



FREEDOM | SUNDAY

**CHILDREN'S MINISTRY
LESSONS**



**UNTIL
ALL
ARE** FREE

Dear Children's Ministry Teacher,

First, thank you for investing your time and lives in the shaping of these young minds and hearts. At International Justice Mission, we believe that every child should be acquainted with God's heart for justice, and that all children are capable of dreaming about how they can serve God by helping those in need around the world.

On Freedom Sunday, we're excited that you'll be able to engage the children in the church-wide learning and conversation about fighting slavery until all are free. We've worked hard to equip you with appropriate lessons plans, which include Biblical teaching, developmentally appropriate teaching on the concept of slavery, and an interactive activity that all children can do.

TO MAKE THIS EASY, WE'VE PROVIDED YOU WITH EVERYTHING WE THINK YOU'LL NEED:

- [Lesson Plan for Grades 3 and 4](#)
- [Lesson Plan for Grades 5 and 6](#)
- Lesson Resources: [Kumar's Story](#), [Scripture Passage](#), PowerPoint to accompany the teaching
- Handouts for the children
- [Parent Letter](#)

The objective for the Freedom Sunday lesson is to teach children that slavery exists in the world today, and that God desires for them to help free slaves around the world. Using the story of the Good Samaritan, children will learn that our neighbors are people who might not look like us, act like us, or live where we live, but that God wants us to love our neighbors in the same way that we love ourselves. You'll then introduce them to Kumar, a boy who was living in slavery and was rescued. To finish the lesson, you'll ask children to think about how they can be a hero in the lives of slaves like Kumar, because God has asked us to love Him, and to love those around us.

We are so grateful for your dedication.

Sincerely,



Susan Conway

Senior Manager, Program and Resource Development

FREEDOM SUNDAY

SUNDAY SCHOOL LESSON: **GRADES 3 & 4**



SUNDAY SCHOOL LESSON: GRADES 3 & 4

FOCUS VERSE: “Love your neighbor as yourself.” —Luke 10:27

LESSON MATERIALS—WHAT YOU’LL NEED:

Leader Resources:

- [Lesson Plan](#)
- [Freedom Sunday School PowerPoint](#), or you can print these slides out and use them as visuals. We recommend projecting the slides but know that some churches might not have this capability for Sunday School classrooms.
- [Kumar’s Story](#)
- [The Good Samaritan story](#)
- Optional: 4 props for Good Samaritan story characters: 3 hats and a 1 “cape”
- Crayons or colored pencils for the children to use
- Optional: Ghana Children’s Video: <https://www.youtube.com/watch?v=XdvR8sk5qB0>
- 2-3 small soft balls for a warm-up activity

Handouts for Children:

- [Letter to Parents](#)
- [Kumar's Story](#) (optional)
- The Good Samaritan Map
(Note: If you aren't using the PowerPoint slide, we recommend printing a copy of the map for each child)
- ["I'm a Freedom Hero!" Handout](#)

LESSON DIRECTIONS:

BEGINNING THE LESSON: KIDS CONNECTING TOGETHER

Activity: The Hello Chain!

Big idea: Children throw a series of balls around the room to greet each other.

This is an optional activity that you can do in 5-7 minutes, to "warm up" together for the class and the discussion.

Here's how this works:

- All the children stand and spread out, so they're an arms-length or two apart. For younger child, they should stand closer together.
- Before you start, identify one child who is the "Starter", and one who is the "Finisher".
- Begin by greeting the starter child and throwing the ball to them. When you do, say their name and greet them. Example, "Hi, Tommy!"
- The starter child then does the same with someone near them. They throw the ball and greet a friend, by name, standing close by. That child chooses someone near to him or her, and throws the ball with a greeting. And so the chain continues.
- Shortly after throwing the first ball, throw a second ball to the starter child, and greet them.

- The starter child then throws that second ball to the same friend.
- You'll see the children throwing the balls around the room to each other, and greeting each other as they go. They should always throw the ball to the same friend each time.
- The finisher is the last one to receive the ball. That child then throws it back to you, and greets you as they do. Thus, the chain is complete. Keep going until you've received all the balls in rotation back to you.
- You can choose to use as many balls as you'd like for this activity. It's just a fun way to have every child engaged, and to make sure that every child speaks within the first few minutes of your class. They'll be more likely to participate after that.

