

Multiage (Ages 5–10)

A stylized blue butterfly graphic is positioned on the right side of the page, partially overlapping the word 'Growing'. It has a simple, elegant design with a central body and two large, curved wings.

Growing

in
Grace & Gratitude

The 500th Anniversary of the Protestant Reformation





**The 500th Anniversary of
the Protestant Reformation**

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Luther Learns from Paul

Goal: To hear Paul's teaching about God's grace that changed Martin Luther's life and be assured God's grace is for us too.

RECOGNIZING GOD'S GRACE . . .

. . . In Ephesians 2:1–10 and in Martin Luther's story

We owe everything to the grace of God! Our lives, our salvation, and our lives in Christ all come to us by God's grace. When we were dead in trespasses—in what we have done wrong—God, who is rich in mercy, out of the great love God has for us, saved us by grace (vv. 4–5).

Imagine living in fear of God. Martin Luther learned from the church that salvation depends on our good works. Luther thought he was such a sinner that he would never receive God's grace. He was afraid of God's judgment. However, Luther's study of Paul's letters persuaded him that salvation comes by God's grace through faith, and not by our own efforts. We receive all God has done in Christ by faith. We freely receive the immeasurable riches of God's grace "by the goodness that God has shown us in Christ Jesus" (v. 7, CEB). God's saving love is a gift of grace!

. . . In Your Children's Experiences

Grace is an important concept in the journey of faith, and it is learned over time. Children have had experiences when they have been punished for something they did, but they have also had experiences where they received something they weren't expecting or didn't really deserve. Even so, they will not fully grasp the meaning of God's grace and forgiveness, and its importance in their lives. Assure them that Christians spend a lifetime learning about God's grace and giving thanks for it. So how can we help children relate to a letter from Paul to the church at Ephesus and to Martin Luther's life? We can help them see that we still gather together because we believe that in community and studying the Bible we can help each other recognize God's grace. Our lives are living letters and witnesses of how we live in response to God's love for us.

. . . In Your Relationships with the Children

How can you talk about Martin Luther's life and Paul's letter to Ephesus with your children in such a short period of time? Fortunately, you have face-to-face time with the children to help them realize the richness of God's mercy and the grace of God's love. This is evident in the ways that you greet them, show interest in their lives, and support their living as God's faithful disciples in the world. Children first learn about God's grace through the words and actions of caring adults. As you set boundaries and expectations for children in your class, frame them with respect for each child. When children do not honor these, allow natural consequences to occur, but resist taking the unwanted behavior personally. This will make it easier to listen to why a child made the choice that he or she did and to find meaningful ways to model grace and forgiveness.

Dear God, convince me again of your grace and steadfast love that my life may demonstrate your goodness with gratitude. Amen.



Supplies

candle
white tablecloth
wrapped gift box
Stories, Colors & More (SCM) 1–6
story audio
(bit.ly/2rm0RRr)
Songs for this session
are downloadable at
bit.ly/2rm0RRr.

Responding

Claiming

prepared copy of **Grace Notes (GN) 1**, trick or treat bag, craft supplies (optional)

Celebrating

masking tape

Praying

paint (tempera or finger), paintbrushes, easels, aprons, rags, floor covers, paper

Offering

sticky notes, **GN 1**

Bonus Activity

copies of **GN 2** and **3**

GATHERING IN GOD'S GRACE

Post **SCM 7–8**. Cut out and glue the arrow marker onto a clothespin. Use the visual schedule to provide clear expectations and a visual cue for the group.

See **SCM 9–10** for the key to icons (for example,  ) and ways to adapt for children who have special needs or disabilities.

Before the children arrive, roll up **SCM 2** place it in a box, and wrap it in gift wrap. Print “To: God’s people / From: God” on a sticky note and attach it to the box.

“Claiming God’s Grace” requires more prep.

Welcoming and Preparing

Play “God Gives Us a Gift” as the children arrive. Welcome each child with, “Grace and peace to you!” Prompt the children to respond, “And also with you.” Take a moment to visit with each child as he or she arrives about good things that happened during the past week.

Invite the children to help prepare the worship space. On a table, place a white tablecloth, a candle, and a Bible. Place a bookmark at Ephesians 2 in the Bible.

Invite the children to include the wrapped gift on the table, as well.

Ask two or three of the children to draw a big door on newsprint and to write the number 500 on it. Post the door on the wall near the worship space in your room.

Explain that today is the 500th anniversary of an important event.

▼ I wonder, “Why is 500 an important number to celebrate?”

Invite the children to tell what they know about Martin Luther. If the children indicate confusion between Martin Luther and Martin Luther King, Jr., explain that Martin Luther lived 500 years ago in Germany and Dr. King lived 50 years ago in the United States.

