

# SURPRISE!

STORIES OF  
DISCOVERING JESUS

## WORSHIP AND DRAMA GUIDE

### **Surprise! Stories of Discovering Jesus Worship and Drama Guide**

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## INTRODUCTION

Jesus surprised the people he met! People in the temple were amazed by the conversations and questions they had with a boy named Jesus. Hungry people in a crowd had more than enough food to eat when Jesus provided plenty of food. Two travelers were sad that Jesus died, but then they were surprised when Jesus started walking alongside them! With each surprise, people discovered more about Jesus.

Are you ready to be surprised by Jesus? Are you ready to ask questions and discover more about him? Then come along on the journey, open your eyes, and see what you will find!

Each Worship time includes:

- **Gathering**—children enter worship by making connections between their lives and the Bible story.
- **Worshipping**—music, a call to worship, Bible memory, and a drama of the Bible story.
- **Responding**—prayer and an offering project.
- **Sending**—parting words and a sending blessing.

You are privileged to work with children. Encourage them to develop healthy relationships with each other. Pray that each child will learn and grow through the daily worship experience.

## OUTLINE

Each session includes the Bible background, faith focus, and Bible memory passage. Spend time with them to understand the focus of the session. This information is also included in the other leader guides so that the activities will reflect the stories and themes presented during the Worship session.

# LEADERS FOR WORSHIP

Several adult leaders are needed for the Worship time:

- **Worship leader**—to lead the children in worship.
- **Music leader**—to choose songs and lead singing.
- **Drama leader**—to find people to play parts and coordinate the drama, including props.
- **Bible memory leader**—to introduce the Bible memory passage and guide children in learning portions of it each day.

Depending on who is available and their individual skills, some of these leadership roles may be combined.

## MUSIC

VBS music is available on the *Surprise!* CD. Children may sing along with some of the songs. Others can be used as listening pieces or music to play during worship and at other times. Music leaders will want to consider the VBS songs, but also choose songs that are familiar to the group and easy for the group to learn and sing together. You may want to gather a music group to lead songs.

When leading music, consider these suggestions:

- Sing songs from the CD.
- Sing other songs familiar to the group that go along with the theme.
- Listen quietly to the CD.
- Incorporate movement along with music.
- Have children play rhythm or other instruments.
- Sing songs used regularly in Mass.
- Chant song lyrics rather than singing them.

## BIBLE MEMORY

One Bible memory passage is featured throughout the week:

“Let the little children come to me; do not stop them; for it is to such as these that the kingdom of God belongs. Truly I tell you, whoever does not receive the kingdom of God as a little child will never enter it.” And he took them up in his arms, laid his hands on them, and blessed them. —Mark 10:14b-16

The text is from the New Revised Standard Version. You may use a preferred translation.

*(Bible memory continues on the following page.)*

There are many fun ways to memorize Scripture. Use these suggestions or your own ideas to make Bible memory fun and easy.

- **Word Scramble:** Create cards with the words of the passage, one word per card. Hand out the cards in no particular order, and then invite children to stand in line with the passage unscrambled. If there are enough children, divide into teams, with each team having a set of words. Which team can unscramble first?
- **Missing Words:** Create cards with the words of the passage, one word per card. Attach them to the wall or a poster board in their correct order. Invite children, one at a time, to remove a word. After a word is removed, repeat the entire passage until all of the cards are gone. Or, write the passage on a whiteboard and invite children to erase one word at a time.
- **Action Words:** Invite children to suggest actions for key words. Say the passage together using the actions. This can be done in one large group, or in smaller groups with adults helping.
- **March in Place:** Say the passage while marching in place, one word per step. This gets tricky when words have more than one syllable! Try doing different actions, such as hopping on one foot, raising arms into the air, or tapping knees.
- **Balloon Toss:** Blow up a balloon and knot it, and then have children stand in a circle. Invite children to tap the balloon, with everyone saying a word of the passage each time the balloon is tapped. Keep it in the air. If the balloon falls to the floor, begin the passage again until the whole thing is said without the balloon falling.
- **Ball Toss:** Have children stand in a circle and give one of them a ball. Before gently throwing the ball to another child, the one holding the ball needs to say the next word of the passage. Invite other children to help if one child is unable to recall a word.
- **Musical Verses:** Hand out rhythm instruments and invite children to create sounds as they chant the passage together.
- **What Is It?:** Divide into small groups and give one piece of paper and several crayons to each group. Invite them to illustrate key words of the passage. Display the illustrations around the room.