LESSON PART 1: WHAT DOES THE BIBLE SAY?

Key Question: Who is my neighbor?

Today is Freedom Sunday! What does this mean? Does anyone know?

[Pause for answers.]

Today is the Sunday that we've chosen to think about the people around the world in need of freedom. We're thinking about this as a whole church, because we think it matters to God, and it's something we should be talking about.

How, who are the people around the world who might need freedom?

[Pause for answers and allow the kids a chance to share some ideas. This is a brainstorm, and the answers don't need to be correct. If you have a chalkboard or a whiteboard, write the answers on the board.]

Now, I noticed that no one said "our neighbors" need freedom. Why is that? Maybe we should think about who's our neighbor.

What does the word neighbor mean? When we talk about a neighbor, we're usually talking about someone who lives near us, or maybe even next door. Most of us live in a neighborhood, a community where many neighbors live near to each other.

What if I asked you to tell me about one of your neighbors? What would you say?

[Pause for answers.]

You might tell me what kind of house they have, whether they have any pets, what kind of car they drive, when you see them the most, if they have children that go to school with you. Maybe you see your neighbors a lot, maybe you see them a little bit.

What do you think God would say about your neighbor? Would he want you to help them? To know them? To love them? Let's see what Jesus has to say about this. Jesus helps us to understand more about our neighbors through a parable. What is a parable?

[Slide 1: A parable is an earthly story with a heavenly meaning]

Leader Resource 1: Read the story of the Good Samaritan.

- Ask one child to come up to the screen and trace the route of the Good Samaritan as you're talking (*Slide 4*).
- You can also ask children to act out the story as you read it. If you choose to have the children participate, each child should wear a hat, except for the Good Samaritan, who should wear a cape, if you have one. Tip: for the hats, you can make simple paper "crowns" of different colored construction paper. For this, you need 4 children to play the 4 characters:
 - Child one: The man who was traveling
 - Child Two: The priest
 - Child Three: The Levite
 - Child Four: The Good Samaritan

As you read the story, you will use the following slides:

[Slide 2: Luke 10:27 Heart, Soul, Mind, Strength]

[Slide 3: Good Samaritan story map.]

*[Slide 4: Jesus replied, “Yes, now go and do the same:
love your neighbors as yourself.”]*

LESSON PART 2: WHY DOES THIS MATTER?

Key Idea: My neighbor is anyone in need of my help or love.



Pictured: Kumar (on left)

I want you to meet someone named Kumar. Kumar lives in India. Where is India?

[Slide 5: World Map]

Using the “[Kumar’s Story](#)” handout, read Part 1 of Kumar’s Story.

[Slide 6: Kumar’s picture]

[Slide 7: Kumar carry bricks]

[Slide 8: Slavery]

Slavery is when one person uses force or power to make another person work without pay, and without the freedom to move around or live the way that they’d like to. Sometimes we think that slavery was a problem in history, in the past. But it’s not. Slavery exists in many countries around the world today.

[Slide 9 : How many slaves are in the world today?]

Your choices are: **a. 10, 000** **b. 20 million** **c. 45 million**

There are 45 million slaves in the world today.

[Slide 10: That’s more that all of the people that live in the country of Australia and New Zealand combined]

Slavery is wrong. It’s illegal, which means that it’s against the law.

[Slide 11: Picture of Kumar in slavery]

Let’s pause here and think about Kumar. What does Kumar need right now?

[Pause for answers.]

How do you think God feels about Kumar?

[Pause for answers.]

How do you think God feels about other people who are trapped in slavery around the world?

[Pause for answers.]

Now, let's think about the Good Samaritan. Let's imagine that the Good Samaritan is walking down the road, and looks over and sees Kumar making bricks and trapped in slavery. If Jesus were telling us a parable about the Good Samaritan seeing Kumar, what do you think the Good Samaritan would do?

That's right! He would help Kumar. He would bring others who could help to free Kumar.