Singing

Gather in the worship space, and sing “God Gives Us a Gift”—**SCM 5**.

Praying

Turn on the candle. Bring out the wrapped box and read the tag in unison. Invite a child to open the box and hold up **SCM 2**. Read the word “grace” aloud and say they will learn more about this gift.

Invite the children to continue thinking about God’s good gifts as they pray a “popcorn prayer.” Begin by saying, “Gracious God, we thank you for the many gifts you give us each day in our lives. We thank you for . . .” Invite the children to name a gift that God gives them. The answer can be a short phrase or a word. All are invited to close with “Thank you, God! Amen.”

Some SCMs are used throughout the quarter. It is a good idea to keep them in an envelope or folder for further use.



Preparing to Hear the Story

L

Show **SCM 3** and introduce the man as Paul, one of Jesus' followers. Explain that Paul often wrote letters to the people in the very first Christian churches. Some of Paul's letters are part of the Bible. Show the children Ephesians in your Bible. Say that one letter Paul wrote was to Christians who lived in Ephesus, a large city by the Mediterranean Sea. Paul had lived in Ephesus for a time, teaching the people there about being Jesus' followers.

Show **SCM 4** and introduce the man as Martin Luther. Say that Martin Luther's life was changed by reading Paul's writings. His interpretation of these writings challenged the way the church was living out its faith.

Prepare the children to listen for Paul's words about grace in the Bible and then listen to a story about Martin Luther. Say that "grace" is a love bigger than we can imagine.



Most children will need help interpreting Ephesians 2:3. Remind them that God made the human body good, and Jesus had a body of flesh and blood. Paul uses "flesh" here to mean the ways of the world or powers working against God's will.

Hearing the Story

C

Read Ephesians 2:1–10 in the Common English Bible.

Conclude the reading by saying, "Word of wisdom, word of grace," and prompt the children to respond saying, "Thanks be to God."

Discuss what Paul taught about God's grace:

- ▼ According to Paul, what do humans need to do to receive God's saving love?
- ▼ If our good works cannot save us, why do them?
- ▼ Based on these verses, what is your definition of "grace"?

Prepare the children to listen to the story about Martin Luther on **SCM 1**. Remind them that Luther lived five hundred years ago. Invite them to listen for how he showed his gratitude to God when he learned about grace.

Read **SCM 1**. Use your voice and emotions to bring excitement to the story, especially during the storm.

Reflecting on God's Grace

LD

After reading the story, wonder with the children what "reformation" means. Suggest that reformation means change.

Offer instances from history or from your life. For example, people used to think the earth was flat and that the sun revolved around the earth. Wonder why people would have thought that. Ask:

- ▼ What was Martin's "used to think" about God?
- ▼ What changed his mind?
- ▼ How did that change affect his life?



Wonder aloud what the children’s “used to think” ideas about God are. Invite them to write or draw their “used to thinks” on sticky notes and to post them on the door poster. As they do, invite them to say what they think now about their “used to thinks” about God. Encourage all responses.

Singing



Celebrate the gift of God’s grace you have been given by joining in song. Sing “Hallelujah, Praise Ye the Lord!”—**SCM 6**. Invite the children to use their whole bodies to celebrate—form two groups and have one group stand to sing the “Hallelus” while the other group stands on “Praise Ye the Lord!”

RESPONDING IN GRATITUDE

Select activities appropriate for your group and for the time available.



Claiming God’s Grace



*Before the session, copy **GN 1** so that you have one saying for each person. Cut apart the sayings. Put the sayings in a bag resembling a trick-or-treat bag.*

Have the children sit in a circle on the floor. Place the bag in the center of the circle.

Recall that Martin Luther protested (“protestant”) some of the practices of the church. His protest led to the Protestant Reformation, out of which our Presbyterian Church was begun. We celebrate the Reformation on the Sunday closest to Halloween. Wonder together, why we celebrate near Halloween (because Luther posted his 95 theses on Halloween, October 31, 1517). Instead of trick-or-treating, we in the church mark this season by remembering the words and ideas we value as Reformed Presbyterians.

Invite the children to each take a “treat” from the bag. Explain to them that the words on their “treats” are Bible verses, phrases, and ideas that we value as Presbyterians. Invite each child to read aloud what his or her “treat” says and discuss each one as a group. Ask older children to help younger children if necessary. Challenge the children to share their “treats” with members of their families today to mark the 500th anniversary of the Protestant Reformation.

If time allows, provide craft supplies and encourage the children to decorate the “treats.”



Celebrating God's Grace

A MS

Recall that when Martin Luther read Paul's teachings, he stopped believing in an angry God that he had to please with good works. Martin saw that God is gracious and loves us before we even know about God. Play a game that shows how grace does and doesn't work and how our good works play into our relationship with God.