## OFFERING PROJECT

We have teamed up with Catholic Charities USA, the official domestic relief agency of the U.S. Catholic Church, to include an offering project suggestion. You may alternately or in addition choose to promote another service organization.

To collect the offering, place a big basket on a stool or table at the entrance to the room, and invite children to place their offering in the basket as they enter for worship each day. Near the end of the worship time, a leader will take the basket to the front of the room and make connections to the day's theme. The basket will then be raised as the leader says a simple prayer: *Bless these gifts, O God.* This ritual is similar to the one Jesus used to break and share bread in the stories presented on both Day 3 and Day 5.

The offering basket will be used during the drama in Day 3 to gather the leftover loaves and fish.

## A Message from Catholic Charities USA

Over the last 10 years, the Catholic Charities ministry has helped more than 6.5 million people affected by all kinds of disasters: floods, hurricanes, mudslides, tornadoes, ice storms, droughts, wildfires, explosions, violence, and environmental damage. But the need has only increased. Now, more than ever, we need to support our brothers and sisters through these challenges.

CCUSA provides training in disaster preparedness, response, recovery and mitigation. In particular, agencies anticipate and respond to the elevated risks and challenges of vulnerable populations impacted by disasters. With a national reach through a local presence, Catholic Charities helps people through both the immediate and the long-term process of recovery and restoration.

## What Can Our Vacation Bible School Do?

- 1. Pray.** Pray for health and well-being of those impacted by disasters, as well as those who are working hard to help them. You may choose to use or adapt one of the prayers found at <http://bit.ly/disaster-prayers> and <http://bit.ly/ccusa-disaster-prayer>.
- 2. Inform teachers, children, and parents.** The more you learn about disaster relief, the more you'll understand how to help. Many of us are not aware of the impact natural disasters on the poorest of the poor and in parts of the U.S. far from the mainland (e.g. the Virgin Islands and Puerto Rico). Learn more at <http://bit.ly/ccusa-disasters> and elsewhere.
- 3. Donate.** One of the best ways to help is through donating to accredited nonprofit organizations that are responding to the need. Learn how to donate at [CatholicCharitiesUSA.org](http://CatholicCharitiesUSA.org).
- 4. Advocate.** Speak out to make sure our government is using our resources wisely to help those in need. For example, see: <http://bit.ly/ccusa-advocacy>.
- 5. Use Social Media.** Follow and retweet @CCharitiesUSA on Twitter for the latest updates and spread the word about the need to your friends and family.

## Offering visuals

Plan a visual way to recognize the amount of money contributed for the project. Because bread is featured in two of the VBS stories, use a basket and loaves of bread or rolls as the offering visual. Place the bread or rolls into the basket depending on how much money is contributed. For example, one loaf or roll could indicate \$5 or \$10. The basket and bread or rolls could be real, or created from cardboard cutouts and hung on the wall. Review the amount each day and be sure to thank children for their generosity!

Also consider posting a large map (preferably one including the Caribbean) to highlight where disasters have taken place in the last year or two. You could position color coded stickers for different types, perhaps adding some each day as you tell the group about them. For lists by year, see: <http://bit.ly/2017-disasters>.

## PRIMARY CHILDREN

Primary children are both endearing and challenging, and often open and affectionate. They may enjoy doing things on their own one minute, but want the leader's attention and guidance the next. Projects completed independently, though imperfect, are more satisfying than those completed by the leader.

Primary children think mainly about themselves and need encouragement to consider others and their needs. Sharing is hard for them, but repeated intervention is effective. Always acknowledge the children's feelings, even while correcting inappropriate actions. If you treat children with respect you will have encouraged positive behavior because primary children look up to their leaders and try to emulate them.