And what did Jesus tell people to do at the end of the parable? He said, "Go and do the same thing that the Good Samaritan did. Go and help others. Bring mercy to other people." So, Jesus must think of people like Kumar as our neighbors.

PART 3: WHAT CAN I DO?

Key idea: My neighbor needs a hero. I can help to end slavery around the world.

So, I want you to imagine that you're the hero that gets to rescue Kumar and bring him freedom. What would you look like if you could be a freedom hero? What would you wear? What abilities has God given you to help Kumar?

Activity: I'm a freedom hero!

- Distribute the "I'm a Freedom Hero!" [handout](#) and ask children to draw themselves as a freedom hero. They should think about what they would wear, what tools they would have, what abilities God would give them to bring freedom to others.

Ask children to share what they've drawn, and what abilities God would give them to love their neighbor and bring freedom to those around the world.

[Pause for ideas and answers.]

Guess what? God did see how Kumar was suffering and he brought some people to rescue him! Kumar was rescued buy an organization called International Justice Mission, or IJM. IJM is an organization that works to rescue people from situations of abuse around the world, so that they can be free, cared for, and have justice. Let's read the rest of Kumar's story.

[Read Part 2 of Kumar's story.]

[Slide 12: Kumar with a friend]

Now Kumar is free to live, and to learn just like other people.

[Slide 13: Kumar smiling]

People at IJM aren't superheroes, though. They're people who listened to what God asked them to do, and decided to take action to rescue Kumar. They're using their jobs, their skills, their passions, their finances, and their voices to bring rescue to people. In fact, there are children just like you, who are using what they have to bring freedom to people in slavery.

- **Optional Video:** If you have time, you can show a video, made by children, explaining slavery in Ghana, in support of IJM: <https://www.youtube.com/watch?v=XdvR8sk5qB0>

CLOSING THE LESSON:

How can we be heroes for our neighbors who are trapped in slavery?

[Pause for answers.]

- **We can tell other people** what we learned about today, that slavery still exists, and that people need to be free.
- **We save our money** and send it to IJM to help them rescue more people.
- **We can pray for boys like Kumar**, and others, who are trapped in slavery today.
- **We can ask mom and dad to pray with us** for people trapped in slavery.

These resources are meant to be a guide for you as you share about God's heart to end slavery with your church community. Please feel free to modify as desired to fit your churches worship style.

FREEDOM SUNDAY

SUNDAY SCHOOL LESSON: **GRADES 5 & 6**



SUNDAY SCHOOL LESSON: GRADES 5 & 6

FOCUS VERSE: “Love your neighbor as yourself.” —Luke 10:27

LESSON MATERIALS—WHAT YOU’LL NEED:

Leader Resources:

- [Lesson Plan](#)
- [Freedom Sunday School PowerPoint](#), or you can print these slides out and use them as visuals. We recommend projecting the slides but know that some churches might not have this capability for Sunday School classrooms.
- [Kumar’s Story](#)
- [The Good Samaritan story](#)
- Optional: 4 props for Good Samaritan story characters: 3 hats and a 1 “cape”
- Crayons or colored pencils for the children to use
- 3-4 soft balls for the warm-up activity
- Optional: 1 bucket and 8 bricks

Handouts for Children:

- [Letter to Parents](#)
- [Kumar's Story](#)
- The Good Samaritan Map
(Note: If you aren't using the PowerPoint slide, we recommend printing a copy of the map for each child)
- ["I'm a Freedom Hero!" Handout](#)

LESSON DIRECTIONS:

BEGINNING THE LESSON: KIDS CONNECTING TOGETHER

Activity: The Hello Chain!

Big idea: Children throw a series of balls around the room to greet each other.

This is an optional activity that you can do in 5-7 minutes, to "warm up" together for the class and the discussion.

Here's how this works:

- All the children stand and spread out, so they're an arms-length or two apart. For younger child, they should stand closer together.
- Before you start, identify one child who is the "Starter", and one who is the "Finisher".
- Begin by greeting the starter child and throwing the ball to them. When you do, say their name and greet them. Example, " Hi, Tommy!"
- The starter child then does the same with someone near them. They throw the ball and greet a friend, by name, standing close by. That child chooses someone near to him or her, and throws the ball with a greeting. And so the chain continues.
- Shortly after throwing the first ball, throw a second ball to the starter child, and greet them.