Using masking tape, make five or six parallel lines on the floor at three-foot intervals. Line the group up at the first line and ask them one at a time to jump as far as they can. Rejoice with each jumper. Wonder aloud how we might decide who the winner is. If it's not mentioned, suggest that the winner will be the person who jumps the farthest. Challenge the children to jump as far as they can. Congratulate the winner.

Now say that the winner is the one who jumps past the furthest line. Challenge all jumpers to jump past the last line (which should be 15–18 feet, and impossible for your children to do). When they all fail, suggest that the game is like the way Martin Luther felt about pleasing God. As hard as you try, you can't do it. God's grace, on the other hand, fixes our relationship with God. We don't have to please God before God loves and accepts us. Move all of the children past the last line and say that God places us here in a good relationship with God without us having to do anything. That is grace. Wonder what questions or observations the children have about the game.

Praying God's Grace

C

Explain that when Martin Luther learned about God's grace, he challenged the church's belief that people had to pay money to earn God's love. This was a difficult challenge and Martin showed courage when he stood up against the church.

Invite the children to think of times when they needed courage. Perhaps it was a first day of school, helping someone in trouble, rescuing a pet, talking to someone who had been unkind, resolving a conflict, and so on. Wonder aloud what helped them through that challenging experience.

Ask children to paint a picture of their experience. Provide aprons or smocks. As they work, talk together about ways we all face difficult things we have to do. When everyone is done, allow time for children to show their paintings and describe them to others. Allow those who wish to share their paintings to do so. After each sharing, prompt the group to respond, "Thank you, God, for courage." Conclude by saying, "Amen."



Offering God's Grace

Help the congregation remember and celebrate the 500th anniversary of the Protestant Reformation by making signs for doors around the church building. Using sticky notes, encourage the children to write several messages about God's grace and the importance of faith to believe that we don't have to earn God's love. If needed, suggest that the children use **GN 1** as a prompt for ideas for their messages.

When completed, take a tour of the church building, placing messages on several doors where people often pass. Suggest that like Martin Luther, the children are standing up for God's love for all people. Invite them to save one sticky note message to place on a door in their homes. Ask them to remember God's grace—a love bigger than we can imagine—whenever they see the message.

Bonus Activity

For younger children

God's gift of grace is an idea that Christians puzzle about all their lives. Help the children begin that process with a word search puzzle.

Distribute copies of **GN 2** and pencils. Invite the children to circle the nine words from the word bank. The words may be up and down, side to side, or diagonally. Help if needed.

Tell the children that each word they find completes the sentence: "Grace is . . ."

When everyone has found the nine words, ask volunteers to complete the sentence with one word until all words have been used. Ask:

- ✎ What are other ways to finish the sentence?
- ✎ Which words do you like the best to describe God's gift of grace?

Encourage the children to take this page home and think about a different way to describe God's gift of grace each day this week.

For older children

October 31 is Reformation Day, the day we remember Martin Luther who stood up for what he believed and wanted to make the church leaders accountable for following Jesus' teachings.

Provide copies of **GN 3**. The children may work in pairs to read the story about Luther. After the story, ask:

- ✎ What about the church upset Martin Luther?
- ✎ How did he try to make it better? (*You might note that he was following what Jesus taught when there was a disagreement.*)
- ✎ What part of Luther's story did you like the most?
- ✎ What would you like to see changed about the church today?

Record their ideas on newsprint and display them on the door to the classroom or elsewhere in the church building.





Multiage (Ages 5–10)

Luther Learns from Paul

October 29, 2017



If your congregation is celebrating Reformation Day, tell the children about the plans.

Ask parents and caregivers for their e-mail addresses so you can send the Grace Sightings link, or invite them to visit gracesightings.org.

LOVING AND SERVING GOD

Ask the children to clean up the worship space.

Remind everyone that today is Reformation Sunday, a day when we give thanks for Martin Luther and others who tried to help the church be more faithful to Jesus' teachings hundreds of years ago. Ask the children to name one thing they liked about Martin Luther's story.

Sing "God Gives Us a Gift"—**SCM 5**.

Conclude with a brief blessing, such as, "Go out and celebrate God's grace by sharing Martin Luther's story and living in gratitude. May God's grace be with you."

“Faith alone, grace alone, Scripture alone”: Scripture alone tells us all we need to know to be saved.

“Saved”: to be set free

“For by grace you have been saved through faith, and this is not your own doing; it is the gift of God” (Ephesians 2:8, NRSV).

Church leaders do not grant salvation; only God can do that.