Primary children have lots of ideas and want to share them. They need space to express themselves and feel they are contributing to the group.

## MIDDLER CHILDREN

At this age, children are becoming less self-centered and are able to understand another's point of view. They are big on fairness and rules, and will quickly tell you when something is unfair. Clearly communicate your expectations about group behavior. Follow through on your expectations. When working on a new skill or project, middler children show amazing focus and determination. They take criticism seriously, so try to frame comments in a positive way. Middlers tend to have best friends and can exclude others. Peers are important to them. While some still want to please their leaders, others are beginning to challenge authority. Model respect in your words and actions.

Children at this age show great developmental differences (physical, intellectual, psychological, social, and spiritual). Be aware of these differences and provide opportunities for everyone to contribute as they are comfortable. For example, reading abilities can range greatly. Be sensitive to any child's reluctance to read aloud. Many children are eager to read and comfortable doing it, while others find it difficult or embarrassing.

Middler children are full of energy and enthusiasm. Their bodies are growing and need physical activity. Whenever possible, provide opportunities to move around.

# DAILY SCHEDULE

Schedule is for a 2-hour-and-15-minute Bible school session. For other session times, see below.

<p><b>GATHER</b> (10 minutes) Small groups meet to begin the session.</p>	<p><b>WORSHIP</b> (25 minutes) Small groups converge for worship. A drama presents the Bible story.</p>	<p><b>BIBLE/CREATIVE/ ACTIVE RESPONSE</b> (30 minutes each) Small groups rotate to participate in three stations each day. Activities focus on Bible story themes. Creative Response time includes a snack.</p>	<p><b>SEND</b> (10 minutes) Blessing and dismissal in small groups or in total group assembly.</p>
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## Modified schedule

### If you have 2 hours:

**Gather**—5 or 10 minutes  
**Worship**—20 minutes  
**Respond**—75 minutes  
 Active—25 minutes  
 Bible—25 minutes  
 Creative—25 minutes  
**Send**—5 or 10 minutes

### If you have 1½ hours:

**Gather**—5 minutes  
**Worship**—20 minutes  
**Respond**—60 minutes  
 Active—20 minutes  
 Bible—20 minutes  
 Creative—20 minutes  
**Send**—5 minutes

### If you have 1 hour:

**Worship**—15 minutes  
**Respond**—45 minutes  
 Active—15 minutes  
 Bible—15 minutes  
 Creative—15 minutes

SAMPLE - DO NOT REPRODUCE

## Day 1

# DISCOVERING JESUS IN THE TEMPLE

### Biblical background

The Bible shares just this one story about Jesus' boyhood. It is an important one for children, helping them to understand that Jesus was young once, too.

At age 12, Jesus travels with his parents to Jerusalem to observe the Passover festival. We know from Mary and Joseph's presentation of the infant Jesus in the temple that they observed traditional religious events and rituals. It is no surprise that they make the journey to Jerusalem for Passover. Their faith is a natural part of their life and part of their identity.

Most of the story takes place after the event, as the family travels home. After a full day of walking, Mary and Joseph discover that Jesus is not with them. They are traveling with a group—a community of family and friends—and assumed Jesus was walking with others.

When they realize Jesus is missing, they return to Jerusalem and search for three days until they find him in the temple. Jesus is with the teachers, talking, listening, and asking questions. The teachers are surprised and amazed at his understanding!

When Mary tells Jesus how worried they were, he responds, "Did you not know that I must be in my Father's house?" (v. 49). Neither Mary nor Joseph fully understands, but Mary treasures the experience.

This story reminds us to take children and their faith experiences seriously, as the teachers did with the young Jesus. Young children are capable of reflecting about God, so embrace their enthusiasm and allow their faith to grow.

Hearing a story about Jesus as a boy allows children to see him as someone who understands them. When Jesus was in the temple, he asked questions as many children do. As a result, he grew in wisdom. Children will learn that they can ask questions, too, and learn and grow in their faith.