- The starter child then throws that second ball to the same friend.
- You'll see the children throwing the balls around the room to each other, and greeting each other as they go. They should always throw the ball to the same friend each time.
- The finisher is the last one to receive the ball. That child then throws it back to you, and greets you as they do. Thus, the chain is complete. Keep going until you've received all the balls in rotation back to you.
- You can choose to use as many balls as you'd like for this activity. It's just a fun way to have every child engaged, and to make sure that every child speaks within the first few minutes of your class. They'll be more likely to participate after that.

LESSON PART 1: WHAT DOES THE BIBLE SAY?

Key Question: Who is my neighbor?

Today is Freedom Sunday! What does this mean? Does anyone know?

[Pause for answers.]

Today is the Sunday that we've chosen to think about the people around the world in need of freedom. We're thinking about this as a whole church, because we think it matters to God, and it's something we should be talking about.

How, who are the people around the world who might need freedom?

[Pause for answers and allow the kids a chance to share some ideas. This is a brainstorm, and the answers don't need to be correct. If you have a chalkboard or a whiteboard, write the answers on the board.]

Now, I noticed that no one said "our neighbors" need freedom. Why is that? Maybe we should think about who's our neighbor.

What does the word neighbor mean? When we talk about a neighbor, we're usually talking about someone who lives near us, or maybe even next door. Most of us live in a neighborhood, a community where many neighbors live near to each other.

What if I asked you to tell me about one of your neighbors? What would you say?

[Pause for answers.]

You might tell me what kind of house they have, whether they have any pets, what kind of car they drive, when you see them the most, if they have children that go to school with you. Maybe you see your neighbors a lot, maybe you see them a little bit.

What do you think God would say about your neighbor? Would he want you to help them? To know them? To love them? Let's see what Jesus has to say about this. Jesus helps us to understand more about our neighbors through a parable. What is a parable?

[Slide 1: A parable is an earthly story with a heavenly meaning]

Leader Resource 1: Read the story of the Good Samaritan.

- Ask for 5 volunteers to help you with the story. If you choose to have the children participate, each child should wear a hat, except for the Good Samaritan, who should wear a cape, if you have one. Tip: for the hats, you can make simple paper "crowns" of different colored construction paper. For this, you need 4 children to play the 4 characters:
 - Child One: Reads the story out loud.
 - Child Two: The man who was traveling
 - Child Three: The priest
 - Child Four: The Levite
 - Child Five: The Good Samaritan

As you read the story, you will use the following slides:

[Slide 2: Luke 10:27 Heart, Soul, Mind, Strength]

[Slide 3: Good Samaritan story map.]

*[Slide 4: Jesus replied, “Yes, now go and do the same:
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LESSON PART 2: WHY DOES THIS MATTER?

Key Idea: My neighbor is anyone in need of my help or love.



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I want you to meet someone named Kumar. Kumar lives in India. Where is India?

[Slide 5: World Map]

Using the “Kumar’s Story” [handout](#), read Part 1 of Kumar’s Story.

[Slide 6: Kumar’s picture]

[Slide 7: Kumar carry bricks]

How many bricks do you think a slave has to carry on his or her head most of the time?

Do you think it’s **a.** 4 bricks **b.** 6 bricks **c.** 8 bricks

It’s 8 bricks. Can you imagine carrying 8 bricks on your head? Do you think people want to do this work all day? No. They’re slaves.

An optional idea is to have 8 bricks in a bucket as a demonstration. Students can come up and try to lift this bucket, in order to understand how heavy these bricks are to carry at all, much less on someone’s head!

What’s the definition of slavery?

[Pause for answers.]

[Slide 8: Slavery]

Slavery is when one person uses force or power to make another person work without pay, and without the freedom to move around or live the way that they’d like to. Sometimes we think that slavery was a problem in history, in the past. But it’s not. Slavery exists in many countries around the world today.

Which country do you think has the most slaves in the world today?

[Pause for answers.]