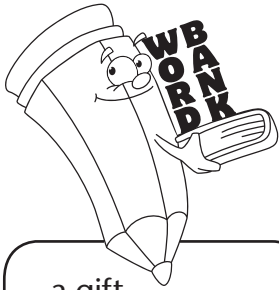
“You are a beloved child of God.” These are words we say at each baptism, proclaiming that God loves us before we can even know or love God ourselves.

“For it is by God’s grace that you have been saved through faith. It is not the result of your own efforts, but God’s gift, so that no one can boast” (Ephesians 2:8–9, TEV).

“Faith” is utter trust in the grace of God, above trust in worldly things. Such faith is brought about only by the work of the Holy Spirit on the human heart.

“Faith” is an inward openness to God.

John Calvin, our Presbyterian founder, said that “grace” is God’s good will made known in Jesus Christ. God’s good will is at work in each of our lives and in all nations and lands.


















a gift
amazing
forever
free
joy
life
love
undeserved
unlimited







God's grace is . . .








D	A	B	C	D	E	F	G	A
E	H	A	M	A	Z	I	N	G
V	I	J	K	L	M	L	N	I
R	E	V	E	R	O	F	O	F
E	P	Q	R	V	S	R	T	T
S	U	V	E	W	X	E	Y	Z
E	A	B	C	D	E	E	E	F
D	G	H	I	F	J	J	O	Y
N	K	L	I	M	N	O	P	Q
U	N	L	I	M	I	T	E	D


Martin Luther

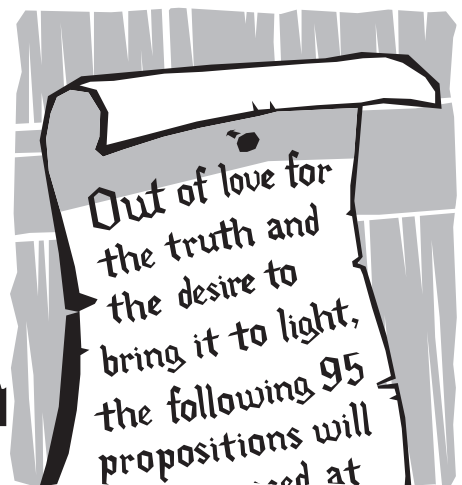
In 1483,  was born in Germany. When he grew , he studied to be a lawyer. One day as  was walking home, a  surprised him.  was **S** +  + **ED**! He prayed to God, promising to become a monk if he survived. And he did just **T** + .

 became a Bible  + . He was upset about some things the  was doing that did not follow what the  teaches. Some church leaders were even charging people  to **4** +  their sins. But the Bible says that forgiveness is a free  from God!

 talked to the church leaders, but nothing changed. So  made a list of what he thought should be changed. When he finished, there were 95 ideas on his list.   + **ED** this list to the  at the university to invite other teachers to talk about them. Copies of the list were  - **B** + **SP** all over Germany.

The church leaders arrested . At the trial, he was declared an outlaw. A kind prince  +  + **ED** him and hid him in a  for  +  + **PING**. While  was there, he translated the New Testament into German so that more people could read it.

This time in history is called the Reformation, a time when many churches made changes so that they did a  - **L** + **B** job of walking their talk.



Stories, Colors & More

for Multiage
(Ages 5–10)



The 500th Anniversary of the Protestant Reformation



Luther Learns from Paul

(based on Ephesians 2:1-10)

Martin Luther was born on November 10, 1483, in Germany. When he was a child and a teenager, Martin's father worked hard to send him to good schools, and Martin wanted to please him. His father was a harsh taskmaster and wanted nothing but the best from his son. Martin's father wanted him to be a lawyer. Martin was glad to become a lawyer, especially if it meant that he wouldn't have to become a monk!

During Martin's childhood, most people were afraid of God. Martin never thought about loving God, because God was so scary—scary like his own father. People visited ordained ministers called monks, not God, to ask for forgiveness. A monk had to lead church services in Latin, promise to live in poverty, and never get married.

One day, when he was 21-years-old, Martin was walking to law school when suddenly a violent thunderstorm broke out. Martin was terrified. Lightning split the sky. It bolted to the ground and knocked him down.

I wonder, "What could Martin do to take cover in the storm?"

Martin cried out a prayer, "Help me, O God, and I will become a monk." He felt like Saul in the Bible whose entire life was changed—even his name was changed to Paul—after a light from heaven stopped him on his way to Damascus!

Martin kept his promise to God and joined the monastery. He was a good, devoted monk. He fasted, recited long prayers, sang in the choir, did lots of chores, and gave all his money away.

But something wasn't right. Try as he might, Martin never gained a sense of peace with God.