### Today's Bible experience

Luke 2:41-52

### Summary

Jesus' parents travel home to Nazareth after observing Passover in Jerusalem, and discover that 12-year-old Jesus is not with them. They return to Jerusalem and find Jesus in the temple, asking questions and talking with the teachers.

### Bible memory

"Let the little children come to me; do not stop them; for it is to such as these that the kingdom of God belongs. Truly I tell you, whoever does not receive the kingdom of God as a little child will never enter it." And he took them up in his arms, laid his hands on them, and blessed them. —Mark 10:14b-16

### Faith focus

We can ask questions and grow in wisdom.

### Session materials

- Bible
- Bible memory poster
- *Surprise!* music, songbook, and music player

## Advance preparation

- Pray for the leaders and the children who will participate in Bible school today.
- Read Luke 2:41-52. Read over the worship plan and prepare for today's worship.
- If using a music group to lead singing, have the group practice the songs for the day.
- Coordinate with other leaders the logistics of the worship time.
- Plan how to teach the memory verses (p. 11).
- Learn about the offering project (p. 4). Create the visuals for keeping track of giving (p. 5). Place the offering basket at the back of the room.
- Gather props and visuals needed for worship and the drama. Have them ready on the stage.

# WORSHIP PLAN

## Gathering

1. **As children gather** in the worship space, have the music group singing or play music from the *Surprise!* CD.
2. **Welcome the children** to an exciting week of vacation Bible school. Raise your hand, and then ask the children to raise their hands. In many settings, children will also automatically put up their hands and become quiet.
3. **Surprise the group** by asking the children if someone has a question. After all, they are raising their hands! Raising hands is also a sign of wanting to ask a question.
4. **Introduce today's theme:** We can ask questions and grow in wisdom. Asking questions is how we discover and learn about the world around us and how we learn about God. We can ask who, what, where, when, and why.

Today the story is about Jesus, who asked questions and talked about many things. We will grow in wisdom if we ask questions, too.

Explain that all of the stories during VBS are about Jesus. The children will be surprised and discover many things about Jesus through the stories.

## Worshipping

1. **Lead the call to worship.** Prepare children to pray this thanksgiving prayer as a call to worship. Invite children to raise their hands and say "Thank you, God!" when prompted. Repeat the phrase and raise hands several times with the children before you begin.

Leader: O God, we give you thanks for a new year of vacation Bible school. We pray for each child here today.

**Response: Thank you, God!**

Leader: We pray for all the leaders and helpers.

**Response: Thank you, God!**

Leader: Thanks for the stories and songs that help us learn.

**Response: Thank you, God!**

Leader: Thanks for curiosity and wonder.

**Response: Thank you, God!**

Leader: Thanks for questions and wanting to find answers.

**Response:** **Thank you, God!**

Leader: Thanks for wisdom and growth.

**Response:** **Thank you, God!**

Leader: Amen!

2. **Sing or listen to songs** from the *Surprise!* CD. Here are suggestions:

- “The Temple”
- “Bless the Lord”
- “Just Like You”

3. **Introduce the memory verses.** Read Mark 10:14b-16 from the Bible or the Bible memory poster. Explain that each day the children will learn part of it so that it can be recited together on Day 5.

The Bible stories that help children discover Jesus are about Jesus welcoming the children to share, ask questions, and be blessed by God. Children are very important to God!

*Let the little children come to me, do not stop them.*

Use one of the memorization ideas from page 4 to learn this part of the passage.

“Let the little children come to me; do not stop them; for it is to such as these that the kingdom of God belongs. Truly I tell you, whoever does not receive the kingdom of God as a little child will never enter it.” And he took them up in his arms, laid his hands on them, and blessed them. —Mark 10:14b-16

4. **Open your Bible** to Luke 2:41-52 and explain that today’s story of Jesus comes from Luke’s gospel, soon after the Christmas story. It is the only story in the Bible of Jesus as a child.

5. **Introduce the drama.** Can you imagine Jesus as a 12-year-old boy? What do you think he was like? What do you think he did? What did he think about?

Explain that in the drama, the children will meet Jesus when he was 12 years old! And what he was like might be surprising!