India has the most slaves in the world. In fact, almost half of all the slaves in the world live in India.

[Slide 9 : How many slaves are in the world today?]

Your choices are: **a.** 10,000 **b.** 20 million **c.** 45 million

There are 45 million slaves in the world today.

[Slide 10: That's more than all of the people that live in the country of Australia and New Zealand combined]

Do you think slavery is illegal or legal in most countries?

[Pause for answers.]

It's illegal, or against the law. Well, if it's against the law, how are there still so many slaves in the world? The problem is that, in some countries, the laws are not enforced for the poorest people. That means that the police don't help, or the judges in courts don't rule fairly for the poorest people. The bad guys are just able to get away with it.

[Slide 11 : Kumar pictures]

Let's pause here and think about Kumar. What does Kumar need right now?

[Pause for answers.]

How do you think God feels about Kumar?

[Pause for answers.]

How do you think God feels about other people who are trapped in slavery around the world?

[Pause for answers.]

So the question is, if Kumar needs to free, who's going to free him?

[Pause for answers.]

Remember the Good Samaritan? He stopped to help the injured man, even though he didn't know him. In fact, the Good Samaritan was from a different part of the country of Israel than the injured man was. They didn't even live close to each other!

So, if we know that there are people like Kumar who are trapped in slavery, what should we do?

[Pause for answers.]

We should help them! God wants us to help people like Kumar, because we believe that Kumar is our neighbor, even though he doesn't live next door. And how does God tell us to love our neighbors? "As ourselves." That means, if we were trapped in slavery, we would want someone to come and bring us freedom, too!

PART 3: WHAT CAN I DO?

Key idea: My neighbor needs a hero. I can help to end slavery around the world.

So, I want you to imagine that you're the hero that gets to rescue Kumar and bring him freedom. What would you look like if you could be a freedom hero? What would you wear? What abilities has God given you to help Kumar?

Activity: I'm a freedom hero!

- Distribute the "I'm a Freedom Hero!" handout and ask children to draw themselves as a freedom hero. They should think about what they would wear,

what tools they would have, what abilities God would give them to bring freedom to others.

Ask children to share what they've drawn, and what abilities God would give them to love their neighbor and bring freedom to those around the world. Pause for ideas and answers.

Guess what? God did see how Kumar was suffering and he brought some people to rescue him! Kumar was rescued by an organization called International Justice Mission, or IJM. IJM is an organization that works to rescue people from situations of abuse around the world, so that they can be free, cared for, and have justice. Let's read the rest of Kumar's story.

[Read Part 2 of Kumar's story.]

[Slide 12: Kumar with a friend]

Now Kumar is free to live, and to learn just like other people.

[Slide 13: Kumar smiling]

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- **Optional Video:** If you have time, you can show a video, made by children, explaining slavery in Ghana, in support of IJM: <https://www.youtube.com/watch?v=XdvR8sk5qB0>

CLOSING THE LESSON:

How can we be heroes for our neighbors who are trapped in slavery?

[Pause for answers.]

- **We can raise awareness** that slavery still exists by telling other people that there are more than 45 million people in slavery today, and all of us need to work together to end slavery.
- **We save our money** and send it to IJM to help them rescue more people.
- **We can pray for boys** like Kumar, and others, who are trapped in slavery today.
- **We can ask mom and dad to pray with us** for people trapped in slavery.

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FREEDOM SUNDAY

LEADER RESOURCES

KUMAR'S STORY

PART ONE:

I want to introduce you to a boy named Kumar. When Kumar was five years old he became an orphan, or a child who has no parents. There was a man nearby who owned a brick kiln, which is a place where things are made by firing, hardening, burning, or drying.

This owner was a dishonest man. He said one of Kumar's family members owed him money and now Kumar had to work for him. Kumar was seven! He wasn't supposed to work yet. Just when he was supposed to start school like other children his age, Kumar began a life of slavery.

The brick kiln was a terrible place to work. Each day, children, women and men had to make hundreds of hard clay bricks every day. As slaves, they gathered water, sifted sand, molded bricks and carried them in and out of the sun all day long. They worked so hard but only the owner profited, or made money. Seven days a week, Kumar carried heavy clay bricks back and forth in the kiln as they

dried. He woke early each morning to begin working at 6:30 a.m. and continued until the evening hours. His hands would be raw and his body exhausted from the brickwork.