One day, he read Paul's words in the Bible. It said, "The righteous person will live by faith." Martin was amazed and wept with joy. He used to think that God was angry with him and that Martin could do nothing to please God. Now he understood God in a new way: God freely gives forgiveness of sins and eternal life to all who trust in Jesus Christ. He was finally able to claim God's love.

I wonder, "How did the words Paul wrote make Martin understand God's love?"

In the late 1400s and early 1500s, many people in Europe were questioning the ways the world worked. Scientists were questioning how the planets and stars moved in the sky. Explorers were questioning the shape of the earth, and some set out in ships to prove the world was round. Ministers were questioning the traditional teachings and actions of the church. Martin Luther was one of the ministers who challenged the church.

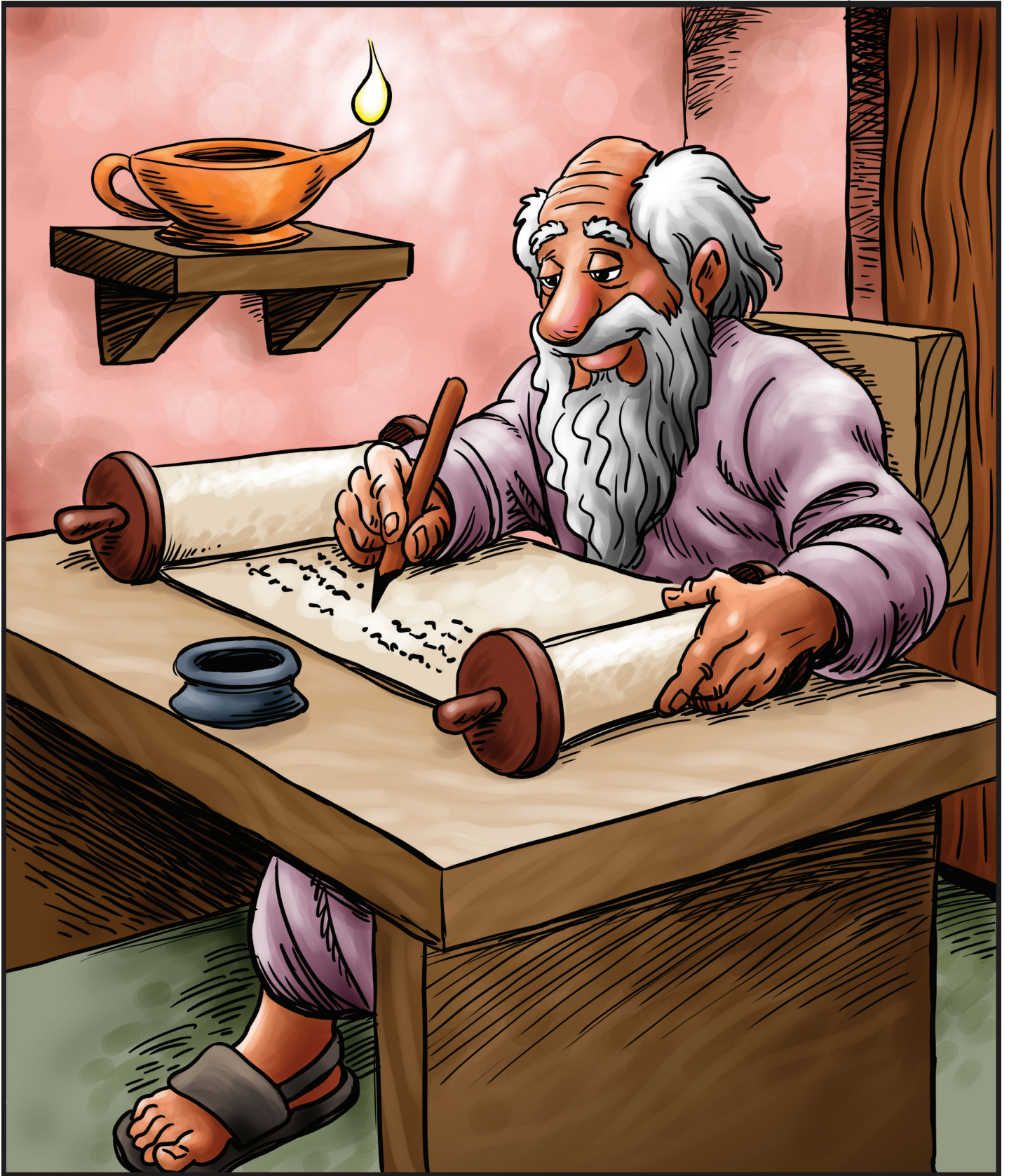
A monk named John Tetzel began selling pieces of paper, called indulgences, that he claimed would bring God's forgiveness. People actually used to think they could earn God's forgiveness by buying a piece of paper!