Add that two children, Zac and Zoe, are in all of the dramas during VBS. In today’s story, Zac and Zoe are on a journey. They have simply been told, “Go to Jerusalem. Keep your eyes open. See what you find.” Let’s meet them.

6. **Watch the drama**, pages 32–34.

## Responding

1. **Ask the children** to close their eyes tight and think about what they just saw and what they learned about Jesus. Wait 10 seconds in silence and then give a signal when children may open their eyes. Encourage the children to “keep your eyes open” and see what they might discover this week at VBS. Encourage children to ask questions this week, just like Jesus did in the temple. Asking questions will help children grow in wisdom.
2. **Pray:** *Thank you, God, for the gift of questions. Help us to ask questions, just like Jesus did, so that we can grow in wisdom. Thank you for each child that is here at VBS this week. Amen.*
3. **Connect to the Mass.** Explain that each story about Jesus this week has a connection to what we do at Mass each week. Mention that when Jesus went to the Temple, that was one of the ways he went to church. The teachers in the Temple were like priests or leaders in our parish, and the Scripture they would have talked about was from what we call the Old Testament today (the New Testament was written after Jesus died). We still read from the Old Testament each week at Mass: in the First Reading and the Psalm.
4. **Introduce the offering project.** Offering projects and visuals are suggested on pages 4–5. Share about the offering project and where the money will go. Invite children to bring a money gift each day of VBS. Explain how the offering will be gathered, and how the bread symbols will be used to keep track of the amount of money given.

Bring the offering basket forward from the back. Connect the offering to today’s story of Jesus as a child by sharing how everyone can give to others—even children. Lift up the offering basket over your head and pray: *Bless these gifts, O God. Amen.*

## Sending

1. **Explain the schedule.** The children will meet with other Bible school leaders to explore more activities related to the Bible story.
2. **Give a sending blessing.** Explain that this blessing of God will go with the children each day. As leader, say the words with arms wide open:
 

The LORD bless you and keep you;  
The LORD make his face to shine  
upon you, and be gracious to you;  
The LORD lift up his countenance  
upon you, and give you peace. (Numbers 6:24-26)
3. **Play the Surprise! CD** or have the music group play as the children leave the worship space.

# BIBLE DRAMAS

## Introduction

Dramas are an important part of the worship experience of *Surprise! Stories of Discovering Jesus*. They portray the Bible stories and invite children to discover surprising things about Jesus.

## Characters

Each drama includes a list of characters. Try to recruit mature individuals who can add strength to the dramas, as well as youth and children who can learn from the more experienced actors. Working with several families would be ideal for having mixed ages, scheduling rehearsal time, and encouraging memorization at home. Two children, Zac and Zoe, are characters featured in each drama.

- **Day 1**—Zac, Zoe, Jesus (12 years old), Mary (mother of Jesus), Joseph (father of Jesus)
- **Day 2**—Zac, Zoe, Jesus, Disciple, one VBS group (leader and children)
- **Day 3**—Zac, Zoe, Jesus, Disciple, one older VBS group (leader and children)
- **Day 4**—Zac, Zoe, Jesus, Nicodemus
- **Day 5**—Zac, Zoe, Jesus, Disciple, Cleopas

## Costumes

Zac and Zoe are children on a journey and an adventure. They should wear comfortable clothes, such as hiking pants or shorts, shirts, hiking boots, and outdoor hats. They each need a backpack, which will sometimes hold props for the dramas.

Jesus should dress in Bible-times Middle Eastern clothes, which could include a robe, belt, and sandals. Jesus could also wear a headband or cloth. The Day 1 drama will need a 12-year-old Jesus, but in the other dramas Jesus is an adult.