Kumar's owner threatened him and the other workers if he thought they were not making enough bricks. There was one day Kumar's owner beat him and dragged him back to the kiln when Kumar was sick and had stayed home. Even though Kumar was only a child, he knew that what was happening to him was wrong. He wanted to study, to be with his parents, and to play. Kumar was trapped.

PART TWO:

One day, everything changed for Kumar. International Justice Mission had discovered the slavery in the kiln and wrote down the proof of the horrible conditions Kumar and others were forced to work in. IJM worked with the town's government and police to make a plan to free the slaves.

The team arrived in the morning and entered the kiln. They told the owner it was illegal, or against the law, to have Kumar as a slave. Each slave was asked to tell his or her story to a government official. Kumar was very happy when he heard that somebody was going to release him from there.

Kumar was brave and told the truth about the brick kiln and the owner, even when the owner's friends were yelling at him. IJM staff made sure that Kumar and the others received the correct papers that proved they were former slaves and then brought them to a safe location. After he was rescued, Kumar told IJM, "When I heard that somebody is going to release me from here, I felt very happy. I was happy I no longer needed to suffer, that my life was about to change."



THE STORY OF THE GOOD SAMARITAN

FROM LUKE 10:30-37

One day, a lawyer, who was listening to Jesus teach, began to question him about how he should live. Jesus told him the love the Lord with all of his heart, soul, strength, and mind, and to love his neighbor in the same way that he should love himself. The man then asked Jesus, “Who is my neighbor?”

Jesus told a parable about a man who was traveling to Jerusalem. On his way to Jerusalem, he was attacked by robbers. They ripped his clothes off, beat him, and left him half dead at the side of the road. Thankfully a priest came along who could help him. But, when the priest saw the man lying on the side of the road, he crossed to the other side and passed right by the helpless man.

Another holy man passed by shortly after the priest. Surely he would stop and help the poor man! Instead, he too crossed to the other side and passed right by the helpless man.

Then, there was a Samaritan traveling on the road. When he saw the hurt man he felt sorry for him and concerned with his pain and suffering. The Good Samaritan cleaned his wounds, bandaged them up, and placed the man on the back of his donkey. He took the man to the nearest inn to find some help and shelter for the man.

At the inn, the Good Samaritan took care of the man. The next day, the Good Samaritan handed the innkeeper two pieces of silver and told him, “Take care of this man. If his bill runs higher than this, I will pay you back.”

After telling this parable, Jesus asked his student, “Now which of the three men would you say was a neighbor to the man who was attacked by robbers?” The student answered, “The Good Samaritan who showed mercy”. Jesus replied, “Yes, now go and do the same: love your neighbors as yourself.”



FREEDOM | SUNDAY

Dear Parents,

Today, we celebrated Freedom Sunday. We spent time talking about the story of the Good Samaritan, and discussed Jesus' commands that we love God with all of our heart, soul, mind, and strength, and that we love our neighbors as we would love ourselves. To help us understand slavery, we talked about a boy named Kumar, who forced to work in a brick kiln in India, but was rescued from slavery by International Justice Mission. We then learned that Kumar is one of our neighbors in Jesus' eyes, and that each of us can help to bring an end to slavery around the world.

Though the topic of modern-day slavery can be challenging and distressing to young minds, we discussed this in a developmentally appropriate way, and did a fun activity encouraging all children to be "freedom heroes"!

I would encourage you to discuss this lesson with your child this week. What do they remember learning about? What did they learn about slavery? How did the Good Samaritan respond to someone in need? How can they help those who are in need around them?

Together, we're raising children to know God's heart for mercy and justice. We hope you have some fruitful conversations and times to pray with your child in the coming week.

Warmly,

NAME:

I'M A
freedom hero!



IJM

Love your neighbor as yourself.

LUKE 10:27



IJM

ijm.org/freedomsunday ▪ freedomSunday@ijm.org

#UNTILALLAREFREE