom about doing a Mary-Martha lesson with K-2. <> Neil MacQueen

Permission granted to use this lesson provided the website and information above remains with the lesson.

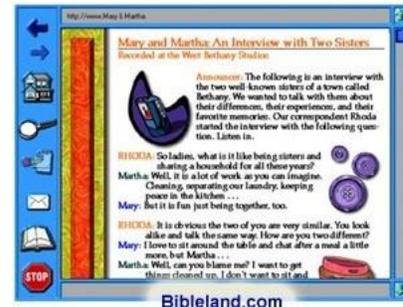
Bibleland.com

Mary and Martha

Their Interview with Ronda at Bethany Studios:

1. According to Mary and Martha –how are the two sisters different from each other?
2. What did Martha that Jesus reminded her about?

Being...



Dinner Engagement –Mary's Speech (section in B.com)

1. What did Mary learn was important that day she talked with Jesus?
2. Is Jesus saying "don't help prepare dinner or clean up afterwards?"

Yes No I don't know

3. In a sentence: What is Jesus trying to teach Mary and Martha? (What is Jesus trying to teach YOU?)

A Walk in the Footsteps of Jesus

Click "FINAL WEEK" and look for the icon that resembles the inside of a house. This is Mary, Martha, and Lazarus' House in Bethany -a photobubble shot on location in Bethany.

1. Listen to the INTRO narration and answer this question.

You have heard the story of Martha getting mad at Mary for not helping. What new part story about Mary did you hear in the Introduction Narration to the photobubble?

What does this new part of the story tell you about Mary and her love for Jesus?



Inside the Bethany House in
Footsteps of Jesus CD

2. Turn around in the photobubble and click on the icon located on the wire frame over the thing which looks like a well.

What is it?

How did they cook meals in the house?

Now roll your mouse looking for the icon against the wall -to the left of the doorway. Double click it and listen.

3. Where did they eat their dinner in this house?

4. Where was the kitchen?

5. Given all that you have learned about Mary & Martha's house, how much work was it to prepare a meal in this space?

6. Was Martha right in complaining? Yes No Sort of I don't know

7. Was Mary right in not helping prepare the meal? Yes No Sort of I don't know

8. What do you think Mary and Martha did after Jesus spoke to them both about the right thing to do?

9. As best friends with Jesus, how could Martha have talked to Jesus about her problem ?

Write your group's answer as a script:

Martha to Jesus:

Jesus to Martha:

Martha's response to Jesus:

Martha to Mary:

10. This story tells you that no amount of important busy-ness is a good enough excuse for not spending time with Jesus. What busy-ness and activities in your life keep you from spending time learning about Jesus, worshipping Jesus, praying to Jesus?

Teacher's Note about the Photobubbles: The intro is about Mary putting perfume on Jesus' feet and wiping with her hair. The kids will think that's really odd but will understand how important Jesus was to her. Looking around inside the Bethany house we got a sense of just how difficult Martha's job was -- which heightened Jesus' comments to her. She wasn't just looking for help, she had a difficult job cooking for everyone and preparing the small home. Jesus' comments thus tell us even more about how he believed listening and learning to be more important than giving in to busy-ness ---even important busy-ness.

Note about doing Mary & Martha with K-2 class. We used Play & Learn Children's Bible CD (out of print), but left here for rotation churches who have it. The story is short but the kids each took turns clicking through the story...so they each saw it about 3 times. We began by reading the story from a storybook while the teacher acted out the story using dolls and a decorated box (kindof like "Godly Play" idea). The dolls were skeins of yarn with felt hats we quickly made. After the software was used we had the kids come back and see if THEY could use the props to retell the story.