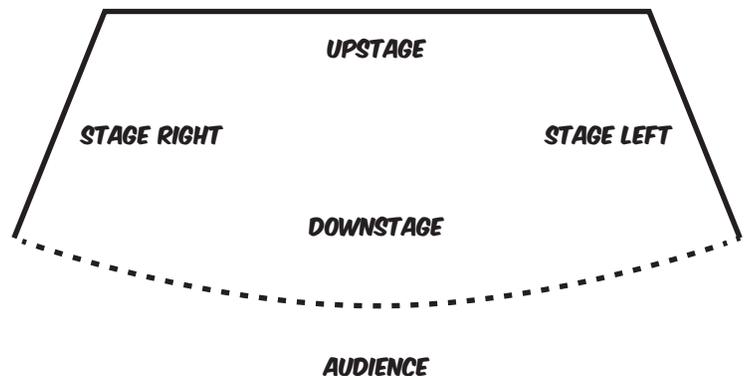
Other characters should also wear Middle Eastern clothes, similar to Jesus.

## Props and staging

The stage is divided in half. Stage right is where the biblical stories are dramatized, and a simple stool is needed in this area. Stage left is where Zac and Zoe do most of their interaction, and they need a park bench, angled toward stage right. In addition to the stool and bench, each drama will also have various props to fit the day's story. Modify the list according to the available space and resources.

If space allows, create a backdrop for the stage depicting the movement from the city of Jerusalem on stage right to the countryside and region of Galilee on stage left.

- Use large boxes. Paint and stack them on stage right to create buildings such as the temple and houses, outlining the city. Rocks (real, plastic, or cardboard) can be added in the middle, along with green plants



and more greenery on stage left. Create a path out of flat rocks or pavers between the two sides of the stage, between the stool and bench.

- Create a large banner or mural on the back wall depicting Jerusalem and the temple on stage right, with a desert and sand countryside in the middle, and lush greenery and Sea of Galilee on stage left.

## **Rehearsals**

Create a rehearsal schedule and make sure that the actors can attend. Distribute scripts several weeks in advance and encourage actors to become familiar with their lines.

Make it clear whether or not actors are to memorize the scripts. If so, give memorization goal dates. If memorizing seems too daunting, suggest that actors write their lines on small cue cards to carry with them.

Start by having actors read through the drama without moving around to allow them to get familiar with their lines. During the second read-through, begin to work with the actors on their movements and placements. Instruct them to move as their lines suggest. During the third read-through, give actors more concrete directions for movements. At the end of each rehearsal, take a moment or two to make helpful comments. Make sure everyone writes down your comments to them on the script.

There may be times when you wish to go through only part of a drama. Be clear in your instructions and considerate of those with smaller parts. It may be possible to practice their scenes first and allow them to leave.

Above all, have fun! The dramas are written to be enjoyed by actors and audience alike. When the characters are well prepared and rehearsals are fun, the stories will come to life and the audience will get the message.

## Day 1

# DISCOVERING JESUS IN THE TEMPLE

### Today's Bible experience

Luke 2:41-52

### Summary

Jesus' parents travel home to Nazareth after observing Passover in Jerusalem, and discover that 12-year-old Jesus is not with them. They return to Jerusalem and find Jesus in the temple, asking questions and talking with the teachers.

### Bible memory

"Let the little children come to me; do not stop them; for it is to such as these that the kingdom of God belongs. Truly I tell you, whoever does not receive the kingdom of God as a little child will never enter it." And he took them up in his arms, laid his hands on them, and blessed them. —Mark 10:14b-16

### Faith focus

We can ask questions and grow in wisdom.

### Characters

- Zac
- Zoe
- Jesus (12 years old)
- Mary (mother of Jesus)
- Joseph (father of Jesus)

### Props

- Stool (at stage right for all dramas)
- Writing tablet or clipboard, pencil or pen
- Park bench (at stage left for all dramas)
- Costumes (p. 29)

### Preparation

The stage is divided in half. Stage right is where the biblical stories are dramatized. Day 1 is a temple scene. Jesus sits silently on a stool with a writing tablet or clipboard.

Stage left is an open space with a park bench in the back corner, angled toward stage right.

## Drama

*(Jesus sits silently on the stool, facing toward the wall [the temple]. He has a pencil and writing tablet or clipboard. He is concentrating and sometimes taking notes, other times raising his hand as if asking questions. He is a silent character until later in the drama.)*

*(Zac and Zoe enter from the back of the audience. As they walk toward the stage, they talk.)*

**Zoe:** Zac, are we there yet?

**Zac:** Where, Zoe?

**Zoe:** There.

**Zac:** Where's there?

**Zoe:** Where we are going, that's where!

**Zac:** But we don't know where we are going. So there!

**Zoe:** I'm so confused. We have been walking all day, but we don't even know where we are going. It feels like we have been walking in circles!