Martin challenged Tetzel to a debate. On October 31, 1517, Martin nailed his 95 Theses, or 95 debate topics, onto the door of the Wittenberg Castle Church. His action 500 years ago began the Protestant Reformation.

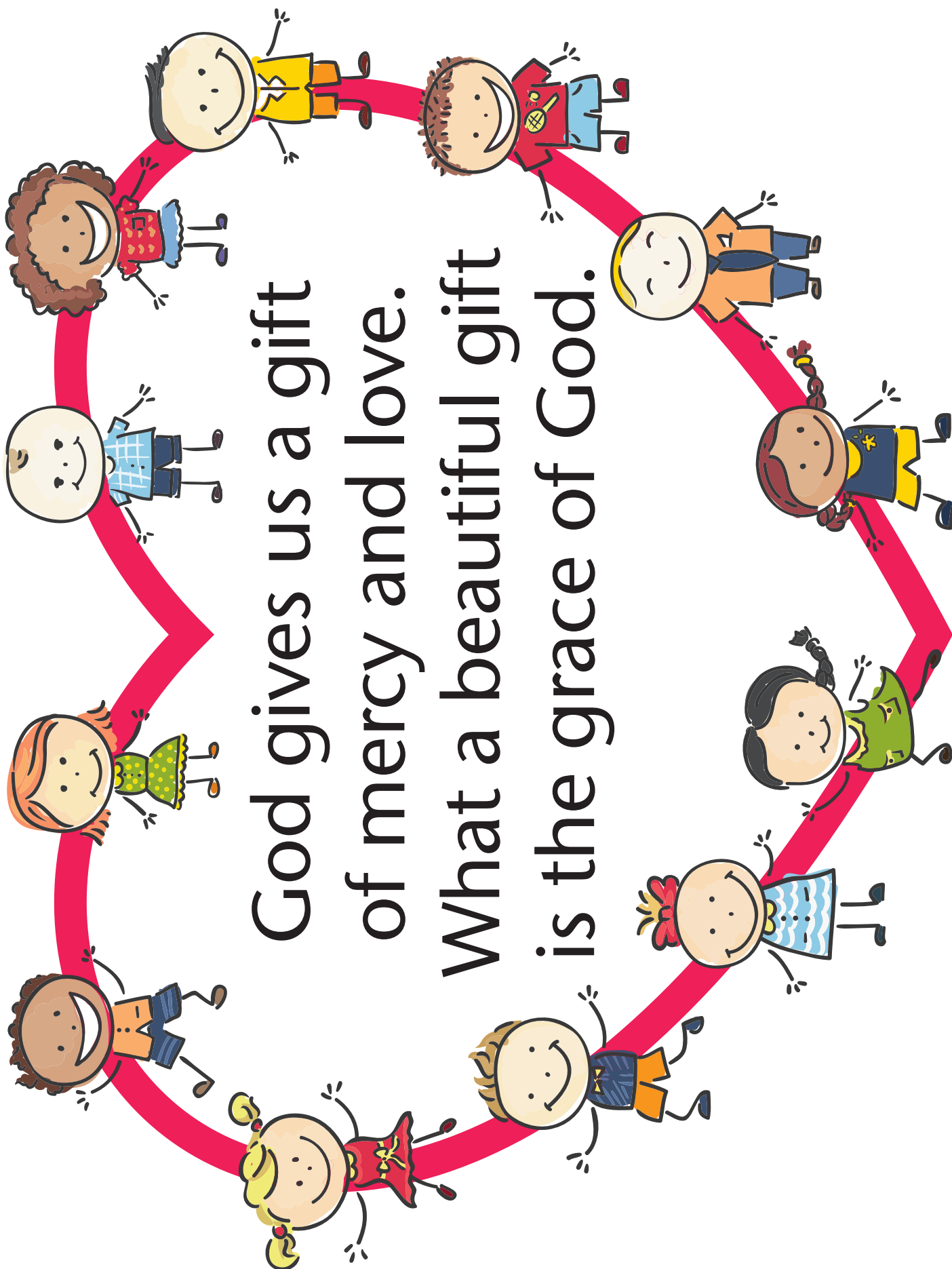
I wonder, "What did the door looked like with everything tacked to it?"











Hal - le - lu, hal - le - lu,
hal - le - lu, hal - le - lu - jah!
Praise ye the Lord!

...

Praise ye the Lord! Hallelujah!
(repeat three times)
Praise ye the Lord!