**Zac:** All we were told was, "Go to Jerusalem. Keep your eyes open. See what you find."

**Zoe:** So we've been sent on a journey, but don't know what we are looking for.

**Zac:** Come on. It's an adventure. Who knows what we will find if we keep our eyes open.

**Zoe:** I think we are lost. We should have asked for directions. Maybe if you had asked more questions!

**Zac:** *(approaches park bench)* This looks like a good place to stop. I need a rest. *(sits down)*

**Zoe:** *(sits beside Zac)* What's over there? *(points to stage right)* I think it's the temple again! We have been going around in circles here in Jerusalem.

**Zac:** Maybe because it's so crowded. There are so many people going in and out of the temple. They must be here for the Passover festival.

**Zoe:** Passover? Isn't that the big festival where people remember how God saved our ancestors from Egypt?

**Zac:** I don't know. That was so long ago. Now I wish I had asked my parents more about it.

**Zoe:** Let's just sit here and watch for a while.

*(Mary and Joseph enter from two different sides at the back of the audience. They are frazzled and anxious, yelling over at each other while moving among the children.)*

**Mary and Joseph:** *(both asking several different children)* Do you know where Jesus is? Do you? Do you?

**Mary:** Joseph—I can't find Jesus anywhere!

**Joseph:** Me either, Mary. I thought you had Jesus when we left Jerusalem yesterday!

**Mary:** Me! You are supposed to watch out for him. You know that he has always been . . . well . . . different, unique, unusual, more sensitive or something. We have to keep an eye out for him. Are you sure he is not with any of the rest of the relatives—there are so many of us!

**Joseph:** I think we must have left him behind. Do you think he might still be at the temple? He sure liked it there for some reason.

**Mary:** I'm so worried. We have to go back and see if anyone has seen him. *(Arrives at stage. Sees Zac and Zoe.)* Have you seen a boy around here? He's 12 years old. About this tall. *(holds out hand to show height)* He's kind of wise-looking for his age.

**Zac:** There are so many people in Jerusalem right now. How would we recognize one boy?

**Zoe:** Wait. What about that boy we saw every time we passed by the temple? It was so strange. He was there with all the priests and teachers, listening and asking questions. Most kids wouldn't do that, especially at the temple. It was almost as if he knew something more than the teachers. They looked surprised and amazed!

**Zac:** I remember him. Yes, go over to the temple and maybe you'll find him.

**Mary:** Oh, that must be him all right!

*(Mary and Joseph go to the temple, where they suddenly see Jesus, hand raised to ask a question. Zoe and Zac follow behind at a distance, watching.)*

**Joseph:** Jesus! It's you!

**Mary:** Young man, why have you treated us like this? Your father and I have been half out of our minds looking for you!

**Jesus:** Why were you looking for me? Do you not know that I must be in my Father's house?

**Mary:** *(as if she is starting to say something, but then reconsiders)* But . . . um . . . we were so worried . . . your Father's house? . . . The temple? You've been here with the teachers, asking questions for three days?

**Joseph:** It's time to come home now, Jesus.

*(Slowly Mary and Joseph and Jesus exit stage right, Mary with an arm around Jesus.)*

**Zoe:** Did you see that? They found their son. They looked so worried. I thought they were going to yell at him. But then they just walked off together.

**Zac:** There's something about that boy. A kind of understanding or wisdom or something?

**Zoe:** I've always wondered what wisdom means. I thought it was knowing everything. But maybe it has more to do with being willing to ask questions, to be curious, and to wonder about the world.

**Zac:** Hmm . . . so maybe if we had asked more questions, we might know what we are looking for on this journey?

**Zoe:** You tell me. You're the "wise guy." Let's keep going. Keep your eyes open.

*(Zac and Zoe exit stage left.)*