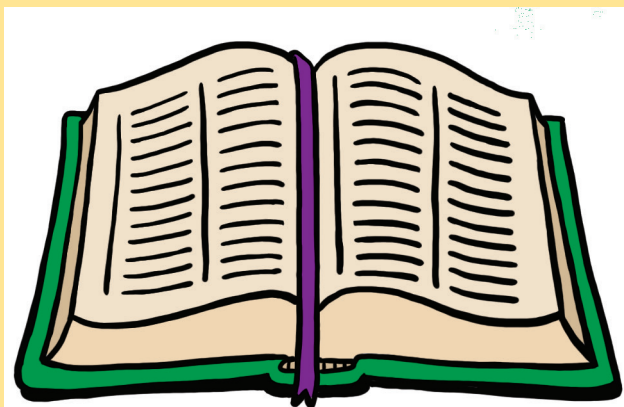
Your Visual Schedule



Welcoming
and
Preparing



Singing
and
Praying



Hearing
the
Story



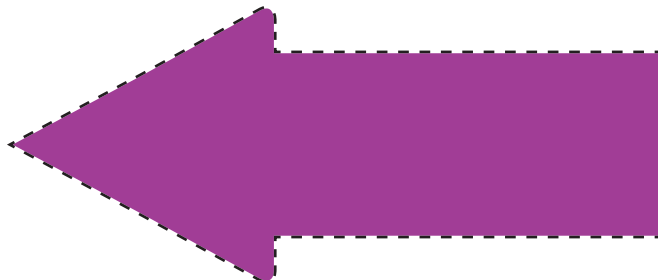
Reflecting
on God's
Grace



Activity
Choices



Loving and
Serving
God



Children with Disabilities and Special Needs

Support Map

M Movement

Some children need to move more than others. Setting boundaries for appropriate movement can allow the leader to meet the needs of the group while also meeting the needs of the child. Mark a place on the floor with tape, a mat, or a pillow. Be clear that the child can move within this space. Sometimes having two spots (chairs and pillows or mats) can be helpful.

T Transitions

Transition times provide a challenge to children. Clear expectations, follow-through, and routine help with those times, but they may not be enough for some children. For children who struggle with transitions, consider quick physical activities—such as doing chair push-ups, squeezing your hands together, and stretching—before or after the transition.

TD Tactile Defensiveness

Sometimes children struggle with textured objects such as glue, clay, finger paint, and chalk. For some children, textures create real anxiety. Allow and encourage children to explore textures without pressure, and provide opportunities to wash or wipe hands right away. For children who struggle with texture, find a way to participate in the activity without getting their hands dirty, such as being a timekeeper.

A Adapting Activities

You can adapt an activity by process, product, or environment—the way that something is done, what is done, or the setting in which it is done. Giving extra support in the completion of a task is an example of changing the process; having children make something different is an example of changing the product. Instead of thinking, “This child can’t do this,” think, “How can I change this activity so that this child can do it?”

B Behavior

Children’s behavior can challenge us, disrupt the group, and lead to unsafe situations. Be clear about what you expect before you do the activity. If you don’t want children to touch one another while they are in a circle, tell them that before they touch one another. Clear expectations let children know what the rules are. Using the included visual schedule is a great way to provide clear expectations and a visual cue for children to remember.

C Supporting Children Who Have Difficulty Communicating

Reach out to parents and caregivers about alternative forms of communication used by children. Learning a few words in American Sign Language, becoming familiar with Picture Exchange Communication System, or exploring how to support with other assistive technologies are examples of showing hospitality to the children. In addition, give children time to respond and to share; for some children, listening and speaking may take longer.

FA Food and Other Allergies

Remove all food and other products containing allergens. Post signs to help people remember the allergy. Have all children wash their hands and faces to avoid triggering a reaction.

L Listening

Attending to a story or comprehending instructions can be a challenge for children who struggle with attention. Supporting these children requires consistency, clear expectations, and organization. Some hints that may help include clearly communicating expectations before the activity, checking for understanding, providing visual support as well as verbal instructions, building movement into activities, and supporting transitions.

Children with Disabilities and Special Needs

Support Map

LG Leadership and Generosity

Focus on the strengths of the children, and learn to see them as gifted members of your community. Look for opportunities for them to express generosity. Offer them ways to practice leadership, such as passing out items, holding visual aids, helping other children, or serving as the example in games and activities.

LD Supporting Children Who Have Difficulty with Reading and Writing

Whenever children read aloud, ask for volunteers. Calling on a child who does not read at grade level may make him or her feel embarrassed and unwelcome. Always encourage children to write or draw pictures as part of their responses. Children then can share their drawings.

MS Supporting Children with Mobility Supports

As you set up, think about ample space between furniture to maneuver a wheelchair or walker. Think about materials and how they are positioned. Doing a roll-through in a wheelchair or walker can be a helpful way to make sure that your room setup is accessible. Think about including your children who use assistive devices. For example, seating all children on chairs or placing materials for a game on a table instead of on the floor are simple ways to create a more welcoming community.

VI Visual Impairment/Blindness

Talk with parents, caregivers, and children about the strengths and abilities of the child as well as the best ways to offer support. Large print or special lighting may allow full access to the materials. Talk with parents or caregivers about the use of the copy machine or scanned images and a computer or tablet to enlarge print. Encourage children to describe their pictures and other creations in words as they share them.

D Deaf / Hard of Hearing

To create a welcoming environment for children who are deaf or have difficulty hearing, provide visual supports, such as written instructions and copies of the stories told. Employ an interpreter, and encourage children and adults in the community to learn to communicate through American Sign Language. Limit background noise. Face a person before speaking. Become familiar with children who use assistive technology. Be sure to check with parents or caregivers of children who use cochlear implants or hearing aids about any special considerations.

F Fairness

To make every child feel welcome and successful, think about fairness in a different light. Fairness is not every child getting the same thing; it is every child getting what she or he needs.

SD Sensory Defensive

Some children have strong reactions to different stimuli. Help them feel more comfortable by putting them in charge of the challenging sensations, allowing them to take actions such as turning the lights on or off.

Ask for Help

A team approach to including people with disabilities in your congregation helps build understanding and knowledge in the congregation, provides support for the child and family, and makes including all of God's children in church school an attainable goal.



Luther Learns from Paul

(based on Ephesians 2:1–10)

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But something wasn't right. Try as he might, Martin never gained a sense of peace with God.

One day, he read Paul's words in the Bible. It said, "The righteous person will live by faith." Martin was amazed and wept with joy. He used to think that God was angry with him and that Martin could do nothing to please God. Now he understood God in a new way: God freely gives forgiveness of sins and eternal life to all who trust in Jesus Christ. He was finally able to claim God's love.

In the late 1400s and early 1500s, many people in Europe were questioning the ways the world worked. Scientists were questioning how the planets and stars moved in the sky. Explorers were questioning the shape of the earth, and some set out in ships to prove the world was round. Ministers were questioning the traditional teachings and actions of the church. Martin Luther was one of the ministers who challenged the church.

A monk named John Tetzel began selling pieces of paper, called indulgences, that he claimed would bring God's forgiveness. People actually used to think they could earn God's forgiveness by buying a piece of paper!

Martin challenged Tetzel to a debate. On October 31, 1517, Martin nailed his 95 Theses, or 95 debate topics, onto the door of the Wittenberg Castle Church. His action 500 years ago began the Protestant Reformation.



Luther Learns from Paul

(based on Ephesians 2:1–10)

Use one or more activities from each section to explore grace and gratitude with your children this week.

Recognizing God's Grace

- Read and enjoy the story with your children—imagine and wonder.
- At a craft store, buy a few large feathers, and craft paint. Search for how to make a quill pen. Let everyone try writing with a quill pen by dipping the feather in the paint, and trying to write the word “grace.” Imagine having to copy the entire Bible this way!
- Search for the story of Johannes Gutenberg’s invention of the printing press around 1440, which began the very long process of making it possible for the ordinary person to have a Bible. Use ink pads with stamps, or make your own stamps from sponges or potatoes. Experiment with printing using this “equipment.” Imagine inventing a piece of machinery to do something that had to be done by hand.



Responding to God's Grace

- It has been 500 years since Martin Luther nailed his 95 Theses to the church door in Wittenberg, Germany. That is a long time! Collect 500 pennies. Make stacks of 10 pennies, and group ten stacks together. Look at the five groups of ten stacks, and wonder at God’s work in the world over the last 500 years. Consider giving the money to support an important ministry of your church.
- Give everyone a few sticky notes, and let them write ideas for change to put on the family’s door.
- Memorize Ephesians 2:9, “For by grace you have been saved through faith, and this is not your own doing; it is the gift of God” (NRSV). If your children are small, memorize only the first part of the verse.

Celebrating in Gratitude

- Put a small piece of tape on a door to be a pretend nail. Search for a list of Martin Luther’s 95 Theses. Print the list and cut them apart (you don’t have to use the entire list). Read a few of the theses. Use a glue stick to put a dot of glue on each one. Let everyone take turns wearing a blindfold and trying to “pin” one thesis on the “nail.” After the game is over, arrange the theses on a piece of paper to use for a door decoration.
- Plan a family meal using German or Renaissance foods. In your imagination, be transported to another time or place.
- Read the following affirmations of the Reformation each day this week, with your children reading the part in bold:

*Grace **alone.***

*Faith **alone.***

*Scripture **alone.***

*Christ **alone.***

*Glory to God **alone.***

Amen.

